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Announcing GED® Preparation E-Training

ipdae WELCOMES EDUCATORS

FEATURED EVENTS

DID YOU KNOW...

GED® & AHS
GED® Preparation & Adult High School

Make a selection to view the available resources or View All

Webinars Handbooks Workshops Lessons Videos Books Links

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Objectives of Workshop

- Discuss the need for graphic/visual literacy for the GED® test and real-world situations
- Discuss strategies to incorporate more graphics into the classroom
- Share resources and ideas

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GED® Update

Effective **March 1, 2016**, the GED® Social Studies test will no longer include an extended response.

- SS ER highly correlated with performance on RLA ER, and doesn't provide sufficient additional measurement information
- Benefits:
 - Eliminating SS ER reduces SS testing time by 20 minutes
 - Elimination does not impact the college readiness, college credit performance levels

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Don't Forget the Graphics!

READING AND UNDERSTANDING INVOLVES MORE THAN JUST WORDS

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Graphics and Social Studies Practices

- **SSP.4 Interpreting Meaning of Symbols, Words and Phrases**
 - Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.


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Graphics and Social Studies Practices

- **SSP.6 Integrating Content Presented in Different Ways**
 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analyses in print or digital text.
 - Analyze information presented in a variety of maps, graphic organizers, tables, and charts and in a variety of visual sources such as artifacts, photographs, political cartoons.
 - Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.

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Graphics and Social Studies Practices

- **SSP.10 Reading and Interpreting Graphs, Charts and Other Data Representation**
 - Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
 - Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
 - Distinguish between correlation and causation.

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What is graphic literacy?



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Going Beyond the Words on the Page

Graphic literacy is the ability to read and understand visual messages.

Visual messages can include charts, graphs, tables, photos, cartoons, timelines, maps, and diagrams.



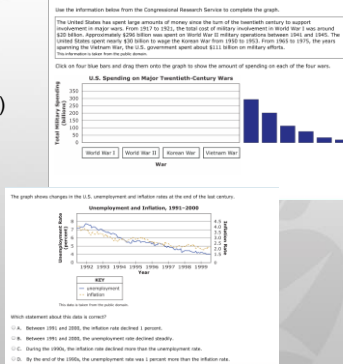
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What do these items look like?

- Item Scenarios
 - Stimulus (text, graphic or combo)
 - 2-3 associated items
- Discrete Item
 - Single item (text or graphic)



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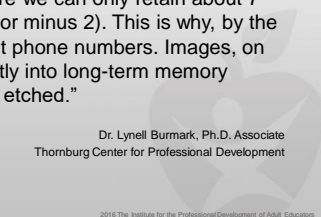
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Why Graphic Literacy Is So Important

"...unless our words, concepts, ideas are hooked onto an image, they will go in one ear, sail through the brain, and go out the other ear. Words are processed by our short-term memory where we can only retain about 7 bits of information (plus or minus 2). This is why, by the way, that we have 7-digit phone numbers. Images, on the other hand, go directly into long-term memory where they are indelibly etched."

Dr. Lynell Burmark, Ph.D. Associate
Thornburg Center for Professional Development



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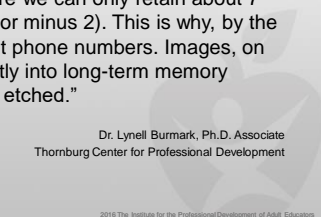
Which is easier to understand?

Textual Description

A curved line with every point equal distance from the center

Graphic Description





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Which is easier to understand?

Textual Description

Libraries across the country contain enormous volumes of materials that provide a wide range of information for the public. Two of the largest libraries are the NY Public Library with 16,342,365 volumes and the Boston Public Library with 19,090,261 volumes. Among the top-10 largest libraries in the U.S. are those housed at universities, including Harvard, the University of Illinois, and Yale with 16,832,952, 13,158,748, and 12,787,962 volumes respectively. However, the largest library in the U.S. is the Library of Congress with 34,528,818 volumes available.

