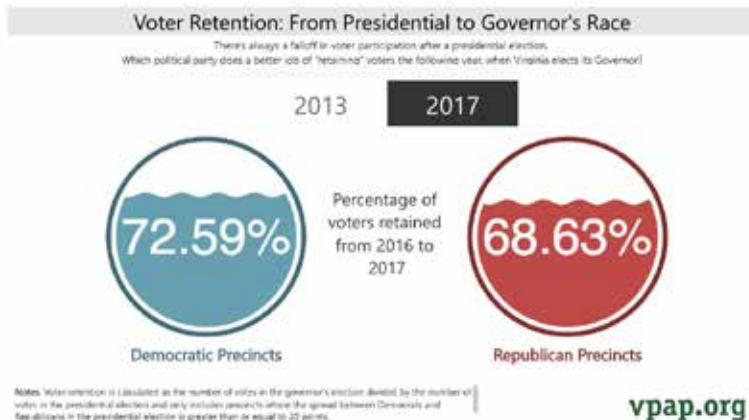


PULLOUT

Social Studies and the Young Learner 31 (4)
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1. Picture Chart

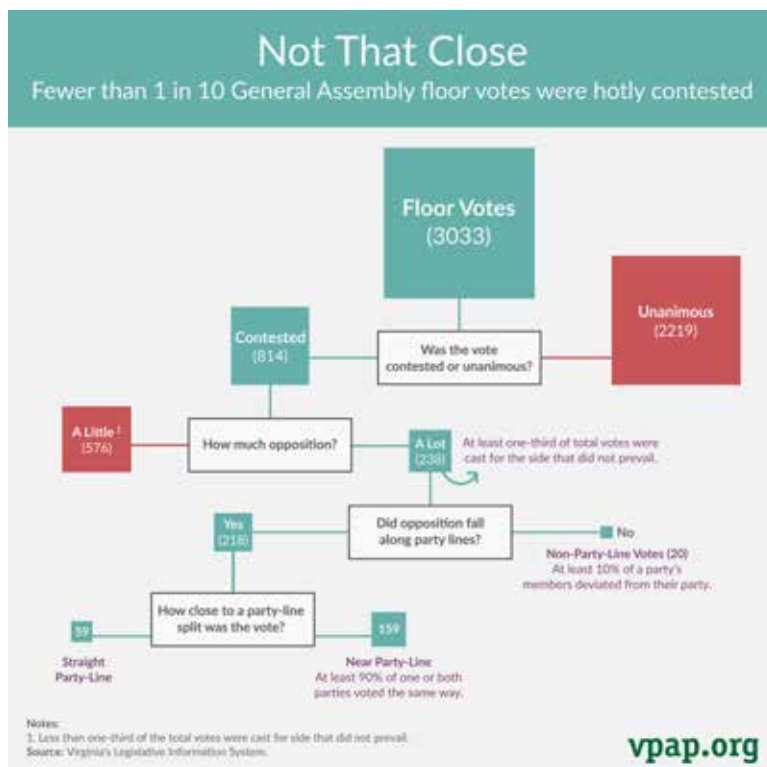
The two “waves” representing the key data are “water levels.” Is the water a little higher in the left-hand circle? What do the colors blue and red represent? Is that use of color helpful? How do the charts help you compare the data presented? Could it be designed to be clearer?



2. Flow Chart

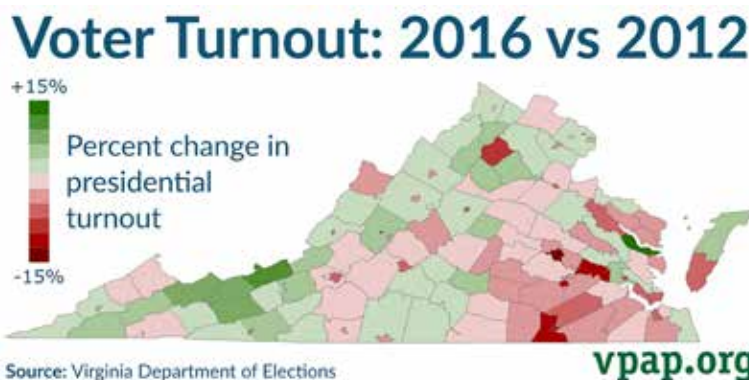
Flow charts illustrate a process or story, often with nodes (points of decision) leading to different paths and, ultimately, different outcomes.

