
Human Graph Activity Teacher Instructions

Materials and Preparation:

- Put up signs across the front of the room saying “Strongly Agree,” “Somewhat Agree,” “Undecided,” “Somewhat Disagree,” and “Strongly Disagree.”

1. Tell students that they are going to construct and interpret a human graph. Point out the signs you have placed across the front of the room. Ask for six to ten volunteers to serve on the human graph at the front of the room. When they have come to the front of the room, explain that they will be standing in front of one of the signs to show their response to a series of statements that you will read. The volunteers on the line will not speak; instead, the remainder of the students will interpret the graph they have created. Make sure students understand the directions.

2. Begin by reading the first statement below and asking the volunteers to choose where they will stand (no standing between the signs!). Then ask seated students to interpret the graph. Stimulate discussion by asking such questions as:

- How would you summarize our class response to this statement?
- Why do you think so few students chose to stand in front of the ____ sign?
- Why do you think so many students chose to stand in front of the _____ sign?

Allow students to “change their mind” if they wish by moving their position during the discussion. Follow the same pattern with some or all of the remaining statements.

NOTE: This activity can also be done with the entire group along the line. When the whole class is the graph, ask questions of different members about why they chose to stand where they stood.

NOTE: The statements might elicit different responses and reactions depending on students' backgrounds and experiences. Some might lead to discussion; others might not. That's okay. It is valuable to do this activity early in the year and repeat it toward the end of a school year to allow students to reflect on how their thinking might have changed as a group. Statements that may not elicit much response at the beginning of the year might prompt a richer discussion when students return to them a second time.

STATEMENTS FOR THE HUMAN GRAPH ACTIVITY

- The government should protect the rights and freedoms of all citizens.
- The government should protect the rights and freedoms of all people, regardless of citizenship status.
- It is the responsibility of all Americans to protect the rights and freedoms of all citizens.
- It is the responsibility of all people to protect the rights and freedoms of others, regardless of citizenship status.
- Protecting our democracy is important.
- Not everyone has the power to protect our democracy.
- Democracy is the best form of government.
- If people want to be treated equally, they need to follow the rules established by our government.
- All humans have basic rights, wherever they live and under whatever system of government.
- All humans living in the United States have the right to fully participate in our democracy.

3. Have students return to their seats. Ask them to turn to a neighbor and discuss the following questions: Which statement do they think best describes how things are? Which statement is closest to what they believe? Debrief answers as a large group.

NOTE: For more information about Human Graph activities like this one, consult [this resource](#) from California State University.