Graphic Description

Library Name	Volumes Held
Library of Congress	34,528,818
Boston Public Library	19,090,261
Harvard University	16,832,952
NY Public Library	16,342,365
University of Illinois	13,158,748
Yale University	12,787,962

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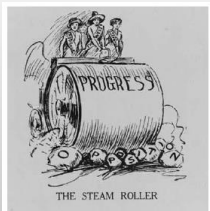
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Which is easier to understand?

Textual Description

By 1917 the women's suffrage movement was making the final push to win the right to vote for all women in the U.S. Women began winning voting rights in some western states in the late 1800s. Because women played such an effective role during WWI, President Woodrow Wilson in 1917 agreed to back a Constitutional amendment guaranteeing women the right to vote. The 19th amendment passed in 1919 and was sent to the states. The states ratified it in 1920.

Graphic Description



Library of Congress, Prints and Photographs Division, LC-USZ62-128029

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How can we help students become more proficient with graphics?

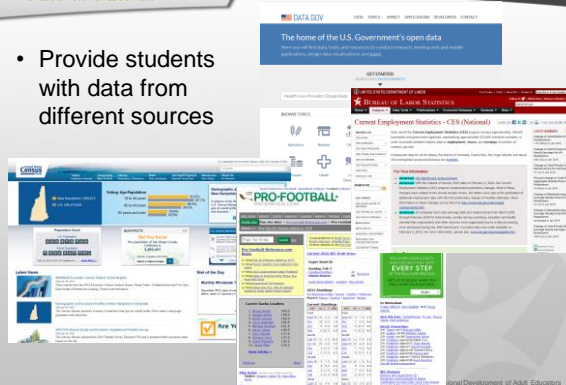
- Incorporate more graphic literacy instruction in the classroom
- Use different types of graphics – charts, tables, graphs, photographs, editorial cartoons, maps, diagrams
- Set up a “graphic of the day” activity, in which all students participate (ABE-GED)

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Don't just interpret tables, charts, and graphs - create them!

- Provide students with data from different sources



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Don't just interpret tables, charts, and graphs - create them!

- Conduct surveys
- Analyze the data
- Create graphs
- Draw conclusions

How Students Spend Time with Family (by grade)

All the lonely diners
Percentage of occasions when Americans eat alone

Rank	Brand	Today	Year Ago	Change In Score
1	Ritz	55.2	54.0	1.2
2	Lays	52.1	52.5	-0.4
3	Doritos	47.1	47.4	-0.3
4	On the Border	46.6	44.6	2.0
5	On the Border	46.0	46.9	-0.9
6	Wheat Thins	44.1	43.6	0.5
7	Twisties	41.9	41.7	0.2
8	Chester's	41.9	40.9	1.0
9	Pingles	38.8	38.2	0.6
10	Triscuits	36.7	35.3	1.4

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Google Images - An Excellent Source for Graphs

- Analyze data
- Draw conclusions

2009 U.S. Government Expenditures
Approximately \$4 Trillion

American Pie Chart

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Google Images - An Excellent Source for Cartoons

- Start with cartoons about current events
- Use your local paper or other sources
- Discuss elements
 - Symbols
 - Exaggeration
 - Labels
 - Analogy
 - Irony

EBOLA!!!

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Transition to historical cartoons

- Discuss the setting and point in history
- Identify examples of
 - Symbols
 - Exaggeration
 - Labels
 - Analogy
 - Irony

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/>

© 1962 by Herblock in The Washington Post

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Analyze a historical cartoon

Symbols are used to stand for larger concepts or ideas.

The cartoonist uses a birthday cake to represent the time that has passed since the Supreme Court's school desegregation decision.

© 1962 by Herblock in The Washington Post

"The court's school desegregation decision"

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Analyze a historical cartoon

Exaggeration of physical characteristics of people or things is used to make a point.

