

Evidence on Screen

Evaluate sources and design a clear public-service message.

12.C.3 “Integrating Multimodal Literacies Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences. Examine multimodal sources’ claims, arguments, ideas...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline claims about what makes a source reliable or limited. Circle each source name, then number three media choices that help the audience use the information.

Planning a Heat-Safety Presentation

- ① For a presentation about extreme heat, Maya did not begin with the most dramatic image she found online. She defined her purpose: help residents decide where to find safe, air-conditioned spaces during a heat advisory. Her audience included bus riders, older adults, and families without home cooling. She compared city emergency alerts, a county public-health webpage, and a local news video. The city alert listed opening times and addresses. The health page explained warning signs of heat illness. The news video showed crowded cooling centers, but its images did not prove that every site was full. Maya treated the video as context, not as proof of capacity.
- ② Before choosing evidence, Maya checked each source for authority, date, and connection to her claim. The county health department is responsible for public guidance, so its explanation of heat illness was relevant and reliable. The city’s official alert was the best source for that day’s locations because the city operates the program. Maya noticed that the news video named no attendance data and was posted three days earlier. She also found a social-media post claiming that “all centers are closed,” but it gave no location, author, or link. She excluded it. Reliable evidence is not merely polished or widely shared, it can be verified and fits the presentation’s purpose.
- ③ Her final slide deck combined information rather than repeating one source at a time. A map marked cooling-center addresses and bus routes, while a simple chart compared each center’s hours. An audio recording, with a written transcript, described symptoms that require urgent medical help. Maya introduced the map by saying, “Check the official city alert before leaving, because hours can change.” She credited the city alert, county health webpage, and news organization on a sources slide, including titles, publication dates, URLs, and access dates. During questions, her partner operated the map while Maya explained why the video illustrated conditions but could not establish current capacity. Their choices made the message usable and transparent.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which source best supports a claim about cooling-center locations and hours for that day? Explain why it is the strongest source.

2 Why did Maya use the news video as context instead of evidence that every center was full?

3 Identify two media elements in Maya's presentation. What information did each element help the audience use?

4 What four citation details did Maya include on her sources slide, and how do those details support reliability?

3 YOUR TURN _____ Your own words

Write a 90 to 120 word plan for a presentation about a local public-service topic. State your audience and claim, evaluate two sources by identifying one usable source and one limited source, describe a visual, audio, or graphic element, and provide a brief citation for each usable source with the author or organization, title, date, URL, and access date.

PART 1 • READ AND MARK

Underline claims about what makes a source reliable or limited. Circle each source name, then number three media choices that help the audience use the information. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which source best supports a claim about cooling-center locations and hours for that day? Explain why it is the strongest source.	The city's official alert, because it lists locations and hours and the city operates the cooling-center program.
2	Why did Maya use the news video as context instead of evidence that every center was full?	The video had no attendance data, was posted three days earlier, and its images could not prove current capacity at every site.
3	Identify two media elements in Maya's presentation. What information did each element help the audience use?	The map showed cooling-center addresses and bus routes. The chart compared center hours. The audio recording, supported by a transcript, explained urgent heat-illness symptoms.
4	What four citation details did Maya include on her sources slide, and how do those details support reliability?	She included titles, publication dates, URLs, and access dates. These details help the audience identify, locate, and check the sources.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audience: school team captains. Claim: captains should check the AirNow AQI before outdoor practice and move activities indoors when air is unhealthy. I will use AirNow, a federal partnership, because its AQI guidance is current and directly explains health categories. A neighborhood Instagram reel showing smoky skies is limited: it has no date, location confirmation, or AQI measurement, so it can illustrate concern but not guide decisions. My slide will show a color-coded AQI graphic, and a short audio alert will tell captains to check conditions before practice. Citation: AirNow. "Air Quality Index (AQI) Basics." n.d., www.airnow.gov/aqi/aqi-basics/. Accessed 15 Aug. 2026.

Accept equivalent explanations that connect a source's authority, timeliness, verifiability, and relevance to the presentation's claim. For Part 3, accept varied topics and media plans when the student evaluates both sources, uses a purposeful multimodal element, and supplies complete citations for usable sources.