

Message Mix Mission

Combine words, visuals and evidence for two audiences.

6.C.3 “Integrating Multimodal Literacies Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g....”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

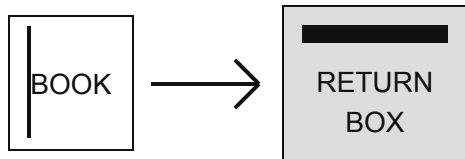
YOUR JOB In message A, underline both commands in the headline. In message B, circle the two labeled late-return counts in the graph. Mark one feature in each visual that helps its audience understand the words.

The Library Return Project - classroom simulation

- ① At fictional Harbor Middle, a library team wants students to return books by their due dates. The team creates message A for students passing the library. Its short directions and book-to-return-box diagram show an action. The return box in this simulation is beside the library entrance.
- ② For a progress report to families, the team creates message B. In each of two weeks, exactly 100 borrowed books were due. In week 1, 20 were returned late. In week 2, after reminders began, 12 were returned late. These are invented classroom data. The team counted late books, not late students; a student could have more than one book.
- ③ The smaller count is encouraging, but the two weeks involved different books and may have involved different borrowers. Other circumstances could also have changed. The comparison does not prove that reminders caused the improvement. A responsible message states the finding and its limit. The two printed messages show how written and visual modes can work together without inventing another result.

A · Student action poster - simulated library team

Check the date. Return your book.



When your book is due, use the return box beside the library entrance. Returning it makes it available for another reader.

For Harbor Middle students in this classroom simulation.

B · Family progress update - simulated library team

Fewer late books in week 2

Late books (100 due each week)



Late returns fell from 20 of 100 books due to 12 of 100. Reminders began between the weeks. The comparison does not prove that reminders caused the change.

Classroom data; counts are books, not students. Exactly 100 books due each week.

2 ANSWER WITH EVIDENCE

Use the media and background

1 How do the words and visual in A work together for students passing the library?

2 What finding does B show, and why must its labels say books rather than students?

3 Why would "Our reminders proved that late returns are solved" overstate the evidence?

3 YOUR TURN _____ Your own words

Create two complete messages using only the supplied simulation: Message 1 is an action poster for sixth graders; Message 2 is a progress update for families. In EACH workspace, write a headline and caption and draw an actual labeled visual. Match each audience and purpose. Use the supplied finding accurately in Message 2 and state its limit. On the lines, explain how words and visuals work together in each message.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

In message A, underline both commands in the headline. In message B, circle the two labeled late-return counts in the graph. Mark one feature in each visual that helps its audience understand the words. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the words and visual in A work together for students passing the library?	The words say to check the due date and return the book; the book-to-box diagram shows the action quickly. The box label connects the image to the location described in the background.
2	What finding does B show, and why must its labels say books rather than students?	Late books decrease from 20 to 12 out of 100 due in each week. The counts are books; one borrower could have more than one, so they cannot be relabeled as numbers of students.
3	Why would "Our reminders proved that late returns are solved" overstate the evidence?	Twelve books were still late, and the comparison does not isolate the reminders from other differences between the weeks. It shows fewer late books, not a proven cause or a solved problem.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible Message 1: Headline: "Due soon? Bring it back." Caption: "Check your due date. Place your book in the return box beside the library entrance." Visual design: a labeled book, an arrow and a labeled return box, as modeled in A. Possible Message 2: Headline: "Fewer books came back late." Caption: "20 of 100 books were late in week 1; 12 of 100 in week 2. The counts do not prove why they changed." Visual design: two bars from the same zero baseline, labeled Week 1: 20 and Week 2: 12, with lengths in the ratio 20 to 12 and a label saying late books. The student poster combines an action phrase with a clear route for the book; the family update combines an accurate numerical caption with a proportional comparison. These are possible content and design specifications; assess the student's actual completed drawings and written messages.

All school procedures and counts are explicitly simulated, not real policies or survey findings. Each proposed student product must contain both actual visual and written modes; a description of a future drawing alone is incomplete. Message 2 must use the available 20 and 12 late-book counts, the 100-books-due context for each week and a limit on causal interpretation. Accept other accurate visual forms, not only bars. If using bars, require consistent units and baseline. Do not invent a third week, a new finding or a number of students. Assess audience, purpose, organization and how the modes contribute meaning. The printed A/B visuals are available examples.