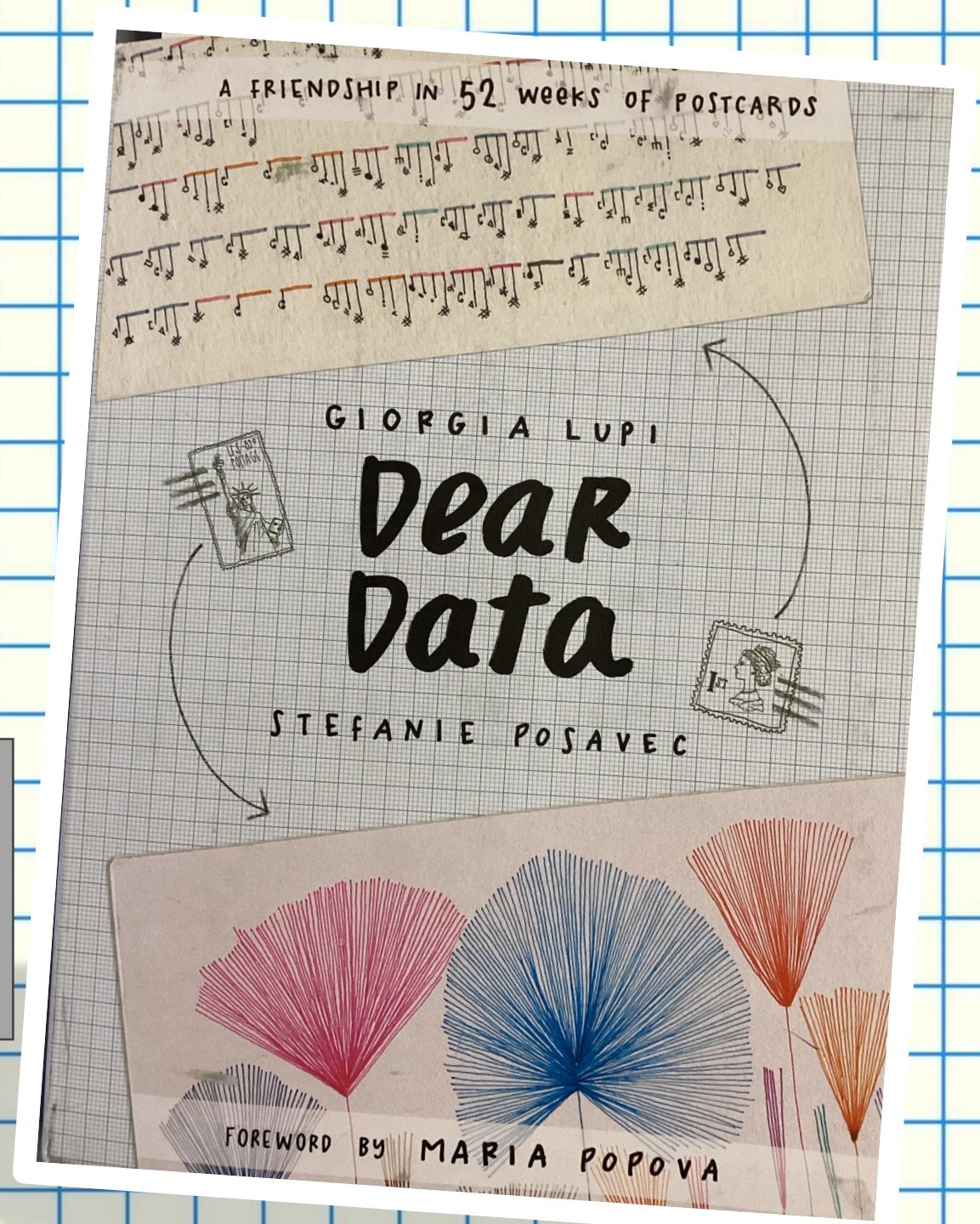



Dear Data

Classroom tool for data literacy

Adaptable for all grade levels



The Value in Data literacy



Science & Engineering Practices

Ask questions and define problems
Develop and use models
Plan and carry out investigations
Analyze and interpret data
Use mathematics and computational thinking
Construct explanations and design solutions
Engage in argument from evidence
Obtain, evaluate, and communicate information

Math Practices

Reason abstractly and quantitatively
Real world statistical information gathering
Data expression

Crosscutting Concepts

Patterns
Cause and Effect
Structure and Function
Systems and System Models
Stability and Change
Scale, Proportion, and Quantity
Energy and Matter

Why Choose Dear Data?

