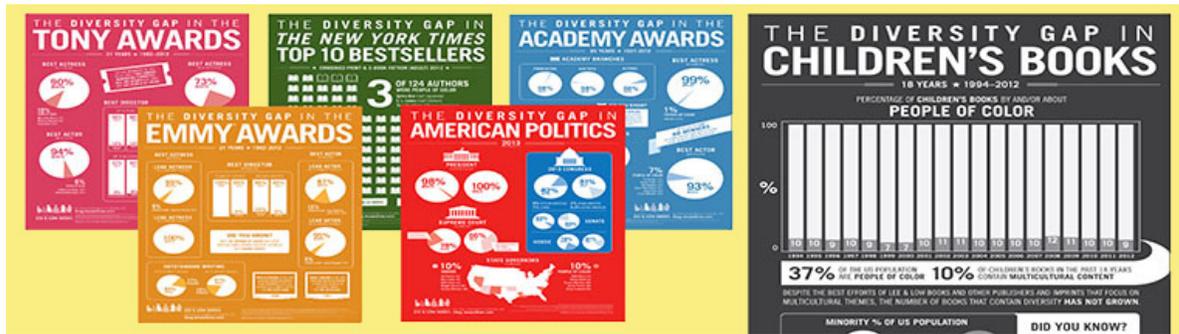


USING INFOGRAPHICS IN THE CLASSROOM TO TEACH VISUAL LITERACY

BY LEE & LOW BOOKS



Infographics' format and economy of words make infographics engaging and accessible to children, reluctant readers, visual learners, and English Language Learners. As infographics contain multiple layers of information, they are a challenging medium for students to practice inferences and interpretation. [Lee & Low Books' infographic series](#) on the diversity gap in major spheres of influence is a valuable vehicle to build students' visual literacy skills and understanding of diversity.¹ The following discussion questions and suggested activities were created based on the [Diversity Gap in the Academy Awards](#) infographic, but these can be applied to the rest of the series.²

Note: The other Diversity Gap Studies infographics from Lee & Low Books are included at the end.

Find out more at The Open Book: <http://blog.leeandlow.com/>

¹ <https://www.leeandlow.com/educators/diversity-gap-studies>

² <http://blog.leeandlow.com/2015/02/23/update-the-diversity-gap-in-the-academy-awards-2015/>

Lee & Low Books

Discussion questions to consider with your students:

1. What patterns do you see? What trends do you see? How are the different charts related?
2. What is the central idea of this infographic? How do the words, phrases, and visuals interact to affirm the central idea?
3. Based on the infographic, what does “diversity gap” mean in terms of the Academy Awards?
4. What might the author’s purpose be in choosing this medium to convey the central idea (to shame, inspire, shock, etc.)?
5. Does the infographic make the central idea clear and obvious? How does the infographic use an economy of words, language, typography, pie charts, bar graphs, negative space, and title to communicate the central idea?
6. What type of infographic is this (flow chart, web, map, graph, diagram, table, timeline)? What might the author’s purpose be in choosing this type of infographic? How effective is this format of infographic at organizing and displaying data compared to just text?
7. Evaluate the effectiveness of the infographic as a form of communication as compared to text alone. Is this the most effective and convincing way to convey information about a lack of diversity at the Academy Awards? Why or why not?
8. Why might the creators have assembled this information about the Academy Awards and race at all?
9. Who is the intended audience (moviegoers, actors, directors, writers, producers, movie studios, general public, government officials)? What might the creators of this infographic want them to do with this information?
10. What is the context of this infographic? What major events in the United States were taking place when this infographic was created? Why is it important to understand the context of the infographic?
11. Is this infographic’s argument and presentation persuasive or compelling? Why or why not? Analyze this infographic’s effectiveness in inspiring activism.
12. Based on the information presented, what can you predict future trends will be for award winners, actors, directors, producers, and writers?
13. Can you determine causes for the lack of diversity in this infographic? Why or why not? How might researchers go about figuring out the cause(s) for the historical and current lack of diversity in the Academy Awards?
14. What is the impact of a lack of diversity amongst writers, actors, producers, directors, and award winners? What does it mean to be a young child growing up and consuming this form of media (movies)? What will they see? What will they not see? Tell me more about the possible effects of this situation and current trends.

