

Message Matchup

Hear, view and read messages, then judge what works for whom.

7.C.4.C "Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

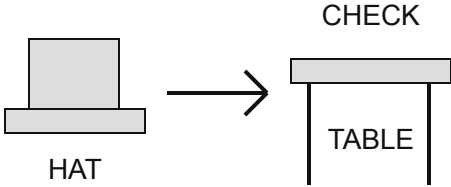
YOUR JOB Listen to message A as directed in paragraph 2. Then read A and the printed messages B and C. Mark the creator and audience of each; underline a technique whose effect you can explain.

Lost and Found - a Classroom Simulation

- ① At fictional Riverbend Middle, the student council and school office want missing belongings to reach their owners. Three messages share that purpose but give different amounts of detail. A morning audio announcement addresses students; a corridor poster catches students walking past; a newsletter notice helps families plan a pickup. The office is the source of the invented pickup arrangements. These are classroom examples, not real school instructions or results from a campaign.
- ② A - Morning announcement by Maya of the student council, for students. First, one reader performs the following script while listeners look away from the page: tap twice softly, pause, then say in a friendly voice, "Missing a hat? Looking for your hoodie? Check the lost-and-found table by the main entrance after school on Thursday or Friday. Find what is yours before it is packed away!" Listeners describe what caught their attention, then everyone may reread this complete transcript. Discuss the taps, questions, tone and short request as features they actually heard.
- ③ B and C are printed below. B uses a simple hat-to-table image and a short headline; it is intended to be noticed quickly. C gives families the pickup window and an alternative when they cannot attend. Its small details box supports the fuller written explanation. An identified office author can help readers locate the source, but a label alone does not prove information is correct. Predictions about effectiveness must be tied to a feature and an audience; no response totals are supplied.

B · Student council poster - for corridor students

Lost it? Check the table.



Look for your belongings by the main entrance after school Thursday or Friday.

Riverbend Middle classroom simulation. Pickup details supplied by the school office.

C · School office newsletter notice - for families

A chance to reclaim missing belongings

PICKUP DETAILS
Thu / Fri
3:15-3:45 p.m.
Main entrance

Families may visit the table by the main entrance on Thursday or Friday, 3:15-3:45 p.m. Please ask your student to identify their belongings. If that window does not work, contact the school office to arrange another time. Remaining items will be packed away after Friday.

Fictional school-office notice. The contact is the school office; no real address or phone number is implied.

2

ANSWER WITH EVIDENCE

Use the media and background

1

Compare one auditory technique in A with one visual technique in B. How could each help its intended student audience?

- 2** Why might C be more useful than B for a family planning pickup, while B may work better for a passing student? Cite a difference in content and format.

- 3** How does authorship affect the messages? Why can we not claim that one has already persuaded more people?

3 YOUR TURN

Your own words

Adapt B and C for the same audiences while keeping every detail you use consistent with the simulation. In Message 1, complete a corridor poster with a new headline, an actual labeled visual and a short caption. In Message 2, write a family notice with the precise pickup window and alternative, plus a small visual details box. Name each creator and audience. On the lines, compare your two designs and A: explain which technique could help each audience and one limit of audio for a family needing exact details.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Listen to message A as directed in paragraph 2. Then read A and the printed messages B and C. Mark the creator and audience of each; underline a technique whose effect you can explain. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare one auditory technique in A with one visual technique in B. How could each help its intended student audience?	A's taps, questions or friendly voice can draw listeners' attention; its short request is easy to follow by ear. B's hat-to-table image and brief headline can be noticed by students moving through the corridor.
2	Why might C be more useful than B for a family planning pickup, while B may work better for a passing student? Cite a difference in content and format.	C gives a precise time window and an alternative contact arrangement in a fuller notice that families can keep and reread. B has less detail and a quick image/headline suited to a passing glance.
3	How does authorship affect the messages? Why can we not claim that one has already persuaded more people?	The office supplies the arrangements and authors C; the student council adapts that information for peers in A and B. Named creators help readers trace the information but are not proof by themselves. No audience-response data are given, so actual persuasion totals are unknown.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible poster: "Missing something? Look here." Draw a hat with an arrow to a labeled table; caption it "Main entrance, after school Thursday or Friday." Name the student council and student audience.

Possible family notice: "Check before items are packed away." Give the office's Thursday/Friday 3:15-3:45 p.m. window, main-entrance location and office-contact alternative; include those details in a small box.

Name the school office and family audience. These are design specifications: students must actually draw and write in both spaces. Possible comparison: The poster's image and short words can guide a hurried student. The family notice can be kept and checked for scheduling details. A's taps and spoken questions may catch attention, but its brief script omits the precise pickup window and alternative. No format is universally best; suitability depends on audience and purpose.

All arrangements, people and messages are explicitly fictional. The reader must actually perform A so auditory effects can be discussed; a transcript alone is not the complete listening activity. B and C are actual printed sources, not absent images. Accept supported effectiveness judgments, including limitations or different reasonable predictions. Do not accept claims of measured persuasion without data. In the Your Turn task, assess both completed designs and the comparison across A, the poster and the family notice; do not accept descriptions of future drawings alone.