Engage students with data in a fun and individualized way

Strengthen data literacy skills

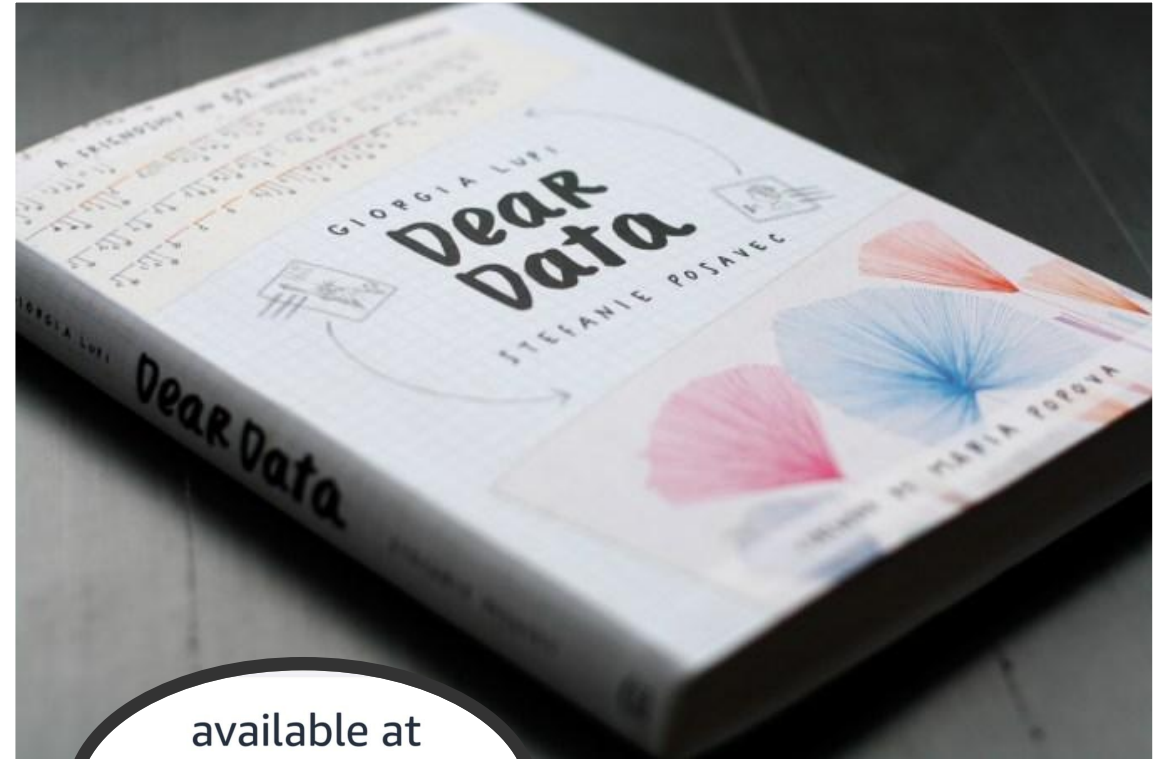
Use to build relationships

What is “Dear Data”?

Dear Data was a pen-pal data sharing project between two friends.

