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 Ten: Digital Citizenship

Making a Difference

In the culminating lesson, students will complete their final infographic, creating a coherent design to share with a designated audience. If possible, try to create an opportunity for an authentic audience (by either arranging for the final products to be displayed in the school or community (see note in Reflection) or through online gallery. As a final step, students will analyze their own performance/product, both through their portion of the Learning Targets rubric and a final Writer’s Notebook entry. They are making a difference with their informational writing!

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

- I can **craft** a message about an issue that is important to me.
- I can **create** an infographic by following genre conventions.
- I can **design** an aesthetic layout, incorporating images/media, shapes, symbols, fonts, and/or colors as appropriate.
- I can **manipulate** online tools to create a professional-looking final document.
- I can **provide** at least five facts (NOT opinions) to support my message.
- I can **locate** and **reference** at least 2-3 credible sources to support my message.
- I can **demonstrate** my thinking for how I evaluated my sources by attaching my Research Guide.
- I can **capitalize**, **punctuate**, and **spell** correctly as a courtesy to readers.
- I can **maintain** a respectful, authoritative tone in the information I share.

Unit “Big Make”

- **Infographic** with accompanying analysis (framed by Lesson Nine Research Guide)
- **Infographic Rubric**

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<th>Standard(s):</th>
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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), Lesson Nine Research Guide, Additional Infographic Exemplar, Infographic Rubric

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

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

Use this time to affirm student progress so far. You can perhaps spend a few moments highlighting different research projects happening across the room. If a student is shining in beginning infographic design, allow a few moments to share those with the class (especially if they approach the final product differently.

- Tending Note: Seeing the successful work of peers can excite and motivate students. It may also reduce angst by reducing ambiguity. By illustrating concrete examples by peers that approach the product differently, the student may allow more personal grace (which can then translate into a more fun/rewarding learning experience).

Based on the Tickets-out-the-Door from the previous lesson, clarify any misunderstandings about the project and/or the skill expectations. This time can also be “caught” to introduce a mini-lesson, if necessary.

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 I of the Informational Writing: Lesson Ten 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).

Explore
Synchronous/Asynchronous

- Review the expectations for the final infographic project. 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.
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!
o  **Tending note:** 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.

- For those who need reminding or were absent, 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.

- As an additional step, you could even model the assembly (or the beginning of an assembly) of an infographic, engaging in a think aloud while doing so that explains your choices.
  - Canva Infographic Templates
  - Canva Infographic Tutorial (Canva, 2021)
  - Adobe Creative Cloud Express Infographic Tutorial (Adobe for Education, 2021)

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**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 Ten 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 continue researching and creating. After they enter their information, they may then spend time on the aesthetic elements. This project should provide an opportunity for students to truly show off their creativity.

If some students are intuitively navigating the infographic designs with great success, they can perhaps be designated as “peer experts.” As students get stuck, that person might be a good resource. However, a balance must be struck so that each individual’s project/vision does not suffer.

Students should go through and evaluate their final product against the learning target rubric and make any changes as necessary. If time allows, they can also engage in peer review.

*Additional infographic exemplars from Canva if they need additional examples:*
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: Integrate writing and reading to emphasize key writing features. [Moderate Evidence] (Graham et al., 2016).
Unplugged/Offline

1. Have students complete Part III of the Informational Writing: Lesson Ten 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 their final product in their Writer’s Notebook.

- What message are you trying to communicate with your infographic? Did you succeed?
- Do your facts support your message?
- Did you use credible sources? Did you use your new strategies to evaluate them?
- Did you create a visually appealing final product?
- Did you select any incorporated images/media/video for a purpose? If so, what were you trying to show?
- Did you utilize any specific color scheme? Why or why not?
- How did you incorporate your learning from this unit into this infographic project?
- What would you do differently if you were to do this again, if anything?
- Are you proud of your final product? Why or why not?

Make that Difference!

Finally, arrange for a digital gallery of all the completed final products and/or a physical display at the school (or a community partner’s location if supported by school/district policies/procedures). If possible, expanding your audience base can provide more of an authentic experience/motivation for your students. If this is the case, make students aware of the audience when you first discuss the project (and throughout the experience).

EBP: Integrate writing and reading to emphasize key writing features. [Moderate Evidence] (Graham et al., 2016); EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008).
Unplugged/Offline

1. Have students complete Part IV of the Informational Writing: Lesson Ten 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).

Evidence of Student Success

Summative Assessment

Infographic with accompanying analysis
Infographic Learning Target Rubric

EBP: Use assessments of student writing to inform instruction and feedback. [Minimal Evidence]
(Graham et al., 2016).

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:
  - If working with Canva, language settings can be adjusted to over 100 languages/dialects.
  - 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:**

- Encourage students to share their final product with their families.
- If you can display the final products at the school or in the community, it would be nice to share an invitation to the event with some type of grand opening. This sort of display could also be done in conjunction with some sort of existing school engagement event, such as a curriculum night.
  - **Make that Difference!** You could arrange for a digital gallery of all the completed final products and/or a physical display at the school (or a community partner’s location if supported by school/district policies/procedures). If possible, expanding your audience base can provide more of an authentic experience/motivation for your students. If this is the case, make students aware of the audience when you first discuss the project (and throughout the experience).
  - If transportation is an issue for your students or families, then you could feature an online display.
  - Teachers of English learners could even experiment with allowing students an option to recreate their infographic in their native language to share with their families.
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