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Before we start today, could you make sure that your table has all of these?

2 maps with 2 paper clips each

1 "data tools" chart in sheet

protector

1 art box

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## If you were absent last class:

Students were put in groups for the map project. Group members chose their maps and began to "translate" the data.

When you get into your groups, ask your group members "Which maps did you choose? Which maps can I do?"

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You will receive both a group grade and an individual grade for this.

Here are some things you can do to be a good group member:

We all promise to listen to each other's ideas with respect.

We all promise to do our work as best as we can.

We all promise to do our work on time.

We all promise to ask for help if we need it.

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Criteria	Grading Scale	
<b>Reimagining</b> Clearly uses a different data representation category than the original map to represent the data.	<b>8</b> Very clearly used a different category to represent their data.	<b>2</b> Student attempted a different category but at first look it appears too similar to original dataset,
<b>Legend</b> The legend clearly shows the reader how the different categories are represented on the map.	<b>4</b> Reader can easily tell the difference between categories	<b>2</b> Legend is difficult to read and requires reader to ask questions to understand what it means.
<b>Accurate Data Representation</b> Student creates a model that conveys the data accurately	<b>4</b> Reader can see the same impressions and findings from the students' map as the original map.	<b>2</b> Some key patterns and information are missing from the map.

This is the rubric for the data on your map.

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## Being a good partner means that:

1. You're always sharing ideas, even if they're not "exactly right".
2. You're always acknowledging and supporting others' ideas, even if they're not "exactly right".
3. You are willing to try, and not just let others' do all the work.

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Now, unclip your map and layer it with your partners' maps.

Decide which map looks best on top, which looks best in the middle, and which looks the best on the bottom.

- You might want to put the prettiest map on top, OR the one with the least data (so it doesn't cover up others' data).

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Your group will be completing the following summary of your map data.

Sentence starter: The data from these maps shows us that humans appear to be most impacting [tell us a pattern you are noticing with the maps]. We think that perhaps [tell us how you think these two variables might be interacting, or affecting each other]. This makes us wonder, [insert a good question here about the causes, effects, or possible solutions that these maps make you wonder]

.

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Work together with your group to complete the following.

GROUP DISCUSSION: Work with your group to complete the following sentences together. You are writing a draft here, but if it is approved then you will write it on the Notes section of your map after this.

**Only one person in the group needs to submit** BUT, do not just sit back and let your group members do all the work! They will be grading your group discussion participation next class.



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Now transfer that genius discussion on to the map itself.

Have the person in your group with the best handwriting in pencil, copy your answer down at the bottom of **only the top map** in the Notes section. You can then go over it after in your favorite colored marker or colored pencil.

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**Map Title Time!**

1. With your group, please choose a final map title that **summarizes the main point that you take away from all three of your**

1. With your group, please choose a final map title that **summarizes the main point that you take away from all three of your maps together**. If everyone writes the title on the map, then it will look weird when we layer it. **The map title will only be written on the top map.**

**Examples:**

**"The Relationship Between \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_"**

**"\_\_\_\_\_ Appears to Cause  
\_\_\_\_\_"**

**\*\*Feel free to be funny here! That might give you an edge in the Soda Cup. But make it related to the data somehow.**

2. Have the partner with the best handwriting write it in the Title section of the top map in whatever color you prefer.

3. Then **\*professionally\*** high five your partners.

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Assign one group member in your group to stay at your table to defend your project from "the haters".

This should be the person who you think best explains the map.

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Ms. Solis and groups of students will be coming by to respectfully and scientifically "hate" on your project

and scientifically "hate" on your project.

Here are some questions me and the haters will be asking your group's Defender:

1. Hmm, did you really show the data using a different category than the original map?
2. Can I easily read your legend to see how the different categories will be represented on your map?
3. Does your map "translate" the same data patterns from the original map?
4. Did your group make a good observation about the relationships between map data?
5. Do you have a good question about the causes, effects, or solutions to these human impacts?

This is also your last chance to alter your

This is also your last chance to alter your map!

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## Practice now with your group's Defender:

1. Group members, ask your Representative the following questions.
2. Representative, try your best to answer them seriously (to prepare for when I come over to grade you).
3. Group members, help coach them through the answers respectfully.

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This is also your last chance to alter your map.

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## Think you're done?

Look at your map as if you were a hater like Ms. Solis, and ask yourself:

1. "Did I clearly use a different way to represent the data than the original map?"
2. "Does my legend clearly show the reader how the different. categories are represented on the map?"
3. "Did I correctly show the original trends and patterns of the original map?"

# asolis65 (pm)

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This is the rubric for the data on your map.



## asolis65 (pm)

<b>Explaining Findings</b> Construct an explanation using the data gathered from all of the group's maps.	<b>4</b> Constructs a reasonable explanation that refers to at least two of the three maps.	<b>2</b> Constructs an explanation that somewhat connects data from two of the three maps
<b>Asking Questions</b> Student asks a question directly related to the data represented on their shared map.	<b>4</b> Question is directly related to the relationships between data on the maps.	<b>2</b> Question is related to the data on one of the maps.
<b>Group Collaboration</b> Student actively works with their group members to explain findings and ask questions.	<b>4</b> Student is rated a 4 for participating and teamwork by their partners.	<b>2</b> Students is rated a 2 for participation and teamwork by their partners.