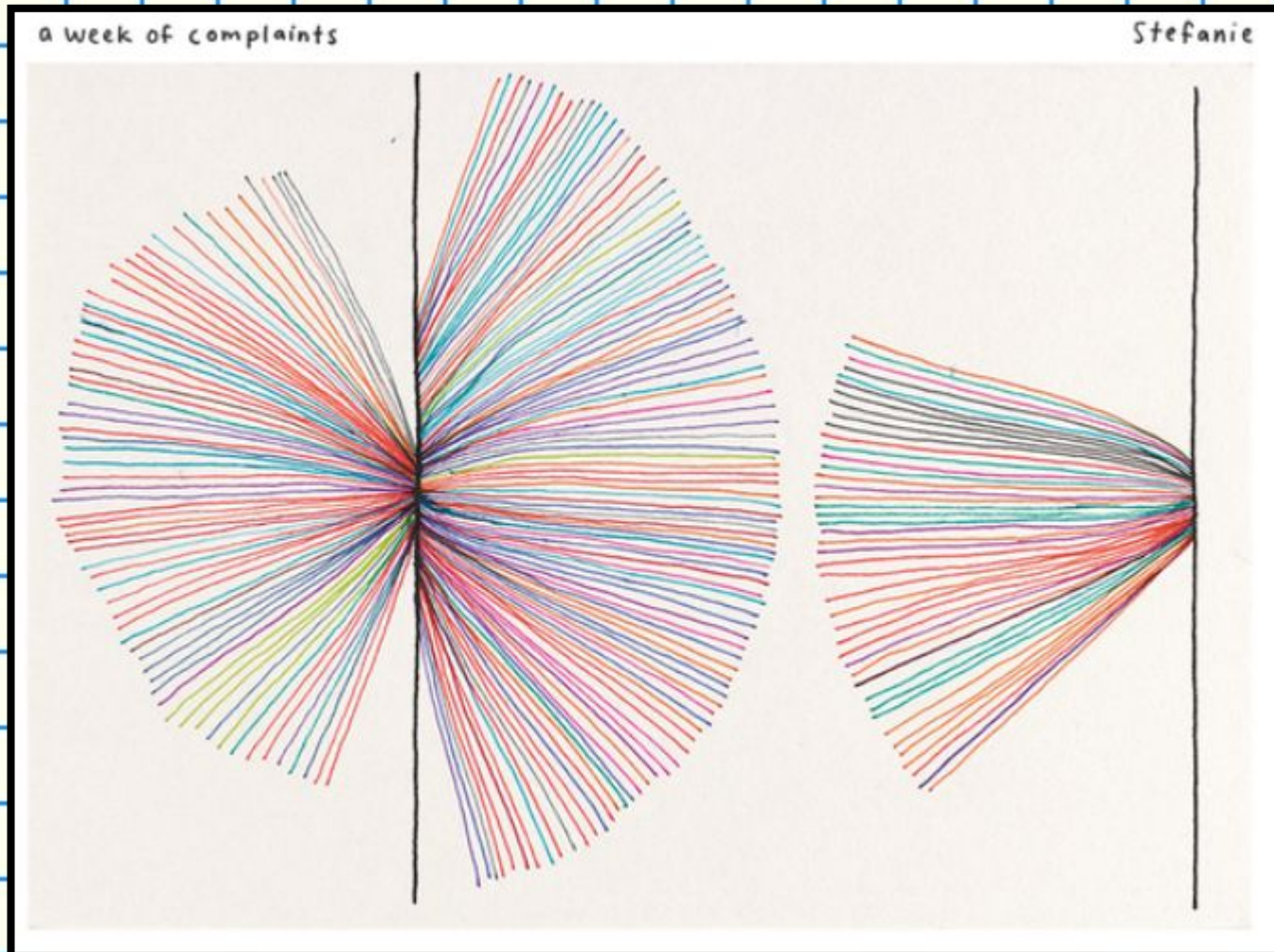
“Each week, and for a year, we collected and measured a particular type of data about our lives, used this data to make a drawing...”

“We hope Dear Data inspires you to slow down, take stock, and draw – to see the world through a new lens, where everything and anything can be a creative starting point for play, expression and connection.”



available at
amazon

Author's Example



DEAR DATA - WEEK 07

A WEEK OF COMPLAINTS* AND GENERAL GRUMPINESS

HOW TO READ IT: (I ~~WROTE~~ TREW DOWN MY 4 PENS WHEN I FINISHED) (COMPLAINT #7) WHAT IS WRONG W/ ME??

ALL COMPLAINTS IN CHRONOLOGICAL ORDER EXCEPT 'COMPLAINTS TO ME' BECAUSE (COMPLAINT #1) I MESSED UP THE ORDER + BY THAT TIME I HAD ALREADY SPENT 1.5 HOURS ON THIS... ARGH! (AND (COMPLAINT #3) THIS PART OF THE DRAWING IS NOT SYMMETRICAL WHICH BOTHERS ME)

TYPE OF COMPLAINT:

WEATHER	HEALTH
HUSBAND	HUNGER
ANIMALS	MYSELF
FAMILY	TECHNOLOGY/MEDIA
SOCIETY/	MONEY
THE WORLD TODAY	INANIMATE OBJECTS
ACQUAINTANCES/	TRANSPORT
STRANGERS	
MY APPEARANCE	
FRIENDS	
WORK	

THIS PEN (COMPLAINT #?) LEAKED + SMUDGED MY DRAWING + GOT ALL OVER MY HANDS! AND A WEEK OF COMPLAINTS ABOUT HOW I F*CKED UP THE LEFT HAND SIDE!

