These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district.

This ten-lesson mini unit introduces students to critical analysis through informational writing. This unit emphasizes information literacy skills through the study of digital media and the analysis of information for accuracy and purpose. Students will actively engage with a variety of information media platforms, and they will write descriptions and analysis that demonstrate critical thinking skills. At the conclusion of the unit, students will use what they have learned to create an infographic, along with a detailed analysis of their own work.

**Lesson Nine: Digital Citizenship**

*The Path to a Beneficial Infographic*

In this lesson, students will learn a bit more about digital citizenship and beneficial propaganda. Then, they will begin determining a topic, researching, evaluating sources, and experimenting with infographic templates to create the “Big Make” product.

**NOTE:** This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
### Learning Targets

<table>
<thead>
<tr>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can select and narrow my topic to anchor my research.</td>
<td><strong>Lesson Nine Research Guide</strong></td>
</tr>
<tr>
<td>I can locate credible resources on a given research topic.</td>
<td>Infographic Template Experiments</td>
</tr>
</tbody>
</table>
| I can craft a message about an issue that is important to me. | **Infographic with accompanying analysis** (framed by **Lesson Nine Research Guide**)
| I can provide at least five facts (NOT opinions) to support my message. | **Infographic Rubric** |
| I can manipulate online tools to create an infographic. | |

### Standard Alignment

**Standard(s):**

ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**WIDA English Language Development Standards for English learners (ELs):**

Teachers of ELs are encouraged to use the resources in the [WIDA English Language Development Standards Framework, 2020 Edition](#), to design language expectations (p.28) specific to the GSE.

Examples of the English language needed to support informational writing can be found on pp. 186-187.
Instructional Design

For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Unit Overview.

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, intentionally taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

Materials
Teacher—computer, projector, Internet access, a free Adobe Creative Cloud account or Canva for Education account could be created at this time for the students’ cumulative project (information guide), Exercise Skepticism Slideshow, Lesson Nine Research Guide, Additional Infographic Exemplar

Students—handout, computer/device, Internet access, Informational Writing: Lesson Nine Handout (Unplugged), Lesson Nine Research Guide

Disclaimer: The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of the Remote Learning Plan units. Any use of books, resources, websites, programs, products and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.
Engage

Opening:

Synchronous/ Asynchronous

Has anyone heard of the term “Digital Citizen”? If so, will you share what it means? 

Digital citizenship—responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society

Let’s look at a short slideshow to learn more.

The cartoon cat urges us to be skeptical of online information.

- Why do you think that is?

The cat also says to do a fact check, which is something that we learned to do.

- He points out that social media platforms do not have to tell the truth. However, we are seeing more platforms enforce rules that discourage sharing false information.
- How do you feel about that? Is it fair to keep people from spreading misinformation?

Have you heard the term, “common good?” Can anyone describe what it means?

- The common good is a benefit to all people in society.
- Examples: clean water, food, clean air to breathe, etc.

We’ve looked a lot at misinformation, and it is something that can affect us personally and as an entire group of people. We’ve learned about the harms of misinformation and propaganda, but sometimes propaganda is used to bring about a change for the good. You are about to create a kind of propaganda that supports an issue that you care about. This is considered beneficial propaganda.

Here is an example of beneficial propaganda: “We are the American Red Cross” (American Red Cross, 2020).
EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); EBP: Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).

Unplugged/Offline

2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Explore

Synchronous/Asynchronous

- Ask students to consider what they can do to stop the spread of misinformation as a responsible digital citizen.
- Formally introduce the final infographic project (though you have most likely have discussed it along the way). The assignment can be used as an exemplar for a final infographic. Once the research has been completed, it will not take as long for students to create an aesthetically appealing final infographic. Also, share the rubric and allow students a few moments to review it and to ask any questions. This rubric is a Learning Target rubric, and it aligns with the work they have been doing and will be doing to finish this project.
Mission: Research Infographic

An infographic can give a creative, simplified explanation of your message and supporting research!

1. Pick and focus a research topic
   - Limit the scope of what you want to include in the infographic. After you choose an umbrella topic, narrow it down. Then, determine what YOU want to say about it.

2. Research using credible sources
   - Focus on using credible informational sources for research to stay focused on your message!

3. Be creative with the layout
   - The structure of your infographic depends on the information you want to convey. Find the best layout that works for you and your content!

4. Use visual styles effectively
   - When words are not enough, use images and visual cues to help you explain the topic clearly. Choosing the appropriate icons, colors, and fonts can go a long way!

Ready?

Use this infographic as a guide to create your own.

References

Always cite your primary sources. If possible, always include the authors, title, publisher, and publication year. You can even hyperlink sources.

Don't forget to pay attention to your spelling, grammar, and punctuation!
• Tending note: Please stress to students that they will be working the rest of today AND tomorrow on researching their topic and creating their infographic. They will not finish it all today! Also, you know your students, so if you know the timeline needs to change/flex, please feel empowered to use your professional expertise to make those adjustments.

• Demonstrate how to use (or how to locate the tutorials) of the technological choices for creating a final product. For the sake of simplicity, you might choose just one program to use; however, you could also choose a program not identified here.
  - Canva Infographic Templates
  - Canva Infographic Tutorial (Canva, 2021)
  - Adobe Creative Cloud Express Infographic Tutorial (Adobe for Education, 2021)

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• Allow students time to explore and experiment with the programs.

EBP: Provide direct and explicit comprehension strategy instruction. [Strong Evidence] (Kamil et al., 2008); EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); EBP: Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).

