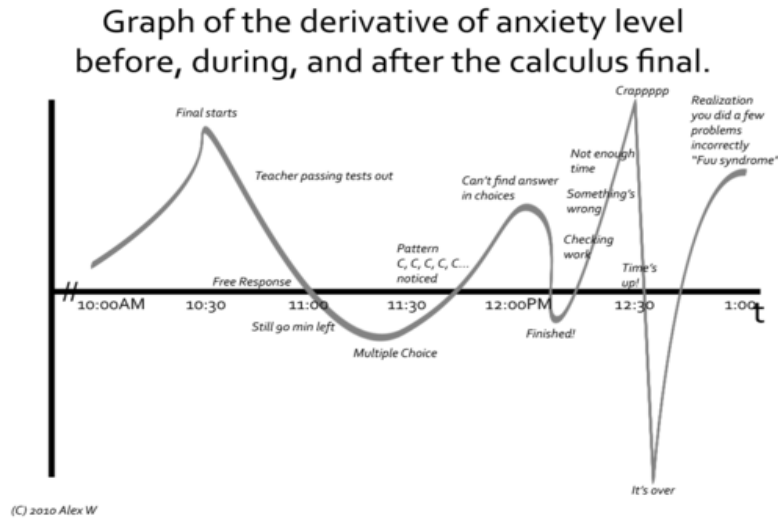


## OLYMPIADS SCHOOL/GRADE 9 AND 10 WRITING/HOMEWORK 14

This homework package includes exercises from *Independent Writing* (2<sup>nd</sup> edition) by Teresa D. O'Donnell and Judith L. Paiva. Complete Exercise 8 and 9. In addition, respond to the questions about an article from *The Globe and Mail*. But first, create a graph that represents your day so far or any activity in your life. The graph may resemble something like this:



Your graph:

### PREPARATION FOR WRITING: Using Facts and Statistics from Charts and Graphs

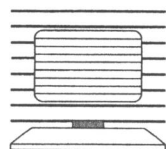
The first writing assignment later in this lesson will require you to compare two colleges using facts and statistics presented in different types of graphs and charts. To use such information, you must first

understand the graph or chart and then translate that information into verbal form for writing. To prepare for that, we'll do two exercises that will require you to write a paragraph using information from charts or graphs.

When using charts and graphs:

1. Find the title of the graph or chart to see what information is given.
2. See if there is a key on the graph; it will tell you what the dots, lines, and symbols mean.
3. On a bar or a line graph, look at the numbers along the bottom or side to see what variables are used.
4. Summarize the information on the graph or chart by translating the information into written form.
  - Express the main idea.
  - Support it with details from the chart.

### Exercise 7. Writing a Paragraph Using Information from a Pie Chart



A graph in the form of a circle is often called a pie chart. With a partner, look at the following pie chart and answer the questions that follow it.

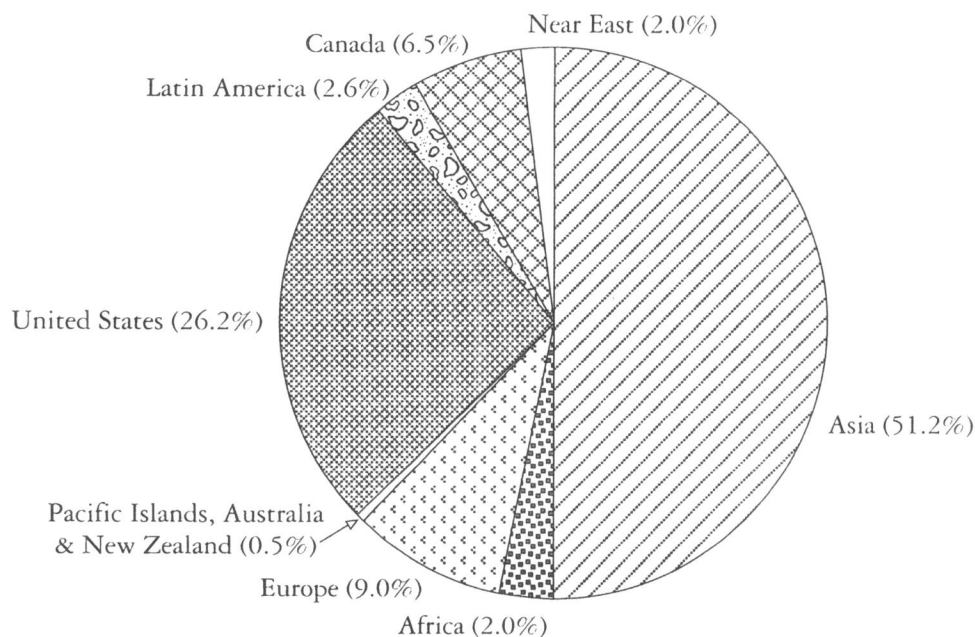
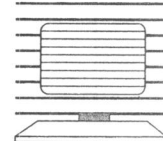


Figure 4.1  
TOEFL Registrations by Region—1990-1991  
Reprinted by permission of Educational Testing Service.

