

Words That Move

Compare a proposal and a poster, then redesign for two audiences.

11.P.AC.3.a "Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the background and the two printed media examples. Underline one audience cue in each example. Box one visual feature in each. Label the proposal A and the invitation B in your answers.

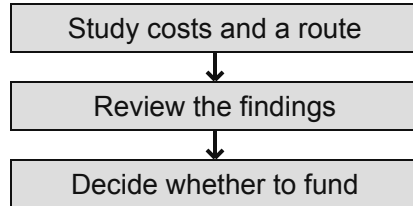
One Idea, Two Public Texts

- ① Classroom simulation: Oakview High and all details below are invented. Student council is exploring one late bus on Tuesdays and Thursdays for a semester. The proposed pickup is 4:30 p.m. after school activities. The school board has not approved funding or a route. Students can express interest at the council table during lunch; signing the sheet is not a seat reservation.
- ② The council needs two different texts. A formal proposal brief asks board members to investigate feasibility. A student invitation poster asks classmates to report whether the proposed schedule would help them. Both can combine written language with a visual mode, but their genres, tone and calls to action serve different audiences. Neither can honestly announce that service is available.
- ③ The printed examples below use the same proposed schedule. The brief's planning sequence shows steps toward a decision; the poster's schedule card makes two weekdays and a pickup time easy to scan. As you compare them, consider what each feature makes prominent, what it leaves out, and how it shapes expectations. In Your Turn, create your own versions using only this scenario's facts.

A · Student council proposal brief - classroom simulation

Board members: investigate a late bus

A proposed decision sequence



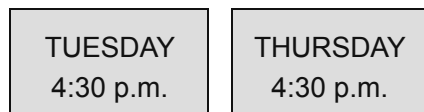
Access needs a plan. Please study costs, driver availability and a route for one late bus on Tuesdays and Thursdays at 4:30 p.m. for a semester. Review the findings before deciding whether to fund service.

Proposal only. No route or funding has been approved.

B · Student council invitation poster - classroom simulation

Stay involved. Tell us what you need.

PROPOSED PICKUP



Would a late bus help you join an activity? Tell student council at its lunch table whether this proposed schedule would help. Your answer can inform planning; the bus is not approved.

One bus · one semester

Not approved yet

Interest sheet only - signing does not reserve a seat.

2 ANSWER WITH EVIDENCE

Use the media and background

- 1 Compare the genre, audience and requested action in A and B. How does one wording choice suit each audience?

- 2** What meaning does A's visual sequence add? How would reversing its first and last steps change the proposal?

- 3** How do B's schedule card and headline work together? Name one important qualification that the visual alone cannot explain fully.

- 4** If "Your seat is waiting!" replaced B's headline, how would tone and meaning change? Is that revision justified?

3 YOUR TURN

Your own words

Create two complete texts in the blank panels. Panel 1: a formal proposal brief for the board, with a headline, a request to investigate, the proposed days/time, and a drawn planning sequence. Panel 2: an inviting student poster, with a headline, a drawn schedule card, and a request to report interest at the lunch table. Both must clearly say service is proposed. The poster must explain that signing reserves no seat. Draw and write the actual messages; do not substitute bracketed descriptions. On the lines, explain in two sentences how a wording choice and a visual choice suit your two audiences.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Read the background and the two printed media examples. Underline one audience cue in each example. Box one visual feature in each. Label the proposal A and the invitation B in your answers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare the genre, audience and requested action in A and B. How does one wording choice suit each audience?	A is a formal proposal brief for board members, asking a feasibility study; "Review the findings" suits a decision-making audience. B is an invitation poster for students, asking them to express interest; the direct question and "Stay involved" use an encouraging, conversational tone.
2	What meaning does A's visual sequence add? How would reversing its first and last steps change the proposal?	It puts study and review before a funding decision, stressing caution. Reversing those steps would suggest deciding to fund before investigating, contradicting the conditional proposal.
3	How do B's schedule card and headline work together? Name one important qualification that the visual alone cannot explain fully.	The card lets students scan Tuesday/Thursday at 4:30; "Stay involved" frames that schedule as access to activities. It does not fully explain the interest sheet or that signing reserves no seat; the footer supplies that qualification.
4	If "Your seat is waiting!" replaced B's headline, how would tone and meaning change? Is that revision justified?	It would sound more confident and inviting but imply service or a seat is assured. That is misleading because the route and funding are unapproved and signing expresses interest only.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative text and layout guide, not the only design: Panel 1 headline: "Plan access before promising it." Message: "Board members, please investigate a Tuesday/Thursday late bus at 4:30 p.m. for one semester. Review costs, a route and driver availability before a funding decision. Proposal only." Draw three connected boxes labeled "Investigate," "Review," and "Decide."

Panel 2 headline: "Could you stay for an activity?" Draw a two-column schedule card labeled "Proposed: Tuesday 4:30 p.m." and "Thursday 4:30 p.m." Message: "Tell student council at its lunch table whether this schedule would help. Service is not approved; signing the interest sheet reserves no seat."

Explanation: The formal request and planning sequence emphasize an informed decision for board members. The direct question and scannable schedule help students connect the proposal to their own activities.

Use the two actual printed media, not imagined links or resources. Students must create two visibly different genres integrating writing and drawings, not simply describe graphics. Check accurate days/time, conditional service, audience-specific tone and action, and the interest-only qualification. Accept other effective headlines and sequences that preserve facts. The model's drawing instructions guide the teacher; students must draw the actual graphics in their panels.