

**UWM Lesson Plan Template**  
*(adapted from PSOA Art Education Area)*

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<b>Lesson Title:</b>	Producing Infographics	<b># of Sessions</b>	2 Day Lesson
<b>Level/Grade/Age:</b>	4 <sup>th</sup> Grade+		

**BIG IDEA**

*(Describe how the big idea is important to this age group in relation to student assets and the content area):*

Students are at the age where they might start saving money from their allowance or from something special like their birthday or Christmas. We've discussed the difference between wants and needs. We also took a further look into what are some of their own wants and needs. At this age kids don't necessarily think about what they are all spending their money on and how that adds up. An infographic is a great way for them to see all the data of their spending in one place. They can analyze and determine what some changes are that they can make in their spending habits.

**OBJECTIVES AND NATIONAL STANDARDS:**

*Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)*

Students will discover that infographics are used to display information in a variety of ways, to convey many different meanings. Students will also get time to share their work in progress with a small group to pick up on each other's ideas.

*Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)*

The tool being used to produce the infographics is set up in a way that allows students to experiment, explore and play. There will be group and whole class discussion on what they can do to strengthen the meaning/purpose in their graphics.

*Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)*

By introducing students to this digital art form they are able to create something that displays information that connects directly to their personal life. In this specific lesson their infographics will be related to the content of a financial literacy lesson. Students will be able to take this knowledge of creating infographics and in the future be able to use it for a different purpose. Because this is a new art form to them, they will also be able to now interpret others' infographics and be able to interpret and analyze important, relevant information.

*Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)*

Being that each student has a different background they will be able to input their own personal information which will make it completely personalized. They will get the chance to explore and play with a few different formats for infographics and choose a style they feel best portrays the information they want to share.

**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:**

Academic language to be used:	Savings goals Wants Needs Spending habits
Where academic language will be practiced ( <i>i.e. through writing and art making</i> ):	Students will use this vocabulary to collect information that they will be transferred into an infographic.

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

Type of language function:	Analyze Explore Produce Reflect
Emphasis of language function ( <i>describe the main purpose of using this language function for your lesson</i> ):	During this lesson students will be strengthening their skills in analyzing and reflecting. These skills are important for students to acquire throughout their schooling to be involved in critical and higher level thinking.
Where language function will be practiced ( <i>i.e., through writing and art making</i> ):	Students will explore a new tool (Piktochart) to produce their own infographics based on personal information about their spending habits. Students will be asked to reflect on the information they gathered and write about their experience on transferring that data into an infographic. They will be asked guiding questions on how they were able to personalize it and why they think infographics are important.

**UNIT or LESSON OVERVIEW:**

This lesson builds on a Financial Literacy Unit. Students learned about what it means to save and how they can go about saving money. To further their knowledge on savings we have done activities on how to set a savings goal and how to make a savings plan for that good or service. During these lessons we talked about short-term and long-term goals, places where they can save money and also what is a want versus a need. This lesson will continue with the information they pulled together about their spending habits and where all their money goes.

**Purpose of Infographics:**

Students will have infographics set at each table. They are to take a few minutes to jot down a couple notes about what they see and what they think it means. Each group will rotate to the next table and do the same with a different infographic that was placed there. After a couple rotations the lesson will be brought to the whole class. Students will be asked what some of the things they wrote down are.

**Discussion questions:**

- Why do you think someone made these?
- What are infographics used for?
- Why are they important?
- Can anyone think of another topic that could be displayed by an infographic?
- Why might you personally want to make one?
- What information would you like to know or share?

**How to create an infographic:**

Teacher instruction on how to navigate Piktochart website → Tips/Tricks

**Student Exploration:**

Let students explore the website

**Student Production Time****Peer/Teacher Feedback****Final Touches****Reflection (Guiding Questions):**

What did you learn about your spending habits

Why are infographics important?

How might you use an infographic in the future?

How was your experience creating an infographic?

How were you able to personalize it?

How can you see your infographic changing in 5 years due to where you might be spending your money?

Where you surprised by the information you gathered about yourself?

**UNIT or LESSON DETAIL** *(provide for each lesson session):*

Motivation/introduction:	Once students discuss the example infographics have them come up to the Smart Board and view an interactive infographic.
Art Making:	<p>Supplies:</p> <ul style="list-style-type: none"> <li>- Print outs of example infographics</li> <li>- Smart Board to display interactive ones</li> <li>- Computer Lab time</li> <li>- Financial Literacy workbook</li> <li>- Pen/Paper</li> </ul> <p>Teacher instruction: Walk students through the website's features. <a href="http://piktochart.com/">http://piktochart.com/</a></p> <p>Objectives: Students will analyze infographics and discuss their purpose in small groups. Students will explore a new tool using technology. Students will produce an infographic using technology.</p> <p>Students at work: Students will have time to explore the website and learn how to navigate through it. They will proceed to produce their own infographic- they will use information they collected prior to this lesson on their spending habits. During production time students will give each other feedback in small groups. With feedback from peers and teacher students will polish their final project.</p> <p>Closure: Students will reflect on their digital product through written response.</p>

<b>ASSESSMENTS:</b>	<p>Initial (formal/informal): Informal-&gt; Observational Assessment: Student participation in analysis and discussion.</p> <p>Progressive/Formative (formal/informal): Informal-&gt; Check point: Students are developing an infographic and using feedback.</p> <p>Final/Summative (formal/informal): Formal-&gt;Written Response: Students write about their experience using guiding questions.</p>
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