Aim: Students will identify and describe infographics through online search.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell, list, relate, locate, find, state, name, identify, write</td>
<td>Explain, outline, discuss, describe, predict, compare</td>
</tr>
</tbody>
</table>

If there is not a high level Bloom's today, how will I move towards higher Bloom's over the next few days?

Questions: What is an infographic? What makes a good infographic?

Do Now: Handout, Infographic Intro

Students answer first question

Time: 5 min

Opening: Today you’re going to look for infographics on the web, pic one you think is fun, interesting, or done very well, and share it with the class.

Time: 1 min

Instructions/Notes:

1. What’s an Infographic: go over Do now
   Students give responses
   Time: 5 min

2. Search: working at your table, or individually, if you wish, use the guidelines on the worksheet to find other infographics
   Answer the questions on the sheet
   Decide on an infographic to show the class, and have a spokesmodel explain what about the infographic was interesting, clever, or fun
   When you’ve decided, check with me for approval—it is the one you will present to the class, and we can’t have duplicates
   Students work
   Time: 20 min

3. Present: each group presents the infographic chosen on the SmartBoard
   briefly explain what it is and why the group chose it
   Students present
   Time: 15 min

Closing: With the little time we have left, get some water tests done.

Time: balance of period

Formative Assessment: none

Time: n/a

Exit Ticket: none

Time: n/a

Homework: precept on organic food (separate file)

Materials: chromebooks, worksheets
**Infographics Introduction**

**Directions:** You will need a computer to work on this assignment. You may work as a group, or by yourself. Each group member must complete the worksheet, however.

1. Explain what an infographic is in your own words.

   ____________________________________________________________  
   ____________________________________________________________  
   ____________________________________________________________  

2. Search online for infographics that interest you. Don’t just search “infographics”, since you will likely end up with the same results as many classmates. Search for infographics in topics that interest you: music, politics, sports, science, holidays, food, etc.

3. Find three infographics to briefly describe below: what is the title of infographic, what information is on it, why did you choose it.

   **First Infographic:**
   
   Title: ____________________________________________________________
   
   Information Provided: ____________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  
   Why did you choose it? ____________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  

   **Second Infographic:**
   
   Title: ____________________________________________________________
   
   Information Provided: ____________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  
   Why did you choose it? ____________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  

   **Third Infographic:**
   
   Title: ____________________________________________________________
   
   Information Provided: ____________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  
   Why did you choose it? ____________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  
Third Infographic:

Title: ________________________________________________________________

Information Provided: ____________________________________________________

_______________________________________________________________________

Why did you choose it? ___________________________________________________

_______________________________________________________________________

__________________________

4. With your group (or on your own, if working individually), pick an infographic to share with the class. This might be one of yours, or someone else’s in the group.

Call Mr. White over to get the infographic approved—you can’t choose one someone else has already chosen.

For the infographic your group chooses, give its title, web address, and basic information below:

**Chosen Infographic:**

Title: ________________________________________________________________

Address: _____________________________________________________________________

Information Provided: _______________________________________________________

_______________________________________________________________________

5. For your chosen infographic, briefly describe what your group liked about it. What was the hook? How were the visuals? Was the information interesting and clear?

Your group will pick one person to put the infographic on the board and talk about why your group chose it.

Group statement: __________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
Aim: Students will examine world population data.

<table>
<thead>
<tr>
<th>□ Comprehension</th>
<th>□ Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain, outline, discuss, describe, predict, compare</td>
<td>Solve, show, use, illustrate, calculate, construct, examine, classify</td>
</tr>
</tbody>
</table>

If there is not a high level Bloom’s today, how will I move towards higher Bloom’s over the next few days?

Questions: What are populations like around the world?

Do Now: get a netbook booted up
Time: 5 min

Opening: Today you are going to look at population data for countries around the world. We are going to start off together and then you will finish a packet on your own.
Students listen
Time: 3 min

Instructions/Notes:
1. World Population Data: internet activity/research (see below); start together, finish independently
   Students work
   Time: 40 min

Formative Assessment: activity
   Students as above
   Time: as above

Closing: Tomorrow, you will get a chance to finish this assignment if needed. You will also start planning an infographic.
Time: 1 min

Exit Ticket: none
Time: n/a

Homework: work on essay
INTERNET POPULATION ASSIGNMENT USING THE POPULATION REFERENCE BUREAU WEBSITE

Go to the Population Reference Bureau's website (www.prb.org) and answer the following questions.