MAIN STATS	
PRIVATE COMPLAINTS:	67
OUTWARD COMPLAINTS:	100
COMPLAINTS TO ME:	43
# OF PEOPLE WHO COMPLAINED TO ME:	5
# OF PEOPLE I COMPLAINED TO:	6
I COMPLAINED MOST ABOUT MY FAMILY (SPRAY PAINT + DAD I LOVE YOU!!)	
+ SECOND MOST COMPLAINED ABOUT MY HUSBAND (WELL STAY I'VE WARNED)	

(COMPLAINT #1) I MESSED UP THE ORDER

Student Instructions

Step 1: Introduce Dear Data Project

Step 2: Students collected personal data for 7 days.

Step 3: Use class materials to complete a graph

Step 4: Gallery Walk sharing

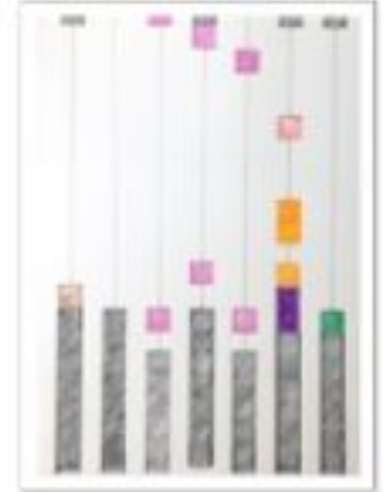
Dear Data Introductions

The purpose of this assignment is to share something about you through a creative graph. The type, subject, and style of graph you choose is entirely up to you.

Here are some ideas (or you can choose your own) on how to share something about yourself with a graph:

How often I check myself in a mirror
Which apps I use the most on my phone
Which hours of the day I'm on my phone
My hourly sleep
Types of clothes I wear
Shows I watch
Types of pictures I take
YouTube channels I watch
What I read
Items I spend money on
Books or music I listen to
Types of music on my phone
Time I spend alone

Download and print









- Think about a typical week timespan for the data, or begin today for the next week.
- Write down the data about your given topic
- Make necessary observations each day
- Start to visualize how you want your data to look, you can draw circles, squares, lines, shapes, etc.
- Try to avoid a typical style graph like bar graph, pie chart, line graph, etc.
- Create a final graph of your data and check:
 - ✓ Is it neat and understandable?
 - ✓ Do you need a key or a legend to add more detail?
 - ✓ Can I learn something about you with the graph?
 - ✓ Is your name and on it?

