

## OLYMPIADS SCHOOL - SAT PREP - HOMEWORK 10

NAME (FIRST AND LAST): \_\_\_\_\_ GRADE: \_\_\_\_\_

### From the College Board study guide

#### Analyzing Quantitative Information

You'll find one or more informational graphics — tables, graphs, charts, and the like — accompanying one of the history/social studies passages and also one of the science passages on the test. There'll be questions about those graphics as well. These questions fall into three general kinds (although the first two are fairly similar):

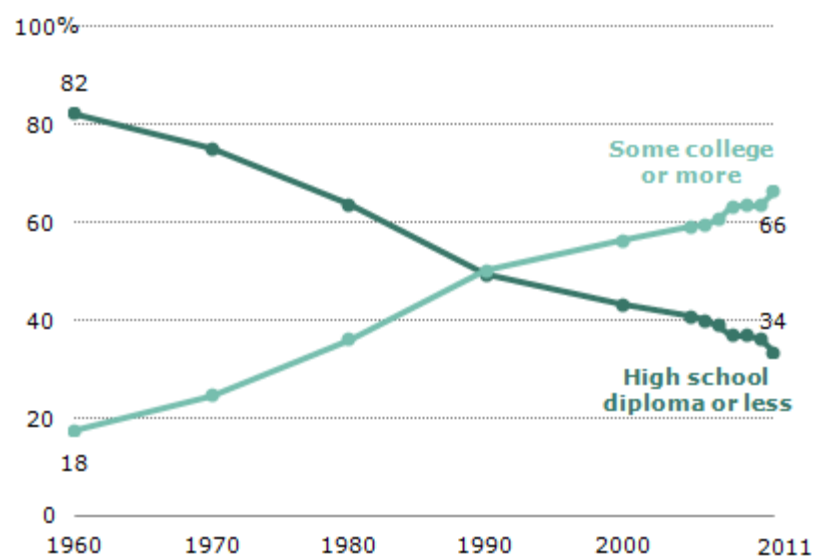
- Questions that ask you to locate information in one or more informational graphics
- Questions that ask you to draw reasonable conclusions from data presented in one or more graphics
- Questions that ask you to connect the information displayed in one or more graphics with the information in the accompanying passage

The main difference between the first two types is simply in how explicit the information is. Sometimes we'll ask you to just locate a particular piece of information; in other cases, you'll need to interpret the data to make a reasonable inference. (This difference is analogous to the stated-implied distinction we talked about previously.) The third type of question, on the other hand, will require you to understand both the passage and the graphic(s) and to integrate the information found in each.

### Instructions

1. Analyze the graphs from the article, "How Motherhood Is Changing Dramatically—11 Graphs" (*The Atlantic*). Using the space provided below each graph, discuss any interesting trend that you notice.
2. After discussing the trends, read the article by visiting this link:  
**<http://www.theatlantic.com/business/archive/2013/05/how-motherhood-is-changing-dramatically-in-11-graphs/275778/>**
3. On page 13, write a brief paragraph about any conclusion(s) you wish to form by analyzing the graphs collectively. In addition, write a brief reflection about any interesting similarities or differences between your interpretation of the graphs and the discussion in the article.

### Share of Mothers with Infants by Educational Attainment, 1960-2011



Note: "Mothers with infants" are women ages 15 to 44 with their own child younger than age 1 in their household.

Source: Pew Research Center analysis of 2005-2011 American Community Surveys (1% IPUMS) and 1960-2000 decennial censuses (1% IPUMS)

PEW RESEARCH CENTER

Your interpretation:

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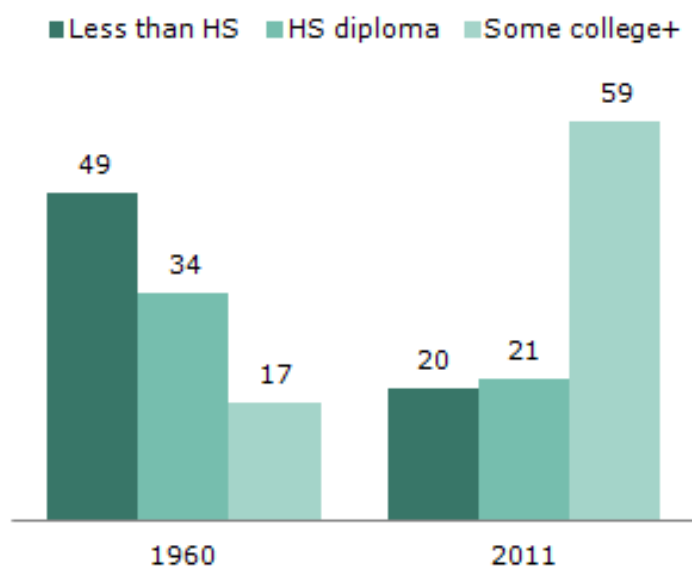
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Please write complete sentences.

