Media Message Moves

Notice how media choices target an audience.

6.C.4.B "Explain how media messages are intentionally constructed to impact a specific audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that identify the campaign's target audience and its concerns. Circle details that show deliberate media choices, such as words, images, color, placement, or sound.

A Bus Pass Campaign

1. When the city transit department wanted more middle school students to use its free Saturday bus pass, it did not send the same message to every resident. Staff members first identified a target audience: students who wanted to meet friends, visit the library, or reach sports practice. They also considered what might stop students from riding. Some students worried about getting lost, while others did not know that the pass cost nothing. The campaign was designed to answer those concerns quickly.

2. The first message was a poster placed near school exits. Its bright yellow background made it easy to notice in a busy hallway. A simple map showed three bus routes with dots at the library, skate park, and recreation center. Large words said, "Free rides. Your Saturday is bigger." Instead of listing every transit rule, the poster focused on places students might choose to go. At the bottom, a QR code led to a page with route times and a trip-planning tool.

3. A fifteen-second video appeared on the apps many students use to share clips. It showed two friends checking the map, boarding a bus, and arriving at a basketball court. Upbeat music and quick shots made the trip seem simple and social. The last screen read, "Plan Saturday's ride," beside the same QR code. By using familiar locations, a short video, and a direct action step, the department tried to make students feel confident enough to use the pass.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the campaign trying to reach? Name two concerns the campaign was designed to address.

2. How do the poster's location near school exits and its bright yellow background help the message reach its audience?

3. Why does the poster show destinations and a simple map instead of listing every transit rule?

4. How do the video's quick shots, upbeat music, and final action step work together to influence students?

3 YOUR TURN

Your own words

Create a short media message that persuades a specific audience to attend a school event or use a school service. Name the audience and media format, write the message, and explain how two choices in wording, visuals, placement, or sound are meant to affect that audience.

ANSWER KEY

Media Message Moves

GRADE 6 · 6.C.4.B

PART 1 · READ AND MARK

Underline details that identify the campaign's target audience and its concerns. Circle details that show deliberate media choices, such as words, images, color, placement, or sound. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the campaign trying to reach? Name two concerns the campaign was designed to address.	**It targets middle school students. It addresses worries about getting lost and not knowing that the Saturday pass is free.**
2	How do the poster's location near school exits and its bright yellow background help the message reach its audience?	**Students are likely to see it as they leave school, and the bright color helps it stand out in a busy hallway.**
3	Why does the poster show destinations and a simple map instead of listing every transit rule?	**The choices connect to places students may want to visit and make bus travel seem easy rather than confusing.**
4	How do the video's quick shots, upbeat music, and final action step work together to influence students?	**They make riding seem simple and social, then tell students exactly how to plan a ride using the QR code.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: sixth graders who are curious about art. Format: a poster near the cafeteria. "Make a mural at Art Lab, Tuesday at 3:15. Bring your ideas, supplies are ready." A photo of students painting together makes the club look welcoming, and the short headline helps students notice the message while walking to lunch.

Accept answers that connect a specific media choice to the middle school audience and the intended effect. For Part 3, accept varied formats and messages when the student clearly names an audience and explains two purposeful construction choices.