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 __ (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 ______
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/in 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... _____ 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. Assess the graph.
   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 ____ [increase/decrease/returns to the same], then ____ [increase/decrease/returns to 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, 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 ___.