How should this chart be read: from left to right? From top to bottom? How could the design of the chart be clearer?



3. Map

Maps illustrate data within a particular geographical space. The title and the color key announce a comparison, showing the difference between two data sets: voter turnout in 2012 and 2016. What other information is included in the map? (Elsewhere, the report states that there are 95 counties and independent cities in the state.)



4. Timeline

Timelines show a sequence of events. In this graphic, the reader is invited to compare changes in regulations (top timeline) with changes in how much “entertainment” lobbyists are providing to elected officials (bottom timeline) over a four-year span. The caption discusses causality: there may be several reasons why entertainment events appear to be declining.

Why is the word “reported” in the title of this infographic? What questions are raised by the infographic?

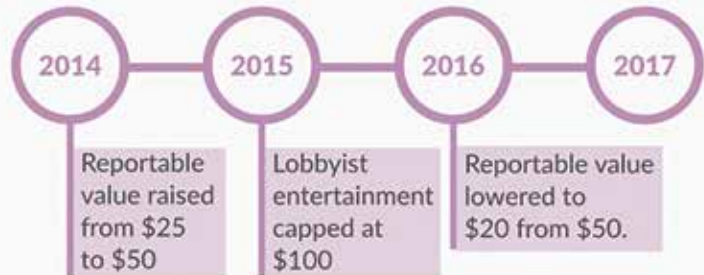
The bar graph at the bottom of this infographic also compares change over time. By what other ways can we visually communicate change over time?

Reported Entertainment Continues Downward Trend

Disclosures filed last month show a continued decline in the number of meals, galas and other entertainment that lobbyists report providing to legislators and other state officials.

Some of this trend can be attributed to multiple changes in laws related to lobbyist entertainment, making it difficult to compare year to year. Some of the trend can be explained by an increase in the number of legislators who refuse to accept gifts following corruption charges against former Gov. Bob McDonnell.

Timeline of Legislative Changes



Number of Entertainment Events Disclosed



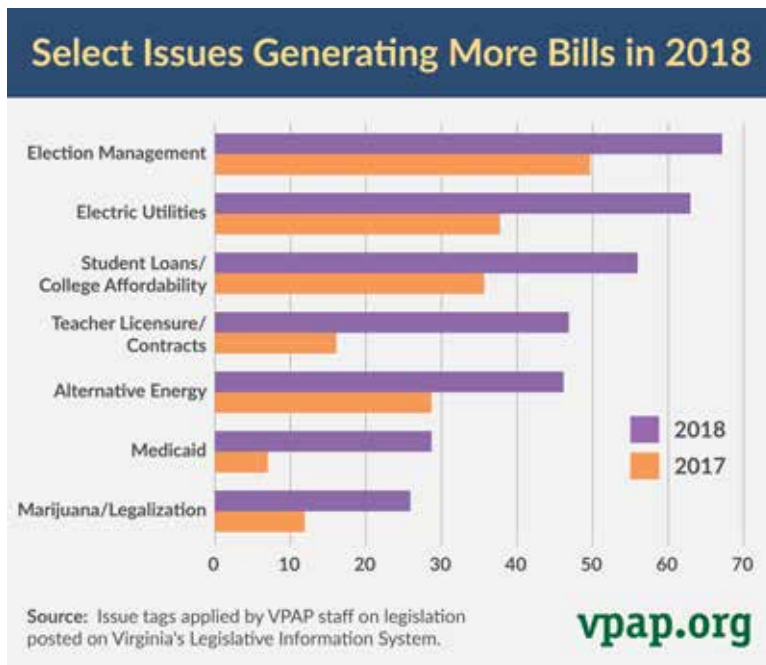
Source: Annual lobbyist disclosures filed with the Conflict of Interest and Ethics Advisory Council.

