

Messages in Motion

Analyze how modes work together to inform different audiences.

10.C.3 “Integrating Multimodal Literacies 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....”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that explain what a visual, sound, or written element adds to the message. Number three places where two or more modes work together, then use your marks to explain why the modes matter.

One Stop, Many Paths

- ① On a crowded Saturday, the River City Transit Agency posts a short video called “One Stop, Many Paths.” The screen first shows a bus icon moving along a simple route map. As each stop appears, a calm voice names the nearby library, clinic, or job center. Soft bell sounds occur when the icon reaches a stop. The map lets viewers see where the bus travels, while the voice gives information that may be hard to read on a phone. The bells divide the message into clear sections. No single part explains the travel choices as quickly as the three parts together.
- ② Later, the video shifts to a split screen. On the left, a student using a wheelchair rolls toward a curb ramp and boards the bus. On the right, large captions state, “Ramp at every door” and “Driver can secure mobility devices.” The images show what boarding looks like, and the captions state details viewers need to know. A viewer who watches without sound can read the captions. A viewer with limited vision can hear the narrator describe the ramp and the driver’s actions. Together, the modes make the message more accessible, but they also require attention at the same time.
- ③ At the end, the agency adds a bright yellow panel with a QR code and the words, “Plan your trip.” A final voice line says that printed schedules are available at libraries and transit centers. The yellow panel draws attention to the next action, while the QR code gives smartphone users a quick path to live arrival times. The spoken line serves people who cannot scan the code or do not use smartphones. Before publishing, the agency tests the video with riders, then slows the captions after several viewers say they disappear too fast. The revision shows that creators must monitor how audiences receive simultaneous information.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do the route map and the voice work together to help viewers understand the bus service?

2 In the split-screen section, what information does the image provide, and what information do the captions provide?

3 What audience feedback led the agency to revise the video, and how did the revision help viewers handle simultaneous information?

4 How do the yellow panel and QR code work together, and how does the spoken line extend the message to another audience?

3 YOUR TURN _____ Your own words

Create a 90-120-word plan for a 30-second multimedia announcement that helps people prepare for a severe-weather drill. Identify at least three modes, explain what each mode communicates, and show how the modes work at the same time for people who may not hear audio or read small text.

PART 1 • READ AND MARK

Underline details that explain what a visual, sound, or written element adds to the message. Number three places where two or more modes work together, then use your marks to explain why the modes matter. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the route map and the voice work together to help viewers understand the bus service?	The map shows where the bus travels, while the voice names useful places near each stop and gives information that may be difficult to read on a phone.
2	In the split-screen section, what information does the image provide, and what information do the captions provide?	The image shows what boarding with a wheelchair looks like. The captions state that there is a ramp at every door and that drivers can secure mobility devices.
3	What audience feedback led the agency to revise the video, and how did the revision help viewers handle simultaneous information?	Viewers said the captions disappeared too fast. The agency slowed the captions so viewers had more time to read them while watching and listening.
4	How do the yellow panel and QR code work together, and how does the spoken line extend the message to another audience?	The yellow panel draws attention to planning a trip, and the QR code gives smartphone users access to live arrival times. The spoken line tells people who cannot scan the code or do not use smartphones where to find printed schedules.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: students, staff members, and visitors in the school building. Purpose: help everyone reach a safe interior room during a tornado drill. The video opens with a floor map that highlights interior routes in blue. At the same time, a narrator says, "Move away from windows and follow the blue route," while large captions repeat the instruction. A brief chime signals the start of the drill. The map shows where to go, the voice reaches people who cannot read the screen quickly, and captions support viewers who cannot hear. The route stays visible while the instruction plays, so people can connect the action and location.

Accept answers that accurately explain the distinct contribution of each mode and how modes combine for access, clarity, or action. For the open task, accept varied topics if the response includes at least three purposeful modes, simultaneous information, and attention to audience access.