Lee & Low Books

Suggested activities:

1. Challenge students to translate this infographic's central idea into a written argument. Students should use key details and evidence from the infographic to assert the central idea.
2. Have students revise or add on to make the infographic more effective. Students should consider format, adding or deleting information, and more. What would make the infographic stronger, more persuasive, or more memorable?
3. Encourage students to investigate how these percentages compare to the general public. Students can use the United States Census data for demographics.
4. Have students investigate possible causes for the lack of diversity in the Academy Awards. Urge students to propose ways to change these trends.
5. If possible, ask students to research the percent of moviegoers who are people of color. Check industry publications or major news periodicals. How do these numbers compare to the information in the infographic?
6. Permit students to interview their grade, class, or school on questions, including: Do you go to the movies? How often? What kinds of movies do you see? Who are your favorite actor and actress in Hollywood today? Who is a director/actor/actress of color that you have seen in a movie recently? Why do you think there aren't more movies by and with people of color? Students can organize and display data in graphs and present findings to the class. Reflect on this information's relationship to the infographic's central idea.
7. Dig deeper—investigate the artists that were *nominated* each year. How many were people of color over those 85 years? What roles did these artists play in the movies they were nominated for? What genres of movies were they in for this nomination? Explore the people of color who did win best actress or best actor. What roles did they play and what kind of movies were they in when they won for best acting?
8. Compare this to other Lee & Low Books' infographics in the series: [The Tony Awards](#),³ [The Emmy Awards](#),⁴ [Children's Book Publishing](#),⁵ [The NY Times Top 10 Bestsellers List](#),⁶ [Sci-fi and Fantasy Films](#),⁷ and [American Politics](#).⁸ Consider central idea, evidence, format, and audience.
9. Update the information to include the 2013 and 2014 Academy Awards results. What changed? What did not change?

³ <http://blog.leeandlow.com/2013/06/06/wheres-the-diversity-the-tony-awards-looks-in-the-mirror/>

⁴ <http://blog.leeandlow.com/2015/09/21/infographic-the-diversity-gap-in-the-emmys-2015/>

⁵ <http://blog.leeandlow.com/2015/03/05/the-diversity-gap-in-childrens-publishing-2015/>

⁶ <http://blog.leeandlow.com/2013/12/10/wheres-the-diversity-the-ny-times-top-10-bestsellers-list/>

⁷ <http://blog.leeandlow.com/2014/07/29/wheres-the-diversity-hollywood-sci-fi-and-fantasy-blockbusters-overwhelmingly-white-male/>

⁸ <http://blog.leeandlow.com/2013/10/24/wheres-the-diversity-5-reasons-why-the-us-government-isnt-more-diverse/>

Lee & Low Books

For further reading on teaching visual literacy and diversity in the classroom, check out these fantastic resources:

- [Common Core in Action: 10 Visual Literacy Strategies](#) by Edutopia⁹
- [An Approach For Teaching Diversity](#) by Jim Winship¹⁰
- [An Introduction to Information Design](#) by John Emerson and Backspace¹¹
- [Teaching with Infographics: Places to Start](#) by *The NY Times* The Learning Network¹²
- [Addressing the CCSS with the Use of Infographics](#) by Kathy Schrock's Kaffeeklatsch¹³
- [Standards Introduction](#) by ACRL Visual Literacy Standards¹⁴
- [Classroom Resources from Teaching Tolerance](#), a Project of the Southern Poverty Law Center¹⁵
- [Visual Literacy Part 1](#) by School of Teaching and Learning, Ohio State University¹⁶
- [Close Reading + Visual Literacy = Pathways For Understanding](#)¹⁷

⁹ <http://www.edutopia.org/blog/ccia-10-visual-literacy-strategies-todd-finley>

¹⁰ <http://www.uww.edu/learn/diversity/dozensuggestions.php>

¹¹ <http://backspace.com/notes/2008/02/an-introduction-to-information-design.php>

