One Project, Many Messages

Analyze how audience and purpose shape media choices.

9.C.3.C "Create media messages for diverse audiences and purposes."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each phrase that identifies an audience, and circle each phrase that states a purpose or requested action. Notice how the message changes for each group.

Refill Stations, Different Messages

1. When a school installs water refill stations, the same fact can become several media messages. A message for students might appear as a short video on the morning announcements: "Bring your bottle. Refill fast between classes." Quick cuts of students filling bottles and a bold caption suit viewers who are moving and may not read much. The purpose is to prompt an immediate habit. The video would avoid long explanations, but it could show the station location and end with a clear action: refill before first period. Its friendly, direct tone makes the request feel practical rather than preachy.

2. Families need more detail before they decide whether to support the project. In an email to caregivers, the principal could write, "Refill stations give students tap water during the day and reduce the number of single-use bottles in our bins." The email might link to the district's maintenance plan and list the cost covered by a local grant. A calm, informative tone respects adults who may ask about safety, funding, and upkeep. The purpose is not simply to announce the stations. It is to build informed support by answering likely concerns and inviting families to send questions to the school office.

3. At a town meeting, student organizers could use a one-page handout for council members who control public-space funding. Its headline might read, "Expand refill access at parks and bus stops." Beneath it, a small chart could compare the number of refill stations in different neighborhoods, followed by a request for funds for two new sites. The formal headline and limited data help busy decision makers scan the proposal. Unlike the student video, this message asks for a policy choice, not a daily routine. Each version uses the same project, yet its audience, purpose, tone, details, and format change.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the audience for the morning-announcement video? Give two choices in the video that fit this audience.

2. What immediate action does the student video ask viewers to take?

3. Name two concerns the caregiver email addresses. Explain which detail addresses each concern.

4. How do the purpose and format of the student video differ from those of the council handout?

3 YOUR TURN

Your own words

Create two 30-40-word media messages about one realistic school improvement you choose. Label each audience and format. The first message should prompt students to take an immediate action, and the second should build caregiver support by addressing one likely concern.

ANSWER KEY

One Project, Many Messages

GRADE 9 · 9.C.3.C

PART 1 · READ AND MARK

Underline each phrase that identifies an audience, and circle each phrase that states a purpose or requested action. Notice how the message changes for each group. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the audience for the morning-announcement video? Give two choices in the video that fit this audience.	**The audience is students. The video uses quick cuts, a bold caption, a short message, and a clear location and action.**
2	What immediate action does the student video ask viewers to take?	**Bring a bottle and refill it before first period.**
3	Name two concerns the caregiver email addresses. Explain which detail addresses each concern.	**It addresses funding by listing the cost covered by a local grant. It addresses upkeep by linking to the district's maintenance plan. The email also names safety as a likely concern.**
4	How do the purpose and format of the student video differ from those of the council handout?	**The video uses a quick, friendly format to prompt students to refill bottles as part of a daily routine. The formal handout uses limited data and a funding request to persuade council members to make a policy choice.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students, hallway poster: The library stays open until 5:00 on Tuesdays. Need a quiet place to finish a project? Stop by after school, use the computers, and ask the desk staff for help. Caregivers, school newsletter: Keeping the library open on Tuesdays gives students a supervised workspace and computer access after classes. The added hours use current staff schedules. Please share this option with your student and contact the principal with questions.

Accept equivalent evidence from the passage when students accurately connect a media choice to its audience or purpose. For the open task, check that both messages are 30-40 words, use different audiences and purposes, and make appropriate format, tone, and detail choices.