

Infographic Lesson Plan

Objectives:

- Analyze, interpret, and evaluate an infographic; critique its design parts (design (principles of design), purpose, message, and audience)
- Understand that good design includes design (principles of design), purpose, message, and audience and be able to create good design using these parts.
- Understand and utilize the principles of design: emphasis, eye movement, unity, and variety
- Research and understand the key ideas of infographics:
 - What are different purposes for infographics? For example, are they always used solely to present data?
 - Besides news media, what other entities create and fund infographic creation?
 - What makes a good infographic? What are good design principles?
 - What makes a bad infographic? What are bad design principles?
 - What are the copyright laws for using images and photographs?
 - What are some guidelines for finding reliable sources of data?
- Use digital resources to compare and contrast data visualization.
- Use digital resources to learn a method for creating an infographic; collaborate with peers to share information
- Create an informational infographic of choosing:
 - Determine a message and what facts are essential to communicating that message
 - Research and cite data for infographic using the Internet
 - Create good design using grids, and a color scheme and graphics that enhance the message
 - Determine and use the best data visualizations for presenting data; include at least 3 visualizations.

Standards:

9-12.RT.7 Translate technical visual art information expressed in words in a text into visual form

(e.g., a table or chart) and translate information expressed visually or mechanically (e.g., in an equation) into words.

9-10.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

H.1.2 PROFICIENT: Identify function in artwork and how it relates to the history, aesthetics, and culture of a work.

H.1.7 PROFICIENT: Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.

H.3.1 PROFICIENT: Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.

H.6.2 PROFICIENT: Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.

H.6.4 PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research.

H.6.5 PROFICIENT: Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.

H.6.6 PROFICIENT: Demonstrate respect for personal work and the work of others.

H.7.1 PROFICIENT: Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform personal work.

H.7.2 PROFICIENT: Create works of art that use specific principles to solve visual problems.

H.7.3 PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.

H.8.2 PROFICIENT: Create works that communicate in-depth knowledge gained through the experience of integrated study.

Activities:

1. Watch [TED talk](#) (18 min.) as intro to lesson
2. With a partner, critique an infographic of your choosing. Critique questions are a Google Doc on GC. [Mrs. Laux's Poster Design Presentation](#)
 - a. What is the message of this infographic?
 - b. What is the purpose of this design: informational, persuasive, directional, enhance?
 - c. What is emphasized in this graphic? What makes it a higher priority than other parts of the design?
 - d. Describe the eye movement in the design. Where does your eye go first, then second, etc. Explain why you think this is the eye movement created by the designer (list reasons for how the hierarchy was set up).
 - e. What unifies the design?
 - f. What type of variety is created?
 - g. How do the fonts and color scheme contribute to the message?
 - h. What would you change about this infographic?
 - i. List all the ways that information is presented in the infographic and what information it presents. (For example, a bar chart shows the % of population that survives on <\$1 per day, \$1 per day, \$2 per day, \$4 per day, \$6 per day, >\$6 per day)
 - j. What were the sources that the designer used to gather data?
3. Research independently the following key questions about infographics. Questions Doc is on Google Classroom. [Presentation Mrs. Laux's Poster Design Presentation](#)
 - a. What are different purposes for infographics? For example, are they always used solely to present data?

- b. Besides news media, what other entities create and fund infographic creation and why?
 - c. What makes a good infographic? What are good design principles?
 - d. What makes a bad infographic? What are bad design principles?
 - e. What are the copyright laws for using images and photographs?
 - f. What are some guidelines for finding reliable sources of data?
4. Google Classroom discussion questions after research: [Mentimeter](#)
- a. What are the two most important tips to make a good infographic?
 - b. How do you create good design on an infographic? List what you think are the two most important.
 - c. What are the copyright laws about using images?
5. Research to compare and contrast different data visualizations (graphs, maps, timelines, charts, etc.).
6. Research a minimum of 3 ways to create infographics (1 ½ classes). Take notes on notes sheets in Google Classroom. In round tables, share information and tips with peers (1 period?)
- a. must be able to save each day, download, and print 8 x 10 inches
 - b. must be able to include citations for all data and images
 - c. must be able to use copyright-free images (free use, creative commons, or public domain are acceptable)
 - d. must have a variety of data visualizations to choose from to be able to choose ones that best show your data research
 - e. must be able to control colors and layout so you can create a hierarchy of emphasis and design for your audience
 - f. you are allowed to combine different programs; for example, use Google Sheets to create the data visualizations and Google Drawings to create the layout.
7. Research topic and complete Planning Sheet. Compile list of facts; cite each source.

As they plan out design, students should ask and answer questions like:

1. Which information, facts, and data are essential to include? Which aren't?
2. What colors and layout works best in sharing the information?
3. What graphs and graphics best convey information and data to the viewer?

4. What is the order, or flow, of information? This will create the eye movement on the infographic.
8. Create infographic using compiled knowledge on infographic creation.
 - a. Determine a message and what facts are essential to communicating that message
 - b. Research and cite data for infographic using the Internet; find at least 10 facts (although you will likely need much more to create a good infographic)
 - c. Create good design using grids, and a color scheme and graphics that enhance the message. Create clear hierarchy of emphasis and eye movement.
 - d. Determine and use the best data visualizations for presenting data; include at least 3 visualizations.

Resources:

<http://sdst.libguides.com/infographicslesson> many useful resources for creating infographics

Infographic examples: <http://www.informationisbeautiful.net/visualizations/snake-oil-superfoods/>