¹² http://learning.blogs.nytimes.com/2010/08/23/teaching-with-infographics-places-to-start/?_php=true&_type=blogs&_r=1

¹³ <http://blog.kathyschrock.net/2014/01/addressing-ccss-with-use-of-infographics.html>

¹⁴ <https://acrvislitstandards.wordpress.com/2013/05/01/visual-literacy-array/>

¹⁵ <http://www.tolerance.org/classroom-resources>

¹⁶ <http://www.slideshare.net/klightle/visual-literacy-part-1>

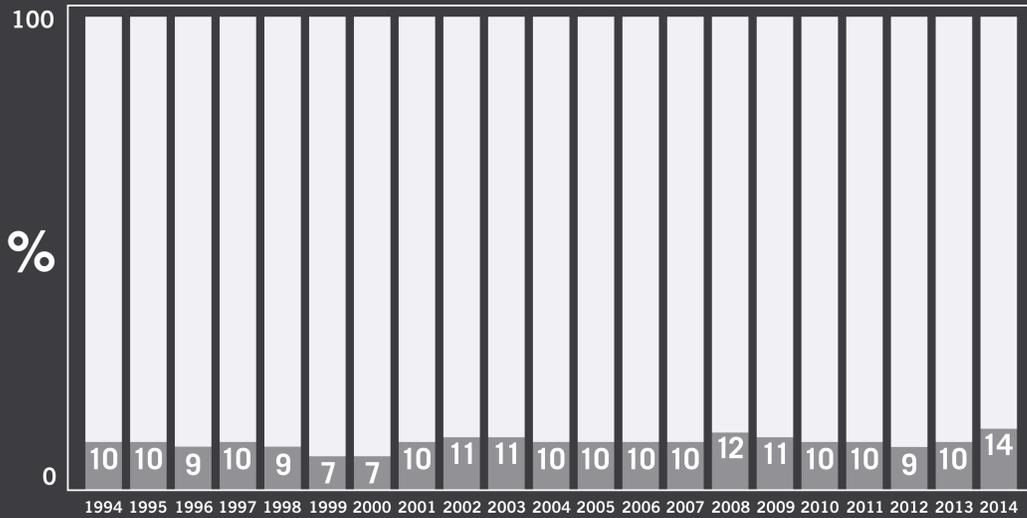
¹⁷ <http://blog.leeandlow.com/2013/06/24/close-reading-visual-literacypathways-for-understanding/>



THE DIVERSITY GAP IN CHILDREN'S BOOKS

21 YEARS ★ 1994 – 2014

PERCENTAGE OF CHILDREN'S BOOKS BY AND/OR ABOUT PEOPLE OF COLOR



37% OF THE US POPULATION ARE PEOPLE OF COLOR **10%** OF CHILDREN'S BOOKS IN THE PAST 21 YEARS CONTAIN MULTICULTURAL CONTENT

DESPITE THE BEST EFFORTS OF LEE & LOW BOOKS AND OTHER PUBLISHERS AND IMPRINTS THAT FOCUS ON MULTICULTURAL THEMES, THE NUMBER OF BOOKS THAT CONTAIN DIVERSITY **HAS NOT GROWN.**

MINORITY % OF US POPULATION



DID YOU KNOW?

THE US IS PROJECTED TO BECOME A MAJORITY-"MINORITY" NATION IN 2043.



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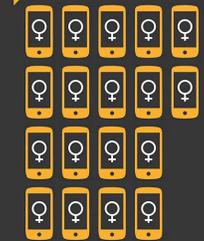
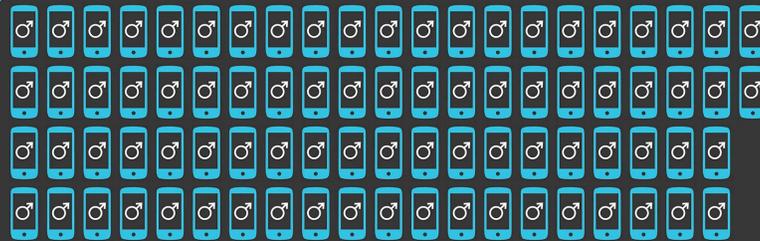
*Children's Books by and about People of Color Published in the United States. *Statistics Gathered by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison. CCBC, <http://www.education.wisc.edu/ccbc/booksbycolor.htm>
 **U.S. Census Bureau Projections: Short-Range Census, Color, Race, Hispanic or Latin American Origin, United States, Current Hispanic, U.S. Department of Commerce, December 12, 2012. <http://www.census.gov/prod/2012pubs/c2k8br01-02a.pdf>
 Because statistics for this study were compiled by the Lee & Low staff, we are not able to list all authors. We have carefully listed our sources for this study and have done so with the full knowledge that only such an "attribution" may not be entirely accurate.
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DIVERSITY GAP in SILICON VALLEY 2014

