Signals, Slides, Sources

Analyze how a presentation combines information, audience awareness, and ethical choices.

11.C.3 "Integrating Multimodal Literacies 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 the three information streams used in the presentation. Circle five details that reveal authorship, audience, purpose, format, or ethical and accessibility choices, then label each circle in the margin.

Where Can We Cool Down?

1 For a July heat-safety project, the student news team at Harborview High built a three-minute presentation called "Where Can We Cool Down?" Its audience was families who use the city bus, especially riders waiting outdoors after school. The team's purpose was not to predict the weather. It was to help viewers choose safer routes and cooling stops during heat alerts. A narrated map showed public libraries, recreation centers, and shaded bus shelters. Short captions gave opening hours, while a final slide directed viewers to the city's heat-alert page.

2 To build the map, the team compared three streams at the same time: National Weather Service heat-index forecasts, the city transit agency's route and shelter data, and the city library system's posted hours. Heat index combines air temperature and humidity, so it helped the team explain why a hot day could feel more dangerous. One library listing disagreed with the city map. A reporter called the branch and used the staff-confirmed hours. The presentation named each organization in a source slide and dated the forecast information.

3 Before publishing, the team got permission to use a photograph from the transit agency's media library and placed credits beside the map and photo. They did not collect riders' locations or names. For viewers using phones, they used large type, high-contrast colors, captions for narration, and text that did not rely on color alone. At a community meeting, two students narrated the slides while another refreshed the forecast link. The team planned to replace hours and alert information whenever the city or transit agency posted an update.

2 ANSWER WITH EVIDENCE

Use the passage

1. Identify the presentation's author, intended audience, purpose, and main format.

2. What three information streams did the team combine, and how did the team handle a conflict between two sources?

3. Why was it important for the team to verify the library hours instead of leaving the disagreement unresolved?

4. Describe two ethical or accessibility choices the team made, and explain how each choice helped viewers or sources.

3 YOUR TURN

Your own words

Write a 90-110 word plan for a two-minute multimodal presentation that informs a specific school audience about an issue unrelated to heat safety. Name your audience and purpose, combine at least two credible information streams, and explain one accessibility choice and one ethical technology or source-use choice.

ANSWER KEY

Signals, Slides, Sources

GRADE 11 · 11.C.3

PART 1 · READ AND MARK

Underline the three information streams used in the presentation. Circle five details that reveal authorship, audience, purpose, format, or ethical and accessibility choices, then label each circle in the margin. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Identify the presentation's author, intended audience, purpose, and main format.	**Author: the Harborview High student news team. Audience: city bus-using families, especially riders waiting after school. Purpose: help viewers choose safer routes and cooling stops during heat alerts. Format: a three-minute narrated map and slides with captions.**
2	What three information streams did the team combine, and how did the team handle a conflict between two sources?	**The team used National Weather Service heat-index forecasts, transit route and shelter data, and library hours. When a library listing conflicted with the city map, a reporter called the branch and used staff-confirmed hours.**
3	Why was it important for the team to verify the library hours instead of leaving the disagreement unresolved?	**The presentation was meant to guide riders to cooling stops, so incorrect hours could send viewers to a closed library. Staff confirmation made the information more reliable.**
4	Describe two ethical or accessibility choices the team made, and explain how each choice helped viewers or sources.	**Answers may include getting permission and giving photo and map credits, which respects creators; not collecting riders' names or locations, which protects privacy; captions, which support viewers who cannot hear narration; large type and high contrast, which improve readability; and text not based on color alone, which supports viewers with color-vision differences.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My two-minute presentation, "Pack Less, Waste Less," will inform ninth-grade lunch students about reducing cafeteria trash. A bar graph will compare one week of cafeteria waste measurements with district recycling records, and a short student interview will explain what the numbers look like during lunch. I will credit the facilities manager, link the district report, and ask the interviewed student for permission before recording. Large labels, high-contrast colors, captions, and a spoken description of the graph will make the presentation accessible. I will not show students' names or faces without consent.

Accept equivalent descriptions supported by the passage. For the open task, look for a specific audience and purpose, at least two credible information streams, a multimodal format, and clear accessibility and ethical-use decisions.