Student Examples

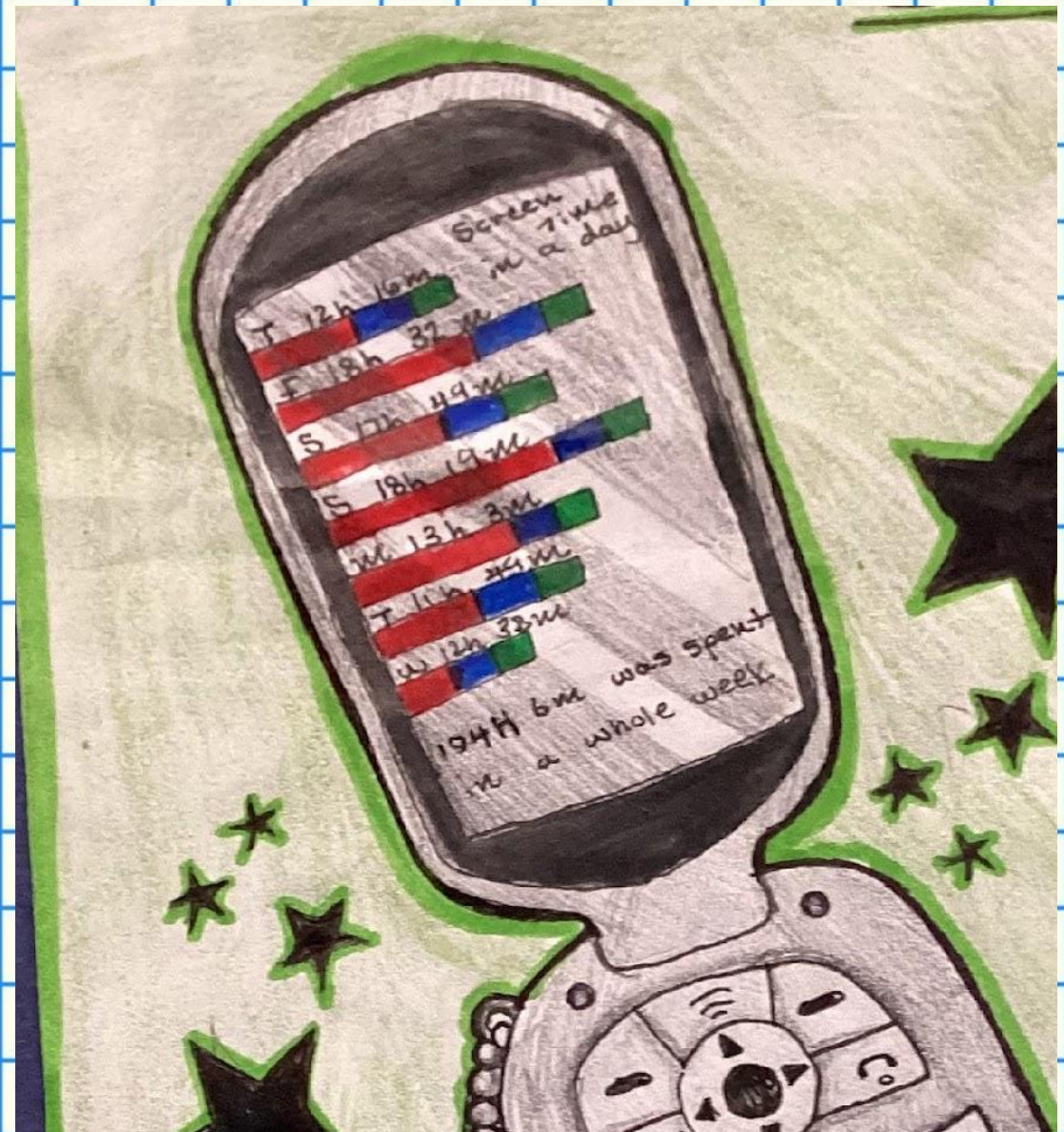
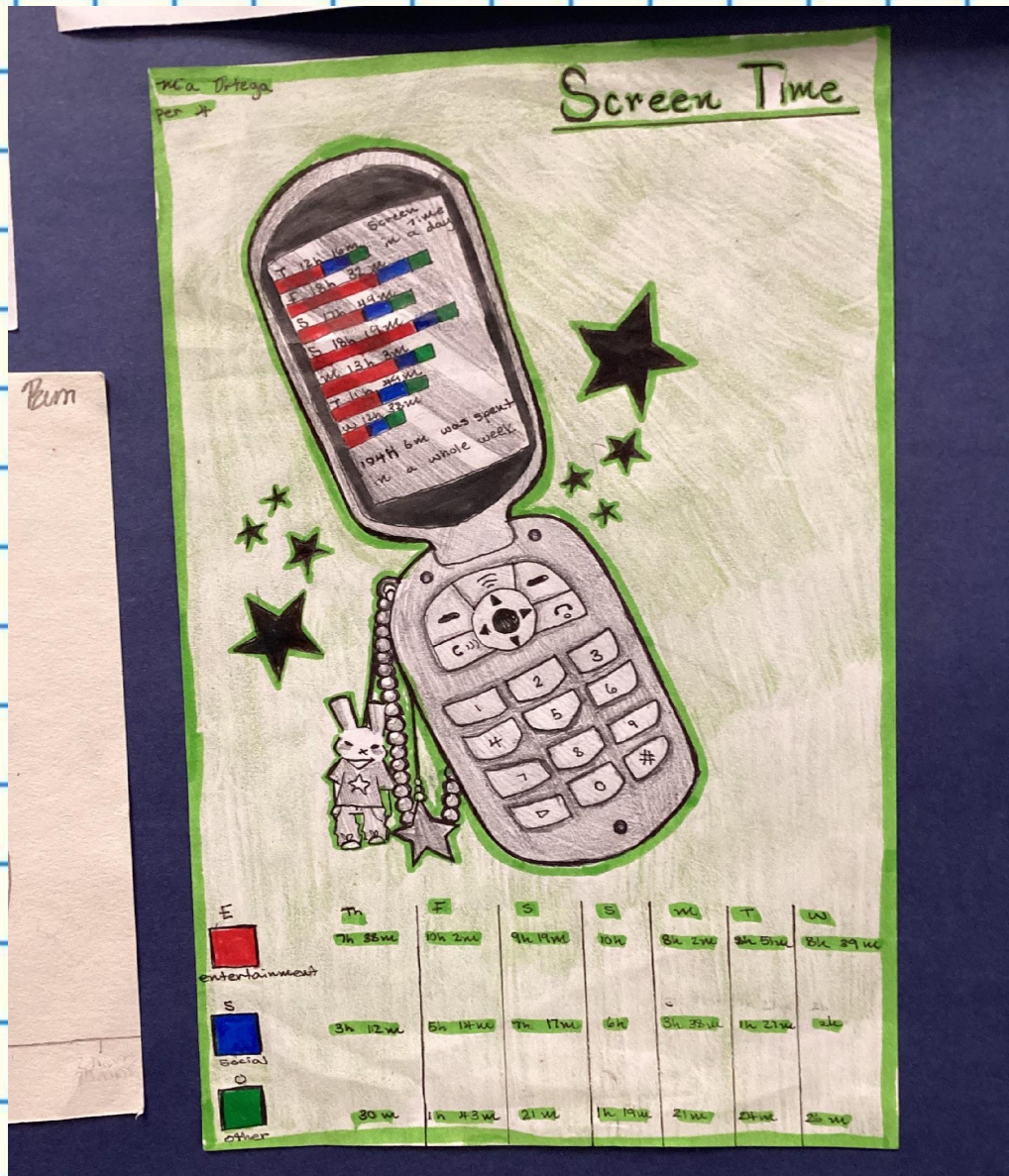
Shoes in my closet



