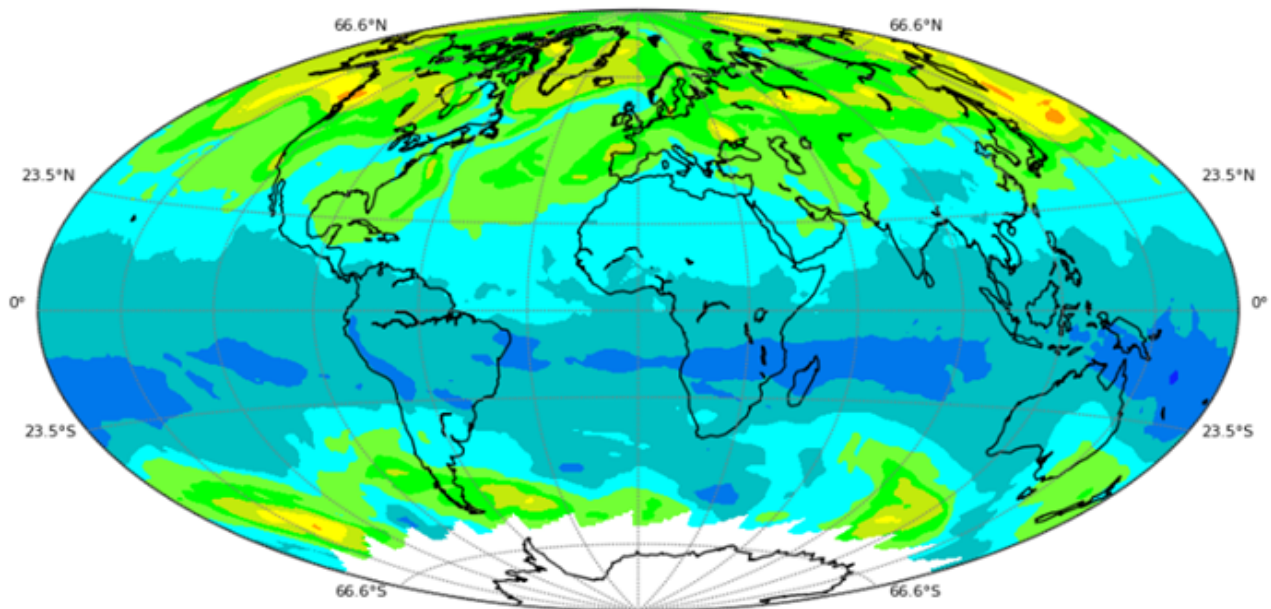


---

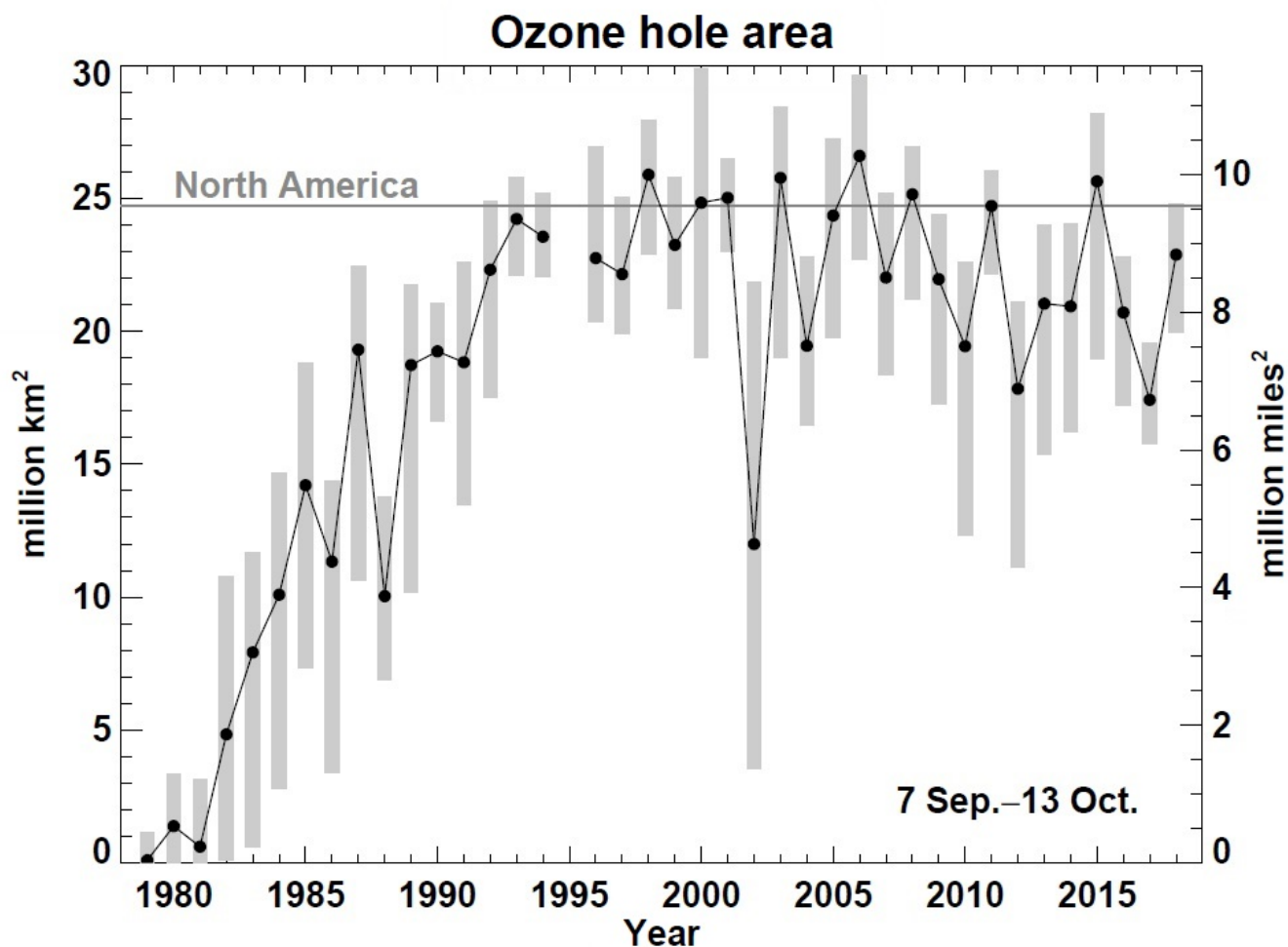
## My NASA Data - Mini Lesson/Activity

### Using Graphs: Identify and Interpret



### Student Directions

Review the sample graph below, then follow the instructions by marking each part of the graph described in the steps:



P. Newman (NASA), E. Nash (SSAI), R. McPeters (NASA), S. Pawson (NASA)

2018-10-15T20:06:30Z

[Size of the ozone hole over Antarctica through time. Source: P. Newman \(NASA\), E. Nash \(SSAI\), R. McPeters \(NASA\), S. Pawson \(NASA\) \(https://mydasdata.larc.nasa.gov/sites/default/files/inline-images/Ozone%20Graph\\_1.jpg\)](https://mydasdata.larc.nasa.gov/sites/default/files/inline-images/Ozone%20Graph_1.jpg)

### Steps:

1. Check with your instructor on how to submit your answers.
2. Identify title, axis labels, and units; you may highlight them or use a color code.
3. Identify any unusual labels or odd markings, such as missing data; highlight or color code.
4. Note and mark high points.
5. Note and mark low points.
6. Note and mark any data patterns that are noticeable.
7. If possible, draw a best-fit trend line across the data.
8. Write a one-sentence caption that summarizes the data.

Teachers, these mini lessons/student activities are perfect "warm up" tasks that can be used as a hook, bell ringer, exit slip, etc. They take less than a class period to complete. Learn more on the "[My NASA Data What are Mini Lessons?](#)" page.

Teachers who are interested in receiving the answer key, please complete the [Teacher Key Request and Verification Form](#). We verify that requestors are teachers prior to sending access to the answer

---

keys as we've had many students try to pass as teachers to gain access.

## **My NASA Data Visualization Tool**

- [Earth System Data Explorer](#)