The website’s 2015 World Population Data Sheet will be very useful:

Also, you can try the interactive maps:

1. What are the 10 most populous countries?

2. In what region of the world are the 3 most populous countries?

3. How does the population of India compare to that of the Americas (North America, Central America, and South America combined)?

4. What does population density mean?

5. What are the population densities of the 3 most populated countries?
6. Which continent has the lowest population density?

7. What does fertility rate mean?

8. Which two regions of the world have the highest fertility rates?

9. What does infant mortality rate mean?

10. Which country has the highest infant mortality rate? Which country has the lowest infant mortality rate?

11. Which country has the "youngest" population, that is, the highest proportion of population under age 15? Which country has the "oldest" population, that is, the highest proportion of population over age 65?

12. In which country are people expected to live the longest? Which country has the lowest life expectancy?

13. Looking at the 2050 populations projections, which of the five most populous nations are going to add more than 250 million people to their populations by 2050?
14. Pick one other topic that the web site has data about. Look at that data and choose something to say about it, here:
Getting Started on an Infographic

Now that you’ve had a chance to look at population data from around the world, you will need to pick a topic, issue, or data set that interests you. You are going to create an infographic that uses world population data, plus other information you collect on your own, to make a claim.

First, you have to choose a topic that has data available. Consider what you’ve looked at this period, and what you’ve talked about in class. Choose a topic that has data that surprised you, or that you simply never knew about. Think about a topic that might interest others, too.

General Topic: ________________________________

Data Sets: __________________________________

Second, you will have to brainstorm some type of statement, argument, or claim that could be answered with this data. It could be something like a hypothesis in statistics or science class (If—Then—Because). You could also offer something like a thesis for an essay, a claim with evidence. Don’t worry about actually proving the claim just yet.

Argument or Claim: __________________________________

______________________________

______________________________

______________________________

______________________________
Third, think about what sorts of additional information you will need besides data. This can be pictures, definitions, articles, quotes, and so on. What will help you support a claim, and what will help you make your point.

**Pictures/Images:**

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**Definitions/Terms:**

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**Articles/Quotes:**

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Finally, try to imagine what your infographic will look like. Brainstorm ideas for the following questions:

- Will it be landscape ( ) or portrait ( )?
- What will the title be? Where will the title be?
- How much of the graphic will be data? How much will be images? How much will be text?
- What color scheme do you think you will use? What will the overall style be?
Sketch some design ideas for your infographic based on your brainstorm so far.
Jim White, Environmental Studies
Unit: Human Populations
Date: Thursday, 12/03/15

Aim: Students will brainstorm and create an idea for a human population infographic.

<table>
<thead>
<tr>
<th>□ Application</th>
<th>□ Synthesis</th>
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<tbody>
<tr>
<td>Solve, show, use, illustrate, calculate, construct, examine, classify</td>
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If there is not a high level Bloom’s today, how will I move towards higher Bloom’s over the next few days?

Questions: How can data make a claim about world populations?

Do Now: Finish human population exploration from yesterday or begin infographic packet
Time: 10 min

Opening: none

Instructions/Notes:
1. Infographic: go over the packet briefly
   - Take Q&A
   - Students listen, Q&A
   - Time: 10 min

2. Work Time: students work
   - Time: 20 min

Formative Assessment: activity
   - Students as above
   - Time: as above

Closing: It’s time to start working on the essay much more.
   - Pass out next handout, go over, Q&A
   - Students Q&A
   - Time: 10 min

Homework: work on documentary essay
Getting Started on an Infographic

Now that you’ve had a chance to look at population data from around the world, you will need to pick a topic, issue, or data set that interests you. You are going to create an infographic that uses world population data, plus other information you collect on your own, to make a claim.

First, you have to choose a topic that has data available. Consider what you’ve looked at this period, and what you’ve talked about in class. Choose a topic that has data that surprised you, or that you simply never knew about. Think about a topic that might interest others, too.

General Topic: ____________________________________________________________
......................................................................................................................
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Data Sets: ____________________________
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Second, you will have to brainstorm some type of statement, argument, or claim that could be answered with this data. It could be something like a hypothesis in statistics or science class (If—Then—Because). You could also offer something like a thesis for an essay, a claim with evidence. Don’t worry about actually proving the claim just yet.

Argument or Claim: _________________________________________________________
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Third, think about what sorts of additional information you will need besides data. This can be pictures, definitions, articles, quotes, and so on. What will help you support a claim, and what will help you make your point.