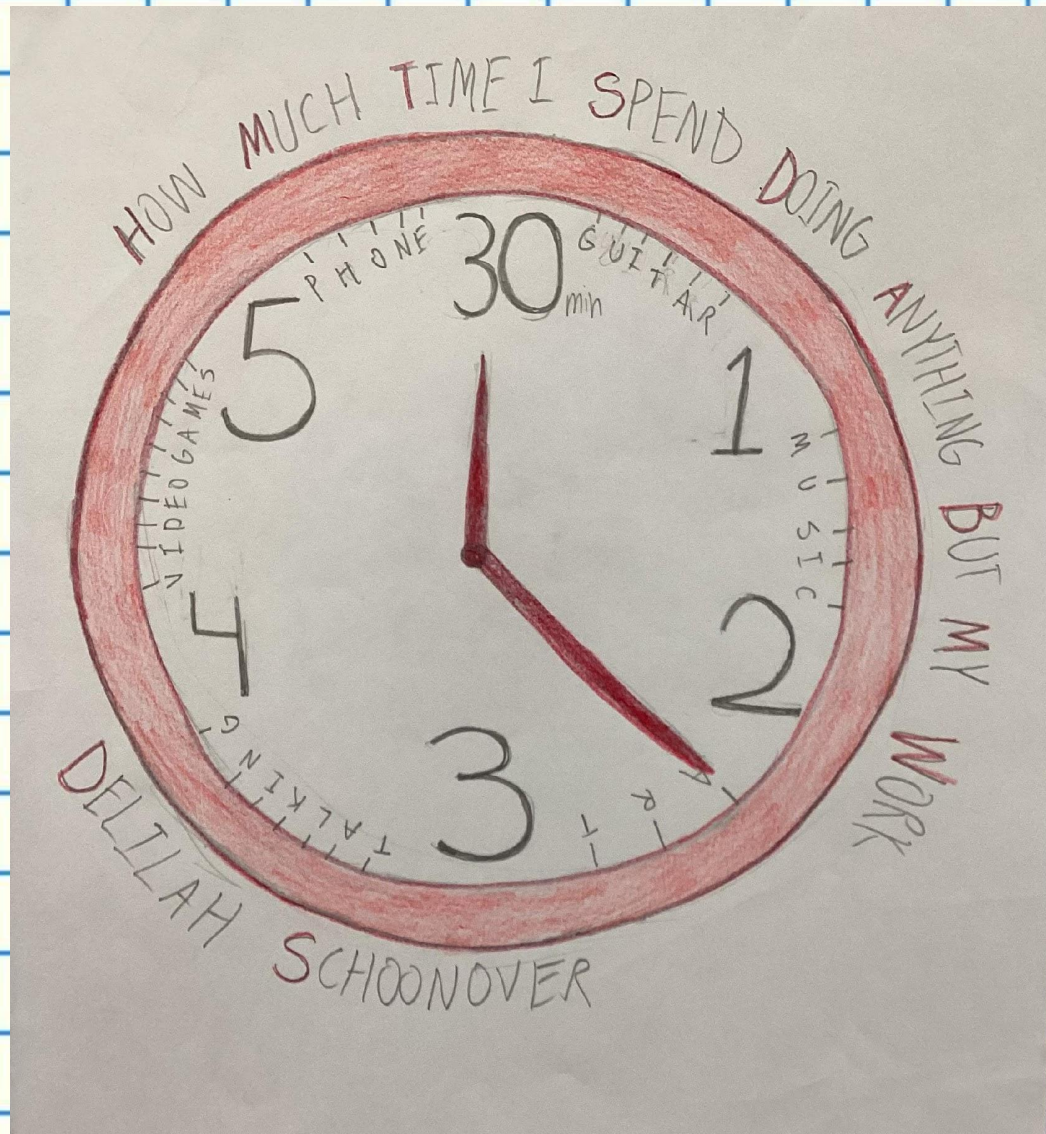
-  = Converse $\approx 50\%$ (8 pairs)
-  = Asics $\approx 7\%$ (1 pair)
-  = Vans $\approx 20\%$ (3 pairs)
-  = Jordans $\approx 7\%$ (1 pair)
-  = Flujos $\approx 7\%$ (1 pair)
-  = Vince Camuto $\approx 7\%$ (1 pair)

