Jim White, ES
Unit: Infographics
Date: Wednesday, 10/07/15

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

□ **Knowledge** *Tell, list, relate, locate, find, state, name, identify, write*	□ **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 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

Name: _____   **Date:** _____

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? _____

_____

_____

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: _____

_____

_____

_____

_____

_____

_____

Jim White, Environmental Studies
Unit: Human Populations
Date: Wednesday, 12/02/15

Aim: Students will examine world population data.

	□ **Comprehension** *Explain, outline, discuss, describe, predict, compare*	□ **Application** *Solve, show, use, illustrate, calculate, construct, examine, classify*			
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

Name: _____   Date: _____

ES, Mr. White

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:
http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet.aspx

Also, you can try the interactive maps:
http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet.aspx

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:

_____

_____

_____

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.

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.

		□ **Application** *Solve, show, use, illustrate, calculate, construct, examine, classify*	□ **Synthesis** *Create, invent, compose, predict, plan, construct, design, improve, formulate, elaborate*	
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: _____

_____

_____

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:

_____

_____

_____

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.

Jim White, Environmental Studies
Unit: Human Populations
Date: Friday, 12/04/15

<u>Aim:</u>   Students will brainstorm and create an idea for a human population infographic.

		□ **Application**	□ **Synthesis**	
		Solve, show, use, illustrate, calculate, construct, examine, classify	*Create, invent, compose, predict, plan, construct, design, improve, formulate, elaborate*	
If there is not a high level Bloom's today, how will I move towards higher Bloom's over the next few days?				

<u>Questions:</u> How can data make a claim about world populations?

<u>Do Now:</u> Take out your infographic brainstorm packets from yesterday
    Time: 2 min

<u>Opening:</u> 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

<u>Instructions/Notes:</u>
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

<u>Formative Assessment:</u> none

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

<u>Homework:</u> documentary essay thesis

Jim White, Environmental Studies
Unit: Human Populations
Date: Monday, 12/21/15

<u>**Aim:**</u>   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?

<u>**Questions:**</u> What makes for an eye-catching infographic?

<u>**Do Now:**</u> none

<u>**Opening:**</u> 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

<u>**Instructions/Notes:**</u>
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

<u>**Closing:**</u> Tomorrow you will be writing a critique of three infographics. Hold onto your choice sheets for tomorrow.
        Time: 1 min

<u>**Homework:**</u> essays due tomorrow

Name: _____   **Date:** _____

Infographics Gallery Walk

Setup:
- ❖ First, put any finishing touches on your own infographic
- ❖ Publish your infographic using the Venngage "Publish" button
  - o You can just publish to Venngage's community space.
  - o 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: _____

Why did you choose it? _____

_____

_____

Human Populations Infographics Checklist

Design

Layout is organized, not jumbled　　　　_____

Color scheme makes sense, looks good　　_____

Font is easy to read, right size　　　　　_____

Content

Three or four data sets　　　　　　　_____

Use and explain important vocabulary　　_____

Good data sources, included on infographic　_____

Clarity

The claim or point of the infographic is clear　_____

No excess, unneeded graphics　　　　_____

Makes a good impression right away　　_____

Representation

Graphs, charts make sense with data sets　_____

Visuals work with the topic and claim　　_____

Graphic has an overall flow, theme　　_____

Infographic Rubric

	4	3	2	1	0
Design • Layout • Color Scheme • Fonts	• Layout is organized and uses consistent style • Color scheme has visual appeal and works with content • Fonts are legible and consistent	• Generally good layout • Has minor inconsistency or one distracting element • Color scheme clashes	• Layout could use improvement • Two or more inconsistent elements • Hard to read fonts • Layout distracts from content	• Layout is disorganized, no obvious organization • Layout distracts from content • Color scheme is confusing	• No layout or scheme—just random elements, colors, and fonts
Content • Terms, Facts • Quantity of data • Quality of data	• Uses human population terms and vocab • Four or more data sets represented • Data clearly demonstrate claim • Data from good source	• One mistake in terms or vocab • Three sets of data represented • Data demonstrate claim • Data from good source	• Not enough terms or vocab • Two sets of data represented • Data might not not demonstrate the claim • Data from good source	• Lacking in appropriate terms and vocab • Only one data set used • Data is from poor or questionable source	• No real data or facts are present
Clarity • Makes a claim • Efficiency • Makes clear impression	• Infographic is clearly about world populations • No unnecessary graphics or visuals • Infographic makes a good initial impression	• Claim is clearly about world population • No unnecessary graphics or visuals	• Claim about human populations can be found • Some graphics or visuals are unneeded	• Infographic makes a poor initial impression • Confusing	• Claim, main idea is missing
Representation • Design complements content • Careful choice of visuals • Data visualization matches content and claim	• The visuals relate to the data sets chosen or the claim being made • Graphics create a visual flow • Visualizations fit the data and the claim	• The visuals relate to the data sets chosen or the claim being made • Visualizations fit the data and the claim	• Visualizations fit the data and the claim	• Design and visuals are at odds with the content or claims being made	• Design elements and visuals convey a meaning contrary to the intent

Total Score: ___ / 16