Messages at Work

Compare the tools two environmental messages use.

5.C.4.C "Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that tell what the video uses. Circle details that tell what the poster uses, and number one pair of details that work toward the same goal.

Save the Shore Campaign

1. At the Bayview Aquarium, students created two media messages about keeping plastic out of the ocean. Their first message was a 30-second video shown before daily exhibits. Their second message was a poster placed near the aquarium exit. Both messages asked visitors to put bottles, wrappers, and straws in bins instead of leaving them near the water.

2. In the video, a drawn sea turtle swam across a bright blue screen. When a plastic bag floated toward it, the turtle slowed and looked worried. Gentle wave sounds changed to a sharp crinkling noise. Then quiet piano music played while the screen showed the words, "Carry It Out." The final scene showed the turtle swimming freely beside clean rocks.

3. The poster used a photograph of a real beach after a cleanup. The sand looked extra bright, and the blue water had no litter in it. Across the top, large orange letters said, "A Clean Beach Starts With Us." Smaller print at the bottom listed the locations of three collection bins. A green arrow pointed from a picture of a bottle to a bin.

2 ANSWER WITH EVIDENCE

Use the passage

1. Compare the words in the video and the poster. How are the video's words different from the poster's words?

2. What animated actions in the video show a problem and then a solution? What still-image details in the poster show a clean beach?

3. How does the video use sound, and what poster details give visitors information without sound?

4. What detail suggests that the poster photograph may have been edited? How is that technique different from the video's drawn turtle?

3 YOUR TURN

Your own words

Choose a school or community issue. In 3 or 4 sentences, plan a 15-second video and a poster about the issue. Name one technique each message will use and explain how the techniques will work differently.

ANSWER KEY

Messages at Work

GRADE 5 · 5.C.4.C

PART 1 · READ AND MARK

Underline details that tell what the video uses. Circle details that tell what the poster uses, and number one pair of details that work toward the same goal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Compare the words in the video and the poster. How are the video's words different from the poster's words?	**The video uses the short command "Carry It Out." The poster uses a large slogan and smaller print that gives bin locations.**
2	What animated actions in the video show a problem and then a solution? What still-image details in the poster show a clean beach?	**The turtle slows and looks worried near the bag, then swims freely. The poster shows a beach after cleanup with no litter in the water.**
3	How does the video use sound, and what poster details give visitors information without sound?	**The video changes from gentle waves to a sharp crinkling noise and then uses quiet piano music. The poster uses bin locations and an arrow from a bottle to a bin.**
4	What detail suggests that the poster photograph may have been edited? How is that technique different from the video's drawn turtle?	**The extra-bright sand suggests the photograph may have been edited. The drawn turtle swims, which uses animation instead of a changed photograph.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will make a 15-second video about keeping our playground clean. An animated wrapper will blow toward a drain as a gusting sound gets louder, making the problem seem urgent. My poster will show a brighter photo of a clean playground with the large words "Bin It Here." The video uses movement and sound, while the poster uses a still image and bold words for a quick reminder.

Accept equivalent comparisons that use accurate passage details. For the open task, accept any issue and media plan that names a technique for each message and explains a meaningful difference in how the techniques work.