

# STATE INFOGRAPHIC: USING INFOGRAPHICS TO VISUALLY REPRESENT DATA

---

**Time:** 1 class period for Teach/Model and Guided Practice; several class periods or homework nights for Independent Practice; 1 class period for Closure and Extend/Enrich

## Instructional Goals:

- The student will use the PebbleGo Next State Studies and American Indian History database to research statistical information on a state in the United States of America.
- The student will navigate an online database to locate needed information.
- The student will use other information sources (such as nonfiction books and websites) to locate additional information, as needed.
- The student will analyze data to determine the best way to visually represent that data.
- The student will create an infographic that illustrates the state information discovered.

## Materials/Resources:

- PebbleGo Next online database
- Additional information sources, such as the U.S. Census Bureau's "State and County Quick Facts" website ([quickfacts.census.gov](http://quickfacts.census.gov))
- Free app or website for creating infographics (search for "free infographic app" online or in applicable app store) or paper, markers, and pencils for hand-drawing an infographic
- Example infographic (available online by searching "infographics for kids" or in a nonfiction book from the Infographics series by Chris Oxlade, Raintree, ©2014)
- Text-based source (such as a nonfiction book or magazine article) presenting similar information as found in the example infographic, for comparison purposes
- Note-taking graphic organizer, such as State Infographic Notes handout

## Procedures/Lesson Activities:

### Focus

1. Show students an age-appropriate infographic from the Infographic series by Chris Oxlade or one found on the Internet. Show them similar information provided in a text-based format.
2. As a class, brainstorm the differences and similarities between the two information formats.
3. Tell students that the first set of information was presented in a format called an infographic. Explain that an infographic visually (or graphically) provides information and facts through symbols, diagrams, graphs, and charts.

## Teach/Model



4. As a class, analyze the information represented in the infographic. Discuss the various visual representations infographics use to graphically present data, such as symbols, diagrams, graphs, and charts.
5. Using the example infographic, ask students to write a short narrative explaining the data in the example.

## Guided Practice

6. Tell students they will create an infographic for a specific state in the United States. Their infographic will give a visual “snapshot” of that state. Each student will need to research a state for at least four statistical facts that can be visually represented using some of the examples discussed in class.
7. Discuss with students what makes a good infographic. Answers should include graphics that are easy-to-understand; that are visually pleasing; that use appropriate visual representations for the type of data presented; and that contain accurate, researched information.
8. Brainstorm as a group the types of data students may use to create a state infographic. Examples would include population figures, temperatures, land size, and elevation.
9. Explain that students can compare their state’s data to other states in the United States, or they may compare their state’s data to the statistics for the country as a whole, while creating their infographic.

## Independent Practice

10. Students research their state using PebbleGo Next and other information sources, as needed. They take notes on statistical information for their infographic, making sure to cite their sources as they work. Students may use the State Infographic Notes handout, if desired.
11. Students analyze their state’s data to decide on the most effective visual representation for each set of data they will include on their infographic.
12. Students create their infographic using one of the free websites or apps available, or they draw and color their infographic by hand. Students should include their source citations at the bottom of their infographic.

## Closure

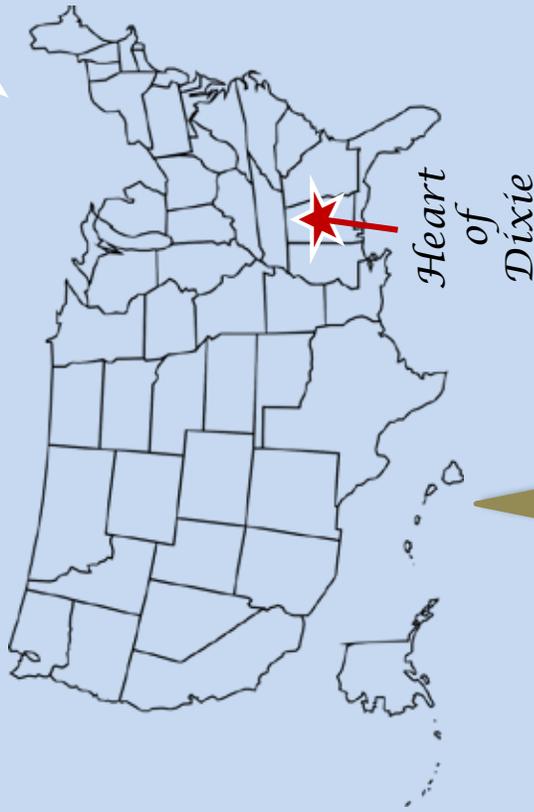
13. Students share their infographic with the class. Discuss with the class the benefits and drawbacks to presenting information visually. For example, did students need to add written information to clarify the data presented? Why or why not? Are some information types easier to visually illustrate than others? If so, which types?

