Tools With Purpose

Analyze how a campaign matches tools to audience and purpose.

9.C.3.A "Make strategic use of multimodal tools."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each different multimodal tool the team uses, and underline the words that explain why it fits the audience or purpose.

A Waste-Less Lunch Campaign

1. When ninth graders at Harbor High planned a campaign to reduce cafeteria waste, they did not begin with a long speech. They first studied where students made choices. A lunchroom map showed the recycling, compost, and trash stations. The map's colored arrows traced the path from each table to the bins. Because students could see the stations at a glance, the map worked better than a written list posted near the door. It turned a confusing routine into a visible route during a busy lunch period.

2. Next, the team needed to show why change mattered. They created a bar graph from one week's audit of cafeteria bags. The graph compared pounds of food scraps, recyclable containers, and landfill trash. A bold title stated the time period, and labels named each category. Instead of placing every number on a poster, the graph highlighted the largest bar, landfill trash. At a student council meeting, viewers could quickly identify the biggest problem and discuss a realistic next step. The visual made the pattern easier to compare than a spreadsheet.

3. For the final message, the group recorded a thirty-second video for morning announcements. It opened with a close-up of a student sorting a lunch tray correctly, then displayed the map and bar graph for a few seconds each. Captions repeated key actions so students could follow the message without sound. The video ended with a QR code linking to the full audit results and a sign-up form for waste monitors. By combining demonstration, data, and a link, the team gave viewers both a reason and a way to act.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why was the lunchroom map a strategic tool for students during lunch?

2. What information did the bar graph make easy for student council viewers to identify? Explain how.

3. How did the video make the campaign message accessible to students who could not listen to it?

4. How did the QR code move the campaign from sharing information to supporting action?

3 YOUR TURN

Your own words

Choose a school issue. In 4 or 5 sentences, plan a message for a specific audience using three different modes, such as an image, graph, map, audio, video, or link. Name each mode, explain what it communicates, and include one choice that makes the message accessible. Then create and use one small part of that message: make a paper image or map with meaningful labels/captions, and show it to a partner in your audience role. Ask what it communicates and whether the access feature helps; record feedback and revise. Extra paper and teacher support are welcome.

ANSWER KEY

Tools With Purpose

GRADE 9 · 9.C.3.A

PART 1 · READ AND MARK

Circle each different multimodal tool the team uses, and underline the words that explain why it fits the audience or purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why was the lunchroom map a strategic tool for students during lunch?	**Its colored arrows showed the route to each bin at a glance, which helped students during a busy lunch period.**
2	What information did the bar graph make easy for student council viewers to identify? Explain how.	**It made landfill trash, the largest category, easy to identify because the graph compared categories and highlighted the largest bar.**
3	How did the video make the campaign message accessible to students who could not listen to it?	**Captions repeated the key actions, so students could follow the message without sound.**
4	How did the QR code move the campaign from sharing information to supporting action?	**It linked viewers to the full audit results and to a sign-up form for waste monitors.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should encourage students to bring refillable water bottles. For students passing through the gym hallway, I would post a photo of the bottle-filling station with arrows showing where it is. A small bar graph would compare the number of disposable bottles collected before and after the campaign. A QR code would link to a short captioned video showing how to use the station, so students can understand it with or without sound.

Accept equivalent answers that identify a specific tool and connect it to its audience, purpose, or accessibility feature. For the open task, accept varied school issues and modes if the student clearly explains strategic choices for a named audience. Inspect the completed image/map and labels or captions, and observe the learner using it to communicate with the partner. Check purpose, audience fit and the actual accessibility choice. For the sample, a drawn route to the refill station with clear arrows and readable labels is sufficient; the full campaign, video, QR code and before/after study are not required. A strategic plan without actual tool use is incomplete.