Alert Across Screens

Analyze how coordinated media components guide public action.

12.C.3.D "Organize information to create media messages with visual, audio, and graphic components to convey meaning."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that appear in two or more media components. Circle details that belong to only one component, then write 1, 2, or 3 beside the graphic, audio clip, and video to show the campaign's order.

Designing a Heat Alert

1. When a city expects dangerous heat, its public health office must turn weather data into a message people can use quickly. One effective campaign begins with a bold graphic: a thermometer beside the forecast high and the dates of the alert. The headline, "Heat Alert: Check on Neighbors," gives the central action before viewers read details. A small map uses darker shading to show neighborhoods with fewer trees and more pavement, where temperatures can be higher. The graphic also lists cooling-center hours and a phone number, so essential information is visible without sound.

2. An audio clip placed after the graphic repeats the alert dates, then explains three protective steps: drink water regularly, move strenuous activity to cooler hours, and use air-conditioned spaces when possible. The speaker uses a calm pace and plain language because listeners may hear the clip while driving or working. A captioned version makes the spoken content available to people who are deaf or hard of hearing, and a transcript lets users scan it. The clip ends by directing listeners to the same phone number shown in the graphic, linking the two components instead of giving competing directions.

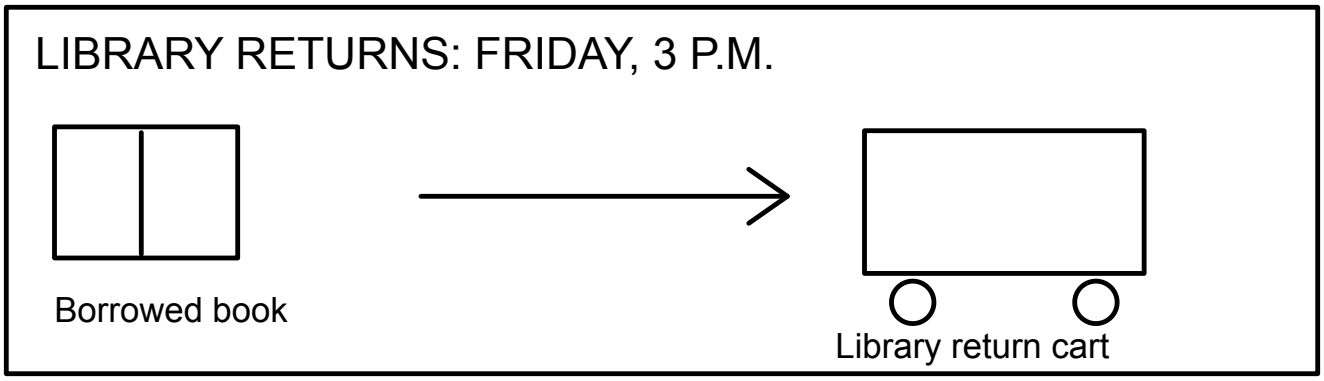
③ Finally, the campaign pairs the graphic and audio with a short vertical video for phones. Its first frame repeats the headline, and its next frames show a resident filling a water bottle, closing blinds, and checking a cooling-center map. These images demonstrate actions that might be harder to picture from words alone. On-screen text names each action, while the recorded narration adds context without merely reading every line. The final frame shows the phone number, hours, and a QR code leading to current locations. Repeating the most urgent details across formats helps audiences recognize the message, while each component contributes a distinct kind of information.

1 STORY ILLUSTRATIONS

Use with the story

Look closely at the supplied picture details. Use this page with the story and questions.

PART 3 MODEL: FICTIONAL LIBRARY NOTICE GRAPHIC AND VISUAL



2 ANSWER WITH EVIDENCE

Use the passage

1. Which two details does the graphic include so people can find help without hearing the audio?

2. How is the audio clip organized for people who may be listening while busy, driving, or working?

3. Why does the audio clip direct listeners to the same phone number shown in the graphic?

4. What information do the video images communicate that words alone might communicate less clearly?

3 YOUR TURN

Your own words

Create a 75 to 100 word plan for a media message about an urgent school or community issue. Organize a graphic, an audio component, and a visual component, state what each includes, and repeat one urgent detail across formats while giving each component a different job. Then create the actual components for a fictional classroom notice: a readable heading/deadline graphic, a drawing showing the action, and a complementary short spoken announcement. Use the supplied library-return model or an agreed school scenario. Show your completed visual/graphic and speak the announcement to a partner; the listener states the deadline and action understood. Record the feedback and how your components divide their jobs. Use another sheet for drawings; no real emergency, public posting or recording software is required.

ANSWER KEY

Alert Across Screens

GRADE 12 · 12.C.3.D

PART 1 · READ AND MARK

Underline details that appear in two or more media components. Circle details that belong to only one component, then write 1, 2, or 3 beside the graphic, audio clip, and video to show the campaign's order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two details does the graphic include so people can find help without hearing the audio?	**Cooling-center hours and a phone number.**
2	How is the audio clip organized for people who may be listening while busy, driving, or working?	**It repeats the alert dates, gives three protective steps in plain language at a calm pace, and provides captions and a transcript.**
3	Why does the audio clip direct listeners to the same phone number shown in the graphic?	**The shared number links the components and prevents competing directions.**
4	What information do the video images communicate that words alone might communicate less clearly?	**The images demonstrate actions: filling a water bottle, closing blinds, and checking a cooling-center map.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Graphic: I will place the heading “Library Returns: Friday, 3 p.m.” above the notice, so readers see the deadline first. Audio: I will explain that pupils should bring borrowed books to the library return cart, repeating the same deadline. Visual: I will draw a book with an arrow pointing to a wheeled cart to show the action. The graphic identifies when, the spoken message explains what to do, and the drawing shows where the book goes. My classroom partner will receive the completed notice.

Completed model: The actual printed notice above supplies the heading/deadline and book-to-cart drawing. Spoken component: “Bring borrowed books to the library return cart by Friday at 3 p.m.; ask the librarian if you need help finding the cart.” Example listener feedback: I saw the Friday 3 p.m. deadline and understood from the drawing and speech where to return the book.

Accept answers that identify how information is selected, sequenced, repeated, or made accessible across components. For Part 3, accept varied issues and formats if the response includes all three components, one repeated urgent detail, and distinct purposes for the components. Also inspect the actual readable heading/deadline graphic and action drawing, observe the spoken component, and check received listener feedback on consistent deadline/action. Require organized complementary components rather than descriptions alone. Plan word count applies to the plan, not separate completed components or feedback; model plan is 84 whitespace words. The school notice is explicitly fictional classroom practice, not a real emergency.