## Extend/Enrich

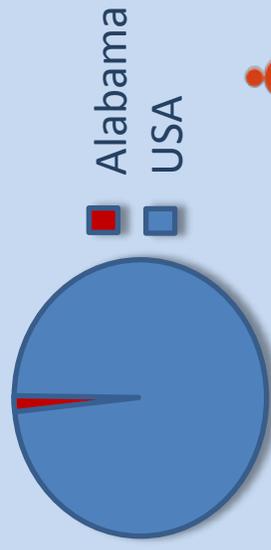
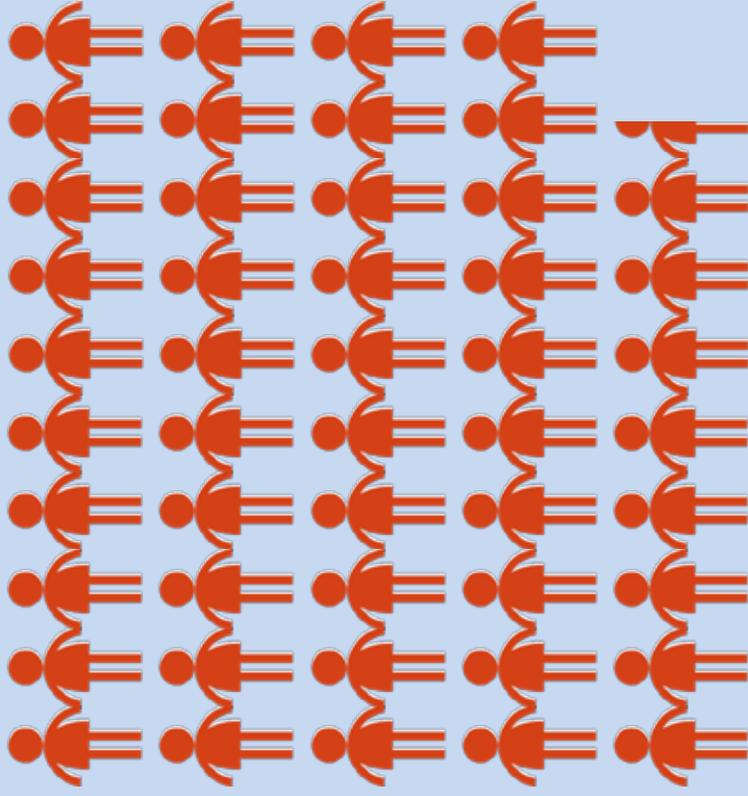
- Have students exchange their infographic with a partner. Ask each student to interpret their partner’s infographic and write a short narrative explaining the information presented.

# Alabama

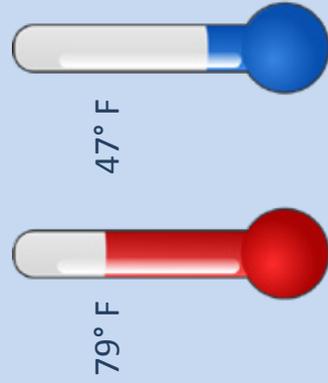
22



## Population



= 100,000



Cheaha Mt.  
Alabama

Mt. McKinley  
Alaska

## Highest Point

# State Infographic Notes



State: \_\_\_\_\_

Comparison state or country: \_\_\_\_\_

**General State Information** (Include helpful information, such as statehood, symbols, nickname, and location.)

**Comparable Data** (Include statistical information that can be converted into a chart or graph.)

## Population

State:

Comparison:

## Land size

State:

Comparison:

## Climate

State:

Comparison:

## Elevations

State:

Comparison:

## Other Data

 (Be specific.)

State:

Comparison:

## Other Data

 (Be specific.)

State:

Comparison:

**Bibliography:** \_\_\_\_\_