

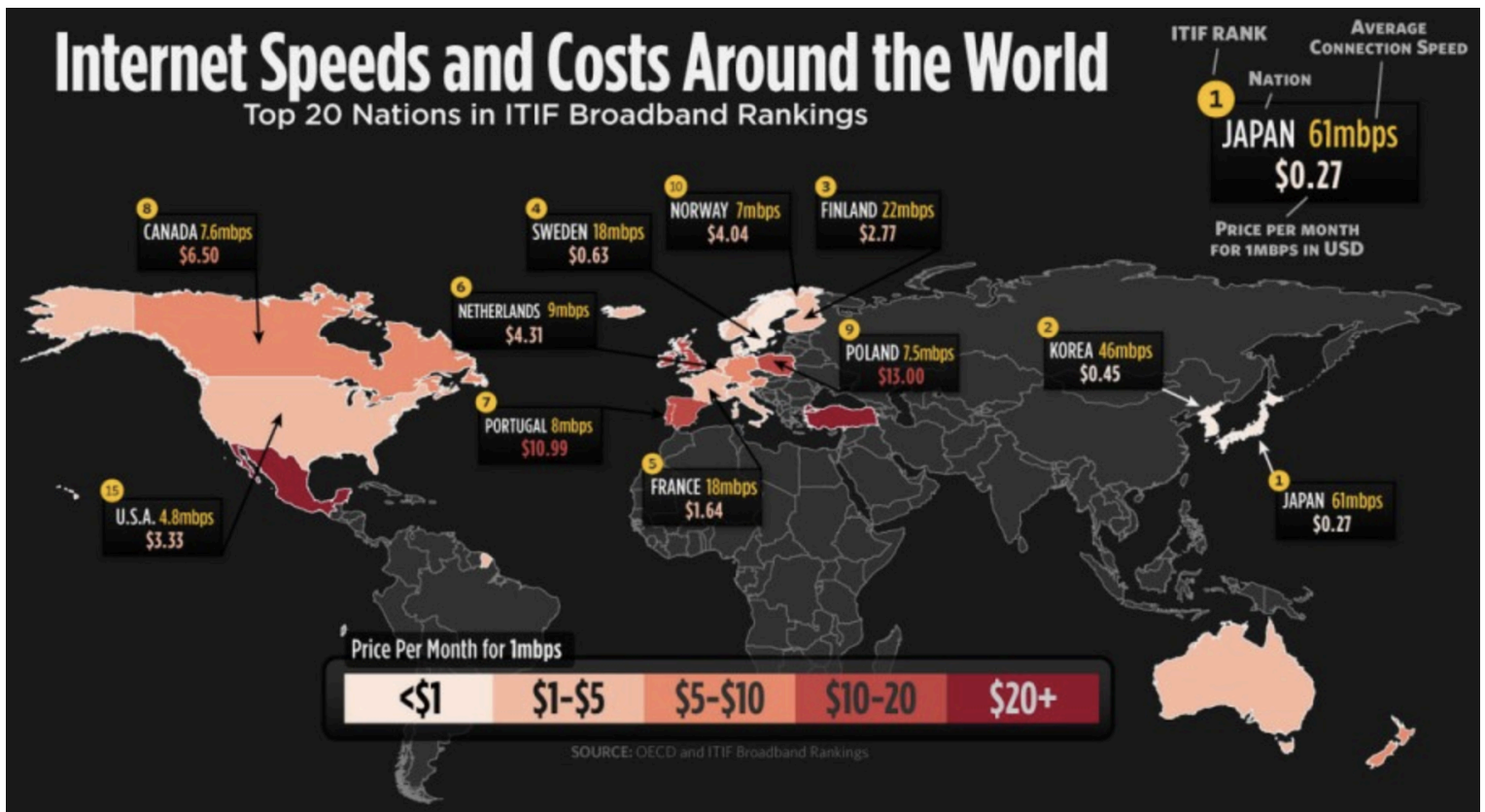
Reviewing Maps, Graphs, Charts, and Other Document Types

Directions- Review each of the following documents. Follow the steps presented to help you pull as much information from each document as possible and then answer the questions using complete sentences.

Use a different color for your answers.

