

Message Matchup

Compare how media choices shape audience response.

7.C.4.C "Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Number the three media messages 1, 2, and 3. Underline one detail in each message that helps its intended audience, and circle words that show who created or received the message.

Saving Water, Three Ways

- ① Riverbend Middle School wanted families to save water during a dry summer. Its Eco Team created three messages for the same goal: a morning podcast announcement, a bus-stop poster, and a page in the town newsletter. Each message asked people to take shorter showers, report leaking hydrants, and water gardens in the evening. However, the team changed the author, format, and details to fit the people most likely to receive each message. The differences mattered because listeners, passersby, and newsletter readers had different amounts of time and different reasons to pay attention.
- ② For the podcast, Maya, an eighth-grade Eco Team member, spoke in a friendly, urgent voice. She began with the sound of a dripping faucet, then said, "One leak can waste water every day." She gave one quick action: "Tell an adult about a drip today." The announcement lasted thirty seconds and played after the school lunch menu. Students who heard it could remember the sound and repeat the simple request at home. The brief audio format worked when students could listen but not stop to read.
- ③ The poster showed a large blue water drop above the words "Save Water at Home." It used three pictures, a shower timer, a wrench, and a watering can, with only six words under each picture. The town water department logo made the poster seem official to adults waiting at the bus stop. In contrast, the newsletter article was written by the department's conservation manager. It explained why evening watering reduces water lost to evaporation and listed the phone number for reporting hydrant leaks. Readers had time to study its fuller explanation and keep the information.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What shared purpose do all three messages have, and what actions do they ask people to take?

2 Compare the podcast and the poster. Name one technique each one uses, and explain how each technique fits its audience.

3 Why is the newsletter article more useful than the poster for a reader who wants detailed information about watering and hydrant leaks?

4 How does authorship help the poster and the newsletter article seem credible?

3 YOUR TURN _____ Your own words

Choose a school goal. Create a one-sentence audio message, a one-sentence visual-message description, and a one-sentence written message, naming an author and intended audience for each. Then write two sentences that compare which techniques are most effective and why.

PART 1 • READ AND MARK

Number the three media messages 1, 2, and 3. Underline one detail in each message that helps its intended audience, and circle words that show who created or received the message. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What shared purpose do all three messages have, and what actions do they ask people to take?	They aim to help families save water by taking shorter showers, reporting leaking hydrants, and watering gardens in the evening.
2	Compare the podcast and the poster. Name one technique each one uses, and explain how each technique fits its audience.	The podcast uses a dripping-faucet sound and one quick action for students who are listening. The poster uses a large image, few words, and pictures for adults who may notice it while waiting at a bus stop.
3	Why is the newsletter article more useful than the poster for a reader who wants detailed information about watering and hydrant leaks?	The article explains why evening watering reduces evaporation and gives a phone number for reporting leaks. Readers can study and keep the fuller information.
4	How does authorship help the poster and the newsletter article seem credible?	The poster has the town water department logo, which makes it seem official. The newsletter article is written by the department's conservation manager, an informed source.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Audio: Coach Lee tells players, "Bring a refillable bottle to practice," for the soccer team. Visual: The student wellness club makes a locker-room poster with a giant bottle and the words "Refill, Not Trash" for athletes. Written: The school nurse writes an email to families explaining where to find refill stations and why reusable bottles reduce waste. The poster is most effective for athletes rushing into practice because its large image and few words are fast to notice. The email is most effective for families because its explanation and location details can be saved and used later.

Accept equivalent comparisons that connect a media technique, such as sound, images, brevity, detail, or authorship, to a specific audience and purpose. In Part 3, look for three distinct formats, named authors and audiences, plus a supported comparison.