Pictures/Images:

________________________________________________________________________

________________________________________________________________________

Definitions/Terms:

________________________________________________________________________

________________________________________________________________________

Articles/Quotes:

________________________________________________________________________

________________________________________________________________________

Finally, try to imagine what your infographic will look like. Brainstorm ideas for the following questions:

❖ Will it be landscape ( □ ) or portrait ( □ )?

❖ What will the title be? Where will the title be?

❖ How much of the graphic will be data? How much will be images? How much will be text?

❖ What color scheme do you think you will use? What will the overall style be?
Sketch some design ideas for your infographic based on your brainstorm so far.
Aim: Students will brainstorm and create an idea for a human population infographic.

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If there is not a high level Bloom’s today, how will I move towards higher Bloom’s over the next few days?

Questions: How can data make a claim about world populations?

Do Now: Take out your infographic brainstorm packets from yesterday
Time: 2 min

Opening: Before working on the computer today, I want everyone to do some imagining and sketching—what do you think your infographic might look like? Use one of the blank pages in your packet, and sketch out so ideas.
Students think, work
Time: 10 min

Instructions/Notes:
1. Venngage: have students check email and do confirmation for Venngage
   My username is jwhite@bostoncollegiate.org
   Password 13chaos13
   Put Venngage on screen, show some basic functions, templates
   Students watch, Q&A
   Time: 10 min

2. Work Time: remainder of period is to simply work with Venngage; see how it functions, try things out, begin setting up an infographic
   students work
   Time: 30 min

Formative Assessment: none

Closing: Documentary essays: thesis statement ready and brought to class on Monday for a checkin
Time: 3 min

Homework: documentary essay thesis
Jim White, Environmental Studies  
Unit: Human Populations  
Date: Monday, 12/21/15

Aim: Students will make final touches and browse infographics

| □ Comprehension  
| Explain, outline, discuss, describe, predict, compare  |
| If there is not a high level Bloom’s today, how will I move towards higher Bloom’s over the next few days? |

Questions: What makes for an eye-catching infographic?

Do Now: none

Opening: Today you will have a few minutes to add finishing touches to your infographics. Then, you will put your graphic on display for your classmates. You will have a chance to briefly view a selection of them, and choose three for a critique during tomorrow’s class.

Time: 2 min

Instructions/Notes:
1. Instructions: hand out choice sheet; during this class, you will first make finishing touches and then Publish your own infographic
   - Next, you will use the Preview function to display your infographic
   - Finally, we will create a gallery walk of your Chromebooks—make sure it’s charged up, especially for class tomorrow
   - As you look at graphics, you will choose three to critique tomorrow: note the title, creator, and the reason it caught your eye
   - Students listen, Q&A
   - Time: 5 min

2. Work Time:
   - Students do bit of work, publish, display
   - Time: 10 min

3. Choice Walk:
   - Students select three infographics
   - Time: 18 min

Closing: Tomorrow you will be writing a critique of three infographics. Hold onto your choice sheets for tomorrow.

Time: 1 min

Homework: essays due tomorrow
Infographics Gallery Walk

Setup:
- First, put any finishing touches on your own infographic
- Publish your infographic using the Venngage “Publish” button
  - You can just publish to Venngage’s community space.
  - You don’t need a link right now
- Place your infographic on Preview mode, so others can look, but not edit your infographic
- Find a location to set up your Chromebook with your graphic on display

Gallery Walk
Look at the variety of graphics that your classmates produced. Be sure to at least briefly see each one. Note the ones that catch your eye and spark some interest.

Choose three graphics for further study tomorrow. If it looks like an infographic already has 5 or 6 students hovering around, it won’t be a good choice, since you might not get a chance to really look at it.

Note your three choices below.

