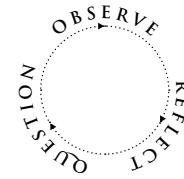


# TEACHER'S GUIDE

## ANALYZING CHARTS & GRAPHS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

### OBSERVE

#### Have students identify and note details.

Sample Questions:

What do you notice first? · What different kinds of information do you see on the chart? · What numbers do you see? · Describe the shape, using words and numbers. · Identify the biggest and smallest sections.

### REFLECT

#### Encourage students to generate and test hypotheses about the source

What is the purpose of this chart? · What is the larger story or context within which this chart was created? · What information seems to be most important? · What information seems to be least important or hidden? · How else could this information be represented?

### QUESTION

#### Have students ask questions to lead to more observations and reflections.

What do you wonder about.... who? · what? · when? · where? · why? · how?

### FURTHER INVESTIGATION

#### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

*Beginning*

*Ask students to write a description of the chart, explaining its meaning and highlighting two important aspects of the chart using words and numbers.*

*Intermediate*

*Speculate about what information may be missing from the chart, and how the chart would change if that information were included.*

*Advanced*

*How might you recreate the chart to show a different point of view? Use the data from several related charts to create a new data representation, and explain what new inferences can be made from this representation. Connect both versions of the chart to a broader context.*

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>