Infographic
Instructions to Compete

Individual OR Partner (2) Event	***Limit 1 entry per chapter***

Objective:
Students will create an infographic on a topic of their choice.

Anchor Standards:

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Method of creation:
Any desktop publishing program or online tool may be used. The final product must be in a format that can be uploaded as a PDF or JPG.

Product should:
1. be visually appealing in layout and design
2. have a clear main topic.
3. contain at least 5 topic specific content facts/concepts (must be accurate and cited).
4. include at a minimum 3 graphic data charts (must be accurate and cited)
5. include relevant images and graphics that support the main idea.
6. make excellent use of color, shape, size and arrangements of all elements.
7. have perfect grammar and mechanics.
8. use text sparingly and with clear thought for purpose/necessity.
9. include any other artistic elements student wants to add for creativity

Submission limitations: Individual or Partner(2) event. Each chapter is allowed to submit1 entry.

Method of Submission:
Advisers will submit entries through the online Fall Adviser Competition Entry Form. Specific directions will be emailed to advisers closer to the submission date. .
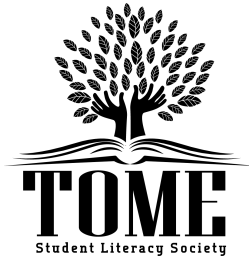
All entries must be submitted by:
The Fall Competition deadline found at tomesociety.org/competitions.. Entries must be submitted by the Chapter Adviser to the Fall Adviser Competition Entry Form-- only 1 entry per chapter/level (3-5), (6-8) and (9-12).

Tome Society Infographic

Competition Rubric

Category	3	2	1	0	Your score
Design/ layout X3	Makes excellent use of font, color, graphics, images, effects, design, and layout to enhance overall visual appearance/appeal.	Makes good use of font, color, graphics, images, effects, design, and layout to enhance overall visual appearance/appeal.	Makes some sufficient use of font, color, graphics, images, effects, design, and layout to enhance overall visual appearance/appeal.	Makes insufficient use of font, color, graphics, images, effects, design, and layout to enhance overall visual appearance/appeal. Overall appearance is unattractive/distracting.	___/9
Main Idea x2	The topic and messages of the infographic are clear and easily understood	Topic and main ideas are clear.	Topic is given but main ideas are unclear or lacking.	Topic and/or main ideas are absent or very unclear.	___/6
Content - Accuracy x3	At least 5 accurate facts/concepts are displayed in the infographic. Text is not wordy and used appropriately for clear purpose.	4 accurate facts are displayed. Text is not wordy and used appropriately for clear purpose.	3 accurate facts are displayed or more than 3 facts are used but text is too wordy and meaning hard to determine.	2 or fewer accurate facts are displayed or more than 2 facts are used but text is much too wordy and meaning is buried.	___/9
Graphic Data Charts x3	At least 3 graphic data charts are included visually representing numerical data on the concept. All chart meaning is clear and to scale.	2 graphic data charts are included visually representing numerical data on the concept. All chart meaning is clear and to scale	1 graphic data chart is included visually representing numerical data on the concept.	No graphic data chart is included visually representing numerical data on the concept.	___/9
Graphics/Images - Relevance X2	The graphics/images used represent information appropriately.	Most graphics/images represent the information appropriately.	All graphics/images relate to the topic but do not represent appropriately.	Graphics do not relate to the topic or are distracting.	___/6
Graphics/Images – Visual Creativity & Polish	Color, shape, size, and arrangement of all elements contribute meaning to the overall message. Use of elements is creative and polished.	Color, shape, size, and arrangement are eye catching and contribute some meaning. Use of elements may be considered creative and polished.	Color, shape, size, and arrangement are present but do not add to the information. Use of elements is not creative or too distracting.	Color, shape, size, and arrangement are distracting or misleading. Use of elements is not creative or too distracting.	___/3
Mechanics	Capitalization and punctuation are correct throughout.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	More than 2 errors in capitalization or punctuation.	___/3
Grammar	There are no misspellings or grammatical mistakes.	There is 1 misspelling or grammatical mistake.	There are 2 misspellings or grammatical mistakes.	There are more than 2 misspellings or grammatical mistakes.	___/3
Information/ Data citations	Credit/citations provided for all appropriate images and research information (may be a footer at the bottom of infographic or a discrete caption beside elements)	Credit/citations provided for most images and research information (may be a footer at the bottom of infographic or a discrete caption beside elements)	Credit/citations provided for some images and research information (may be a footer at the bottom of infographic or a discrete caption beside elements)	No credit/citations provided for images and research information.	___/3
Required Elements & Additional Information	The required 5 accurate facts and 3 graphic data charts are included, as well as additional information supporting the main idea.	The required 5 accurate facts and 3 graphic data charts are included supporting the main idea.	Less than all 5 accurate facts and 3 graphic data charts are included supporting the main idea.	No accurate facts or graphic charts are included.	___/3
Total					___/54

Subject Area: English/Language Arts and Literacy Science, Social Studies, CTAE

Grade Level: 4th-12th

Time: At least three class periods to research, create and edit the infographic and/or time outside of class as necessary

Standards:
CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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Overview:

By applying research, data analysis, reading comprehension and visual product creation skills students will be able to make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Introduction (Day 1)

- Expose students to the idea of infographics and visual data representation.
- Discuss
  - What Is An Infographic?

    1. It's a visual explanation that helps you more easily understand, find or do something.
    2. It's visual and, when necessary, integrates words and pictures in a fluid, dynamic way.
    3. It stands alone and is completely self-explanatory.
    4. It reveals information that was formerly hidden or submerged.

5. It makes possible faster, more consistent understanding.

6. It's universally understandable.

   Source: http://communicationnation.blogspot.com/2007/04/what-is-infographic.html

- ○ Viewing this short YouTube Video as a class reinforcing this concept:
  - ■ http://youtu.be/Je-I6fiE_Wk
- ● Share sample infographics
  - ○ Here are some good ideas
    - ■ Infographic about Infographics - http://infographiclist.files.wordpress.com/2011/09/infographic.png
    - ■ Child Mortality - http://piktochart.com/child-mortality/
    - ■ **Civil Rights Infographic -** http://visual.ly/civil-rights-timeline
- ● Discuss why people might remember information better when presented in an infographic
  - ○ Optional: View all or part of this TED Talk on Visualization: http://youtu.be/5Zg-C8AAIGg
- ● If time allows, have the class create an infographic together. Teacher will need to provide a plain text data/information set to base infographic off of.
- ● It is recommended that the class complete the Tome Society Infographic Rubric together to grade either the class created infographic or one of the sample infographics.

Research (Day 2):

1. Students will need to pick their infographic topic in advance (teachers may provide a list or leave open)
2. Provide students with the infographic rubric and directions to guide their research.
   a. Optional: Provide a graphic organizer where students take notes on their research in the different elements needed (images/graphics, text, data charts).
3. Make sure students are gathering information from multiple sources and analyzing what data is best to include. students should create citations as they gather information

Technology Tool Tutorial -- Optional (Day 3):

1. Decide if students will need technology tool help learning a program to create infographics (online like Piktochart, or you can use MS PowerPoint or MS Publisher). If needed, allow one day to teach the preferred product creation tool.

Student Creation (Day 3 or 4 and/or 5):

1. Students use gathered research data to create their infographic.
2. If time allows, allow students to peer-grade each other's infographics and make edits based on peer feedback.