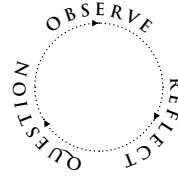


# TEACHER'S GUIDE ANALYZING CHARTS & GRAPHS



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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.

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## 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?

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## FURTHER INVESTIGATION

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**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?

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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>