Message Mix Mission

Study how words and visuals guide a particular audience.

6.T.C.1.c "Construct multimodal texts and/or presentations for a specific purpose and audience. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle clues that show who this message is for. Underline each word or visual feature that helps families know what to do.

Old Tech, New Use

1. Families of Riverbend Middle School, clear a drawer and protect our community. On Saturday, April 18, the school will collect unwanted phones, chargers, tablets, and cables in the east parking lot from 9:00 a.m. to noon. These items are electronic waste, often called e-waste. They should not go in household trash because some electronics contain materials that need special handling. Bring your items to the blue collection tent, where volunteers will sort them for a certified recycler.

2. [Photo: a pile of old chargers beside a recycling box.] The photo helps busy families recognize items they may have at home. [Map: an arrow from the main entrance to the east parking lot.] The map gives drivers a quick route without adding a long list of directions. A large blue heading, "Keep Electronics Out of the Trash," appears above both visuals. Together, the words, photo, and map ask families to take one clear action: bring e-waste to the collection.

3. At the tent, students will hand each family a small card that says, "Thank you for recycling responsibly." The card also shows a simple bar graph comparing last year's 86 donated devices with this year's goal of 120 devices. The graph makes the goal easy to see, while the thank-you message shows respect for families' time and effort. A QR code links to the recycler's list of accepted items, so families can check the list before they leave home.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the main audience for this message? Give two details from the passage that support your answer.

2. What is the purpose of the message?

3. Why does the message include both a photo and a map? Explain how each visual helps the audience.

4. How do the bar graph and thank-you message on the card work together for the audience?

3 YOUR TURN

Your own words

Create a mini multimodal announcement encouraging students at your school to waste less food at lunch. Include a headline, two short directions and one actual drawn or selected icon/sketch/image integrated with the words. Make the visual show a helpful action, not merely its written description. Add a sentence explaining how the words and visual work together for students. Use the space below; teacher support is welcome.

ANSWER KEY

Message Mix Mission

GRADE 6 · 6.T.C.1.c

PART 1 · READ AND MARK

Circle clues that show who this message is for. Underline each word or visual feature that helps families know what to do. Accept any marking that follows this job and points at the right text.

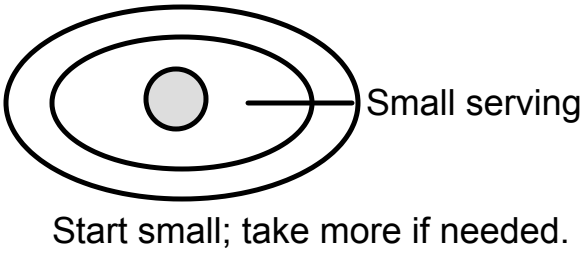
PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the main audience for this message? Give two details from the passage that support your answer.	**Riverbend Middle School families. The message says "Families of Riverbend Middle School," and it includes a map for drivers and information families can check before leaving home.**
2	What is the purpose of the message?	**Its purpose is to get families to bring unwanted electronics to the school e-waste collection.**
3	Why does the message include both a photo and a map? Explain how each visual helps the audience.	**The photo helps families recognize old electronics they may have at home. The map helps drivers find the east parking lot quickly.**
4	How do the bar graph and thank-you message on the card work together for the audience?	**The graph shows the collection goal clearly, and the thank-you message shows respect for families' time and effort.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students, Take What You Will Eat!
Choose a small portion first.
Save unopened food for later if your school allows it.
The plate sketch below shows a small serving, reinforcing the first direction for student readers.

SMALL SERVING ON A PLATE: MODEL VISUAL TO ACCOMPANY THE DIRECTIONS



Start small; take more if needed.

Check for a clear student audience and waste-reduction purpose, headline, two usable directions and one actual visual integrated with the words. Ask how the visual supports an action. A bracketed visual description alone is a plan, not the completed second mode. Paper drawing is sufficient; software/public presentation is not required.