Unplugged/Offline
1. Have students complete Part II of the Informational Writing: Lesson Nine Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
Apply

**Synchronous/Asynchronous**

Allow students to use this document as a possible way to brainstorm a topic for their final infographic. Possible topics could include but are not limited to (you can cultivate the list however you like). However, not providing any structure could result in students becoming overwhelmed and not making adequate process.

- Environmental Issues
- School Issues
- Mental Health
- Social Media
- Minimum Wage
- Vegans/Vegetarians
- Tipping
- Minimum Wage
- Artificial Intelligence
- Healthcare

After selecting their topic, students can determine exactly what “message” they want to relay about it. Then, they can use their new super sleuth, fact-finding abilities to research their topic using credible sources. They should identify at least five facts about their topic that supports their message (and is from a credible source they can link). Students should not focus on making an argument; rather, they should focus on gathering research that supports their message and presenting that informational text in an engaging way. By crafting a message, students are simply investing in a statement they can use to ground their research.

While students work, model/conference with individuals or small groups as planned (scheduled times) or spontaneously. **EBP: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. [Strong Evidence] (Graham et al., 2016); EBP: Ask deep explanatory questions. [Strong Evidence] (Pashler et al., 2007); EBP: Provide direct and explicit comprehension strategy instruction. [Strong Evidence] (Kamil et al., 2008).**
Unplugged/Offline

1. Have students complete Part III of the **Informational Writing: Lesson Nine Handout (Unplugged)**.
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

**Reflect**

Synchronous/Asynchronous

- Allow students to reflect upon where they are in the research and/or design process.
  - Do they have any early ideas of how they want their infographic to look?
  - Have students jot down any ideas they have to help guide them as they work on completing their infographics.
- **Ticket-out-the-Door:**
  - What questions or worries do you have for your final workday?
  - How can I help you on your final day?

**EBP:** Integrate writing and reading to emphasize key writing features. [Moderate Evidence] (Graham et al., 2016).

Unplugged/Offline

1. Have students complete Part IV of the **Informational Writing: Lesson Nine Handout (Unplugged)**.
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

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**Evidence of Student Success**

**Formative Assessment**

- Through observation, monitoring, and conferring, determine where students are in the project at the end of class. Today was a busy day!
- Use the “Ticket-out-the-Door” to conduct small group sessions, clarify a major point, or a mini-lesson over a topic in need for the whole class.

**“More of What’s Meaningful”: Formative Assessments** (Serravallo, 2013)

**Formative assessment** can occur in two ways:
• Conferring [Guidance: Tips for Conferring to Maximize Student Engage]
  o “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” (Serravallo, 2018)
• Sharing ["How to Create an Inclusive Virtual Classroom” (Kern, 2020)]
  o “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)

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### Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies are designed to support students who are either struggling to meet this lesson's learning target and/or are exceeding and would benefit from enrichment.

#### Supports/Scaffolding

- **Conceptual Processing:** Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.
- **Language:** Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [EBP: Explicit vocabulary instruction [strong] (Kamil, et al., 2008)].
- **Visual-spatial Processing:** Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore concepts of power and communicate ideas.
- **Organization:** Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.
- **Memory:** Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.

#### Scaffolds for Specific Lesson:

- Some students or groups of students may need additional supports, or you may choose to even add an additional workday(s) depending on the quality of the work being performed (either because students are taking them a bit longer to process/research/craft/design, or they have so many ideas their final product is exceeding all expectations).

- Students may need to conference individually or in small groups when they begin to work on their graphic organizers and summaries. Students with similar struggles can be grouped for additional supports and/or modeling.
• The project may need to be broken into additional “chunks,” or requirements can be modified as necessary for student success. Additionally, you might introduce the project itself with the lesson guide earlier in the process if you think it would reduce student anxiety about the final product.

• Students may need an additional exemplar; Canva (2021) provides several, but here is one of the more basic structures: Additional Infographic Exemplar

Supports for English learners:

• Suggestions for this lesson include but are not limited to:
  o If working with Canva, language settings can be adjusted to over 100 languages/dialects.
  o If working with Adobe Creative Cloud, language settings can be adjusted.
• Educators may find it valuable to review WIDA’s Proficiency Level Descriptors (pp. 210-211) when planning for differentiation based on students’ levels of English proficiency.
• Teachers of ELs are encouraged to incorporate high leverage practices for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable GO TO Strategies (Levine et al., 2013).

Acceleration/Extension

Standard (if different):
ELAGSE6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Acceleration/Extension Activity:

• Students could get really creative and even create a multimodal infographic. Videos can be created and inserted into the final product.
• Alternatively, students could research more main facts supporting their message.
• If your class performs at very different levels, these students could even create a Google Site or some other type of web-based platform.

EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); EBP: Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).
### Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families should remain the focus. At the secondary level, much of the communication occurs with the student serving as a liaison.

**FAMILY ENGAGEMENT:**

- Ask students to share their research topic with their families for insight or additional questions. Also, students can share their plan for the infographic. They could even show their families their Research Guide or the draft templates they like in Adobe, Canva, etc.

- **Engage families of English learners** by encouraging reading of bilingual informational texts (sample online resources for free bilingual books: [Unite for Literacy](https://www.uniteforliteracy.org), [Global Storybooks](https://www.globalstorybooks.net)) (Knight, 2018). Families can also encourage writing at home ([English version](https) / [Spanish version](https)) with students ([¡Colorín Colorado!](https://www.colorinco.org), 2019).
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