



Learning Project 3 Understanding Maps and Pictures

Inquiry Activity 3-4: Using Text and Pictures

In the last two Inquiry Activities in this Learning Project, the text and the passage complement each other.



It might be useful to point out that such short passages usually state verbally what the visual depicts. Test takers can study one and skim the other.

(Note: Italicized portions should be directed to the students.)

1. Identifying the Problem (Items 5 & 11 Science PA)

Look over the passage and the picture.

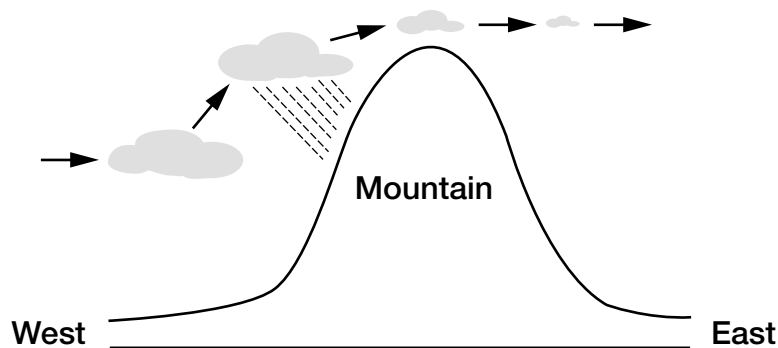
Where have you read passages like this before?

What does the picture look like to you? Think about what you see.

What will you have to do to be successful in this Activity?

Put down your thoughts, or share them with your partner.

- As a moist air mass begins to ascend one side of a mountain, the cooler, high altitudes cause the water vapor to condense and fall onto the mountain in the form of rain, hail, or snow. After the condensation occurs, the now-dry air mass continues across the mountain.



A certain mountain range runs from north to south across a continent. At this location, the winds always blow from the west to the east. Based on the process described above, which represents the BEST description of the location involved?

- much vegetation on the west side of the mountain range and dry conditions on the east side
- desert on both sides of the mountain range
- a large lake on the east side of the mountain range
- tropical conditions in the northern part of the continent
- desert conditions on the west side of the mountain range and lush forests on the east side



*What words or symbols might be important to understand in order to answer the questions? What are they telling you?
Is there anything on the picture or in the passage you do not understand?*

2. Becoming Familiar with the Problem

Look at the problem and ask yourself questions like the following. You should pay attention to which ones are helpful to you, so you can use them again.

What information in the picture do you know from previous experience or reading?

Do pictures like this attract your attention?

Now, read the questions. What are you being asked to find out?

3. Planning, Assigning, and Performing Tasks


Planning: *You may decide to work alone, in pairs, or in a group to do this Activity.*

Assigning: *Decide who will read the passage, and who will lead the discussion of what the picture is about.*

Doing the Work: *As you read the passage, consider these strategies:*

Clarify: *Find and mark any words you might not know. See if the picture gives enough information to clarify the meaning of the words. If not, find the meaning by asking someone or looking it up.*

The climate-related text of the first part of the passage may need some clarification. Some of your learners may need to be led to an understanding of the relationship between rainfall and lush vegetation. In this particular problem, the picture clarifies the text.

 As is sometimes the case, the test-taker can look at the picture, figure out what the picture is showing, and answer the question correctly without reading the explanatory text above it.

Analyze: *Remind yourself what the question is asking you to do.*

Read each answer and decide whether the information in the answer is:

- *Not shown in the picture*
- *The opposite of what is shown in the picture*
- *Not accurate*

You may wish to use the graphic organizer presented in Learning Project 2–3 to categorize the information in the picture.

What information does the picture provide that can answer the question for the problem?

Find your answer to the question.

The correct answer to question 5 is (1) much vegetation on the west side of the mountain range and dry conditions on the east side

Be able to defend your answer and the way you found it.

A further discussion could be led about the weather patterns caused by mountain ranges, such as those in the Denver/Boulder area (influenced by the Rocky Mountains) or Los Angeles (affected by the Coastal Range).

4. Sharing with Others.

Telling people what you know helps you understand the material better. Take this opportunity not only to share the knowledge, but also to learn it more completely.



Small groups: Compare your answer with others in the group. Discuss the answers you found, the methods you used to find the answers, the support for your answer in the passage, and the way the picture and passage work together.

Whole class: Share with the whole class the steps you used to answer the question. Take notes on any different ways of answering the question other groups gave.

5. Reflecting, Extending, Evaluating

Reflecting: Think about what you have learned.

Here are some questions to start your thinking about the experiences you just had. Thinking about what you have learned and experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what was learned.

1. How did looking at the picture help to clarify the information from the passage?
2. How do pictures help explain things when words become confusing?
3. What were your reasons for not choosing the answers you thought were wrong?



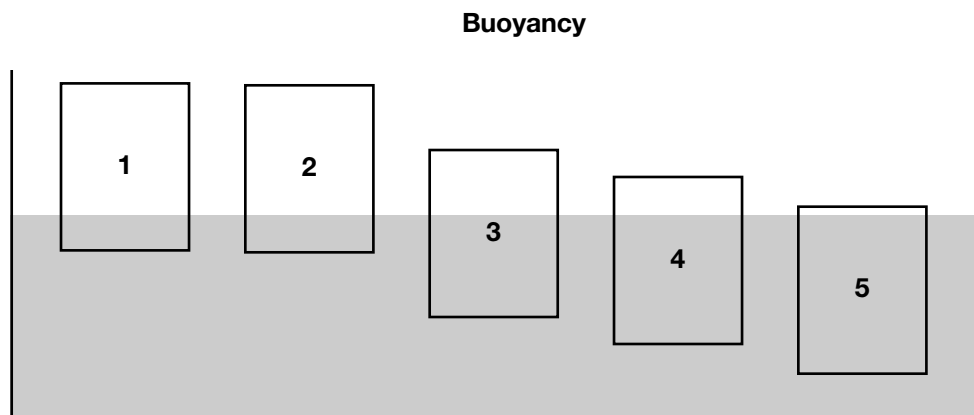
4. Did you need to read the passage to answer the question? What might this mean to you as a test-taker?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in this Inquiry Activity to other information or situations.

This extending activity uses Question 11 to build upon the strategies used in this IA.

11. The blocks in the figure below each float in water and are all the same size; each is constructed of a different substance. A block will float only if its weight is less than the weight of an equal volume of water that it displaces.



Which of the blocks shown above displaces the largest volume of water?

- (1) Block 1
- (2) Block 2
- (3) Block 3
- (4) Block 4
- (5) Block 5



1. *How is this problem like the problem in question five?*
2. *What do you need to understand in this picture to be able to get the correct answer?*

Again, the vocabulary in the brief passage is difficult, and the text itself is difficult for many to understand. One can, however, look at the picture and intuit the meaning of displace. As in the first problem in this IA, understanding from the picture is all that is necessary; one would not have to read and comprehend the text in the test-taker mode. It may be helpful to suggest that learners visualize the picture in three dimensions, or ask them what happens to the water when they step into the bathtub. (Eureka!) The correct answer is (5) Block 5.

3. *Is there information in the passage that is not shown in the picture?*



4. *What do your answers to questions 2 and 3 mean to you as a test taker?*
5. *What do you know about why and how things float?*
6. *What is another way to say “it displaces water?”*

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or did not benefit from the content and/or the methods presented in this IA.

1. *What parts of the activity worked best for you? Explain.*
2. *What parts did not work well for you? Explain.*
3. *What ideas in this Inquiry Activity will you use when taking the GED test? Why?*
4. *How does following this 5-Step format make you feel?*