

# Make Meaning Visible

Combine a clear visual with a spoken message.

**8.C.3.A.iii** "Plan and present a multimodal presentation that Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language)."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

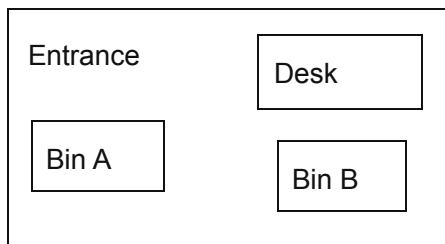
**YOUR JOB** Underline words describing what the presenter says. Circle actions that connect the spoken message to a visible feature.

### A clearer way to return books

- ① This fictional library has two book-return bins. Bin A is beside the entrance; Bin B is beside the checkout desk. Either bin may receive any returned library book. Some visitors hesitate because the current labels say only A and B. The librarian asks students to propose clearer signs. No books have been counted and no visitor survey has been taken. A proposal can explain a possible benefit, but it cannot claim a measured improvement.
- ② The printed examples below offer two visual starting points. The map locates the bins; the sample sign uses a book icon with a downward arrow and the words "Return library books here." In a presentation, a student can point to the bin on the map while saying where a sign would go. Tracing the arrow on a sign can connect the drawn direction to a spoken instruction. The icon supports the written words; it does not replace them.
- ③ A presenter might begin, "Both bins take returned books, but their labels do not explain that." Next, the presenter shows a sign, points to its icon and explains how the words identify what belongs in the bin. The ending asks the librarian to try the signs and check whether visitors understand them. Reading every printed word aloud is not enough: explain how the chosen visual and spoken words help the audience make meaning together.

### A • Fictional library layout

## Two places to return books

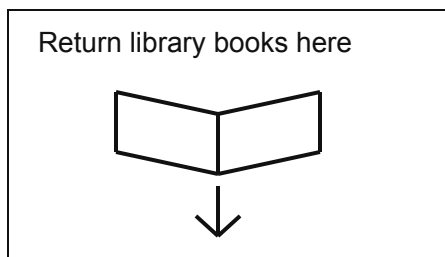


Bin A is beside the entrance. Bin B is beside the checkout desk. Both accept any returned library book. Layout is schematic, not to scale.

Current bin labels say only A and B.

### B • Fictional student sign draft

## A sign that names the action



Proposed text: "Return library books here." An open-book icon and a downward arrow indicate the return bin beneath the sign.

Draft for review; understanding has not been tested.

## 2 ANSWER WITH EVIDENCE

Use the media and background

1 Name two communication modes in sign B. What meaning does each add?

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2 How could pointing at map A help the audience understand a spoken explanation?

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3 Why should a presenter avoid saying the new signs have already reduced mistakes?

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**4** What would make the ending a useful request rather than a claim that the design is proven?

### 3 YOUR TURN

Your own words

In Message 1, create a complete sign for one return bin: draw an icon or arrow and add clear words. In Message 2, draw a simple location sketch showing that bin and a nearby landmark. On the lines, note what you will say at the beginning, middle and end. Present your proposal for about one minute to a partner or group: show both visuals, point to meaningful features, and explain how speech and images work together. Ask your listener what the sign tells them to do; use that feedback to revise if needed.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

**PART 1 • READ AND MARK**

Underline words describing what the presenter says. Circle actions that connect the spoken message to a visible feature. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                   | ANSWER                                                                                                                                                 |
|---|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Name two communication modes in sign B. What meaning does each add?                        | <b>Written language names the action and the library books. The drawn book icon and arrow visually connect that instruction to a return bin below.</b> |
| 2 | How could pointing at map A help the audience understand a spoken explanation?             | <b>Pointing to Bin A while naming the entrance, or Bin B while naming the desk, links the spoken location to the visible layout.</b>                   |
| 3 | Why should a presenter avoid saying the new signs have already reduced mistakes?           | <b>This is a proposal; no books have been counted and no visitor survey has been taken. Improved understanding has not been measured.</b>              |
| 4 | What would make the ending a useful request rather than a claim that the design is proven? | <b>Ask to try the signs and check whether visitors understand them, without claiming the new design has already worked.</b>                            |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

Message 1 could adapt sign B with "Return library books here," an open-book icon and a downward arrow. Message 2 could adapt map A to show Bin B next to the checkout desk. Beginning: "I propose a clearer sign for Bin B." Middle, pointing to the sign: "These words tell visitors which items belong here. The book icon supports the words, and the arrow points down toward the bin." Pointing to the sketch: "This is Bin B beside the checkout desk; it accepts the same returned library books as Bin A." Ending: "Could we try it and ask visitors what they think the sign means?" The listener's explanation guides any revision.

Students actually draw the sign and location sketch in the two provided boxes and present them using spoken explanation. The printed examples make the visual task self-contained; students may adapt them rather than invent another bin rule. Assess accurate location and instructions, legibility, and how spoken words connect to images. Observe delivery, not just written cues. Feedback may confirm the design; revision is needed only if feedback identifies a problem.