Built to Persuade

Analyze how format, audience, and results shape a school campaign.

6.C.4 "Examining Media Messages Interpret information presented in diverse media formats and explain how it contributes to the topic. Explain how media messages are intentionally constructed to impact a specific audience..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each media format, circle words that show its intended audience or setting, and number details that show a planned design choice or a result. Your marks will help you see how each message was built to influence people.

Refill First

1. When Riverbend Middle noticed many plastic bottles in its trash bins, the student Green Team planned a "Refill First" campaign. Their goal was to persuade students to use water fountains and reusable bottles. The team first surveyed 180 students. Results showed that 118 students brought single-use bottles most days, while 42 did not know where the bottle-filling stations were. Those numbers helped the team choose a message: refillable water is convenient, and filling stations are easy to find.

2. For hallways, the team made bright posters with a blue water-drop symbol and a map pointing to each filling station. The posters used the short line, "Refill here. Carry less." For the school website, they created a 30-second video. It showed a student filling a bottle before class, then joining friends without stopping at a vending machine. On the morning announcements, a team member explained that reusable bottles can be used again instead of thrown away after one drink.

3. Each format was built for a particular audience and setting. Busy students passing through hallways could understand the poster quickly, while families could watch the video on the website. The announcement reached students who might not look at either one. Two weeks later, the Green Team repeated its survey. The number of students using single-use bottles most days fell from 118 to 79. The team could not prove that the campaign caused every change, but the result suggested that its messages reached many students.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the hallway poster help the campaign differently from the website video?

2. Which audience was the website video designed for? What detail from the passage supports your answer?

3. Why might the team have included a map and a short slogan on the hallway poster?

4. What survey result suggests the campaign was effective? Why does the passage say this result does not prove the campaign caused every change?

3 YOUR TURN

Your own words

Create a media plan that encourages sixth graders to return borrowed library books on time. In exactly three sentences, name two media formats, describe one intentional design choice in each, and explain how each choice could affect the audience.

ANSWER KEY

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GRADE 6 · 6.C.4

PART 1 · READ AND MARK

Underline each media format, circle words that show its intended audience or setting, and number details that show a planned design choice or a result. Your marks will help you see how each message was built to influence people. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the hallway poster help the campaign differently from the website video?	**The poster gives busy hallway students a quick slogan and a map to filling stations. The video shows families and students how refilling can fit easily into a school day.**
2	Which audience was the website video designed for? What detail from the passage supports your answer?	**It was designed for families. The passage says families could watch the video on the school website.**
3	Why might the team have included a map and a short slogan on the hallway poster?	**Busy students passing through hallways could quickly see where to refill and remember the message.**
4	What survey result suggests the campaign was effective? Why does the passage say this result does not prove the campaign caused every change?	**Students using single-use bottles most days fell from 118 to 79. Other factors could have caused some of the change, so the survey cannot prove the campaign caused it all.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A poster near classroom doors would show a large calendar with a red circle around Friday, so students can notice the return day while leaving class. A short video on the school learning page would show a student placing a book in the return bin before the bell, helping families see a simple routine. The clear calendar and familiar video scene could lead more students to remember and return books on time.

Accept answers that connect a format's features to its intended audience, setting, or likely impact using passage evidence. For the open task, accept any two formats with purposeful design choices and a reasonable explanation of audience impact.