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.
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 ________ (increases/decreases/stays the same).

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 the community because ________.
   B. These data are important to the ________ community because ________.

6. Assess the data values.
   A. The label on the ___ axis is ________.
   B. The unit for the ___ axis is ________.
   C. The scale for the ___ 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/in/have 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 ________ similar 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 unit for the x-axis is ________.
   C. The scale for the x-axis is ________.
   A. The label on the y-axis is ________.
   B. The unit for the y-axis is ________.
   C. 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 ________, (increase/decrease/stop line the same), then ________, (increase/decrease/stop line 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. ________ 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