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## Educational Attainment of Women in 1960 and 2011

*% among women ages 15 to 44*



Source: Pew Research Center analysis of 2011 American Community Survey (1% IPUMS) and 1960 Decennial Census (1% IPUMS)

PEW RESEARCH CENTER

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Your interpretation:

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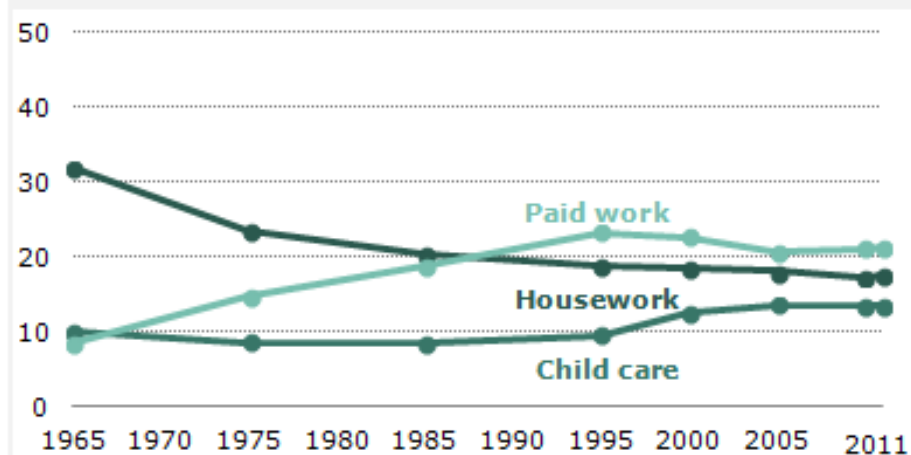
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Please write complete sentences.

## Mothers' Work Time at Work and at Home, 1965-2011

*Hours per week*



Note: Based on adults ages 18-64 with own child(ren) under age 18 living in the household.

Source: 1965-2000 data from various earlytime use surveys (Bianchi, et al. 2006). 2003-2011 data from the American Time Use Survey.

PEW RESEARCH CENTER

Your interpretation:

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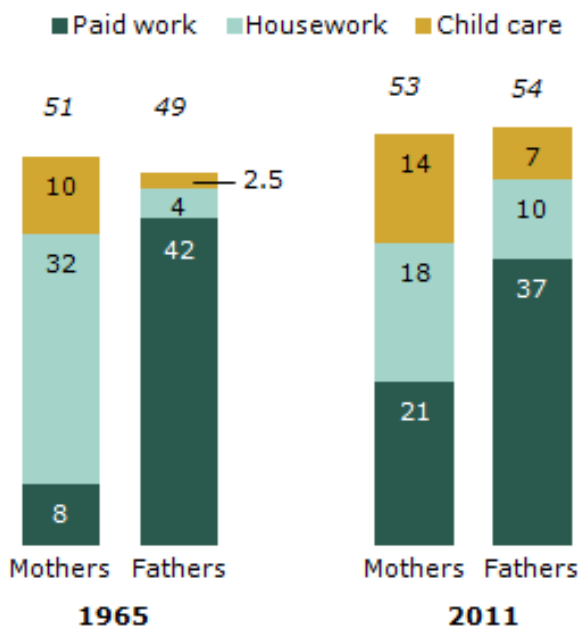


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Please write complete sentences.

## Moms and Dads, 1965-2011: Roles Converge, but Gaps Remain

*Average number of hours per week spent on ...*



Note: Based on adults ages 18-64 with own child(ren) under age 18 living in the household. Total figures (at the top of each bar) may not add to component parts due to rounding.

