Modes That Matter

See how combined modes create a clearer message.

10.C.3.A "Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two modes that work together in each exhibit feature, and number each pair 1, 2, or 3. In the margin, write a brief note about what the modes reveal only when used together.

The Bay in One Tide

1. At Harborview High, students created a hallway exhibit called "The Bay in One Tide." Their goal was to explain why a king tide can flood streets that seem dry on ordinary days. A large map used blue shading to show water's possible reach. Next to it, a timeline listed the hour of high tide and the evening commute. Visitors had to connect the map's locations with the timeline's time to tell which routes might be affected. Neither mode alone identified a safe time and place for travel.

2. At a listening station, visitors heard a 25-second recording of wind pushing water against a seawall. The audio grew louder just before a photo sequence showed waves crossing the walkway. The sound supplied timing and force that a still photo could not show. The photos supplied the exact walkway and nearby bus stop, details the audio could not locate. Together, the two modes helped visitors understand both what the water felt like and where it created a problem. A caption named the location and stated that the recording was made during a king tide.

3. Near the exit, a short silent video looped three clips: a clear curb, water reaching the curb, and water covering it. Arrows and labels marked the changing waterline. A printed headline read, "Choose the inland bus stop at 6:00 p.m." The video showed why the advice mattered, while the headline gave a specific action. If the headline stood alone, viewers would not see how quickly conditions changed. If the video stood alone, viewers might notice danger but not know what to do. By pairing a moving image with brief text, the exhibit gave families evidence and a usable decision.

PART 3 MODEL GRAPHIC: FICTIONAL PRACTICE ADVISORY TEMPERATURES



Temperature (degrees Fahrenheit)

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the map and timeline depend on each other to help visitors make a travel decision?

2. What does the audio add to the photo sequence, and what do the photos add to the audio?

3. Why is the silent video more effective when paired with the printed headline?

4. How does the caption help visitors interpret the audio and photos? Name the two facts it adds.

3 YOUR TURN

Your own words

Create an actual two-mode message for the fictional practice heat advisory shown in the model graph. Draw your own readable graphic in the first panel showing a useful time/temperature comparison; write a 25–35-word script in the second panel giving actions rather than just repeating the numbers. Show the graphic and speak the script to a partner or teacher. The listener explains what the graphic and speech each contributed to understanding the message. Below, record the feedback and one sentence explaining why both modes were needed. Follow actual school heat-advisory instructions outside this exercise.

ANSWER KEY

Modes That Matter

GRADE 10 · 10.C.3.A

PART 1 · READ AND MARK

Underline the two modes that work together in each exhibit feature, and number each pair 1, 2, or 3. In the margin, write a brief note about what the modes reveal only when used together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the map and timeline depend on each other to help visitors make a travel decision?	**The map shows which places may flood, and the timeline shows when high tide and the commute occur. Together, they identify a route that may be affected at a particular time.**
2	What does the audio add to the photo sequence, and what do the photos add to the audio?	**The audio conveys the timing and force of the water. The photos show the exact walkway and nearby bus stop.**
3	Why is the silent video more effective when paired with the printed headline?	**The video shows how quickly the waterline changes, and the headline tells viewers the specific action to take, choosing the inland bus stop at 6:00 p.m.**
4	How does the caption help visitors interpret the audio and photos? Name the two facts it adds.	**It provides context by naming the location and stating that the recording was made during a king tide.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Use the actual two-bar model graphic printed with the passage. Spoken script (31 words): At lunch, refill your bottle and choose shade or the indoor gym. The afternoon will be hotter, so follow your teacher's heat-advisory directions and tell an adult if you feel unwell. The graphic supplies the specific time/temperature comparison, while the speech supplies actions. Example listener feedback: I saw that the later temperature was higher and heard what choices to make; both contributed different information.

Accept answers that identify a distinct contribution from each mode and explain how the modes combine to guide the audience. For Part 3, accept varied heat-safety messages if the visual and audio each provide necessary, nonrepeated information. Require an actual readable student graphic and actual supported spoken use with that graphic, plus received listener feedback. A visual description and written script alone are incomplete. Check 25–35 spoken words excluding labels/explanation; judge each mode's distinct essential contribution. Accept another accurate fictional advisory graphic/action pair; no recording software or public campaign is required.