### Exercise 8



1. What is the title? (TOEFL is an acronym for "Test of English as a Foreign Language.")

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2. What is compared?

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3. What conclusions can you draw from the graph? In what region do the most TOEFL registrations occur? The fewest?

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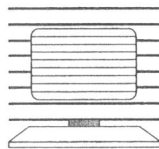
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After you have drawn conclusions from the graph, write a paragraph titled, "Worldwide TOEFL Registrations." Write a topic sentence and then use the following details in addition to figures from the graph. Where will you include the information from the graph?

*Be sure to start your paragraph with a topic sentence!*

- About 3,000 educational institutions in the United States, Canada, and other English-speaking countries require TOEFL scores.
- Tests are now given at more than 1,200 centers in 170 countries.
- More than 670,000 candidates took the TOEFL in 1990-91.

### Exercise 8. Writing a Paragraph Using Information from Bar and Line Graphs



Working with a partner, look at the following perpendicular bar graph and answer the questions.

mation into ver-  
ercises that will  
arts or graphs.

ation is given.  
the dots, lines,

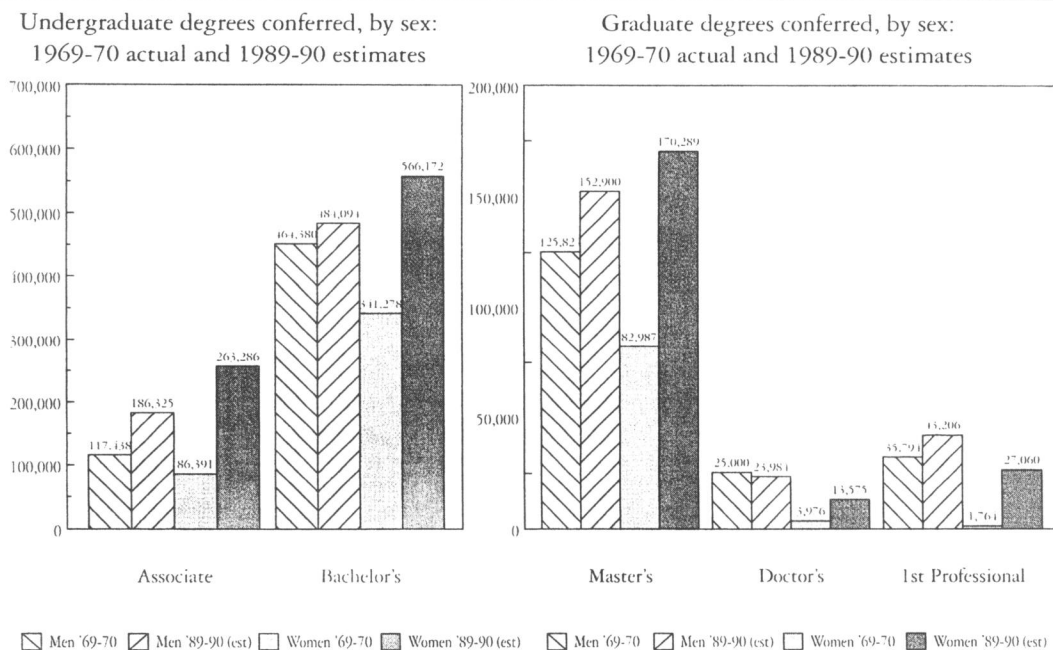
g the bottom or

translating the

ion from a

With a partner,  
at follow it.

(51.2%)



Source: *Early Estimates, National Higher Education Statistics: Fall 1990*, published by the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education

Figure 4.2  
Charting the Course

1. What is compared in each graph?

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2. What do the numbers at the left of each graph represent?

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3. What do the lines and the shaded areas in the rectangles represent?