Maps

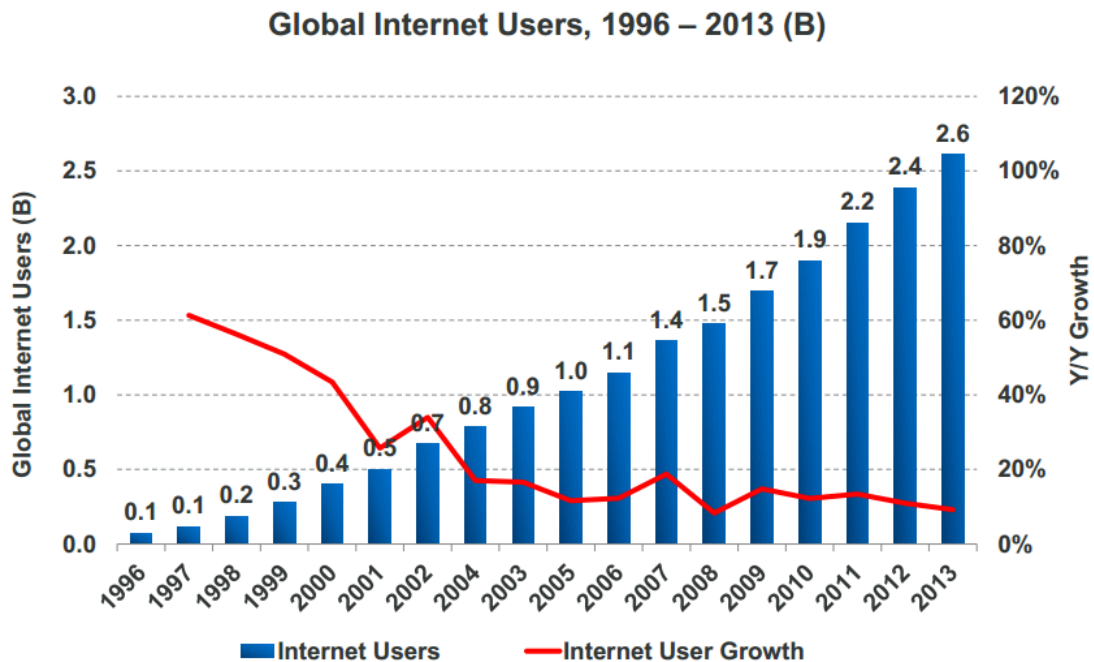
- Generally, three kinds of maps (physical maps, political maps, thematic maps) are most common. *Physical maps* display physical features such as mountains, rivers, lakes, and oceans. *Political maps* show countries and political divisions within them. They also show the location of major cities. *Thematic maps* focus on a particular topic, such as population density, election results, or major battles in a war.
- Read the title of the map and identify the region and the subject.
 - Study the legend to find the meaning of symbols used on the map (Top right corner).
 - Examine the symbols on the map and look for patterns.
 - If needed, use the compass rose to determine directions on the map and the scale to determine distances.
 - Read the questions, and then study the map to determine the answers.



- Identify the subject and region used on the map.
- What do the top and bottom numbers in each country reference? What about the yellow circles?
- Identify a trend or pattern shown in the map above.

Graphs

- Graphs show statistics in a visual form. Line graphs are particularly useful for showing changes over time. Bar graphs make it easy to compare numbers or sets of numbers.
- Read the title and identify the subject of the graph.
 - Study the labels on the vertical and horizontal axes to see the kinds of information presented.
 - Study the legend, if there is one. It will help you understand the information presented.
 - Look at the source line and evaluate the reliability of the information in the graph.
 - Study the information given and look for trends and patterns. Draw conclusions and make inferences based on the information in the graph.
 - Read the questions carefully. Note if they refer to a specific time period or if they focus on trends or historical explanations for trends.



