Design With Direction

Analyze how a campaign card moves readers from attention to action.

12.P.AC.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 Underline two phrases that persuade readers, circle two visual or navigational features, and number three elements that move readers from a problem toward an action. Marking these choices will help you see how the design fits its audience and purpose.

Ride Together, Breathe Easier

Fictional classroom campaign for students who usually ride alone to school: try one shared journey. Plan together. Travel together. One shared ride can mean one less car in the drop-off line.



Find a route that fits your morning. Classroom route schematic; no real schedule or distance is represented.

Our classroom poll

Fictional practice data: 18 of 30 student respondents said they usually traveled alone by car. This small example does not represent a national survey.

Choose your next step

Check an official local transit timetable with an adult; discuss a shared trip with a friend; or ask about a supervised bicycle group. Choose an option that fits your circumstances.

Your seat can change the street.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the campaign card trying to influence? Identify two design choices that show this audience.

2. How do the short sentences and repeated word “together” help the campaign’s purpose?

3. What evidence does the sidebar give? Explain one useful connection to the route graphic and one limit of the evidence.

4. How does the action panel do more than simply tell readers to use less car travel?

3 YOUR TURN

Your own words

Create an actual one-page campaign card for school seniors encouraging them to check voter registration. Write a headline, practical detail, action panel and at least two purposeful craft choices. Draw a meaningful visual or graphical checklist and integrate its labels with the words; a visual description alone is insufficient. Use the space below or blank paper. Show the completed card to a partner, who identifies how the actual visual and wording support the audience's next step.

ANSWER KEY

Design With Direction

GRADE 12 · 12.P.AC.3.d

PART 1 · READ AND MARK

Underline two phrases that persuade readers, circle two visual or navigational features, and number three elements that move readers from a problem toward an action. Marking these choices will help you see how the design fits its audience and purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the campaign card trying to influence? Identify two design choices that show this audience.	**Students who usually travel alone to school; the direct audience line and school drop-off reference show this.**
2	How do the short sentences and repeated word "together" help the campaign's purpose?	**They make shared travel seem simple, practical, and social, which encourages readers to consider changing how they travel.**
3	What evidence does the sidebar give? Explain one useful connection to the route graphic and one limit of the evidence.	**18 of 30 in an explicitly fictional classroom poll reported solo car travel. The graphic offers a possible shared-route idea, but the example cannot establish national patterns or actual service availability.**
4	How does the action panel do more than simply tell readers to use less car travel?	**It offers specific feasible planning steps: consult an official timetable, talk to a friend or ask about a supervised bicycle group; it acknowledges individual circumstances.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

YOUR VOICE, READY
Check your information. Check your next step. Use an official state or local election office resource to verify your own registration information and applicable election dates; do not guess deadlines. The graphical checklist below organizes the actions, while repeated "Check" emphasizes a practical next step. The example is a classroom design, not an official election notice.

STEP	ACTION TO VERIFY
1 — Check	Find the official state or local election office resource.
2 — Confirm	Check your own information and applicable dates there.
3 — Act	Follow the official instructions for your situation.

Assess analysis of the actual headline, route, evidence box and action panel. All local places and poll results are invented practice material. The student must create an actual campaign card with an integrated visual/checklist and explain its purpose; do not accept a promised future image. For voter-registration topics consult official sources for any real claims.