The cartoonist has exaggerated the height of the fence to show how completely African American students are being excluded from public schools.

© 1962 by Herblock in The Washington Post

"The court's school desegregation decision"

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Analyze a historical cartoon

Cartoonists label objects or people to make it clear exactly what they stand for.

This cartoonist has labeled the school building to show that it represents all Jim Crow public schools.

© 1962 by Herblock in The Washington Post

"The court's school desegregation decision"

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Analyze a historical cartoon

An analogy is a comparison between two unlike things. By comparing a complex issue or situation with something that is more familiar, the cartoonist helps readers see the situation in a different way.

The slow pace of school desegregation is compared with a young student waiting to be let into a public school.

© 1962 by Herblock in The Washington Post


"The court's school desegregation decision"

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Analyze a historical cartoon

Irony is the difference between the way things are and the way things should be or are expected to be. Irony is often used to express the cartoonist's opinion.

This cartoonist believes that it is ironic that public schools are segregated years after the Supreme Court's decision – it's not the way things are supposed to be



© 1962 by Herblock in The Washington Post
The Court's decision is not the way things are supposed to be.

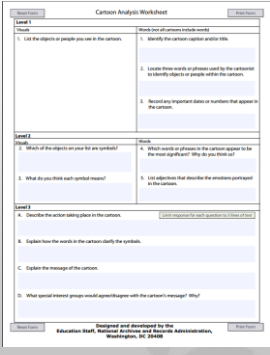
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Access resources from the National Archives

National Archives
<http://www.archives.gov/education/index.html>

Docs Teach
<http://docsteach.org/>


Constitutional Scavenger Hunt with Political Cartoons
<http://www.archives.gov/legislative/resources/education/constitution-scavenger-hunt/>




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A picture is worth a thousand words — but which words?


Explicit Context



No Context



Implicit Context



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Asking the right questions

Use the 5 Ws

- *Who* or *what* do you see?
- *When* was this photograph taken – what is happening in the photograph?
- *Where* was the photograph taken?
- *Why* did the photographer select these particular elements to include in the photograph?
 - What don't you see?
 - What happened before or after this picture was taken?

Reading Photographs:
<http://www.learnnc.org/lp/pages/677>

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How things have changed?

Comparing forests in the contiguous U.S. from the 1800s to the 2010s.

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Which one gives you a better idea of forestlands in the U.S.?

Forestland distribution in the United States, 2005

Region	Percentage
North	23%
South	28%
Rocky Mountain	20%
Pacific Coast	12%
Alaska	17%

Source: USDA Forest Service, Forest Inventory Analysis Program, 2006.

US forestland regions

Source: USDA Forest Service.

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What do the map elements tell you?

The United States of America

Washington, D.C. National Capital

11234

Lambert Conformal Conic Projection

Source: U.S. Dept. of State

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What conclusions can you draw about voting patterns?

Presidential Election Results: 2008

Election Victor


McCain

Obama

0 100 200 300 400 500 Miles

Data source: <http://elections.nytimes.com/2008/news/election/map.html>

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So where do you go from here?

Identify ways in which to incorporate more graphics in your classroom


- Assess students' skills in working with different types of graphics
- Determine how you will introduce different types of graphics
- Decide where you want to start – charts, tables, graphs or photographs, editorial cartoons or maps
- Use the Internet to locate different types of graphics
- Set up a schedule so students know what to expect and when
- Consider including all students regardless of their current reading levels
- Remember, graphics are everywhere – use them!

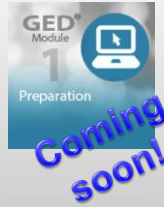
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Access IPDAE Resources


Interested in accessing additional GED® materials?

- Go to www.floridaipdae.org
- Click on 
- Have fun exploring – webinars, lesson plans, Grab and Gos, workshops, tips of the week, and much, much more!



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www.floridaipdae.org

"The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students."

Edutopia 2014

Always here to assist!

The IPDAE Team

Stay Connected

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