vpap.org

5. Bar Graph

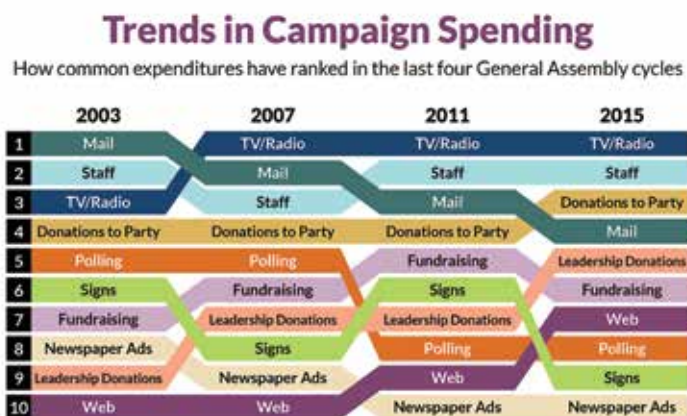
A typical graph, comparing two variables defined by x and y coordinates, often reveals changes over time. This example compares three variables: time is shown by two different colored bars; seven categories of bills lie along the y (vertical) axis; and the number of bills is listed along the x (horizontal) axis. The y axis and bar colors are clearly labeled, but readers must infer the meaning of the numbers (0 to 70) along the x axis from the title.

Are the author and the source of the data the same entity? (See labels along the bottom of the in this graphic.)?



6. "Staircase" Bar Graph

This graph reveals how elected officials in Virginia spend their campaign dollars during selected years. The x axis, labeled along the top, indicates time (2003 to 2015). The y axis shows 10 different categories in a campaign budget. Colors helps the eye see some trends. What trends are evident in the bar graph? What questions are raised by the infographic?



Analyzing Infographics

Label these elements—if they are present—in the infographic: (1) Title; (2) Author or Creator; (3) Labels; (4) Data, Evidence, or Visualizations; (5) Source of the Data; (6) Arguments, Generalizations, or Interpretations.

1. In three sentences, describe the message of the infographic so that a friend could understand it.

2. What does this infographic tell you about the author or organization that created it? How could you learn more about the source(s) of the infographic?

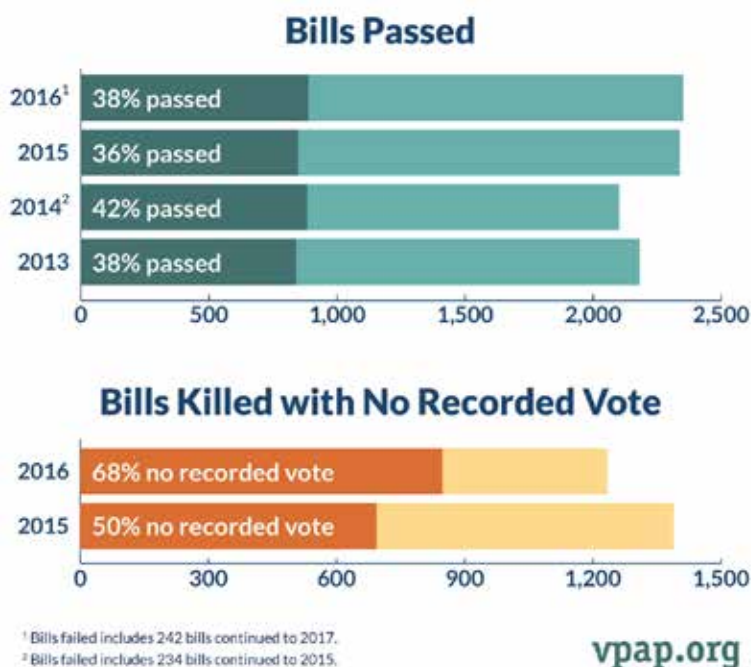
3. How is the author trying to persuade you (e.g., appeal to emotion; voices of authority)?

4. What did you learn from this infographic? Did it make you think differently about the issue presented? If so, how did your attitude or opinion change?

The teacher's key is on page 18.

GENERAL ASSEMBLY BILLS

A Historical Perspective



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