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4. What conclusions can you draw from these graphs? (draw at least five, and more if you can)

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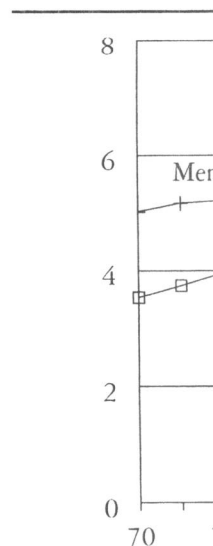
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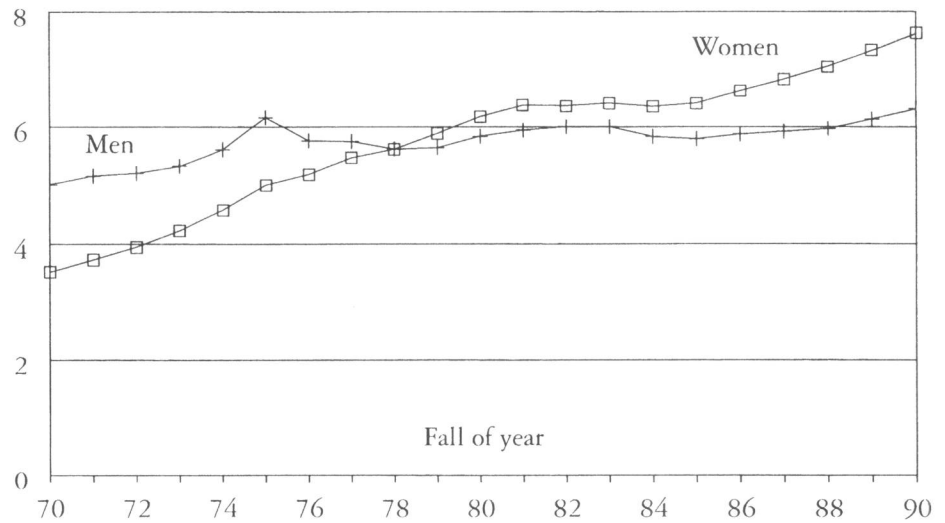
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Source: *Early Estimates, National Higher Education Statistics: Fall 1990*, published by the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education

Fi  
En

Now look at the following line graph and answer the questions.



Men 5.04      5.62      5.64      6.03      5.88      6.32  
 Women 3.54      4.60      5.62      6.39      6.62      7.63

Enrollment in millions

Source: *Early Estimates, National Higher Education Statistics: Fall 1990*, published by the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education

**Figure 4.3**  
 Enrollments in Institutions of Higher Education by Sex

1. What is compared in this line graph?

2. What do the numbers at the left of the graph represent?

3. What do the numbers across the bottom of the graph represent?

4. What do the numbers below the graph represent?

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5. What conclusions can you draw from this graph? (draw at least two, and more if you can)

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6. Why is a line graph effective in presenting this information?

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**Write a paragraph:** Using conclusions drawn from the graphs, write a paragraph comparing and contrasting the enrollment of men and women in institutions of higher education in the United States from 1969-1990. Support your conclusions with details (facts and figures) from the graphs.

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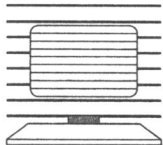


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### Exercise 9. Writing a Paragraph Using Information from a Horizontal Bar Graph



With a partner look at the horizontal bar graph on the following page and answer the questions.

D	
Prof	
Ba	
A	
Vo	
Some college, no	
High school gradu	
Not a high school g	
Note: There were not	
mean monthly earnin	
Source: <i>What's It Wor</i>	
U.S. Bureau of the Co	