Total pts: 28

And this is for the written part and teamwork.



### Global Data Sketch - Respectful Research Questions

Students rotate between groups and respectfully evaluate the success of the group's map data project.

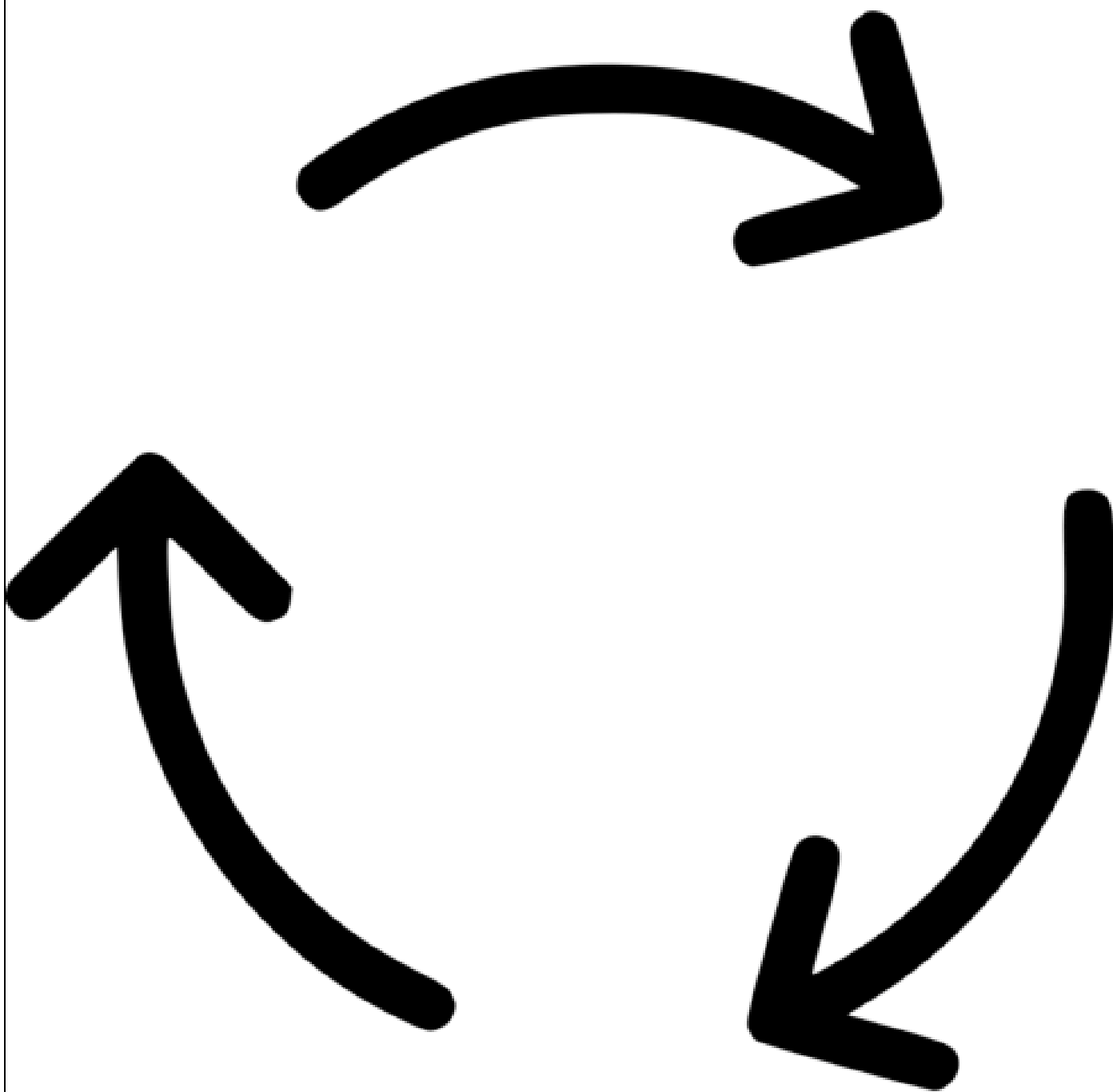
■ 4 sections · Due Thursday, December 15, 2022 at 3:00 pm

# You must show respect during the research questions.

I must hear you asking the questions and discussing the map with the group representative.

If you are not at your station or if you are not discussing the project, then I will give you a zero for your Global Data Respectful Research Questions grade.

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Rotate clockwise to visit the next

Rotate clockwise to visit the next  
closest group.

Say hello to the Defender.

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## You have 5 minutes with this Defender, ask them:

1. Hmm, did you really show the data using a different category than the original map?
2. Can I easily read your legend to see how the different categories will be represented on your map?
3. Does your map "translate" the same data patterns from the original map?
4. Does your explanation draw a conclusion using data from more than one map?
5. Do you have a good question about the causes, effects, or solutions to human impacts?

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All tables must have

2 maps with 2 paper clips each

1 "data tools" chart in sheet

protector

1 art box