Media With Purpose

See how digital media can strengthen a presentation.

ELA.6.C.5.1 "Integrate diverse digital media to enhance audience engagement in oral or written tasks."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each digital media choice, number the choices, and write a short note in the margin telling how each one helps the audience understand or connect with the proposal.

A Garden Proposal

1. When the student Green Team proposed a pollinator garden near the library, they did not rely on a written speech alone. Their presentation opened with a full-screen photo of a monarch butterfly feeding on a flower. The photo gave the audience a close view of the animal the garden could support. Next, the speakers showed a simple digital map of the campus. A bright circle marked the sunny space beside the library where the garden could fit without blocking walkways.

2. Then the team played a twenty-second audio clip of bees buzzing and birds calling in a nearby garden. The sound helped listeners imagine how a planted space might change the area. A bar graph followed. It compared the number of flowering plants in the proposed garden with the number in the current grass patch. The graph made the plan's main difference quick to notice. Each media choice supported the same message, but each reached the audience in a different way: seeing, hearing, or comparing information.

3. Before presenting, the Green Team checked whether every digital item was easy to understand. They added captions to the audio clip so people who could not hear it could still follow the idea. They used large labels and high contrast on the map and graph. They also named the source of the photo and the plant-count data. During the question period, the speakers returned to the map when a parent asked about location. The media was not decoration. It gave the audience evidence, details, and several ways to connect with the proposal.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which digital media choice helped the audience understand where the garden would go? What detail on it made the location clear?

2. How did the photo and the audio clip engage the audience in different ways?

3. What information did the bar graph compare, and why was that useful for the presentation?

4. Name two choices the team made to help more people understand or trust the digital media.

3 YOUR TURN

Your own words

Digital-media workshop

Your teacher will provide a school-approved slide or drawing tool on a device, with shared access if needed. Use native shapes and text to make your own media; no web images or paid tools are needed.

Fictional practice proposal

In an invented school courtyard, a library is beside a rectangular grass patch. A proposed garden would replace that patch while keeping its walkway open. The fictional planning card lists 0 flowering plants in the current patch and 12 in the proposed garden. These are invented planning counts, not real-school observations or guaranteed results.

Write a 3–4-sentence outline for this proposal. Then actually create and save two different digital media: a labeled location diagram showing the library, patch, open walkway and proposed garden, and a bar chart comparing the two stated plant counts. Give the chart a title, labeled categories and a number scale starting at zero; show the zero category explicitly. Use large readable labels and strong contrast, and credit the fictional planning card. Show both media during a brief proposal to a partner, explaining how each helps the audience. Ask your partner one thing each medium made clearer; record the actual observations on extra paper and keep your saved work.

ANSWER KEY

Media With Purpose

GRADE 6 · ELA.6.C.5.1

PART 1 · READ AND MARK

Underline each digital media choice, number the choices, and write a short note in the margin telling how each one helps the audience understand or connect with the proposal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which digital media choice helped the audience understand where the garden would go? What detail on it made the location clear?	**The digital campus map helped. A bright circle marked the sunny space beside the library.**
2	How did the photo and the audio clip engage the audience in different ways?	**The photo let the audience see a monarch butterfly, while the audio clip let listeners imagine the sounds of a planted space.**
3	What information did the bar graph compare, and why was that useful for the presentation?	**It compared the number of flowering plants in the proposed garden and the current grass patch. It made the plan's main difference quick to notice.**
4	Name two choices the team made to help more people understand or trust the digital media.	**Answers may include adding captions, using large labels, using high contrast, or naming the sources of the photo and plant-count data.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I propose replacing the fictional grass patch beside the library with a garden while keeping the walkway open. My digital location diagram will make the proposed site clear. My digital bar chart will compare the planning card's 0 current flowering plants and 12 proposed plants, helping listeners see the planned difference. I will use readable labels, strong contrast and a credit identifying the invented practice card.

This outline is preparation. Require the actual saved diagram and chart, their use during the proposal, and real partner observations; do not copy invented feedback.

Preserve all four correct narrative answers. Arrange device/tool access and supported rehearsal. Inspect both actual saved digital media, their meaningful integration in the proposal and the real partner observations. The diagram must show the relative site and open walkway without claiming surveyed real distances. The chart must visibly compare 0 and 12, with clear labels, a zero baseline and credit to the fictional card; the difference is 12 proposed plants. Accessibility and source credit support interpretation, not guaranteed outcomes. An outline or descriptions of future media alone are insufficient; no video, public upload or paid assets required.