

LESSON OVERVIEW: CREATING A STRONG INFOGRAPHIC

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How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Culminating Task Prompt
Paraphrasing the Central Idea and Selecting Supporting Evidence	Planning the Culminating Task: Informational Presentation	Creating a Strong Infographic	Review: Works Cited	Choose one of the three topics we've learned about related to our changing oceans. Using your independent research, create three infographics in which you describe the problem, highlight its relevance to your community, and offer an action item people can do to address the problem. [W.4, W.7, SL.5]

↑ You are here! ↑

This lesson's skill focus

In this lesson, students will review the traits of a **strong infographic** and then draft their **Culminating Task**. [W.6.4, SL.6.5]

Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> ● This lesson handout ● "Planning the Culminating Task" (Teacher Copy) 	<ul style="list-style-type: none"> ● "Creating Strong Infographics" (Student Copy) ● "Planning the Culminating Task" (Student Copy)

How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	<p>Comparing Visuals: With a partner, students discuss the difference between two sample infographics.</p> <p>Note: Throughout this lesson students will need to refer to Sample A on slide 6 & 7 and Sample B on slide 6 of their deck.</p>	5 min
Part 2	<p>Notes on Strong Visuals: Review the notes about the traits of a strong infographic with your class (slide 7), then have them answer the questions about Sample A and Sample B.</p>	15 min
Part 3	<p>Brainstorming Your Visuals: Have students review the Culminating Task prompt. Then, using their outline from Part 5 of the "Planning the Culminating Task" lesson, students answer a series of brainstorming questions about their infographics.</p>	20 min
Part 4	<p>Drafting Your Infographics: Students draft their Culminating Task.</p> <p>Note: You may need to review format options for your class such as Google Slides, Canva, or poster board and plan for instructions on and distribution of materials.</p>	40 min
Part 5	<p>Check Your Work: Students independently evaluate their presentations using a checklist</p>	5 min

~85 min total

Name _____ Class _____

TEACHER COPY: Creating a Strong Infographic

Today's Goal	Materials Needed
You will learn how to convert your outline into a strong infographic.	Your copy of "Planning the Culminating Task"

PART 1: Comparing Visuals

Directions: Examine Sample A and Sample B (slide 6) and discuss the questions. *7 minutes*



Turn & Talk: What differences stand out between the two infographics? Which slide is easier for you to understand? Why?

PART 2: Notes on Strong Infographics

Directions: Review the guidelines about making a strong infographic with your teacher. Then, answer questions 1-4 about Sample A and Sample B. *15 minutes*



Strong Infographics

A **strong infographic** conveys information and facts in a clear and concise way, and includes images to support that information.

Strong infographics include:

Text that:

- Is minimal: states a fact or idea in one sentence
- Uses **bolded words** to introduce a key fact or concept
- Uses headings and subheadings to organize information or introduce a new fact

Images or charts that:

- Are relevant to the message
- Are clear to see and understand
- Include captions or arrows to explain or show key information

A design, that is:

- Easy and clear to see
- Focused on a single color palette
- A balance of text and images or charts
- A citation at the bottom from where the information was found

QUESTIONS:

1. Examine the headings, subheadings, and fact statements on Sample A. Explain how the infographic's organization and layout helps the audience understand the information.

Student answers will vary. A sample student response is provided:

- *The words are clear and easy to understand*
- *Each idea is introduced with bold lettering*
- *The information is organized from top to bottom*

2. How do the **bolded words** on Sample A help to communicate key facts or ideas?

Student answers will vary. A sample student response is provided:

- *They make it easy for the audience to know what the focus of the infographic is going to be about*

3. Examine the images on Sample A. How do these images help the reader better understand the infographic's message?

Student answers will vary. A sample student response is provided:

- They are all related to ocean pollution
- There aren't too many of them, so they aren't distracting

4. What specifically makes the layout of Sample A more effective than the layout of Sample B (slide 6)?

Student answers will vary. A sample student response is provided:

- Sample A is more focused, so I know more clearly what the infographic is about
- Sample B is confusing because there is too much text and there are too many images very close together

PART 3: Brainstorming Your Visuals

Directions: Review the Unit Presentation prompt. Then answer the questions about the outline you created in Part 6 of your "Planning the Culminating Task" lesson. *20 minutes*



PROMPT: Choose one of the three topics we've learned about related to our changing oceans. Using your independent research, create three infographics in which you: describe the problem, highlight its relevance to your peers and community, and offer a solution people can do to address the problem.

5. Consider the different sections of your outline. What headings could you use in your infographics?

Student answers will vary.

6. What images could you use in your infographic? How will they help communicate your message?

Student answers will vary.

7. In your outline, you found textual evidence to include in your presentation. Review each piece of evidence and determine:
- a. Which is essential for best supporting your information?
 - b. How can you paraphrase the evidence into your own words?
 - c. In your outline, you explained what each section might include. What facts or information do you want to spotlight/emphasize in your infographic?
 - d. Write the shortened evidence you will use for each section below. Highlight the words you will bold.

Student answers will vary.

PART 4: Drafting Your Infographics

Directions: Using the format or platform your teacher assigned, draft your infographics. *40 minutes*



PART 5: Check Your Work

Directions: Use the box below to check your work. Circle each response. *5 minutes*



Check Your Work

[] Locate **EACH SECTION** of your infographic.

Do you use headings or subheadings to organize information? Yes No I'm Not Sure

Do you use bolded words to help convey key ideas? Yes No I'm Not Sure

Do you have any images or charts to help convey information? Yes No I'm Not Sure

Go back and revise any parts of your presentation as needed.