Messages With Motives

Trace purpose, evidence, and possible bias in media messages.

10.C.4.D "Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author's purpose, factual content, opinion, and/or possible bias."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline supported facts, circle opinion or persuasive language, and number clues that reveal a social, commercial, or political motive. Use your marks to judge each message's purpose and possible bias.

Three Messages About One Bus Lane

1. On Monday, the City of Oakview posted a video about its proposed downtown bus lane. The video says buses on Pine Street currently carry about 3,000 riders each weekday. It shows crowded stops and a map of a lane reserved for buses during rush hour. The narrator says the plan would make trips "faster, cleaner, and fairer." The city website links to a traffic study, but the video does not mention concerns from nearby shop owners.

2. That afternoon, the Pine Street Business Alliance bought an online ad asking viewers to "Save Our Stores." Its image shows an empty sidewalk beside a closed café. The ad states that removing parking will hurt local businesses, yet it gives no sales data and does not identify the café. A small line at the bottom says the alliance represents 42 businesses. Because the group depends on customer access and parking, its message may emphasize possible losses more than benefits for bus riders.

3. Council candidate Elena Ruiz shared the alliance ad, then added, "City Hall is ignoring working families." Her post appeared two weeks before Oakview's election. Ruiz does not provide evidence that officials ignored families, and she does not discuss the bus study. Her wording may build support by presenting her as a defender of local workers. Each message uses some information, but a careful reader separates supported facts, opinions, and missing viewpoints before deciding what to believe.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the city video's likely purpose, and what detail shows that purpose?

2. What commercial motive may shape the Business Alliance ad?

3. Why is the ad's claim about hurting businesses not strongly supported?

4. Is Ruiz's statement that "City Hall is ignoring working families" a supported fact or an opinion? Explain.

3 YOUR TURN

Your own words

Choose a school, community, or commercial media message you know. In exactly three sentences, identify its sender, purpose, and likely motive, then explain one factual claim or opinion and one possible bias or missing viewpoint.

ANSWER KEY

Messages With Motives

GRADE 10 · 10.C.4.D

PART 1 · READ AND MARK

Underline supported facts, circle opinion or persuasive language, and number clues that reveal a social, commercial, or political motive. Use your marks to judge each message's purpose and possible bias. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the city video's likely purpose, and what detail shows that purpose?	**Its purpose is to promote the bus-lane plan. The narrator describes it as "faster, cleaner, and fairer."**
2	What commercial motive may shape the Business Alliance ad?	**The alliance wants to protect customer access and parking for its member businesses.**
3	Why is the ad's claim about hurting businesses not strongly supported?	**It gives no sales data and does not identify the closed café shown in the image.**
4	Is Ruiz's statement that "City Hall is ignoring working families" a supported fact or an opinion? Explain.	**It is an unsupported opinion because Ruiz provides no evidence that officials ignored families.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A grocery store flyer advertises apples for $1.99 per pound, and its commercial purpose is to bring shoppers into the store. The price is a factual claim because a shopper can check it at the store. The flyer may be biased toward its deal because it does not compare apple prices or quality at other stores.

Accept equivalent descriptions of each sender's purpose, motive, evidence, and possible bias when supported by passage details. For Part 3, accept varied messages if the response has exactly three sentences and addresses every requested element.