Each color represents a different brand of shoes. Each percentage isn't 100% exact, just estimated.

Student Examples

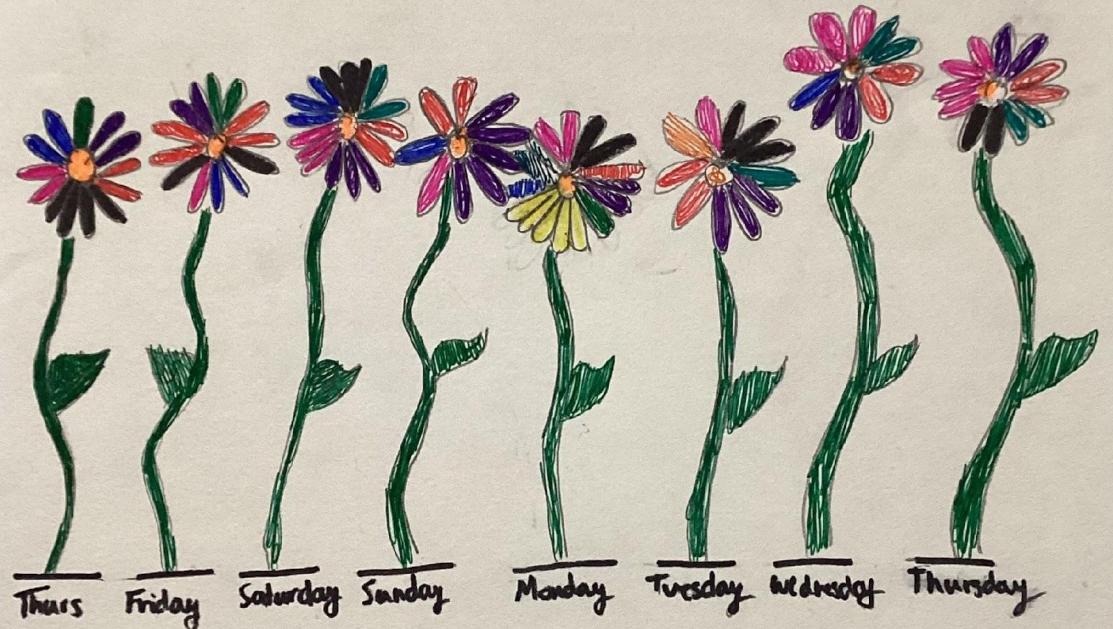


Student Examples



Taylor Swift

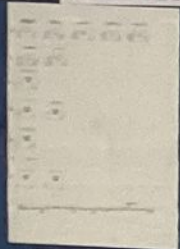
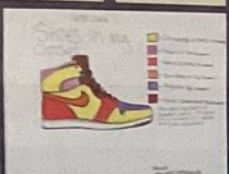
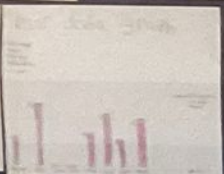
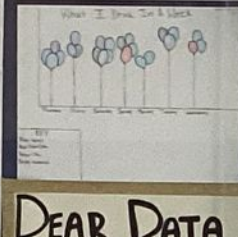
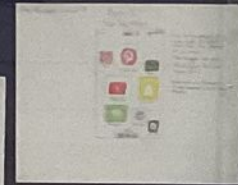
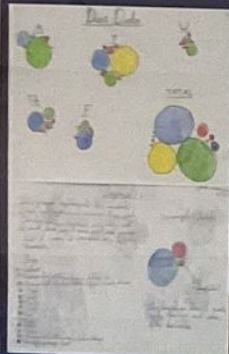
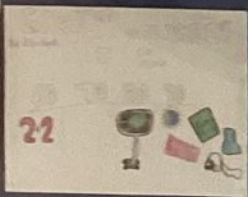
ALBUMS IN FLOWERS




Different colors = Albums Which Album do I listen to most?