GENDER DIVERSITY IN THE TECH INDUSTRY

82% MEN / **18% WOMEN**



(includes data from more than 200 large, medium, and small tech companies)

RACIAL DIVERSITY IN THE TECH INDUSTRY

Google Apple facebook PANDORA Twitter LinkedIn Pinterest ebay YAHOO!



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SOURCES:
google.com/diversity-at-google/htmltable-leadership
apple.com/diversity/
newsroom.fb.com/news/2014/06/building-a-more-diverse-facebook/
blog.twitter.com/2014/building-a-twitter-we-can-be-proud-of
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blog.linkedin.com/2014/06/12/linkedin-workforce-diversity/
www.pandora.com/careers/diversity
www.techrepublic.com/article/diversity-stats-10-tech-companies-that-have-come-clean/



THE DIVERSITY GAP IN THE TONY AWARDS

31 YEARS ★ 1982–2012

BEST ACTRESS IN A PLAY



Mercedes Ruehl 1991
Phylicia Rashad 2004
Viola Davis 2010

OF THE MEMBERS OF THE
2012–2013 TONY AWARDS
NOMINATING COMMITTEE,
50% ARE WOMEN BUT ONLY
8% ARE PEOPLE OF COLOR

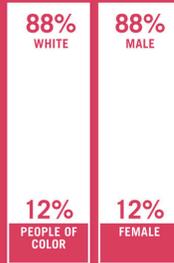
BEST ACTRESS IN A MUSICAL



Jennifer Holliday 1982
Chita Rivera 1984 and 1993
Ruth Brown 1989
Lea Salonga 1991
Heather Headley 2000
LaChanze 2006
Audra McDonald 2012

BEST DIRECTOR

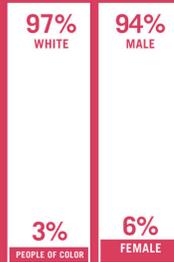
OF A PLAY



PEOPLE OF COLOR
Lloyd Richards 1991
George C. Wolfe 1992
Gerald Gutierrez 1995 and 1996

WOMEN
Garry Hynes 1998
Mary Zimmerman 2002
Anna D. Shapiro 2008
Marianne Elliott 2011

OF A MUSICAL



PERSON OF COLOR
George C. Wolfe 1992

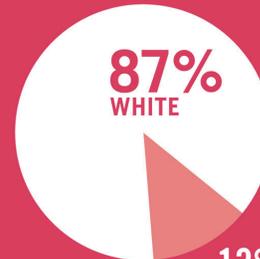
WOMEN
Julie Taymor 1991
Susan Stroman 2001

BEST ACTOR IN A PLAY



James Earl Jones 1987
Denzel Washington 2010

BEST ACTOR IN A MUSICAL



Ben Harney 1982
Gregory Hines 1992
Brian Stokes Mitchell 2000
David Alvarez 2009



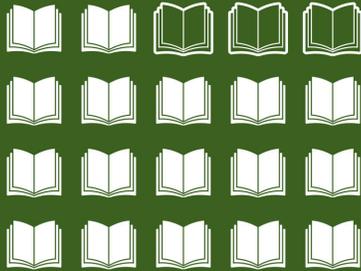
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for more conversations on diversity, visit
blog.leeandlow.com

