Message, Many Media

Compare one conservation message across four media formats.

8.C.4.B "Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the water-saving information that appears in more than one format. Circle one presentation feature in each format that affects what viewers learn or feel, then number the formats 1 through 4 as they appear.

A River in Four Formats

1. During a dry summer, the Riverton Water Department wants residents to use less water outdoors. Its website shows an interactive map with neighborhood water use, a weekly drought meter, and a calculator. Visitors enter the size of a lawn to estimate how much water it needs. The site also links to a schedule that limits sprinklers to two days each week. Because users can click, type, and see updates, the electronic format helps them make choices for their own homes.

2. The department also mails a printed flyer with the heading "Two Days, One Stronger River." A large blue drop appears beside three short steps: check the schedule, set a timer, and sweep driveways instead of hosing them. The flyer repeats the two-day sprinkler limit, but it does not include the map or calculator. Its bold heading and simple pictures catch attention quickly, especially for people who may not visit the website. A resident can post the flyer near a sink or share it with a neighbor.

3. At a town meeting, some residents question a social media video paid for by the department. Fast music plays while children hold signs saying, "Save Our River Now!" The video shows a brown, cracked field, then a bright river after a family turns off a sprinkler. It gives the same two-day limit as the flyer and website, but it does not explain how the limit was chosen. Later, a local television news report interviews the water manager and a gardener. It includes the limit, drought data, and different viewpoints in a longer segment.

2 ANSWER WITH EVIDENCE

Use the passage

1. What water-use rule is repeated in the website, flyer, video, and television report?

2. How does the website help a resident make a water-use choice for a specific home? Give two details.

3. What two flyer features are designed to catch attention quickly? What website tools does the flyer leave out?

4. Which source includes drought data and more than one viewpoint? How is it different from the social media video?

3 YOUR TURN

Your own words

Choose a fact-based school or community message. In 4 to 6 sentences, explain how an electronic post, a printed poster, a propaganda-style video, and a television news report could present the same central fact differently, then state which format would give the most complete information and why.

ANSWER KEY

Message, Many Media

GRADE 8 · 8.C.4.B

PART 1 · READ AND MARK

Underline the water-saving information that appears in more than one format. Circle one presentation feature in each format that affects what viewers learn or feel, then number the formats 1 through 4 as they appear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What water-use rule is repeated in the website, flyer, video, and television report?	**Residents may use sprinklers only two days each week.**
2	How does the website help a resident make a water-use choice for a specific home? Give two details.	**It lets users enter lawn size into a calculator and shows neighborhood water use or a drought meter. It also provides updated information and a sprinkler schedule.**
3	What two flyer features are designed to catch attention quickly? What website tools does the flyer leave out?	**The bold heading, large blue drop, and short steps catch attention. The flyer leaves out the interactive map and calculator.**
4	Which source includes drought data and more than one viewpoint? How is it different from the social media video?	**The local television news report does. It includes data and interviews with the water manager and gardener, while the video uses emotional images and does not explain how the limit was chosen.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The central fact is that the school library will stay open until 5:00 on Tuesdays for students who need a quiet place to work. An electronic post could link to a weekly calendar and let students add a reminder. A printed poster could use large hours and a map to the library. A propaganda-style video could show relieved students finding seats and repeat, "Your study time matters!" A television news report could interview the librarian and students, explain staffing, and give the most complete information because it includes several viewpoints and details.

Accept equivalent comparisons that use accurate details from the passage. For the open response, accept any fact-based message that explains distinct presentation choices for all four formats and gives a supported choice for the most complete format.