

One Event, Clear Messages

Coordinate words, visuals and speech for two audiences.

9.C.3 “Integrating Multimodal Literacies Make strategic use of multimodal tools. Monitor, analyze, and use multiple streams of simultaneous information. Create media messages for diverse audiences and purposes.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle the confirmed event facts. Compare both printed drafts with those facts and mark any conflict.

The Food-Drive Brief

- ① In this fictional school, the student council confirms a food drive for Friday, 3:30-5:30 p.m., at the north gym door. Visitors should bring sealed food packages. The north gym door is beside the bus loop, not the main entrance. These are the confirmed facts for the task. Both drafts below are classroom mockups, not real announcements.
- ② The council needs a quick reminder for students who know the campus and a location guide for visiting families who do not. Draft A emphasizes a time and an action. Draft B pairs a route sketch with location words. Compare these simultaneous information sources before using either: a clear-looking message can still contain an incorrect detail. A route should name landmarks rather than depend on color alone.
- ③ Create one message for each audience using only the confirmed facts. Pair readable words with a useful drawn feature, such as a package icon or a labeled location sketch. Then deliver a spoken location explanation to a partner while showing the guide. The listener should be able to explain when, where and what to bring. Revise conflicting or confusing details; do not claim audio, translations or QR links you have not actually supplied.

A • Student council reminder draft

Food drive after school

FRIDAY

3:30-5:00 p.m.

FOOD

North gym

Bring sealed food packages to the north gym door on Friday. Check the large time on this draft against the confirmed brief.

Draft A - not yet approved.

B • Family location-guide draft

Find the north gym door

BUS LOOP

North gym door

Main entrance: other side

Friday, 3:30-5:30 p.m. Bring sealed food packages. Use the gym door beside the bus loop; it is a different door from the main entrance.

Schematic layout, not to scale. Draft B matches the brief.

2 ANSWER WITH EVIDENCE

Use the media and background

1 Which detail conflicts across the drafts? Which source should settle it?

2 How could the visual in A help a hurried student? What must change first?

3 How do the words and sketch in B work together for visiting families?

4 What can a speaker add for a listener who cannot see the guide clearly?

3 YOUR TURN

Your own words

Message 1: create a concise student reminder with a headline, actual icon and the correct day, time, location and donation instruction. Message 2: create a family guide with the same facts and an actual labeled location sketch. On the four lines, explain a design choice for each audience and how you checked consistency. Present the family guide aloud, describing the location. Ask a partner to repeat the time, place and donation instruction; correct any confusion.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Circle the confirmed event facts. Compare both printed drafts with those facts and mark any conflict. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which detail conflicts across the drafts? Which source should settle it?	Draft A ends at 5:00 p.m.; B and the confirmed council brief say 5:30 p.m. Use the confirmed brief and correct A.
2	How could the visual in A help a hurried student? What must change first?	The large time and package icon make the schedule and donation action easy to scan. Change the end time to 5:30 p.m. before using it.
3	How do the words and sketch in B work together for visiting families?	The words distinguish the gym door from the main entrance; the sketch links the north gym door to the bus loop, a useful landmark.
4	What can a speaker add for a listener who cannot see the guide clearly?	Say the time, sealed-food instruction and location beside the bus loop aloud. Describe the relevant location instead of saying only "over here" or relying on a pointing gesture.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Message 1 could read "Friday Food Drive - 3:30-5:30 p.m. - North gym door - Bring sealed food packages," with a drawn package labeled FOOD. Message 2 could adapt B's sketch, show the bus loop next to the north gym door and include those same event facts. Design explanation: the student reminder makes the schedule easy to scan; the family guide supplies a landmark for unfamiliar visitors. I checked both times against the council brief and corrected A's 5:00 ending. Spoken guide: "Come Friday between 3:30 and 5:30 p.m. with sealed food packages. Use the north gym door beside the bus loop, not the main entrance." Ask the partner to repeat those details and revise anything unclear.

Assess the actual two drawn messages and spoken guide. Every event detail comes from the fictional brief. Both products must use 5:30 p.m.; do not reward copying the draft error. Look for audience-specific design, coordination across words and visuals, a meaningful consistency check and listener feedback. The sample describes a possible student drawing; the printed drafts supply actual visual models. No outside assets, functional QR codes or translations are required.