

Message Mix Mission

Study how communication modes work together for a specific audience.

6.C.3 “Integrating Multimodal Literacies Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g....”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the team’s claim, circle words that name a communication mode, and number the campaign steps in order. These marks show how the team matched its message to an audience and built evidence for its claim.

A Cafeteria Waste Campaign

- ① Student leaders at Harbor Middle planned a media message for fifth graders about cafeteria waste. Their purpose was to persuade younger students to sort lunch scraps correctly. The team’s claim was that sorting leftovers can reduce trash and help the school compost more. They chose a large photo of a lunch tray because fifth graders could quickly see banana peels, napkins, and unopened food at a glance. A short headline read, “Sort It Before You Toss It Away.”
- ② First, the team hung the photo poster near the cafeteria doors. During lunch, two student speakers gave a thirty-second announcement explaining which scraps belong in the compost bin. For one week, volunteers watched the bins during busy lunch periods and recorded each day how many compostable items were mistakenly placed in the trash. At the end of the week, they counted 96 compostable items in the trash. The written headline, photo, and spoken announcement gave younger students the same clear message in three different modes.
- ③ Next, the team made a 45-second video for the school’s morning news. The video showed a student sorting a sample tray and used captions to name each bin. After a second week, volunteers again counted compostable items in the trash, finding 58. The team placed both weekly counts in a bar graph, then posted the graph with the video online for families and students. The sequence let viewers see the claim, the actions, and the result in a logical order with clear evidence.

2 ANSWER WITH EVIDENCE Use the passage

1 Who was the team trying to persuade, and what was its claim?

2 Why was the large lunch-tray photo a useful choice for the audience?

3 What three communication modes gave younger students the same message during the first week?

4 What was the sequence of evidence steps from the end of week one to the online publication?

3 YOUR TURN Your own words

Create a three-part media message for students in your grade that encourages them to save water at school. Number the parts in order, and include a clear claim, a visual, written or spoken words, and one finding.

PART 1 • READ AND MARK

Underline the team's claim, circle words that name a communication mode, and number the campaign steps in order. These marks show how the team matched its message to an audience and built evidence for its claim. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who was the team trying to persuade, and what was its claim?	The team was trying to persuade fifth graders. Its claim was that sorting leftovers can reduce trash and help the school compost more.
2	Why was the large lunch-tray photo a useful choice for the audience?	Fifth graders could quickly see examples of items, such as banana peels, napkins, and unopened food.
3	What three communication modes gave younger students the same message during the first week?	A written headline, a photo, and a spoken announcement.
4	What was the sequence of evidence steps from the end of week one to the online publication?	The volunteers counted 96 compostable items in the trash after week one. After the video and week two, they counted 58 items, compared both counts in a bar graph, and posted the graph with the video.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. Poster for sixth graders: Draw a tightly closed faucet beside the words, "Turn it off tight, save water." 2. Spoken announcement: "Our bathroom check found 12 dripping faucets after lunch, so each student should check the handle before leaving." 3. Bar graph: After one week, show the first count and the new count of dripping faucets to show whether the reminder worked.

Accept equivalent descriptions of the claim, audience, modes, and sequence when they match the passage. For Part 3, accept varied topics if the response targets an audience, uses at least two modes, includes a claim and finding, and presents steps in a logical order.