Media Message Detectives

Analyze how media features shape a message.

5.C.4.A "Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that show what each media piece wants people to do. Circle one feature in each paragraph that could help the message reach people.

Books Beyond the Building

1. At Oak Street Library, a campaign called "Books Beyond the Building" invites families to use the bookmobile. One media piece is a bright poster placed near the grocery store entrance. It shows a blue bus filled with books and a large map. The words "Tuesday, 4:00, Park Lane" are printed in bold. A QR code links to the library schedule.

2. The library also shares a 20-second video on its website. In the video, a child opens a book on the bus, while cheerful music plays. A librarian says, "Find your next adventure close to home." The final screen repeats the day and location. The video uses movement, sound, and a friendly voice to make the service feel welcoming for children and caregivers.

3. On the library's social media page, a square photo shows the bookmobile beside a playground. Its caption says, "New books, old favorites, and library cards on the go!" Three short lines list the time, place, and a phone number. The post ends with #Bookmobile and #OakStreetReads. Because people can share the post, it may reach families who do not see the poster or visit the website.

2 ANSWER WITH EVIDENCE

Use the passage

1. What type of media is described in each paragraph? Name one characteristic of each type.

2. What is the main message that all three media pieces are meant to share?

3. How do the bold time and location and the QR code make the poster more effective?

4. Why might the social media post reach families who do not see the poster or visit the library website?

3 YOUR TURN

Your own words

Choose a school event. Plan two different media pieces to tell people about it. For each piece, name the audience, intended message, two characteristics, and why those characteristics could make the message effective.

AUDIENCE	INTENDED MESSAGE	CHARACTERISTIC 1	CHARACTERISTIC 2	WHY EFFECTIVE

ANSWER KEY

Media Message Detectives

GRADE 5 · 5.C.4.A

PART 1 · READ AND MARK

Underline details that show what each media piece wants people to do. Circle one feature in each paragraph that could help the message reach people. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What type of media is described in each paragraph? Name one characteristic of each type.	**Paragraph 1 describes a poster with a bright image, map, bold print, and QR code. Paragraph 2 describes a video with movement, music, and a librarian's voice. Paragraph 3 describes a social media post with a photo, caption, short information lines, hashtags, and a share feature.**
2	What is the main message that all three media pieces are meant to share?	**The library wants families to know about the bookmobile and use it, especially at Park Lane on Tuesday at 4:00.**
3	How do the bold time and location and the QR code make the poster more effective?	**The bold print makes the important details easy to notice, and the QR code gives viewers a quick way to find the full schedule.**
4	Why might the social media post reach families who do not see the poster or visit the library website?	**People can share the post, so it can be seen by families beyond the poster's location or the website's visitors.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For families, I would make a hallway poster for Science Night with a glowing planet picture and bold date, time, and room number to help people notice the event and know where to go. For students who use the school website, I would make a short video with clips of experiments and a spoken invitation, because movement and sound could make Science Night seem exciting.

Accept equivalent descriptions of the media characteristics and intended message when they are supported by passage details. For Part 3, accept varied events and media types if the response includes an audience, a clear message, two characteristics for each piece, and a reasonable explanation of effectiveness.