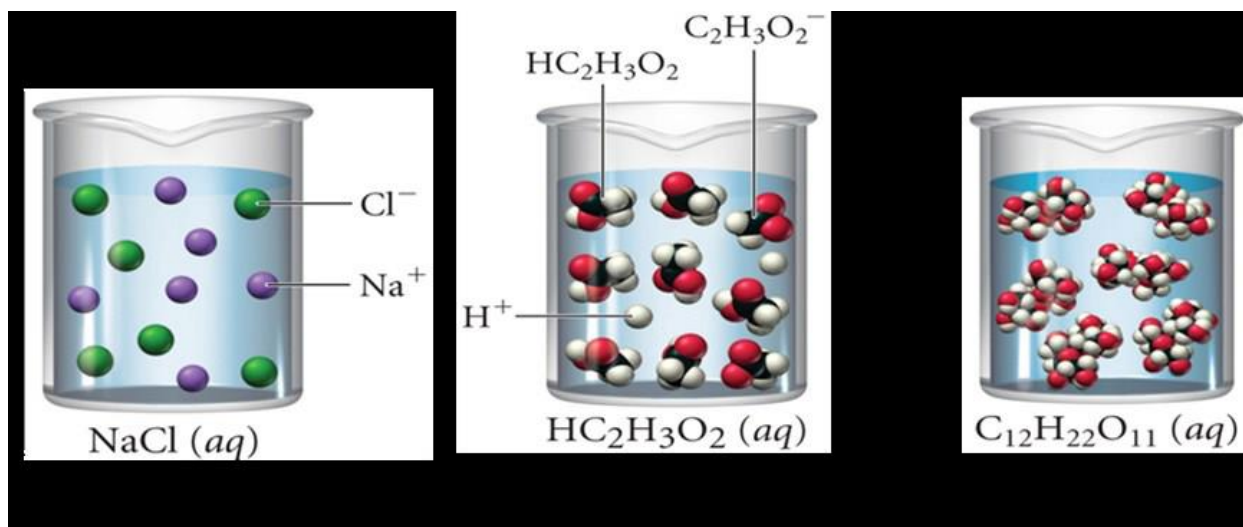


## Title: Learning to Read the Diagrams

**Goals:** To recognize that the non-text portions of a textbook are important features and contain useful information.

**Description:** Design a worksheet where students must use a diagram (drawing, graph, comic, map, etc.) to answer questions.

**Example:** In a chemistry class, the concept of electrolytes is introduced using diagrams. Students are asked to describe how to differentiate between a strong electrolyte, a weak electrolyte, and a nonelectrolyte based solely on what they observe in the following diagram.



**Participant Level:** WC, GR, P, I

**Prep Time:** S, M

**Class Time:** S

**When:** A

**Submitted by:**

**Dr. Virginia Miller**  
**Montgomery College**

### Code Legend:

Participant Level: **WC** (Whole Class); **GR** (Groups); **P** (Pairs); **I** (Individual Students)

Prep / Class / Results Analysis Time: **S** (Short); **M** (Medium); **L** (Long)

When to Use During Semester: **B** (Beginning); **M** (Middle); **E** (End); **A** (Any time)