My NASA Data - Lesson Plans

Data Literacy Cube: Map Data Using Seasonal Vegetation Mapped Images

Overview

Use the Data Literacy Cubes to guide students’ exploration of mapped data of the Earth System to enrich their observations and inferences. This is a flexible resource that may be used with a variety of mapped images. This activity requires a map of Earth data for students to evaluate.

Learning Objectives
• observe and interpret physical characteristics of the Earth System using maps of NASA data
• analyze how the phenomena changes of time and space
• brainstorm the phenomena connects to other parts of the Earth System
• identify patterns and relationships in data

Essential Questions

• How are the data represented in the model?
• How do we identify a change in these data?
• Where on Earth were these data collected?
• When were these data collected?
• What areas have high and low values? Why?
• What other questions do you have about the map?

Materials Required

• 1 Map Cube per group/student
• 1 differentiated Map Cube Question Sheet per student
• 1 sheet of paper per student
• Pencil
• *Dataset:
  ◦ Vegetation Map in December
  ◦ Vegetation Map in June

• *MND offers a variety of Earth System maps to integrate with the Data Literacy Cube tool.

  Look for the icon which indicates that activities have an appropriate map. To access and download mapped data, visit the MND Data Visualization Tool, Earth System Data Explorer.

• Teacher Preparation:
  ◦ Print copies of the cube on cardstock and cut out. Assemble the cube with glue. Note: consider laminating after you cut these out for multiple uses. (Gaming dice may be substituted for the cubes.) Also, print off copies of the differentiated Map Cube Questions. Distribute to students for group or independent work

Procedure

1. Distribute one Map Cube per group, as well as the differentiated Map Cube Question sheets, and mapped images.
2. Students roll the cube and find the matching question on the Map Cube Question sheet.
3. Answer one question found under matching question on a sheet of paper, labeling the question with the number and letter of the question.
4. Repeat Steps 2-4 until at least 10 are answered.
1. Examine the map.
   A. The color that shows the most is ______, it means ________
   B. The color that you do not see much is ________ it means ________

2. Where on Earth is this map?
   A. A place I know on the map is ________
   B. Another place I know on the map is ________

3. Summarize the map.
   A. The different colors stand for the variable ________ It is measured in ________ (unit)
   B. The color with the biggest value/number is ________
   C. The color with the smallest value/number is ________
   D. The color in the middle is ________. Its value is ________

4. Analyze the map.
   A. The area/s with the highest values is/are ________ This means ________
   B. The area/s with the lowest values is/are ________ This means ________

5. When were the data on this map collected?
   A. The dates shown on the map is/are ________ A key word in the title that tells me the time frame of this map is ________

6. Ask a question about the map.
   A. How does ______?
   B. I wonder if _______ is the same as? Different than?
   C. How is _______ the same as? Different than?
   D. How many? How long? How often?
Map Cube Questions

1. Examine the map.
   A. The colors that show the most represent ________.
   B. The colors that show the least represent ________.
   C. I observe a pattern which shows ________.

2. Where on Earth is this map?
   A. A place I recognize on the map is ________. The longitude is ________, the latitude is ________.
   B. Another place I know on the map is ________. The latitude is ________, the longitude is ________.
   C. A region I recognize is ________.

3. Summarize the map.
   A. The scale of the colors represents the variable ________.
   B. The unit for the variable is ________.
   C. This variable explains ________.

4. Analyze the map.
   A. The areas with the highest values are ________. This represents ________.
   B. The areas with the lowest values are ________. This represents ________.
   C. The values change from ________ to ________ in the ________ hemisphere.

5. When were the data on this map collected?
   A. The time frame for the map is ________.
   B. If the time frame/area/etc. changes to ________, then the variable will ________.

6. Ask a question about the map.
   A. I wonder ________.
   B. How many? How long? How often?...
Map Cube Questions

1. Examine the map.
   A. The color ______ shows the most. It means ______.
   B. The color ______ shows the least. It means ______.
   C. A pattern shows the color ______ in the areas that are ______.

2. Where on Earth is this map?
   A. The latitude goes from ______ to ______. The longitude goes from ______ to ______.
   B. This is a ______ map.

3. Summarize the map.
   A. The colors stand for the variable ________.
   B. The unit used for the variable is ________.

4. Analyze the map.
   A. The highest values show up in ________ areas.
   B. The lowest values show up in ________ areas.
   C. The values change from ________ to ________ in ________.

5. When were the data on this map collected?
   A. The word in the title that tells me the time frame is ________.
   B. The time frame shows the data for a day/month/quarter/year, etc. ________.

6. Ask a question about the map.
   A. How will ________ change when ________ changes?
   B. I wonder: ________.
   C. Ask a question that starts with why, when, or where.