

Grade 5: Infographics

Adapted From: <https://creativeeducator.tech4learning.com/2013/lessons/Infographics>

Key Concepts	Curriculum expectations
• Infographics are used to share data and information on a topic, in an appealing way. • Infographics contain different representations of the data, such as tables, plots, and graphs, and minimal text. • Information to be included in an infographic needs to be carefully considered so that it is clear and concise. • Infographics tell a story about the data with a specific audience in mind.	D1.4 create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs, and incorporating any other relevant information that helps to tell a story about the data C4 apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations**
Learning Goals	Success Criteria
Students will understand that: • Infographics are visual representations of knowledge and information and are designed to make complex ideas and large amounts of data easy to understand.	• The graphs included are appealing, easy for the viewer to understand and include all of the following: relative-frequency tables and stacked-bar graphs • The layout of the infographic is eye catching and includes survey data results, important information and tells the story of the data. • The infographic includes fonts that are creatively linked to the infographic topic. • Full bibliographic citations for all sources used (including pictures) are included.

Materials	Math Language / Vocabulary
• Canva • Data collected from earlier lessons	• frequency tables • stem-and-leaf plots • multiple-bar graphs
Minds On	
By now, most students have seen an infographic, but may not have thought about how they are used to help share data and information. They may also not understand the purpose of Infographics. Share the video: https://youtu.be/pLDxBbQcwNY As a class create an anchor chart about “Why Infographics Matter” based on what they learned from the video. Possible responses include: 1. Infographics make complex information easier to understand 2. Visuals are a preferred way for people to consume information 3. People are 3 times more likely to read an infographic than printed text (users only read ¼ of words in an online article) 4. Visual information is more appealing for the brain and easier to understand. Share the following 4 sample infographics https://docs.google.com/document/d/1aCzGigUfF4L4fJUFI8RyDyTgPLBu-98ZhlwDGpOy5SQ/edit?usp=sharing https://drive.google.com/file/d/1J-aPz5Rkd465XfIVg2qsU6JfW6RJbAnU/view?usp=sharing In partners, students will answer the following questions and be prepared to discuss as a class. • Which infographic was best? Why? • What made them interesting, content or design? Or both? • How did the use of fonts, color, graphics, and imagery contribute? • Did the design contribute to how you felt about the information? Here is a chart for them to record their thinking:	

https://docs.google.com/document/d/1Pat5bDVQJ4EiWuQ_2yctyfXiF7Eq2pRiYwp2pt3ZfMk/edit?usp=sharing

Action!

Let students know they will create an infographic poster based on the data they collected in the previous lessons using “Canva” <https://www.canva.com/> or another tool of your choice. Students will create infographics. Here is a video on how to create an infographic on Canva:

<https://youtu.be/PiCflxcWasc>

Show the students this exemplar of an infographic: <https://drive.google.com/file/d/1dLY6WREWdlQHmK0b8TlpMXksiluhsfbh/view?usp=sharing>

Using the exemplar, review the success criteria for creating an infographic and decide if the exemplar meets the criteria:

1. The graphs included are appealing, easy for the viewer to understand and include all of the following: relative-frequency tables and stacked-bar graphs
2. The layout of the infographic is eye catching and includes survey data results, important information and tells the story of the data.
3. The infographic includes fonts that are creatively linked to the infographic topic.
4. Full bibliographic citations for all sources used (including pictures) are included.

Review the rubric with the students and ask what level they would give the exemplar:

https://docs.google.com/document/d/1Kr8qLiLmx6E4uV44AJCVYPRTEMepirIbEbA8_Do_Es8/edit?usp=sharing

Students should produce a rough visual sketch of how they will share the information. Organization and design of the poster will be critical in informing others. Infographics, especially those that include lots of data, always include citations. Take a moment to remind your students to capture citations for information they are including in their posters.

As they plan out their design, students will use the following planning chart:

https://docs.google.com/document/d/1gGg_qVqMdmO1Xnszw0h1Pg9RcYb3-qWYiycGdXo8zE0/edit?usp=sharing

Provide time for students to create their infographics. Hold small group conferences over the course of the infographic creation time frame to monitor how students are doing with the creation of the infographic.

Consolidation

Print student posters and display in your room or around school. Publish the posters to PDF and image files to post on your classroom or virtual classroom and school website. Use them as electronic exemplars next year. You may also want to share this collection online for other students and teachers to use.

Independent Tasks / Assessment Opportunities

The completed infographic poster is a great artifact for summative assessment of content knowledge in the Data and Introduction to Mathematical Modelling unit, and ability. Conduct formative assessments as students are collecting information and data during the research process and designing a rough sketch plan for their poster. You may also want to evaluate planning and team work skills demonstrated during the process using the SEL rubrics and self assessment documents:

SEL Self-Assessments (French and [English](#)) and [Teacher Rubric](#)

Rubric for Infographic:

https://docs.google.com/document/d/1Kr8qLiLmx6E4uV44AJCVYPRTEMepirIbEbA8_Do_Es8/edit?usp=sharing

Presentation that was completed on the PD day with extra information

https://docs.google.com/presentation/d/1Fb-gqt-AI9OZ14dJZHAY89646_hYHRvGh8-MUCA8e24/edit?usp=sharing

https://youtu.be/uQXf_d5Mqig - Video for your reference on the process of creating infographics.