Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

**observe**

Have students identify and note details.

Sample Questions:
- What do you notice first?
- What different kinds of information do you see on the chart?
- What numbers do you see?
- Describe the shape, using words and numbers.
- Identify the biggest and smallest sections.

**reflect**

Encourage students to generate and test hypotheses about the source

- What is the purpose of this chart?
- What is the larger story or context within which this chart was created?
- What information seems to be most important?
- What information seems to be least important or hidden?
- How else could this information be represented?

**question**

Have students ask questions to lead to more observations and reflections.

- What do you wonder about...
  - who?
  - what?
  - when?
  - where?
  - why?
  - how?

**further investigation**

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

- **Beginning**
  - Ask students to write a description of the chart, explaining its meaning and highlighting two important aspects of the chart using words and numbers.

- **Intermediate**
  - Speculate about what information may be missing from the chart, and how the chart would change if that information were included.

- **Advanced**
  - How might you recreate the chart to show a different point of view? Use the data from several related charts to create a new data representation, and explain what new inferences can be made from this representation. Connect both versions of the chart to a broader context.

For more tips on using primary sources, go to [http://www.loc.gov/teachers](http://www.loc.gov/teachers)