My NASA Data - Lesson Plans

Data Literacy Cube: Graph Data with Antarctic's Contribution to Sea Level Rise Graph

Overview

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

Learning Objectives

- observe and interpret physical characteristics of the Earth System using graphs of NASA data
- write a claim about the variables in the graph
- analyze how the phenomena changes of time and space
- characterize the independent and dependent variables
- brainstorm the phenomena connects to other parts of the Earth System
Essential Questions

- How are the data represented in the graph?
- How do we identify a change in these data?
- How does a change in the independent variable affect the other variable?
- What relationship do you claim exists among these variables?

Materials Required

- 1 Graph Cube per group/student (or die)
- 1 differentiated Graph Cube Question Sheet per student
- 1 sheet of paper per student
- Pencil
- Graph (as a handout or projected on the screen)

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 Graph Cube Questions. Distribute to students for group or independent work.

Technology Requirements

- Standalone Lesson (no technology required)

Teacher Background Information

For more information about the procedures for accessing MND data on the Earth System Data Explorer, visit our YouTube page and watch the tutorials.

Procedure

1. Distribute one Graph Cube per group (or die), as well as the related Graph Cube Questions sheets and the graph.
2. Students roll the cube and find the matching question on the Graph 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.
**Graph Cube Questions**

1. **Examine the graph.**
   A. The title tells me _______.
   B. The bottom of the graph is the ____ axis. The variable is _______
   C. The left side of the graph is the ____ axis. The variable is _______
   D. The time frame for the data is _______ to _______.

2. **Summarize the graph.**
   A. The x axis shows the (independent/dependent) variable.
   B. The y axis shows the (independent/dependent) variable.
   C. The data _______ increase/decrease/follow a pattern. Explain.

3. **Analyze the graph.**
   A. ________, caused the change.
   B. The variable that changed as a result of something else changing is _______
   C. If ___ increases/decreases/stays the same, then ____ increases/decreases/stays the same.
   D. The numbers on the graph show ______.

4. **Brainstorm a question that you can answer using these data.**
   A. How does ___? 
   B. I wonder...
   C. How is ______ the same as _______? Different from _______?
   D. How many _______?

5. **Who would be interested in this graph?**
   A. I think ____ (i.e. farmers, snow skiers, etc.) would be interested in this graph.
   B. These data are important to the ______ community because _______.

6. **Assess the data values.**
   A. The label on the x axis is _______. The label on the y axis is _______.
   B. The unit for the x axis is _______. The unit for the y axis is _______.
   C. The scale for the x axis is _______. The scale for the y axis is _______.
Graph Cube Questions

1. Examine the graph.
   A. The variable on the x axis is _____ it is the (independent/dependent) variable.
   B. The variable on the y axis is _____ it is the (independent/dependent) variable.
   C. The value of the independent variable affects the dependent variable by _____.

2. Summarize the graph.
   A. The variable that changes as a result of another variable changing is _____.
   B. The variable that causes the change is _________.
   C. As the independent variable (increases/decreases), the dependent variable (increases/decreases/stays the same).
   D. The time frame represented in the graph is from ______ to ______.
   E. The data _______ (increases/decreases/#/no pattern). Explain.

3. Analyze the graph.
   A. Write a hypothesis about the two variables to explain the graph. If ___, then ___.
   B. The quantitative evidence that supports my testable statement is _______.

4. Brainstorm a question that you can answer using these data.
   A. How does...? How many...?
   B. I wonder...?
   C. How is _______ the same as _______? Different from _______?

5. Who would be interested in this graph?
   A. I think _______ (e.g., farmers, snow skiers, etc.) would be interested in this graph.
   B. These data are important to the _______ community because _______.

6. Access the data values.
   A. The label on the x axis is _______ The label on the y axis is _______.
   B. The unit for the x axis is _______ The unit for the y axis is _______.
   C. The scale for the x axis is _______ The scale for the y axis is _______.
Graph Cube Questions

1. Examine the graph.
   A. The bottom of the graph is the ___ axis. The variable is ___.
   B. The left side of the graph is the ___ axis. The variable is ___.
   C. The time frame for the data is ___ to ___.
   D. The title says ___, it means ___.

2. Summarize the graph.
   A. The x-axis shows the ___ (independent/dependent) variable.
   B. The y-axis shows the ___ (independent/dependent) variable.
   C. The data ___ (increase/decrease/follow a pattern). I know this because ___.

3. Analyze the graph.
   A. The independent variable, ___, caused the change.
   B. The dependent variable ___ changes when the independent variable changes.
   C. If ___ (increases/decreases/stays the same), then ___ (increases/decreases/stays the same).
   D. The numbers on the graph show ___.

4. Brainstorm a question that you can answer using these data.
   A. How does ___? I wonder ___.
   B. ___ is ___ (the same as ___)? Different from ___?
   C. ___ than ___.

5. Who would be interested in this graph?
   A. I think ___ (e.g. farmers, snow skiers, etc.) would be interested in this graph.
   B. These data are important to the ___ community because ___.

6. Assess the data values.
   A. The label on the x-axis is ___. The label on the y-axis is ___.
   B. The unit for the x-axis is ___. The unit for the y-axis is ___.
   C. The scale for the x-axis is ___. The scale for the y-axis is ___.

Credit: NASA