

Mapping the Nation in the Classroom

ACTIVITY 4: Creating an Infographic

Students will work in teams to create an infographic using the Mapping the Nation data and the information they discussed in Activities 1-3.

Time Required: 3-5 sessions

1. Explain what an infographic is and its purpose or ask students if they can define it:

Definition: An umbrella term for illustrations and charts that instruct people, which otherwise would be difficult or impossible with only text. Infographics are used worldwide in every discipline from road maps and street signs to the many technical drawings in this encyclopedia.” -*PC Magazine*

Purpose: An infographic is a great way to convey information about a topic in a way easily digestible to the reader. An infographic is usually not about an organization itself or an advertisement for an organization. It should show data on the current status of an issue juxtaposed (placed near for a contrasting effect) with something a little shocking that will spur action – it should make a reader think: “Now I understand why this issue is important and why the author created it and that there is a real need there.”

For information on effective infographics, students and teachers can learn more at this web resource: <http://learnnovators.com/infographics-learning/>

Show students infographics on topics they may be interested in such as sports, clothes, music, bullying, etc. You can search Google images (<http://images.google.com>). Print them out if you don't have access to technology in the classroom. Include a variety of info graphics and discuss (AP Classes can use S.O.A.P.S. Analysis: Speaker, Occasion, Audience, Purpose, Subject):

- a. Why do you think someone created the infographic?
- b. Who is the audience? (Who is this infographic aimed at?)
- c. What is the main point or message of this infographic?
- d. Is the infographic trying to persuade you to do something? What? Why?
- e. Is it telling a story? What is it?
- f. Which ones are effective? Why?
- g. What happened with the ones that weren't as effective? Where was the breakdown?
 - i. Audience
 - ii. Design
 - iii. Message
 - iv. Data
 - v. Something else
- h. Did they accomplish their goal?

2. Now look at the infographics on the MappingtheNation.net website under the infographics link on the top (you can print them if you don't have access to technology in the classroom). You can also look at the info graphic for your state (listed on the sidebar). Discuss the same questions as above:
 - a. Why do you think someone created the infographic?
 - b. Who is the audience? (Who is this infographic aimed at?)
 - c. What is the main point or message of this infographic?
 - d. Is the infographic trying to persuade you to do something? What? Why?
 - e. Is it telling a story? What is it?
 - f. Which ones are effective? Why?
 - g. What happened with the ones that weren't as effective? Where was the breakdown?
 - i. Audience
 - ii. Design
 - iii. Message
 - iv. Data
 - v. Something else
 - h. Did they accomplish their goal?
 - i. Do these infographics convey the importance of international trade? What about of a global education?

3. Students will now create their own info graphics based on the Mapping the Nation data and previous discussions. They can do so individually or in groups. Start by having students fill out the infographic storyboard template (see end of this packet). This will help them organize their thoughts and find the relevant data. If you don't have access to technology, you may have to bring in source material such as newspapers, magazines, and relevant sections from the Mapping the Nation website and the Business Roundtable trade reports. (<http://www.tradesupportsjobs.com> and <http://www.ustr.gov/about-us/benefits-trade>) You can do this using a flipped classroom approach.

4. If students get stuck, here are some ideas for infographic topics:
 - i. Why is it important to learn about global issues in school? or Why don't students need to learn about global issues
 - ii. Why students should (or should not) study abroad
 - <http://www.connectingourworld.org/get-involved/campaigns/a-global-education-no-longer-optional/>
 - http://blogs.edweek.org/edweek/global_learning/2014/03/is_travel_necessary.html
 - iii. Why (your state) should trade with (X country)
 - <http://www.econedlink.org/interactives/index.php?iid=223&type=educator>
 - <http://www.econedlink.org/lessons/index.php?lid=575&type=educator>
 - iv. Why our state should offer a seal of biliteracy
 - A seal of biliteracy can give students credits for a language they have learned at home or outside of school. Learn more:
 - <http://sealofbiliteracy.org/seal-details>
 - http://blogs.edweek.org/edweek/global_learning/2014/05/students_earn_credits_for_languages_they_know.html

- v. Why our school should (or should not) offer foreign languages (or a specific language that is widely spoken in the community)
 - o <http://www.actfl.org/advocacy/who-benefits>
 - o http://blogs.edweek.org/edweek/global_learning/2013/12/bilingualism_valuable_for_the_brain_and_society.html
 - o http://blogs.edweek.org/edweek/global_learning/2012/04/why_languages_can_make_us_smarter_safer_and_better_looking.html
- vi. More students should (or should not) attend CTE (vocational) programs
 - Students could research the CTE classes offered at local high schools and community colleges. Are there enough? Do they align with the trade sectors for the county or state?
 - For a con argument, students could research the value of a higher degree
 - o <http://www.frbsf.org/education/teacher-resources/economics-in-person/jobs-human-capital-college-educated-workforce>
- vii. Immigration reform
 - 1. Pro resources:
 - a. <http://www.maptheimpact.org>
 - b. <http://businessroundtable.org/sites/default/files/reports/2014%2002%2012%20Invested%20in%20America%20A%20Growth%20Agenda%20for%20the%20U%20S%20Economy.pdf>
 - c. <http://www.migrationpolicy.org>

5. Using their storyboard, students should come up with a concept for their infographic illustration. Students can create infographics online using sites such as <http://piktochart.com/> or <http://infogr.am> or EWC Presenter <http://ewcpresenter.com> or Canva <https://www.canva.com> which provide templates for info graphics. Or if there is no access to technology, students can draw them.
6. **Take Action Extension:** After students have created their info graphics they should share them with the class and justify/explain why they chose what they did and what they were trying to persuade the reader to do. Viewers should give immediate feedback: did the infographic persuade them? Why or why not?

Students can peer review each other's infographics using the same set of questions used in questions 1 and 2 of this activity. (You could create your own rubric for this). An alternative activity would be a gallery walk of all of the infographics. Students can also publish their work online for a wider audience. Consider creating a class video with all of the infographics or creating a Prezi or Powerpoint presentation.

Reflection: Students should reflect on the discussion either in pairs or through journaling or an exit slip. What did you learn from others infographics? From peer feedback, what was the most effective part of your infographic and presentation? What is one thing you would add or change to make it stronger?

Student Storyboard for Creating an Infographic

1. Think about what you have learned from the Mapping the Nation site. What is an issue or topic that you think is important? List it here – this will be the theme of your infographic.
2. What are three data points or statistics that convey the current status of the issue or the problem? (For example: students aren't taking enough world languages at the K-12 level. Here are three key pieces of data on that). Consider looking at the Business Roundtable trade reports if relevant as well as MappingtheNation.net, including the map and the infographics. You may look at other sources, including newspapers, books and magazines as well. Write your three data points here and don't forget to include citations:
3. Now think about three data points that show what you want to happen – what is your dream goal? (e.g. American schools teach students languages so they can have good jobs in the future.) What are some data to support this or show what needs to happen? (i.e. statistics on what businesses need.) Write those down here and include citations.
4. What is it you want people to learn/do after they read your info graphic? Write that here.
5. What is the best way to graphically represent your ideas? Graphs? Pictures? Arrows? What images, colors, and shapes best go with your topic?