Infographic Unit- Grade 8 Writing
Amy Cody Clancy
amy.cody@education.ky.gov
amy.cody@wv.kyschools.us

CCS:
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.
Establish and maintain a formal style.
Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Infographics- http://www.queness.com/post/9942/how-to-design-your-own-infographics How-to /tips and examples

Day 1
What do you know about Infographics? Give one Get one activity
What is an Infographic? Look at examples : an infographic has a hook, a main point, and a take-away. An Infographic uses research that is cited.
http://vimeo.com/4357396
http://mashable.com/2012/07/18/lego-infographic/

Infographic on Infographics- http://www.infographicsshowcase.com/wp-content/uploads/2010/03/Use-Infographics.jpg
http://dailyinfographic.com/ - notice works cited at bottom
http://sparkaction.org/content/how-create-winning-infographic Steps

Day 2
Evaluating Different Mediums- in Infographics folder

Day 3 Eval Diff Mediums- compare and contrast
http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html My plate
Article plate vs. pyramid- http://kidshealth.org/kid/stay_healthy/food/pyramid.html#
Food Pyramid pic-
https://www.google.com/search?q=food+pyramid&tbm=isch&tbo=u&source=univ&sa=X&ei=yHbtUc_MMuSMyQHHrYCgAg&sqi=2&ved=0CEYQsAQ&biw=1025&bih=477#facrc=_&imgdii=_&imgrc=S2aLw_xjLwESxM%3A%3Bmqv8XVlTa2NVxM%3Bhttp%253A%252F%252Fupload.wikimedia.org%252Fwikipedia%252Fcommons%252F6%252F6d%252FUSDA_Food_Pyramid.gif%3Bhttp%253A%252F%252Fcommons.wikimedia.org%252Fwiki%252FFile%253AUSDA_Food_Pyramid.gif%3B730%3B569

Day 4
Looking at Infographics- LAPTOPS
See List in Infographics folder- post to website for access
http://visual.ly/
http://usatoday30.usatoday.com/snapshot/news/snapndex.htm
http://www.mint.com/blog/trends/hamburger-10122010/

Activity
Categorize each element- http://infographics2011.umwblogs.org/2011/11/04/characteristics-of-effective-infographics-activity-i/
Group of 3- **Differentiate with low student with avg/high OR Give lower and average students categories and let high develop their own.**
What an Infographics is NOT- http://notaninfographic.tumblr.com/
Day 5- http://www.slideshare.net/klightle/visual-literacy-part-1 Looking at methods to display data. Slides 11-14
EX Credit- Find a visual data representation to bring to class Monday.

Week 2-
Day 1
Use ex credit visual reps from HW on Lady bug to do following:
Analysis of a visual representation- Chart Paper
Component/subject/what can be learned?/ How is the information given/What may be challenging/Strategy to understand (slide 24 above website for day 5)

Day 2- Practicing a visual representation- see "Representing Data Visually SURVEY" doc
Partners- decide on groups to survey and question

Day 3- Review of survey instructions- survey results due Friday
http://awesome.good.is/transparency/web/1005/targeted-books/flash.html Top 10 Targeted
Books Infographic
http://learning.blogs.nytimes.com/2010/08/23/teaching-with-infographics-places-to-start/ Ted
Talk Video

Day 4-
http://digitalnewsgathering.wordpress.com/2010/04/24/10-tips-for-designing-infographics/ Tips
for Infographic design/Be thinking about a topic for your own.

Day 5- Aggregate data and rough sketch of two types of visual data from survey
http://datacenter.kidscount.org/data/Tables/5650-children-in-poverty-by-age-
group?loc=19&loct=2#detailed/2/19/false/867,133,38,35,18/17,18,36/12263,12264 Look at
types of visual data- which do you prefer? Why?

Week 3-
Day 1
Design two kinds of visual data due end of class tomorrow.
Looking at visual data and labeling/titles, etc.

Day 2-
Finalize visual data (make sure all data is labeled, etc)- gallery walk

Day 3- Topic and question you wish to answer from research/Share out
LAPTOPS for those ready

- **Who is my audience**? The age and knowledge of the audience with which you want to
  communicate will help you determine they complexity, layout, color scheme and icons or
  images.

- **What will be most interesting to them?** Your hook might be a compelling image, or an
  interesting layout.

- **What is the take-away?** What *knowledge* do you want the audience to immediately
  grasp through your visual?

- **What are the *most important* pieces of data to tell my story?** Include only the data and
  information you need to make your point.

Day 4-5-
LAPTOPS
Review of what is an Infographic- http://infographiclabs.com/wp-content/uploads/2012/06/what-
is-an-infographic_IGL.jpg

Research for information/numbers.
http://datacenter.kidscount.org/

What is your purpose? Who is your audience? How will you display this information?

Week 4
Day 1
Little Red Riding Hood- http://vimeo.com/3514904
Rough sketch ways you might represent these ideas

Day 2-5 LAPTOPS
Research/Design Infographic
Infographic due end of class Friday /Gallery Walk and student reflection on writing Infographics
See-
https://drive.google.com/previewtemplate?id=1mEjyhAjJTqzqlBxi9niAmV0nLdmhbUZbGMziwHdRstg&mode=public&pli=1#