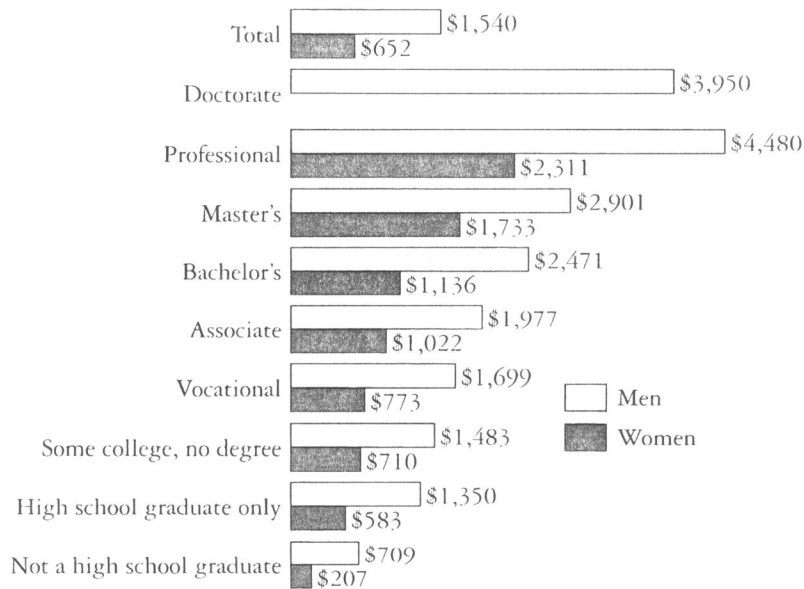
Fig  
Edu

1

2

3

Average Monthly Income  
By Educational Attainment, 1987



Note: There were not enough women with Ph.D. degrees in the survey to list their mean monthly earnings

Source: *What's It Worth? Educational Background and Economic Status: Spring 1987*

U.S. Bureau of the Census

Figure 4.4  
Educational Background and Economic Status

1. What is compared in this horizontal bar graph?

\_\_\_\_\_

\_\_\_\_\_

2. What do the dollar amounts to the right of each bar represent?

\_\_\_\_\_

\_\_\_\_\_

3. What two major conclusions can you draw from this graph?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## MEDIA LITERACY/READING COMPREHENSION

Read the following article and respond to the questions that follow.

# Where the kids are: How indigenous children are over-represented in foster care

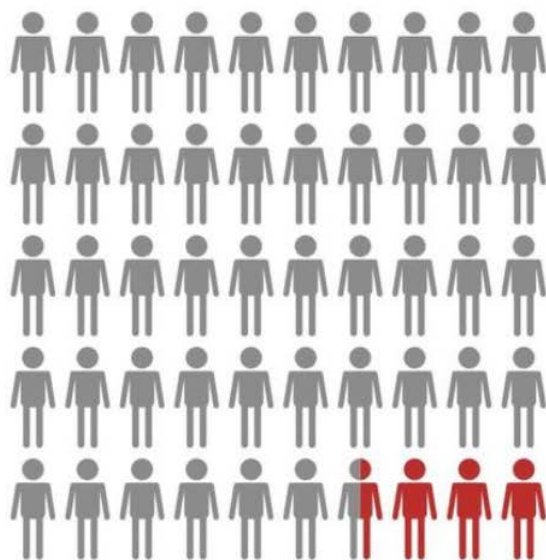
MURAT YÜKSELİR AND EVAN ANNETT

PUBLISHED APRIL 13, 2016

UPDATED NOVEMBER 12, 2017

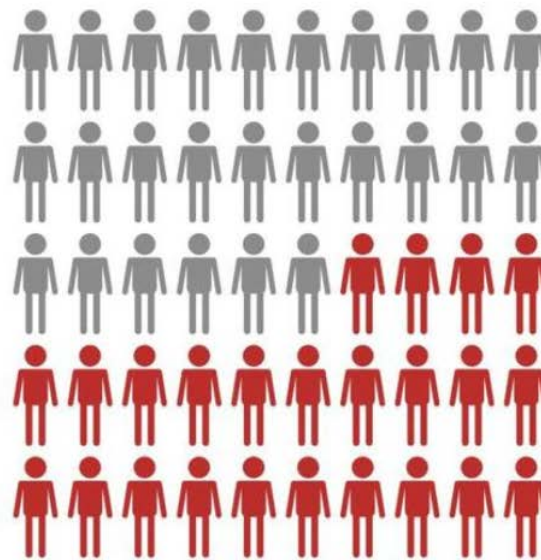
Aboriginal children make up a disproportionate number of kids in foster care, according to a [new Statistics Canada report](#) issued Wednesday that paints a complex picture of indigenous family life across the country.