*Tony Awards Best Actress in a Play: "Accessed May 22, 2013. http://www.tonyawards.com/en_US/History/actress-in-a-play.html
*Tony Award: "Wikipedia, last modified May 21, 2013. http://en.wikipedia.org/wiki/Tony_Award
*Tony Awards Data: "Tony Awards Through the Years." <http://www.leeandlow.com/2012/05/21/tony-awards-through-the-years-retrospective/>
*White: "White." <http://www.leeandlow.com/2012/05/21/tony-awards-through-the-years-retrospective/>
*People of Color: "People of Color." <http://www.leeandlow.com/2012/05/21/tony-awards-through-the-years-retrospective/>
*Women: "Women." <http://www.leeandlow.com/2012/05/21/tony-awards-through-the-years-retrospective/>
*Male: "Male." <http://www.leeandlow.com/2012/05/21/tony-awards-through-the-years-retrospective/>
*Diversity: "Diversity." <http://www.leeandlow.com/2012/05/21/tony-awards-through-the-years-retrospective/>
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THE DIVERSITY GAP IN *THE NEW YORK TIMES* TOP 10 BESTSELLERS

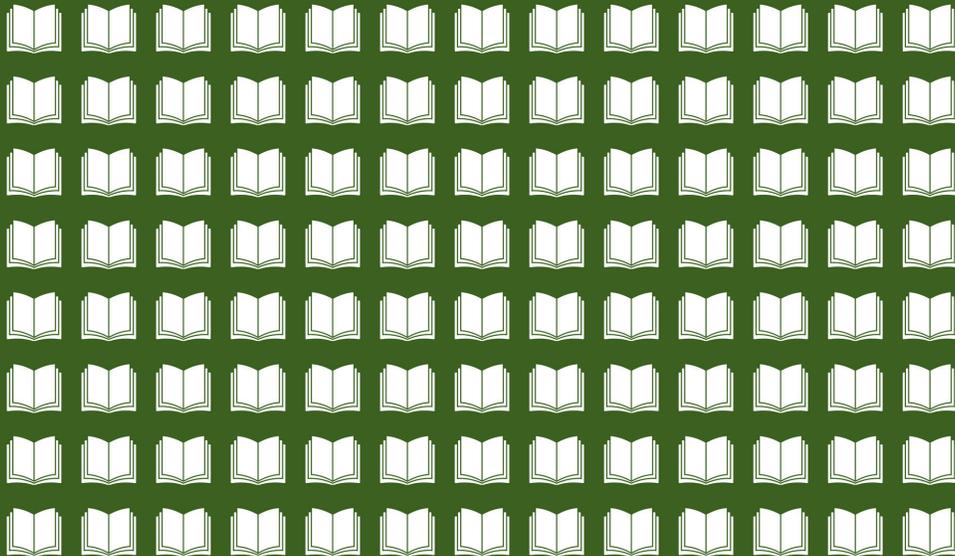
★ COMBINED PRINT & E-BOOK FICTION (ADULT) 2012 ★



3

**OF 124 AUTHORS
WERE PEOPLE OF COLOR**

Sylvia Day (half Japanese)
E. L. James (half Chilean)
Tess Gerritsen (Chinese American)



E. L. JAMES APPEARED 126 TIMES DURING 42 WEEKS

JAMES PATTERSON APPEARED 37 TIMES



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*Best Sellers: Combined Print & E-Book Fiction: New York Times, Arts section, January 2, 2012-December 30, 2012. <http://www.nytimes.com/best-sellers/books/2012-01-02/combined-print-and-e-book-fiction/list.html>.
Author: Book frequency was measured and ranked by a combination of genre, frequency, and author frequency points.
Disclaimer: Statistics for this study were compiled by the Lee & Low staff. While we are proud, caring people, we are not statisticians. We have dutifully listed our sources for this study and have done so with the full knowledge that only such an disclaimer may not be entirely accurate.
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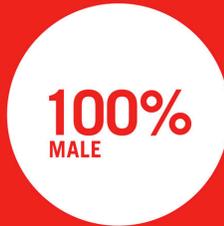
THE DIVERSITY GAP IN AMERICAN POLITICS

