

Message Mix Lab

Read visual evidence, create a message, and share it with an audience.

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

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

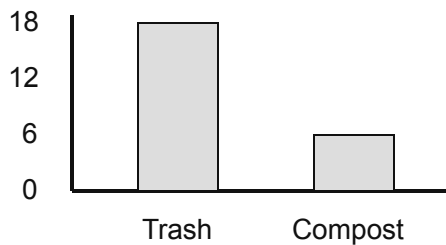
YOUR JOB This is a fictional school case. In paragraph 1, underline the audience and purpose. On Card A, circle the two observed counts. On Card B, underline the unsupported promise. Use both cards to decide what your own message can honestly claim.

A Message for Lunch Teams

- ① At a fictional school, a student team wants seventh graders to put accepted fruit scraps in the cafeteria compost bucket. During one lunch, the team counted 18 fruit scraps in trash bins and 6 in the compost bucket. These are item counts, not weights or a survey of student opinions. Card A shows the observation; Card B is a proposed poster that has not yet been checked.
- ② A clear message connects a claim to relevant evidence. A bar graph can make the difference between two counts easy to see, while a caption explains what was counted and when. A graph from one lunch cannot show what happens every day or prove that everyone supports a change. A large headline may attract attention, but size does not make a claim true.
- ③ Create a message for seventh-grade lunch teams using the supplied evidence. Use written language and a meaningful drawn visual, such as a graph or labeled sequence. Arrange the message so readers encounter a claim, evidence and an action. Share the finished message with classmates representing that audience, ask what action they understood, and revise a confusing feature before the class display.

A · Student waste team | fictional observation

Where fruit scraps went at one lunch



We counted 18 fruit scraps in trash and 6 in the compost bucket. Only this lunch was observed. Each bar starts at zero; each scale interval represents 6 scraps.

Source: fictional lunch tally. Units: number of fruit scraps.

B · Student draft poster | fictional, unverified claim

One bucket will end ALL school waste!

Use the right bucket



Our class can put accepted fruit scraps into the compost bucket. The draft headline promises much more than the one-lunch tally can show.

Draft for review: the promise is not an established finding.

2 ANSWER WITH EVIDENCE Use the media and background

- 1 Read Card A. How many more scraps were in trash? Explain how the bar lengths and scale show the difference.

- 2 Why is Card B's headline not supported? Write a narrower claim the tally can support.

- 3** How would you use a visual and a caption together to help seventh graders understand the evidence and its limitation?

- 4** Plan the order of your claim, evidence and action. Explain why that order fits the lunch-team audience.

3 YOUR TURN

— Your own words

In Message 1, make a finished mini-poster for seventh-grade lunch teams: write a supported headline, draw an accurate graph or labeled visual, add a caption crediting the fictional lunch tally, and give a clear action. Share it with two classmates as your audience; ask each to say the message and action in their own words. Record their feedback on the lines. In Message 2, create the revised poster, preserving the evidence and correcting any confusing feature. Publish it on the class display; label the case as fictional.

Message 1: headline + actual visual + caption

Message 2: headline + actual visual + caption

PART 1 • READ AND MARK

This is a fictional school case. In paragraph 1, underline the audience and purpose. On Card A, circle the two observed counts. On Card B, underline the unsupported promise. Use both cards to decide what your own message can honestly claim. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Read Card A. How many more scraps were in trash? Explain how the bar lengths and scale show the difference.	12 more scraps: $18 - 6 = 12$. The trash bar is three 6-scrap intervals high; the compost bar is one interval high.
2	Why is Card B's headline not supported? Write a narrower claim the tally can support.	One lunch cannot establish an end to all waste. A supported claim is that some fruit scraps went into trash at the observed lunch.
3	How would you use a visual and a caption together to help seventh graders understand the evidence and its limitation?	For example, show two zero-based bars labeled 18 and 6; caption them as fruit scraps counted at one fictional lunch. The visual compares amounts and the caption defines the observation.
4	Plan the order of your claim, evidence and action. Explain why that order fits the lunch-team audience.	A clear claim introduces the issue, the tally supports it, and a specific action tells students what to do at lunch. Other logical orders are acceptable if justified.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Message 1: headline, "Some fruit scraps missed the compost bucket." Two bars start at zero and reach 18 (trash) and 6 (compost). Caption: "Fruit scraps at one fictional lunch; source: student waste team tally." Action: "Place accepted fruit scraps in the compost bucket." Feedback: one peer understood the counts; another thought they described every lunch. Message 2 keeps both bars and adds "ONE LUNCH" above the caption. Students display the revised actual poster. Other accurate visuals and justified revisions are valid.

Require actual written and visual products, a relevant supported claim, logical order, specific audience, source credit, peer feedback and a shared final message. Planning or naming two modes alone is insufficient. Check bar proportions and a zero baseline if students use bars. No real school audit or environmental outcome is claimed by these fictional counts. Supply a class display area; students need only pencils and this worksheet.