**Aboriginal children 14 and under represented 7% of all children in Canada in 2011**



MURAT YÜKSELİR/THE GLOBE AND MAIL  
SOURCE: STATISTICS CANADA

**Yet they accounted for 48% of all foster children in the country**

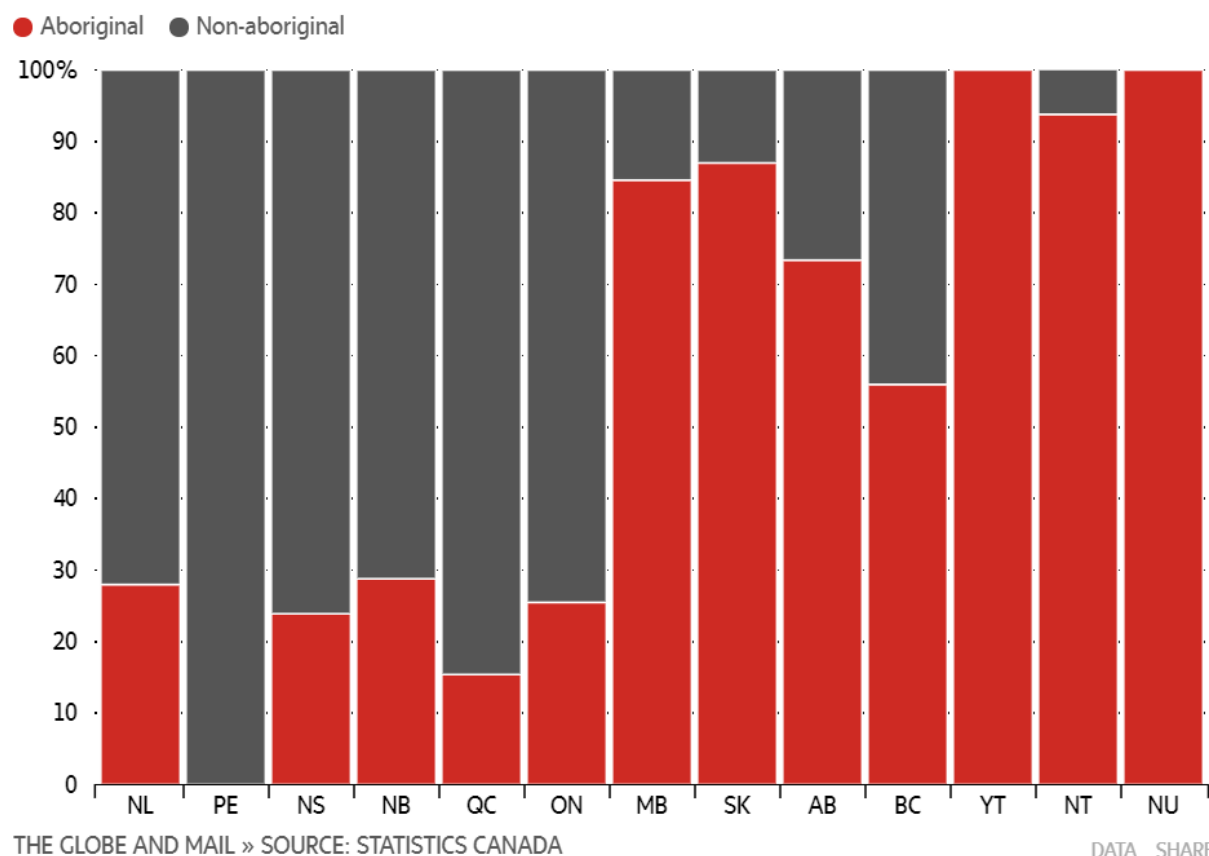


 = 2 children



In 2011, there were about 14,200 aboriginal children in foster care. Of those, fewer than half – about 44 per cent – lived with at least one foster parent who identified as aboriginal. Among provinces, New Brunswick and Newfoundland and Labrador had the highest percentage of aboriginal children paired with aboriginal parents – 70 per cent – while Alberta had the lowest – 29 per cent. Provinces with a higher proportion of aboriginal children overall also had more aboriginal kids in foster care.

### Proportion of aboriginal and non-aboriginal children among children in foster care, provinces and territories, 2011



Reducing the number of aboriginal children in care was a key plank of last year's report by the Truth and Reconciliation Commission on residential schools, which identified the disruptive effect of colonialism, poverty and loss of culture on the makeup of indigenous families. Services and policies vary from province to province, and the TRC report recommended steps toward national standards for child-welfare legislation. Many First Nations have pressed Ottawa to give them control over their own services.

In January, the Canadian Human Rights Tribunal ruled that the federal government discriminated against First Nations children by underfunding welfare services on reserves, resulting in thousands of children being needlessly separated from their families. Ottawa decided not to appeal the ruling.

## QUESTIONS

1. What are the writers' purpose?

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2. How does the first info-graph support the writers' purpose? Discuss the graph's function, layout, colour scheme, font, words, and any other significant component after visiting the original webpage:

<https://www.theglobeandmail.com/news/national/indigenous-kids-made-up-almost-half-of-canadian-foster-children-in-2011statscan/article29616843/>

[illegible]

3. Once again, visit the original webpage, but this time analyze the second graph. How does it support the writers' purpose? Discuss the second graph's interactive function, its layout, its colour scheme, font, and wording.

[illegible]

**THE END**