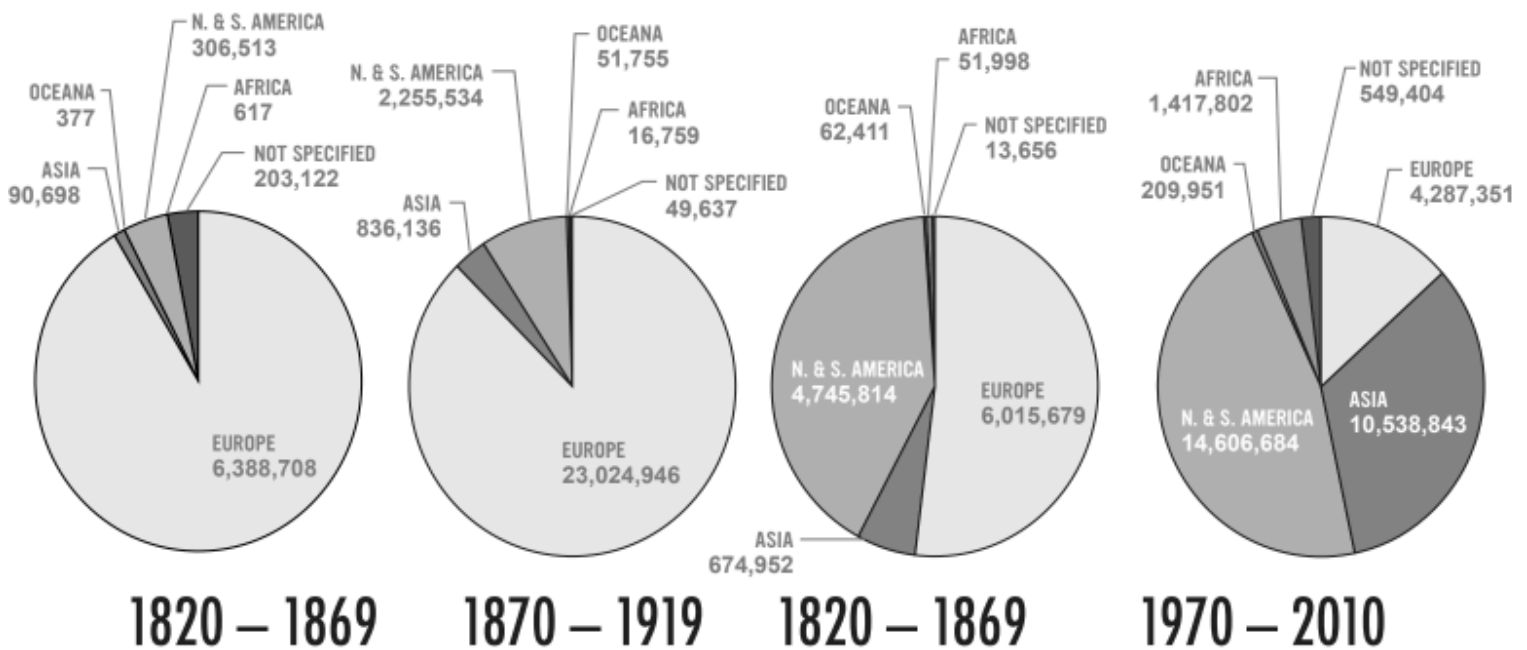
- What is the subject of the above graph.
- What information is shown on the X axis of the graph? What about the two separate Y axis?
- According to the legend, what information is shown by the bar graph? The line graph?
- Who is the source of the information presented? How does this affect the reliability?
- By comparing information presented over time identify two trends present in the graphs.
- Between 2000-2010 between what two years was there the greatest growth in the number of global internet users?

Charts

- Charts present information in a visual form. There are different types of charts including flowcharts, tables, and Venn diagrams. Pie charts are a common type of chart. Pie charts organize information and data in circles.
- Read the title and identify the subject of the chart. The title may also provide a time period covered by the chart.
 - Examine the title of each circle to learn more about the subject.
 - Compare and contrast the information given from circle to circle. Try to identify trends or patterns of change.
 - Try to make generalizations and draw conclusions about the information in the chart.
 - Read the questions and determine what information you need from the chart. Then study the chart again.

Immigrants by Region During 50-Year Periods

These pie charts show, by 50-year periods, the number of legal immigrants who came to America from 1820 through 2010.