First Infographic:
Title: _____________________________
Creator: ___________________________
Why did you choose it? _____________________________

Second Infographic:
Title: _____________________________
Creator: ___________________________
Why did you choose it? _____________________________

Third Infographic:
Title: _____________________________
Creator: ___________________________

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Why did you choose it? ________________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
<table>
<thead>
<tr>
<th>Design</th>
<th></th>
<th>Content</th>
<th></th>
<th>Clarity</th>
<th></th>
<th>Representation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td></td>
<td>Content</td>
<td></td>
<td>Clarity</td>
<td></td>
<td>Representation</td>
<td></td>
</tr>
<tr>
<td>Layout is organized, not jumbled</td>
<td></td>
<td>Three or four data sets</td>
<td></td>
<td>The claim or point of the infographic is clear</td>
<td></td>
<td>Graphs, charts make sense with data sets</td>
<td></td>
</tr>
<tr>
<td>Color scheme makes sense, looks good</td>
<td></td>
<td>Use and explain important vocabulary</td>
<td></td>
<td>No excess, unneeded graphics</td>
<td></td>
<td>Visuals work with the topic and claim</td>
<td></td>
</tr>
<tr>
<td>Font is easy to read, right size</td>
<td></td>
<td>Good data sources, included on infographic</td>
<td></td>
<td>Makes a good impression right away</td>
<td></td>
<td>Graphic has an overall flow, theme</td>
<td></td>
</tr>
</tbody>
</table>
# Infographic Rubric

<table>
<thead>
<tr>
<th>Design</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Layout is organized and uses consistent style</td>
<td>• Generally good layout</td>
<td>• Layout could use improvement</td>
<td>• Layout is disorganized, no obvious organization</td>
<td>• No layout or scheme—just random elements, colors, and fonts</td>
<td></td>
</tr>
<tr>
<td>• Color scheme has visual appeal and works with content</td>
<td>• Has minor inconsistency or one distracting element</td>
<td>• Two or more inconsistent elements</td>
<td>• Layout distracts from content</td>
<td>• Color scheme clashes</td>
<td></td>
</tr>
<tr>
<td>• Fonts are legible and consistent</td>
<td>• Color scheme clashes</td>
<td>• Hard to read fonts</td>
<td>• Layout distracts from content</td>
<td>• Hard to read fonts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses human population terms and vocab</td>
<td>• One mistake in terms or vocab</td>
<td>• Not enough terms or vocab</td>
<td>• Lacking in appropriate terms and vocab</td>
<td>• No real data or facts are present</td>
<td></td>
</tr>
<tr>
<td>• Four or more data sets represented</td>
<td>• Three sets of data represented</td>
<td>• Two sets of data represented</td>
<td>• Only one data set used</td>
<td>• No real data or facts are present</td>
<td></td>
</tr>
<tr>
<td>• Data clearly demonstrate claim</td>
<td>• Data demonstrate claim</td>
<td>• Data might not demonstrate the claim</td>
<td>• Data is from poor or questionable source</td>
<td>• No real data or facts are present</td>
<td></td>
</tr>
<tr>
<td>• Data from good source</td>
<td>• Data from good source</td>
<td>• Data from good source</td>
<td>• Data from good source</td>
<td>• No real data or facts are present</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarity</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Infographic is clearly about world populations</td>
<td>• Claim is clearly about world population</td>
<td>• Claim about human populations can be found</td>
<td>• Infographic makes a poor initial impression</td>
<td>• Claim, main idea is missing</td>
<td></td>
</tr>
<tr>
<td>• No unnecessary graphics or visuals</td>
<td>• No unnecessary graphics or visuals</td>
<td>• Some graphics or visuals are unneeded</td>
<td>• Confusing</td>
<td>• No real data or facts are present</td>
<td></td>
</tr>
<tr>
<td>• Infographic makes a good initial impression</td>
<td>• Infographic makes a good initial impression</td>
<td>• Infographic makes a good initial impression</td>
<td>• Infographic makes a good initial impression</td>
<td>• Infographic makes a good initial impression</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Representation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The visuals relate to the data sets chosen or the claim being made</td>
<td>• The visuals relate to the data sets chosen or the claim being made</td>
<td>• Visualizations fit the data and the claim</td>
<td>• Design and visuals are at odds with the content or claims being made</td>
<td>• Design elements and visuals convey a meaning contrary to the intent</td>
<td></td>
</tr>
<tr>
<td>• Graphics create a visual flow</td>
<td>• Visualizations fit the data and the claim</td>
<td>• Visualizations fit the data and the claim</td>
<td>• Design and visuals are at odds with the content or claims being made</td>
<td>• Design elements and visuals convey a meaning contrary to the intent</td>
<td></td>
</tr>
<tr>
<td>• Data visualization matches content and claim</td>
<td>• Visualizations fit the data and the claim</td>
<td>• Visualizations fit the data and the claim</td>
<td>• Design and visuals are at odds with the content or claims being made</td>
<td>• Design elements and visuals convey a meaning contrary to the intent</td>
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**Total Score: ____ / 16**