Message by Design

Study how one campaign changes its message for different audiences.

11.C.3.A "Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that identify an audience or purpose. Circle each visual, sound, spoken, or written element, then number the actions that prepare, publish, or deliver a presentation.

A Cafeteria Waste Campaign

1 For a campaign to reduce cafeteria waste, Maya's media team began by naming its audience and purpose. The first audience was the student body, which needed a fast, practical message before lunch. The second was the school board, which would decide whether to fund reusable-tray stations. Maya did not build one presentation for both groups. She planned a 45-second hallway video for students and a five-minute board presentation for adults. Both pieces asked people to waste less, but each used a different amount of evidence, vocabulary, and tone.

2 The hallway video opened with a close-up of an untouched apple and a bold caption, "Take what you will eat." A bar graph then showed the cafeteria's weekly waste audit: 310 pounds in one week. Maya recorded a brief voice-over that explained how students could choose smaller portions or save unopened items for the sharing table. Upbeat music played quietly beneath her voice. The final screen showed a QR code linking to the lunch menu and a written challenge: "Try one waste-saving choice today." The images, sound, data, and text worked together because students would see the video quickly.

③ At the board meeting, Maya used six slides rather than the video. Her first slide stated the proposal in formal language: install two reusable-tray return stations. Next, a labeled chart compared the cost of disposable trays with the estimated cost of washing reusable trays for one semester. She spoke to explain the assumptions behind the chart and paused after each key figure. A photograph of the crowded trash area made the problem visible, while a final handout listed sources and a contact email. After publishing the slides and handout on the district meeting page, Maya practiced timing and delivered the presentation slowly enough for board members to take notes.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which audience receives the hallway video, and what need shapes the way the video is designed?

2. Identify two different modes used in the hallway video. Explain how each helps communicate the campaign message.

3. How does Maya adapt the board presentation for its adult audience? Give two details from the passage.

4. What does Maya do to publish and deliver the board presentation effectively?

3 YOUR TURN

Your own words

Create a three-panel plan for a 90-second multimodal announcement for ninth-grade students about how to get research help from the school library. Include an audience-and-purpose statement, a visual or sound choice and a written element in each panel, one spoken line for each panel, and a plan for where you will publish and how you will deliver it. Then turn one panel into an actual paper or digital piece with a readable drawn visual and written caption. Show or display the completed piece to a partner acting as a ninth-grade reader, and actually speak its line while the reader views it. The reader tells you the research-help action understood. Record the reader's feedback and where/how you shared the piece below or on another sheet. A paper classroom display counts; no public portal or video is needed.

ANSWER KEY # Message by Design

PART 1 · READ AND MARK

Underline words that identify an audience or purpose. Circle each visual, sound, spoken, or written element, then number the actions that prepare, publish, or deliver a presentation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which audience receives the hallway video, and what need shapes the way the video is designed?	**The student body receives the video. Students need a fast, practical message before lunch, so the video is only 45 seconds and uses quick, clear elements.**
2	Identify two different modes used in the hallway video. Explain how each helps communicate the campaign message.	**The close-up apple and bold caption provide a quick visual and written message. The voice-over gives students specific actions, and the bar graph supplies waste data.**
3	How does Maya adapt the board presentation for its adult audience? Give two details from the passage.	**She uses formal language for the proposal and includes a labeled cost chart. She also explains the chart's assumptions aloud and provides a handout with sources.**
4	What does Maya do to publish and deliver the board presentation effectively?	**She publishes the slides and handout on the district meeting page, practices timing, and speaks slowly enough for board members to take notes.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience and purpose: Ninth-grade students, to show them how to get research help before a project deadline. Panel 1: A photo of the library help desk and the words “Research help starts here.” I say, “Ask at this desk when you need a trustworthy source.” Panel 2: A screen recording of the catalog search box, with arrows labeled “keyword” and “filters.” I say, “Use a specific keyword, then narrow your results with filters.” Panel 3: A short clip of a student using an online appointment form, with the text “Reserve a research meeting.” I say, “Use the online form to choose a time that works for you.” I will publish the captioned video in the ninth-grade learning portal and show it during English classes at a clear, steady pace.

Completed paper version: I drew a desk, a librarian and a pupil with a question, and wrote “Ask at the library help desk.” I displayed the card to my classroom partner and said, “Ask at this desk when you need a trustworthy source.” My reader reported that asking the librarian was the first step; I kept the drawing and caption for the teacher to inspect.

For the open task, accept varied topics and formats if the response clearly addresses an audience and purpose, combines modes, includes spoken and written components, and explains publication and delivery. Also inspect the actual readable visual/caption piece and observe its supported classroom sharing plus spoken delivery. Require received reader feedback about the intended research-help action and a sharing method record. A storyboard or future publication plan alone is incomplete. No digital technology, public posting or full 90-second production is required for this small completed version.