2013

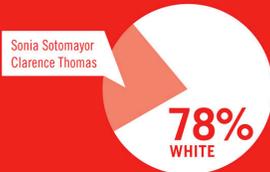
SAMPLE FROM APRIL 2013



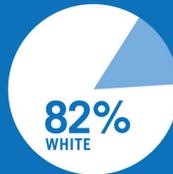
PRESIDENT
HISTORICALLY



SUPREME COURT
CURRENT



2013 CONGRESS



8% AFRICAN AMERICAN
7% LATINO

2% ASIAN AMERICAN
0.3% NATIVE AMERICAN



SENATE



HOUSE

STATE GOVERNORS
CURRENT

10%
WOMEN

- Jan Brewer (AZ)
- Mary Fallin (OK)
- Nikki Haley (SC)
- Maggie Hassan (NH)
- Susana Martinez (NM)



10%
PEOPLE OF COLOR

- Nikki Haley (SC)
- Bobby Jindal (LA)
- Susana Martinez (NM)
- Deval Patrick (MA)
- Brian Sandoval (NV)



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“Representation of Color: A Look at the American Court.” American Court of the United States. <http://www.americancourt.gov/color>
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 “White Court, Asian Pick, and Jack Benavente.” “Outright”: The 113th Congress Will Be the Most Diverse in History. ThinkProgress, November 13, 2012. <http://thinkprogress.org/white-court/>
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 “Public Policy.” “Top of Records and Facts on 113th Congress Dates.” New York Times, U.S. Section, January 3, 2013. <http://www.nytimes.com/2013/01/03/us/politics/top-of-records-and-facts-on-113th-congress-dates.html>
 “Executive.” Statistics for this study were compiled by the LEE & LOW BOOKS. While we use English, using people, we are not a dictionary. We have nothing but our hearts for this study and hope that it will be the beginning of a new era in American history and the world at large.
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THE DIVERSITY GAP IN SCI-FI & FANTASY FILMS

BASED ON THE TOP 100 DOMESTIC GROSSING SCI-FI & FANTASY MOVIES

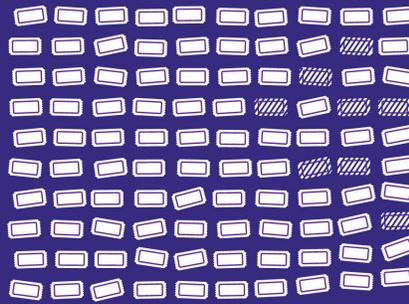
AS OF 2014

MOVIES WITH A
FEMALE PROTAGONIST

12%



MOVIES WITH A
PROTAGONIST OF COLOR



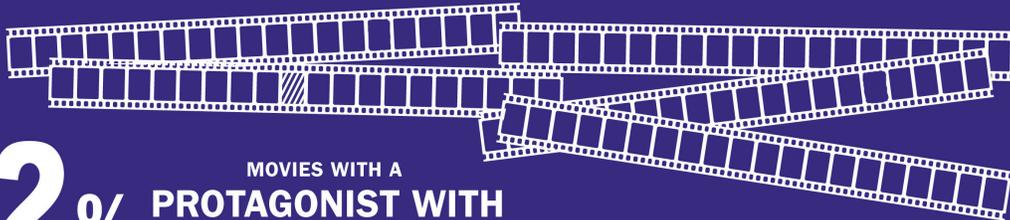
8%

(0%)
WOMEN OF
COLOR

0% LGBTQ
PROTAGONISTS

OF THE EIGHT PROTAGONISTS OF COLOR,
SIX ARE WILL SMITH
AND ANOTHER IS A CARTOON (ALADDIN)

1% MOVIES WITH A
VILLAIN OF COLOR



2% MOVIES WITH A
PROTAGONIST WITH
A DISABILITY



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"Box Office Mojo." Box Office Mojo, Web. 11 June 2014. <http://www.boxofficemojo.com/>
"Internet Movie Database." IMDb, Web. 11 June 2014. <http://www.imdb.com/>
Multiple pages on both sources consulted for casting and movie gross information.

Disclaimer: Statistics for this study were compiled by the LEE & LOW staff.
While we are bright, caring people, we are not statisticians. We have dutifully listed our sources for this
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