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 _________.

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 _________.

www.nasa.gov
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 _____ (increase/decrease/to how a 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... _____ (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. Assess the data values.
   A. The label on the x-axis is _____.
   B. The label on the y-axis is _____.
   C. The unit for the x-axis is _____.
   D. The unit for the y-axis is _____.
   E. The scale for the x-axis is _____.
   F. 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. How is _______ the same as _______? Different from _______?
   C. _______ ________ ________.

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