Source: 1965 data from Table 5A.1-2 in Bianchi, et al. (2006). 2011 data from Pew Research analysis of the American Time Use Survey.

PEW RESEARCH CENTER

Your interpretation:

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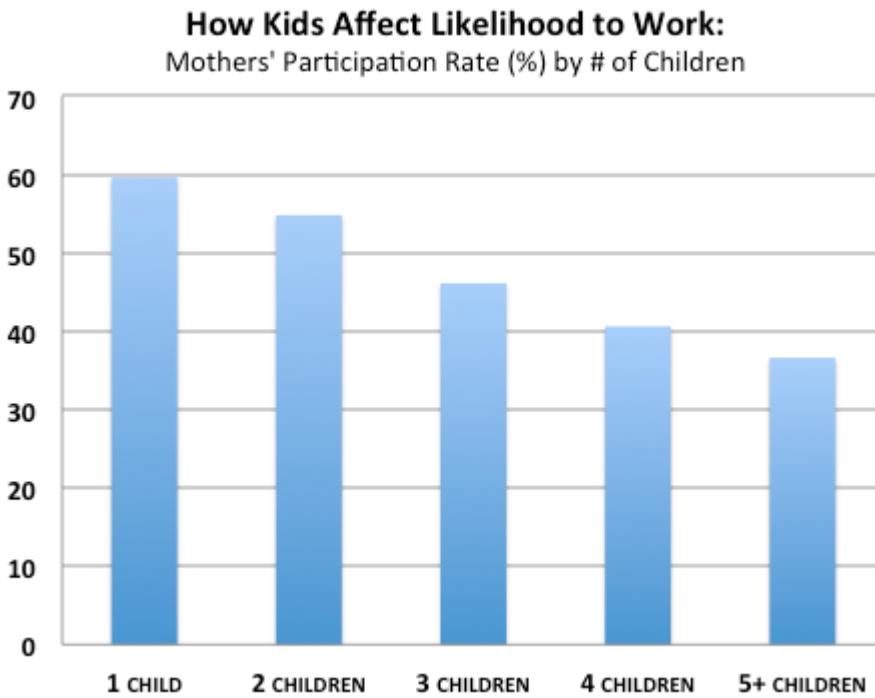


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Please write complete sentences.



Your interpretation:

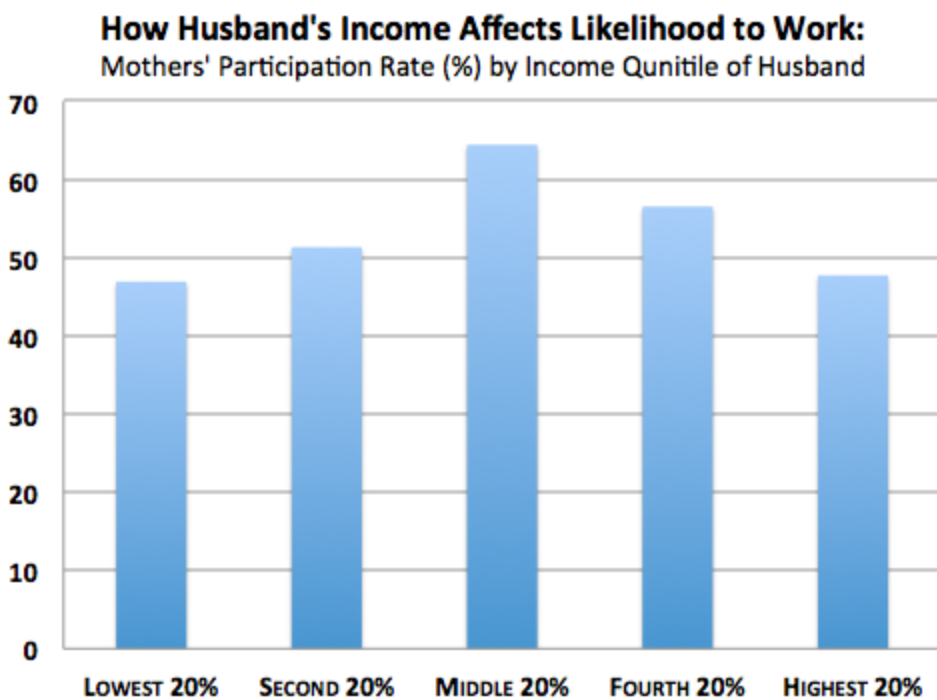
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Please write complete sentences.



