

# Message Mix Lab

Analyze how modes, evidence, and audience shape a presentation.

**7.C.3** "Integrating Multimodal Literacies Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning..."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline the team's main claim. Circle each piece of evidence, then number 1, 2, and 3 beside the presentation parts in the order the team uses them to make its message.

### Compost at the Fair

- ① For the school garden fair, Maya's team plans a two-minute presentation asking families to save food scraps for compost. Their main claim is that composting at home can reduce trash and help gardens grow. First, a large photo shows a banana peel, coffee grounds, and dry leaves in a compost bin. A short caption names the materials. Maya points to each item as she says its name, so viewers can connect the spoken words, written labels, and image.
- ② Next, the team uses a simple bar graph from a class waste audit. During one lunch, students found 18 fruit and vegetable scraps in the cafeteria trash. The graph places that number beside a smaller bar showing six scraps in the compost bucket. Maya explains that the audit is only one day of evidence, but it shows usable material was thrown away. After the graph, a student holds up a small countertop bin, demonstrating where scraps could go.
- ③ To end, the team gives families a half-page handout with three numbered steps: collect scraps, add dry leaves, and turn the pile. A drawing beside each step helps readers who are scanning quickly. The handout also includes a QR code linking to the county extension office's compost guide. For younger students at the fair, the team changes the message. Instead of using the graph, they show the photo and ask children to sort picture cards into compost and not compost groups.

## 2 ANSWER WITH EVIDENCE Use the passage

- 1 What claim does the team make, and what four communication modes work together in the opening part of the presentation?

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- 2 How does the bar graph provide evidence for the team's claim? What limitation does Maya explain?

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- 3 How is the family handout organized, and which two features help families get more information or understand it quickly?

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- 4 How does the team change its message for younger students, and why is that change a good match for that audience?

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## 3 YOUR TURN Your own words

Choose one school improvement idea and create a plan for a 30-second media message for a specific audience. Include a claim, one relevant piece of evidence, three numbered points in logical order, and at least two communication modes you will use.

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**PART 1 • READ AND MARK**

Underline the team's main claim. Circle each piece of evidence, then number 1, 2, and 3 beside the presentation parts in the order the team uses them to make its message. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                 | ANSWER                                                                                                                                                                                                            |
|---|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What claim does the team make, and what four communication modes work together in the opening part of the presentation?  | <b>The claim is that composting at home can reduce trash and help gardens grow. The opening uses a photo, written caption or labels, spoken language, and Maya's pointing gesture.</b>                            |
| 2 | How does the bar graph provide evidence for the team's claim? What limitation does Maya explain?                         | <b>The graph shows that 18 fruit and vegetable scraps were in the trash while six were in the compost bucket, showing that usable material was thrown away. Maya explains that the audit covers only one day.</b> |
| 3 | How is the family handout organized, and which two features help families get more information or understand it quickly? | <b>It is organized into three numbered steps: collect scraps, add dry leaves, and turn the pile. Drawings help quick readers, and the QR code links to a compost guide.</b>                                       |
| 4 | How does the team change its message for younger students, and why is that change a good match for that audience?        | <b>The team replaces the graph with a photo and a picture-card sorting activity. The visual, hands-on activity is easier for younger students to understand and join.</b>                                         |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

Audience: students who ride the bus. Claim: Bus riders should bring refillable water bottles to reduce single-use bottle waste. Evidence: A five-day cafeteria tally found 125 empty plastic water bottles. 1. Show a photo of the collected bottles. 2. Display a bar graph of the 125-bottle total and say the claim. 3. End with a written checklist: fill a bottle before boarding, carry it to lunch, and refill it at a fountain. Modes: photo, graph, spoken language, and written checklist.

Accept equivalent descriptions of the claim, evidence, modes, sequence, and audience adaptation. For Part 3, accept varied topics if the response includes a clear audience, claim, relevant evidence, logical sequence, and at least two named modes.