

### GED 2002 Teachers' Handbook of Lesson Plans

Content Area Social Studies	Lesson Title <i>Just Graph It!</i>	Correlation to Framework 02.01, 02.06	Lesson Number 39
<p><b>Objectives/Learner Outcomes</b></p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Gather information</li> <li>• Arrange information on a graph</li> <li>• Explain the information recorded on a graph</li> <li>• Interpret the information recorded on a graph</li> <li>• Compare and contrast the information recorded on a graph</li> <li>• Generalize information recorded on a graph</li> <li>• Analyze information recorded on a graph</li> <li>• Assess the value of the information recorded on a graph</li> <li>• Work as part of a team</li> </ul>		<p><b>Materials/Resources/Internet Sites/Handouts/Worksheets</b></p> <ul style="list-style-type: none"> <li>• Two different colors of index cards</li> <li>• Tape</li> <li>• Post-It notes</li> <li>• Transparencies of examples of different types of graphs from newspapers</li> <li>• Overhead projector</li> </ul>	
<p><b>Pre-Requisite Knowledge</b></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the two major political parties in the United States</li> <li>• Describe the process of electing a president in the United States</li> <li>• Identify which party won the presidential election in 2000</li> <li>• Identify the fifty states in the United States</li> <li>• Research statistics on the internet</li> </ul>		<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Data</li> <li>• Democratic party</li> <li>• Republican party</li> <li>• Electoral College</li> </ul>	
<p><b>Anticipatory Se/Introduction</b></p> <p><b>Say:</b> Graphs are useful tools for visually organizing and displaying information. Looking at a graph can help you to understand information quickly so that can interpret, compare, or analyze the information to make a decision. Let's look at a basic graph and then transfer what we learn to a graph organizing data from the presidential election of 2000. Working in teams, research the voting patterns of each state in the last election. The United States will be divided into different sections with each team taking a different section. Then the data will be organized onto a class graph.</p>			

### Preview Questions for Lesson

1. What is a graph?
2. What types of information would you put on a graph?
3. What is data?
4. How do we elect a president in the United States?

### Instructional Outline

Show some transparencies of graphs on the overhead projector. You may wish to access different types of graphs found in newspapers and/or news magazines. Discuss how the information looks on a graph and what interpretations can be made from the graphs. An example would be that line graphs generally show trends.

**Say:** You will need to interpret graphs on the Social Studies part of the GED Test. By analyzing what information is organized on a graph, you can make decisions accordingly. You will start with a simple graph with information gathered from our class. After you understand how data is organized on graph, you will do some research on the last presidential election and organize that data on a class graph. You may work in groups on this project when we get to the research. Each group will research a part of United States to examine how each state in that section of the country voted. Now, let's examine how information is organized on a graph.

Provide each student with two colors of index cards. Stick a small piece of tape on each student's desk.

**Ask:** (Choose ONE of the following questions that require a yes or no answer.)

- In your opinion, is President Bush doing a good job in running the country?
- In your opinion, is the economy getting better?
- In your opinion, are there more jobs available now than last year?
- In your opinion, are you better off now than a year ago?
- In your opinion, should we continue to fight the war in the Middle East?
- In your opinion, should the cars of drunken drivers be confiscated?
- In your opinion, should the drinking age be lowered to 18?
- In your opinion, should smoking be allowed in public places?

Draw two columns on the board. Write the words **Yes** and **No** at the top of the columns.

**Say:** Answer yes or no to each question by selecting the blue card, which stands for NO, or the white card, which stands for YES. Now tape the card to the board in the correct column. Each of you should put your card under one of the columns.

**Discuss:** What can be interpreted from the information in the columns? What do the columns look like? What assumptions can be made from this information?

### **Process/Activities**

**Say:** Now, you will apply what you have learned to how to organize information from the last presidential election. I have divided the United States into five groups.

- Group One includes the following states: Maine, Vermont, New York, New Hampshire, Massachusetts, Connecticut, Rhode Island, New Jersey, Pennsylvania, Maryland, and Delaware.
- Group Two includes the following states: Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, and Florida.
- Group Three includes the following states: Texas, Louisiana, Arkansas, Oklahoma, Kansas, Missouri, Indiana, Ohio, Iowa and Hawaii
- Group Four includes the following states: California, Arizona, New Mexico, Colorado, Utah, Nevada, Nevada, and Wyoming, and Alaska
- Group Five includes the following states: Oregon, Washington, Idaho, Montana, North Dakota, South Dakota, Wisconsin, Nebraska, and Michigan.

**Say:** Select team leaders and decide who will research which state. Assess how each state in your group voted in the last presidential election. Place the information on an index card indicating either Republican or Democrat. Tape the index card to the board in the same fashion as you did in the earlier graph.

**Discuss:** What can be interpreted from the information in the columns? What do the columns look like? What assumptions or generalizations can be made from this information?

### **Product/Evaluation/Summary**

Observe the students as they complete their graphs. Determine mastery by student responses during the discussion. Present other graphs from the newspaper for analysis and interpretation.

<b>Teaching to Different Types of Learners</b>			
	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic/Tactile</b>
<b>Learning Activity</b>	<p>Use transparencies for examples of graphs from the newspaper.</p> <p>Use Post-It notes to emphasize important points on the graphs.</p>	<p>Allow students to make oral presentations of their research findings.</p> <p>Use the “hear, say, and speak” method to reinforce the learning of pertinent information.</p> <p>Discuss ideas verbally.</p>	<p>Use rough surfaces like sandpaper in place of the index cards.</p>
<b>Special Differentiation Strategies</b>	<p>Use words that visual learners understand such as <i>look</i> and <i>see</i> as you give directions.</p>	<p>Give all directions orally.</p>	<p>Give kinesthetic learners individual copies of the examples of graphs. Ask them to point to the information as you go over it with the class.</p>
<b>Evaluation</b>	<p>Have student draw graphs based on information provided.</p>	<p>Have students orally discuss what graphs depict.</p>	<p>Have students construct graphs either through pictures or models.</p>
<b>The Family and Adult Literacy Connection</b>		<b>ESE/ESOL Accommodations</b>	
<p>The adult learner can share graphing activities with school-aged children.</p> <p>Use two sheets of different colored construction paper for the YES and NO answers to organize the graph.</p> <p>Answer YES or NO to the one or more of following questions:</p> <ul style="list-style-type: none"> <li>• Do dogs make better pets than cats?</li> <li>• Is ice cream better than cake?</li> <li>• Are tacos better than pizza?</li> <li>• Is baseball is better than football?</li> </ul> <p>Tape the sheets of construction paper to a wall or a floor. Help students to build a graph based on the information.</p>		<ul style="list-style-type: none"> <li>• Allow students additional time to complete the activity.</li> <li>• Allow students to assist each other.</li> <li>• Give students more guidance for the research activity.</li> </ul>	