- Debut (Taylor Swift)
- Fearless
- Speak Now
- Red
- 1989
- Reputation
- Lover
- Evermore
- Folklore
- Midnights

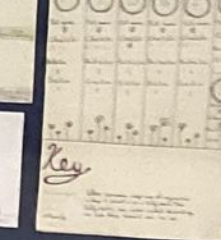
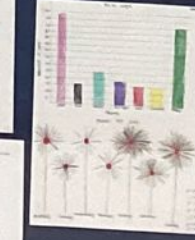
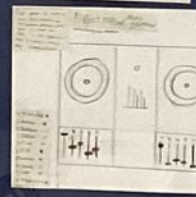
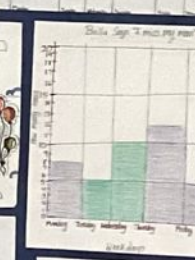
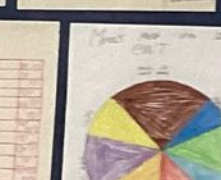
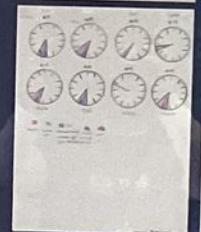
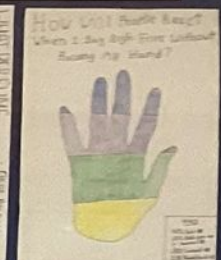
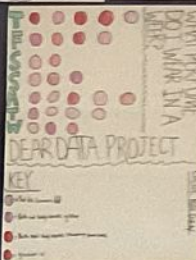
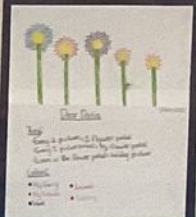
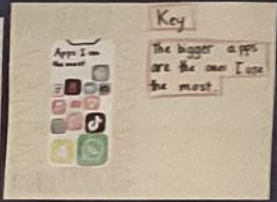
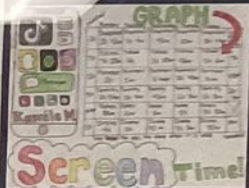
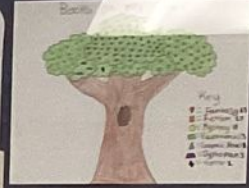
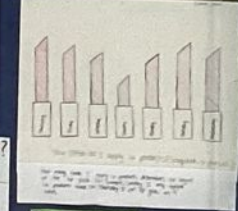
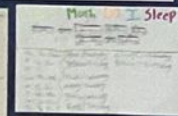
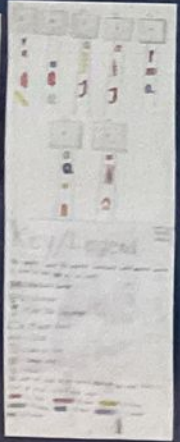
Each petal is how many times I listened to a particular album.
The stems don't mean Debut.



DEAR DATA
8th Grade Science



Statistical information can be artistic and reveal hidden patterns in the smallest details of our lives.



Gallery Walk follow-up class activity

Download
and print

Dear Data Gallery Walk Questions

Examine other Dear Data projects around the room and make the following observations:

1. Which graph is artistically interesting?
Graph title: _____ Reason: _____
2. What is a pattern or a habit you can notice in one of the graphs?
Graph title: _____ Pattern: _____
3. Write three things you have learned about your classmates.
Graph title: _____ What I've learned: _____
Graph title: _____ What I've learned: _____
Graph title: _____ What I've learned: _____
4. One question I have about a graph is:
Graph title: _____ Question: _____

Extension Resources

<https://slowrevealgraphs.com/>

<https://www.nytimes.com/column/whats-going-on-in-this-graph>

slow reveal
Graphs

Slow Reveal Graphs

- An Instructional Routine to Promote Sensemaking about Data -

☰ 🔍 WHAT'S GOING ON IN THIS GRAPH? **The New York Times**

THE LEARNING NETWORK

What's Going On in This Graph?

Graphs, maps and charts from The Times — and an invitation to students to discuss them live.

1.9 trillion gallons of water
Amount consumed within the Colorado River basin in a typical year

Residential 20%
Commercial and industrial 45%
Thermoelectric power 35%

Over 75 New York Times Graphs for Students to Analyze

A new collection of graphs, maps and charts organized by topic and type from our "What's Going On in This Graph?" feature.

July 28, 2023 • By THE LEARNING NETWORK