Many Voices, One Message

Use media choices to represent viewpoints fairly.

8.C.3.A.iv "Plan and present a multimodal presentation that Emphasizes different points of view."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each statement that gives a person's or group's point of view. Circle the five planned media items, the photo, map, audio clip, bar graph, and final slide, to see how Aisha uses different modes to present perspectives.

Aisha's Bus Stop Proposal

1. For the student council meeting, Aisha planned a three-minute presentation about adding shaded benches near the bus stop. She wanted classmates to hear more than her own opinion. First, she would show a photo of students waiting in the sun after school. Next, she would display a simple map showing the stop, nearby trees, and the proposed bench sites. These visuals would help the audience picture the problem and the possible change before speaking about it.

2. Her spoken words would include the views of people affected by the decision. Aisha would explain that riders wanted shade because summer heat made waiting uncomfortable. She would also report that a nearby shop owner worried that benches could block the sidewalk or attract litter. To represent that concern fairly, she planned to play an eight-second audio clip of the owner saying, "Keep the entrance clear and clean." After the clip, Aisha would state that the proposed sites left a clear walking path.

3. To end, Aisha would show a bar graph from a class survey: 48% favored benches, 32% wanted more information, and 20% opposed them. She would say, "The survey shows support, but it also shows questions and disagreement." Her final slide would list two next steps: test one bench location for a month and ask riders and nearby businesses for feedback. By naming support, concerns, and a compromise, Aisha would invite the council to consider several points of view before voting.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Aisha make the riders' point of view and the shop owner's point of view clear? Use one detail for each group.

2. Which two media items help the audience understand the bus stop problem and the proposed change before Aisha discusses concerns? Explain how they help.

3. Why is the audio clip an effective choice for representing the shop owner's point of view?

4. How does Aisha's ending show that she has considered different points of view? Give two details.

3 YOUR TURN

Your own words

Plan a short multimodal presentation about a school decision. Include spoken words and at least two other media modes, represent at least two points of view fairly, list the order of your media, then present your presentation to a partner or small group.

ANSWER KEY

Many Voices, One Message

GRADE 8 · 8.C.3.A.iv

PART 1 · READ AND MARK

Underline each statement that gives a person's or group's point of view. Circle the five planned media items, the photo, map, audio clip, bar graph, and final slide, to see how Aisha uses different modes to present perspectives. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Aisha make the riders' point of view and the shop owner's point of view clear? Use one detail for each group.	**She explains that riders want shade because heat makes waiting uncomfortable. She plays the shop owner's audio clip about keeping the entrance clear and clean because the owner worries about blocked sidewalks or litter.**
2	Which two media items help the audience understand the bus stop problem and the proposed change before Aisha discusses concerns? Explain how they help.	**The photo and map come first. The photo shows students waiting in the sun, and the map shows the bus stop, trees, and possible bench sites.**
3	Why is the audio clip an effective choice for representing the shop owner's point of view?	**It lets the audience hear the owner's concern in the owner's own words, which helps represent that view fairly.**
4	How does Aisha's ending show that she has considered different points of view? Give two details.	**She shows survey results that include support, uncertainty, and opposition. She also proposes a one-month test and feedback from riders and nearby businesses.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Topic: Keep the library open during lunch. Audience: the principal and students. Order and media: First, I will speak while showing a photo of students reading in the hallway during lunch. Next, I will display a bar graph from a 60-student survey: 39 favor opening the library, 13 want it open only on rainy days, and 8 oppose it. Then, I will play a recorded statement from the librarian. Last, I will speak beside a final slide with a trial plan. Presentation: "Many students need a quiet lunch space. The photo shows students sitting in the hallway because the library is closed. Our survey shows that many students favor opening it. However, some students prefer the cafeteria, and the librarian needs time to shelve books and prepare classes. I respect those concerns. A fair solution is a four-week trial. The library could open on Tuesdays and Thursdays with a student volunteer at the desk. After the trial, students and the librarian can give feedback. This plan gives students a quiet option while protecting the librarian's work time."

Accept any school decision and any accurate, clearly represented viewpoints. The student's plan should identify spoken communication plus two other media modes in sequence, and the student should deliver the planned presentation to an audience.