Your interpretation:

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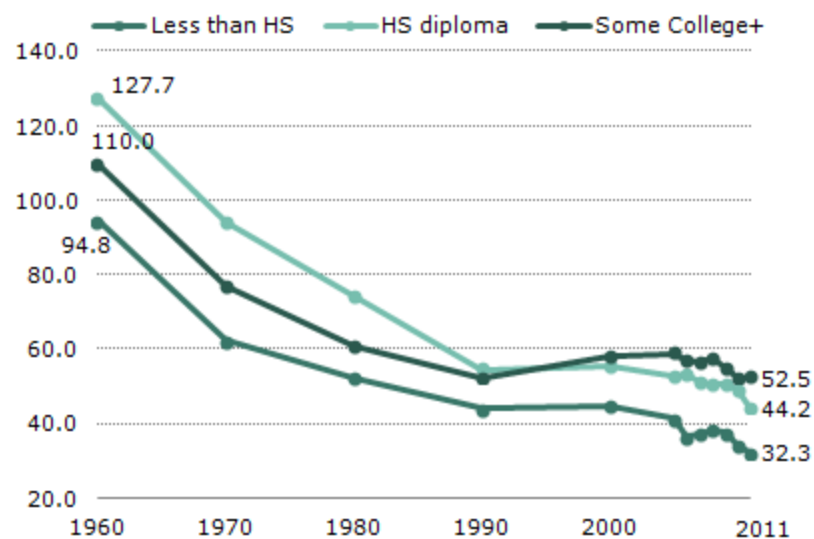
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Please write complete sentences.

## Birth Rates by Educational Attainment, 1960-2011

Number of mothers of infants (per 1,000 women ages 15 to 44)



Note: Birth rate is defined here as the number of women ages 15 to 44 with their own child younger than 1 in the household, per 1,000 women ages 15 to 44.

Source: Pew Research Center analysis of 2005-2011 American Community Surveys (1% IPUMS) and 1960-2000 decennial censuses (1% IPUMS)

PEW RESEARCH CENTER

Your interpretation:

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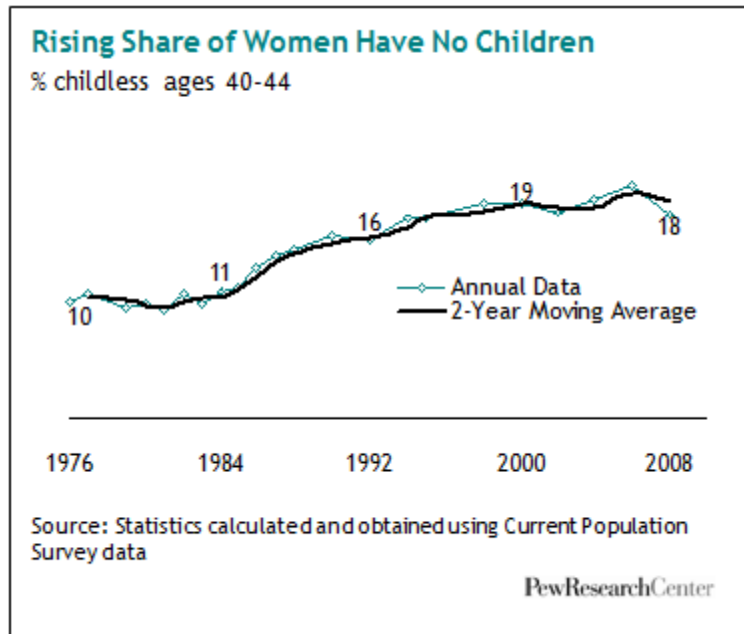
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Please write complete sentences.