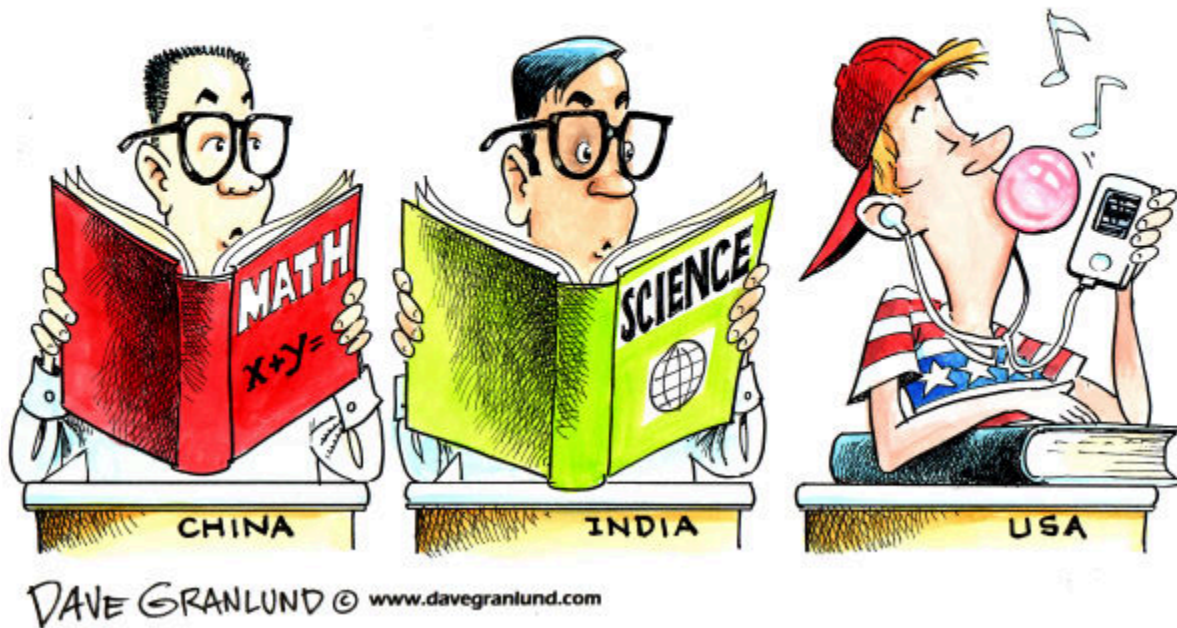


- What is the subject of the charts?
☐
- Describe the way in which the information is organized.
☐
- Identify two trends present in the information presented; what do you think accounts for the trends you identified?
☐
- Based on the information provided which groups of people increased their immigration to the United States by the most? Which group decreased their immigration to the United States by the most?
☐

Political Cartoons

- Political cartoons use a combination of words, images, and symbols to express a point of view on a subject matter. They are useful primary sources because they reflect the opinions of the time.
- Identify the subject of the cartoon. Titles, captions and dates can provide clues.
 - Identify the main characters in the cartoon.
 - Look for symbols, ideas or images that stand for something else.
 - Use labels and other written information in the cartoon to help you identify the people, places, and events represented in the cartoon.
 - Analyze the point of view. The use of caricature, the exaggeration of physical features, often signals how the cartoonist feels about the subject.
 - Interpret the cartoonist's message.

Study habits...



1. Based on the title and/or captions and other clues what seems to be the subject of the above cartoon?
☐
2. Who do the characters in the cartoon represent?
☐
3. What seems to be the message conveyed in the cartoon above?
☐

Textual Documents

- Textual documents use words to inform or argue a topic. There are two types of written documents that are often used in history. Primary and secondary source documents. A primary source is information that was created during the time period, like a letter or newspaper article. A secondary source is information that was written about a time period, like a textbook. Each one is a valuable source of information.
- A. Identify the subject of the writing. Titles, source information, and dates can provide clues.
 - B. Look for important terms, people, and/or statistics.
 - C. Identify when the document was written. Think about what might have been happening at the time of the document's creation. How might this information help explain why the document was created?
 - D. Identify the purpose of the document. Is it informative or argumentative?
 - E. Analyze the point of view. Identify the author, looking for bias in the writing.
 - F. Analyze the audience for whom this document is written. Who is the author addressing in this document? Why might that be important?

Risks Associated with Texting While Driving

The primary risk associated with texting while driving is a sharply increased risk of getting into an accident. A distracted driver's chances of being involved in single-vehicle, multiple-vehicle, and vehicle-pedestrian or vehicle-cyclist collisions are much higher than an undistracted driver's. 1 out of every 4 car accidents in the United States is caused by texting and driving. In addition to the risk of serious injury or even death for the distracted driver, other drivers on the road, and pedestrians and cyclists, those who text while behind the wheel may face stiff financial penalties. These include fines, liability for property damage, and increased vehicle insurance rates as the result of traffic tickets or accidents. According to the Pew Research Center, 34 percent of American drivers aged 16 or 17 who were surveyed acknowledged that they had texted while driving on at least one occasion. The same survey found that 48 percent of young people aged 12 to 17 had been in a moving vehicle in which the driver sent or read text messages, with 40 percent of respondents indicating that they had, on at least one occasion, felt endangered by a driver's use of a cell phone behind the wheel.

Gale Student Resources in Context, 2012

1. What is this excerpt about?
 -
2. Where did this information come from? Do you think the information is credible? Why or why not?
 -
3. Is the author making an argument or just being informative? How do you know this?
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4. What evidence does the author provide to prove their argument?
 -
5. Do you think that people who were being surveyed were being completely honest? Why or why not?
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