

From Story to Action

Read a visual campaign and compose two connected messages.

11.PAC.3.d "Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

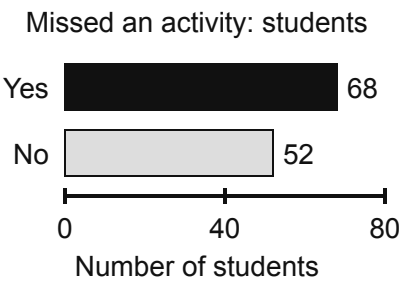
YOUR JOB Read the scenario and both printed campaign panels. Circle each request for action in panels A and B. Box the graph's source and one schedule label. In your answers, refer to panel A or B and to a specific written or visual feature.

Night Route Now

- ① Classroom simulation: all people, places, survey results and schedules here are invented. Route 6's last weekday departure from the library is currently 7:12 p.m. The Student Transit Coalition proposes testing a 9:15 p.m. last departure for six months. The Transit Board would need to study costs and approve the pilot; it has not done so. The schedule comparison in B is a proposal, not a travel notice.
- ② In the coalition's April survey, 120 students answered whether they had missed an after-school activity because they lacked a ride. Sixty-eight said yes and fifty-two said no. The survey did not ask what time a ride was needed or which route would help. It therefore suggests a transportation issue but cannot establish that the proposed 9:15 departure would solve those students' problems.
- ③ The coalition combines a short evidence brief with a rider-story postcard. The brief invites scrutiny of the survey. The postcard uses one simulated rider's experience to make the issue concrete and asks the board to study a pilot. Together they integrate written testimony, a numerical graph and a schedule comparison. Your own two-panel campaign will use these supplied facts and keep the proposal's limits visible.

A • Student Transit Coalition evidence brief - classroom simulation

A ride can make participation possible



Transit Board: 68 of 120 surveyed students reported missing an activity for lack of a ride. Investigate when and where rides are needed before deciding on our six-month Route 6 pilot.

Source: coalition April survey, 120 students. No route or time-of-need question.

B • Rider-story postcard - classroom simulation

To the Transit Board: test a way home

ROUTE 6 · LIBRARY

CURRENT	PROPOSED
7:12 p.m.	9:15 p.m.

“My shift ends at 8 p.m. I miss the last library bus.” - Jo, simulated rider. Please study a six-month pilot with a later last departure. Ask riders whether the route and timing meet their needs.

Proposed trial: six months

Proposed weekday last departure from library; not approved or in service.

2 ANSWER WITH EVIDENCE Use the media and background

- 1 How do the graph and written request in A work together for the Transit Board? Include what the survey cannot show.

- 2** How does B combine a personal story with a schedule comparison? Explain one contribution of each mode.

- 3** What would be misleading about relabeling A's yes bar "Students helped by the pilot"? Support your answer with the source limitations.

- 4** Evaluate the repeated calls to investigate or study. How does that craft choice connect A and B and affect credibility?

3 YOUR TURN

Your own words

Create a connected campaign for the Transit Board. Panel 1: write an evidence brief and draw a labeled, zero-based bar graph showing 68 yes and 52 no out of 120; credit the simulated April survey and state its route/time limitation. Panel 2: write a rider-story postcard using Jo's supplied quote, draw the current/proposed library departure comparison, and request a study of the six-month pilot. Give both panels headlines, use one repeated phrase or contrast to connect them, and clearly label proposed service. Draw the actual graphics. On the lines, explain in two sentences how your genres and modes work together to influence the board.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Read the scenario and both printed campaign panels. Circle each request for action in panels A and B. Box the graph's source and one schedule label. In your answers, refer to panel A or B and to a specific written or visual feature. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the graph and written request in A work together for the Transit Board? Include what the survey cannot show.	The zero-based graph makes 68 yes and 52 no responses easy to compare; the request turns evidence of a concern into an investigation. The survey lacks needed times and routes, so it cannot show that a 9:15 Route 6 departure would solve those respondents' problems.
2	How does B combine a personal story with a schedule comparison? Explain one contribution of each mode.	Jo's quoted experience makes a missed bus concrete and invites concern. The side-by-side schedule lets readers compare the current 7:12 departure with proposed 9:15 service. The testimony adds a human case; the visual clarifies the change.
3	What would be misleading about relabeling A's yes bar "Students helped by the pilot"? Support your answer with the source limitations.	Those 68 students reported a missed activity, not whether a pilot would help them. The survey did not ask when or on which route they needed transportation, and the proposed service has not been tested.
4	Evaluate the repeated calls to investigate or study. How does that craft choice connect A and B and affect credibility?	The repeated cautious request connects the evidence brief and personal postcard to one achievable next decision. It acknowledges uncertainty, helping the board treat the campaign as a testable proposal rather than a guaranteed solution.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative composition guide: Panel 1 headline: "Study a way home." Text: "Transit Board: 68 of 120 students reported missing an activity for lack of a ride. Study when and where rides are needed." Draw a zero-based graph with equal-width bars labeled "Yes 68" and "No 52," and a number-of-students axis. Credit the simulated April coalition survey and note that route and needed time were not asked.

Panel 2 headline: "Study a way home for Jo." Include the supplied quote and identify Jo as a simulated rider. Draw two labeled schedule boxes: "Current last library bus: 7:12 p.m." and "Proposed: 9:15 p.m." Write: "Please study a six-month weekday Route 6 pilot. It is not approved."

Explanation: The brief and graph show the size and limits of the reported concern, while the postcard and schedule make one experience and a proposed change concrete. The repeated "Study a way home" connects both genres to the same cautious request.

Students must actually draw the graph and schedule comparison, alongside their written brief and postcard. Verify a zero baseline, proportional 68/52 bar lengths, accurate labels/source, and the route/time limitation. Jo's 8 p.m. shift is later than the current departure but earlier than the proposal; the packet does not establish travel time from work to the stop. Do not accept a guarantee that Jo or all 68 students would be helped. Assess integrated genres, modes and purposeful craft, not artistic polish. No external photo, QR code or link is required.