Your interpretation:

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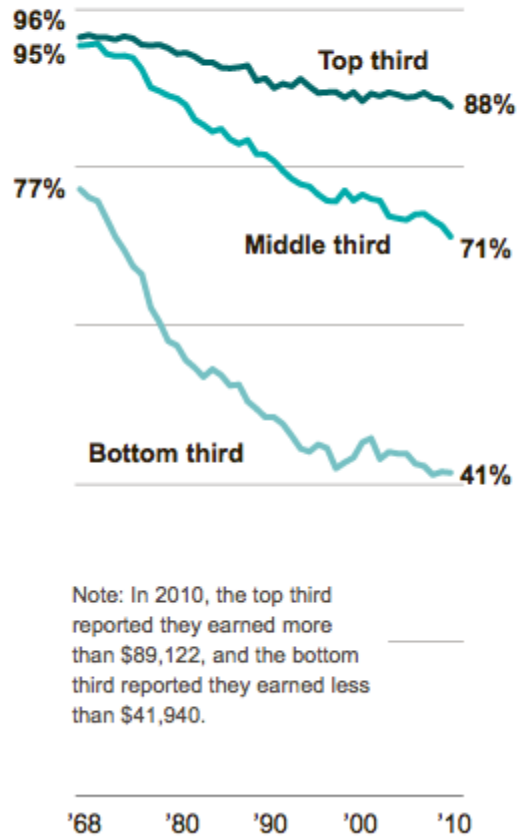
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Please write complete sentences.

**Percentage of households in each income group with married parents**



Your interpretation:

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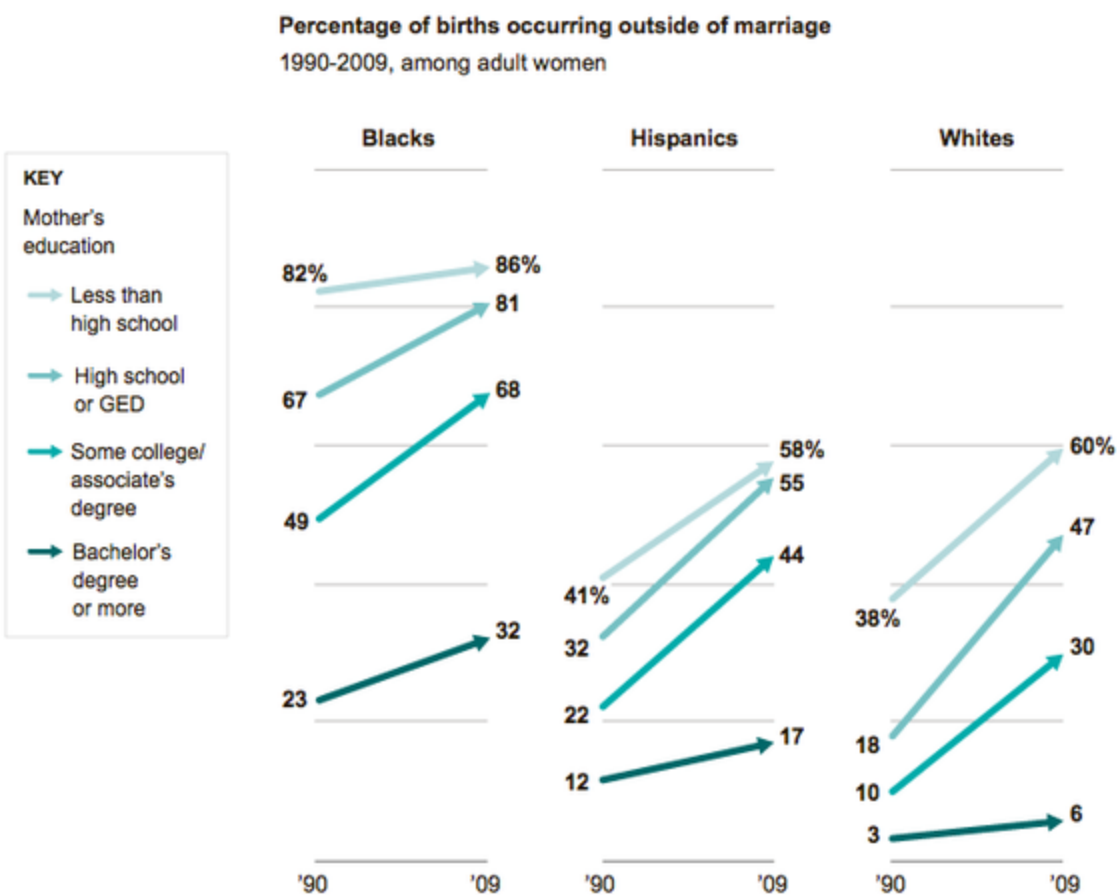


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Please write complete sentences.



