

# Graphic Sources

HW 1/10

- A **graphic source** shows or explains information in the text. Pictures, maps, charts, time lines, and diagrams are all graphic sources.

**Directions** Read the following chart and answer the questions below.

**Disasters and Their Causes**

Type of Disaster	Causes
flood	heavy rains, melting snow, ocean waves coming on shore
hurricane	low air pressure, energy obtained from contact with warm ocean water
wildfire	lightning, human accidents
winter storm	cold temperatures, moisture, winds

1. What tells you the topic of this graphic source?

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2. Which disaster is not directly related to water?

Checking the chart's second column shows that

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3. How are the four types of disasters arranged in this chart?

Studying the chart's first column shows that

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4. Which types of disasters are never caused by human beings?

Disasters not caused by people are

5. How would you alter this chart to add information about the effects of disasters?

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**Home Activity** Your child used a graphic source to analyze information about disasters. Together, use graphic sources you find in reference books or on the Internet to learn more about natural disasters.

## Graphic Sources

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**Directions** Study the following table. Then answer the questions below.

**Major Hurricanes, 1900–2000\***

Name/Date of Hurricane	Location	Category / Damage Description
unnamed (1935)	Florida	5 / catastrophic
Camille (1969)	Mississippi, Louisiana, Alabama, Virginia	5 / catastrophic
Andrew (1992)	Florida, Louisiana	5 / catastrophic
unnamed (1919)	Florida, Texas	4 / extreme

\*Hurricanes are rated in a range from a category 1 (minimal) to category 5 (catastrophic).

1. What does this table show?

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2. What term is used to describe the force of a category 5 hurricane?

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3. How many years passed between the most recent and the least recent category 5 hurricanes listed in the table?

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4. Why are all of the major hurricanes in the table either category 4 or 5?

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5. What other graphic source could effectively show this information? Explain.

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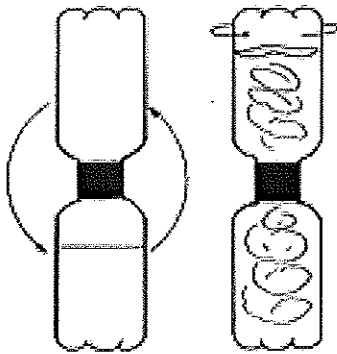
**Home Activity** Your child identified information from a graphic source. Work with him or her to identify other graphic sources in magazines. Together, take information from a magazine article and create a graph to show it.

Name \_\_\_\_\_

# Graphic Sources

- A **graphic source** shows or explains information in the text. Pictures, maps, charts, time lines, and diagrams are all graphic sources.
- As you read, use graphic sources to help you understand information. Compare information in the text with information in the graphic sources.

**Directions** Study the following text and diagram. Then answer the questions below.



**Materials needed:** 2-liter soda bottles, water, food coloring, duct tape

**How to create a tornado:** Fill one bottle with water and some food coloring. Connect the two bottles with duct tape. One tube will be upside down, the other right side up (see diagram). Turn the water-filled bottle to the top, twist the bottles, and watch the tornado move from top to bottom.

1. What are the materials needed to complete this activity?

\_\_\_\_\_

2. What is the first step in creating this tornado?

\_\_\_\_\_

3. What is another step in this activity?

\_\_\_\_\_

4. What is an example of how the diagram might help a person complete the activity?

\_\_\_\_\_

5. *On the back* On a separate sheet of paper, make a prediction about whether or not the experiment will work. List all the reasons you think it might work or not.

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**Home Activity** Your child used a graphic source along with text to obtain information. Together, read about and complete another science experiment that employs diagrams or other graphic sources.