

Media Meaning Match

Analyze what each format adds to the same issue.

CCSS.ELA-Literacy.SL.7.2 "Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study."

NAME _____

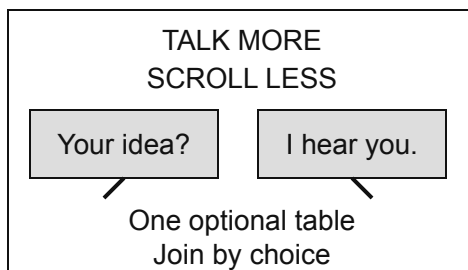
DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Keep paragraph 1 covered while the teacher reads it aloud twice. Make brief listening notes before uncovering it. Then study both printed source cards. Every learner analyzes all three sources; use their actual words, visual choices, and numbers.

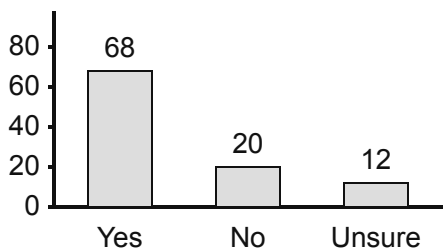
A phone-free lunch table? A classroom simulation

- ① Source C - announcement script, for the reader: The student council proposes one optional phone-free lunch table for a two-week trial. Students who choose it would put phones away to make room for conversation. Other tables would remain available. After the trial, the council would ask participants and other students what worked and what did not. The proposal aims to encourage conversation; we do not yet know whether it will succeed.
- ② Source A is the council's persuasive poster. Its uppercase slogan and paired speech boxes invite a particular kind of interaction. Source B reports a fictional survey: all one hundred surveyed seventh graders answered whether they wanted an optional phone-free table. Each chose one response. The graph shows preferences before the proposed trial, not observed behavior during lunch.
- ③ The issue is whether to try an optional table, not whether to ban phones throughout the cafeteria. Analyze each source's main idea, supporting details, and limits. Then explain what becomes clearer when the formats are connected. Use precise details to explain each source's contribution. Decide which conclusions the sources support and which would require further evidence.

A • Student council poster - fictional**An invitation to talk**

Study the slogan, paired speech boxes, and choice wording. These visual and verbal choices are part of the message.

A persuasive proposal, not a report of measured results.

B • Student survey - fictional**Want an optional table?**

One response from each of 100 seventh graders. Vertical scale: number of respondents. Read all three bars.

Preference before the trial; not an outcome measure.

2 ANSWER WITH EVIDENCE

Use the media and background

- 1** What is the poster's main message? Explain how two visible design or wording choices support it.

2 What does the graph clarify, and what would overstate its evidence? Use exact numbers.

3 What two announcement details clarify how the proposal differs from a cafeteria-wide ban?

4 Connect all three sources. How do they clarify the decision, and what remains unknown?

3 YOUR TURN _____ Your own words

One worksheet and pencil per learner; a teacher or adult reader. Partners discuss after individual analysis. After independent analysis, explain your interpretation to a partner. The written work records your reasoning; the live explanation and listening are also part of the task.

1. Listen and record

Hear Source C twice with the script covered. Record its central proposal and two details from listening; then uncover it to check accuracy.

Listening notes:

2. Analyze the poster

Study the poster independently and answer Question 1. Point to two actual visual or wording choices and explain their effects.

A choice and its effect:

3. Analyze the graph and plan

Read all bars and answer Questions 2-3. Compare the numeric evidence with the announcement. Distinguish measured preference from planned action; explain why neither establishes an observed outcome.

A distinction the sources clarify:

4. Explain and connect

Answer Question 4, then explain your synthesis aloud to a partner. Each person must connect all three formats and identify an unanswered question. Listen and respond to your partner's evidence.

A clarification from our exchange:

PART 1 • READ AND MARK

Keep paragraph 1 covered while the teacher reads it aloud twice. Make brief listening notes before uncovering it. Then study both printed source cards. Every learner analyzes all three sources; use their actual words, visual choices, and numbers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the poster's main message? Explain how two visible design or wording choices support it.	It encourages conversation at an optional phone-free table. The uppercase TALK MORE / SCROLL LESS slogan contrasts activities; the paired speech boxes picture a give-and-take exchange. The choice wording limits the proposal to voluntary participation.
2	What does the graph clarify, and what would overstate its evidence? Use exact numbers.	Of 100 surveyed, 68 favor the option, 20 do not, and 12 are unsure. A majority of respondents favors it, but 32 are not in the yes group. This cannot prove all students support it or that conversation will improve.
3	What two announcement details clarify how the proposal differs from a cafeteria-wide ban?	The proposal is for one optional table, and other tables remain available. These two details show that students can choose whether to participate; it is not a cafeteria-wide ban. Trial length may describe limited duration, but feedback alone does not establish voluntary participation.
4	Connect all three sources. How do they clarify the decision, and what remains unknown?	The poster explains the hoped-for interaction, the graph measures preference, and the announcement describes a limited trial and feedback. Together they support considering a test, not assuming success. Actual changes in conversation and experiences remain unknown.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative synthesis: The poster makes conversation look reciprocal through two speech boxes and an emphatic slogan. Its choice wording matters: this is not a ban for everyone. The graph adds scale, with 68 of 100 respondents favoring the option and 32 choosing no or unsure. The spoken announcement adds a two-week trial and feedback from both participants and others.

Together, the sources clarify a voluntary experiment with majority survey interest. They do not establish that conversation will improve. A useful next question is how the council will collect feedback without hearing only from satisfied participants. The poster communicates quickly, the graph allows comparison, and the spoken plan explains procedure and uncertainty.

Read Source C aloud twice while learners keep it covered; do not replace it with a summary. Learners may uncover it after making initial listening notes. Assess each learner's analysis of main ideas, supporting details, and contributions of all three actual formats. Survey counts total 100, so counts equal percentages here; 68 is a majority, not unanimity. All sources are explicitly fictional. No device use or real policy change is required.