Your interpretation:

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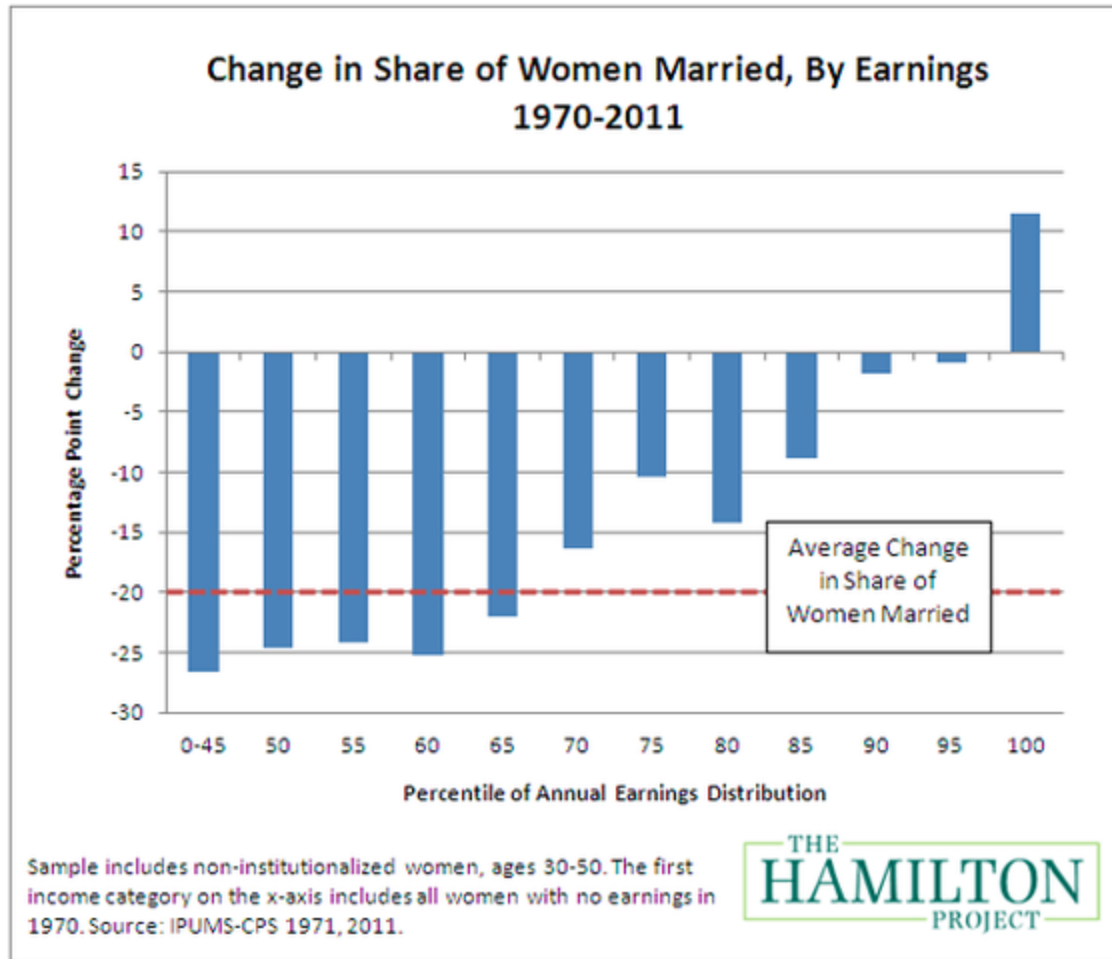


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Please write complete sentences.



Your interpretation:

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Please write complete sentences.

Having studied the 11 graphs, what conclusion(s) can you make?

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### REFLECTION

Go to the web link below and read the online article, “How Motherhood Is Changing Dramatically—11 Graphs.” Are there interesting similarities between your interpretation of the graphs and the discussion in the article? Are there interesting differences?

<http://www.theatlantic.com/business/archive/2013/05/how-motherhood-is-changing-dramatically-in-11-graphs/275778/>

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**THE END**