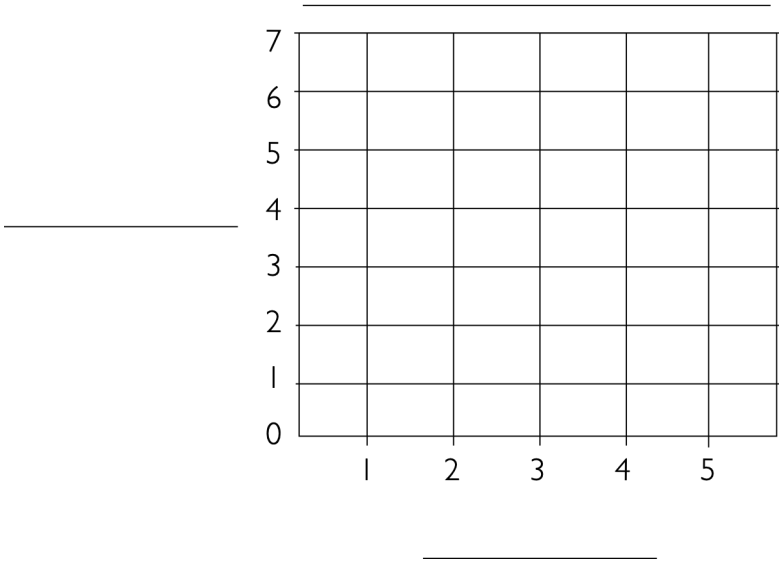
Chapter 5: Position

1. Using the data set below, draw a line chart to show how many flowers Serena's rose bush grew over time.

Flowers on Serena's Rose Bush	
Week	**Number of Roses**
Week 1	0
Week 2	1
Week 3	3
Week 4	5
Week 5	6

   a. Don't forget to add titles for the graph, the x-axis, and the y-axis.
   b. Make sure that you draw a point for each data point, and connect the points with a line.
   c. How is Serena's rose bush doing? Is it easier to understand by looking at the table or the visualization?

   d. How many roses do you think she had after 3½ weeks? Why?



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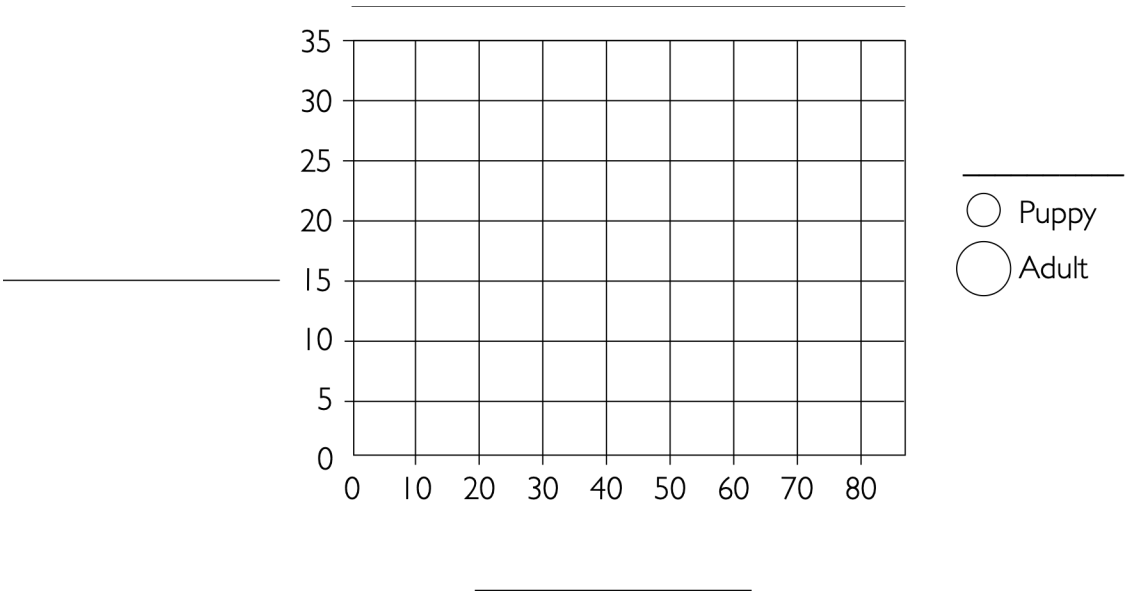
2. The local rescue shelter has a data set of the heights, weights, and age groups of their dogs.

Heights and Weights of Rescue Dogs			
Name	**Weight (lbs)**	**Height (in.)**	**Age**
Otis	11	8	Adult
Sunny	12	10	Puppy
Gertie	31	14	Adult
Lorraine	40	21	Puppy
Paws	52	25	Adult
Rex	60	20	Adult
Moose	80	30	Puppy

a. Use the data set to draw a bubble chart of the heights and weights of each dog. The size of the bubble should show if the dog is a puppy or an adult.
b. Be sure to include a main title as well as titles for the axes and legend.
c. Are adults or puppies usually bigger? Do any of the dogs stand out?



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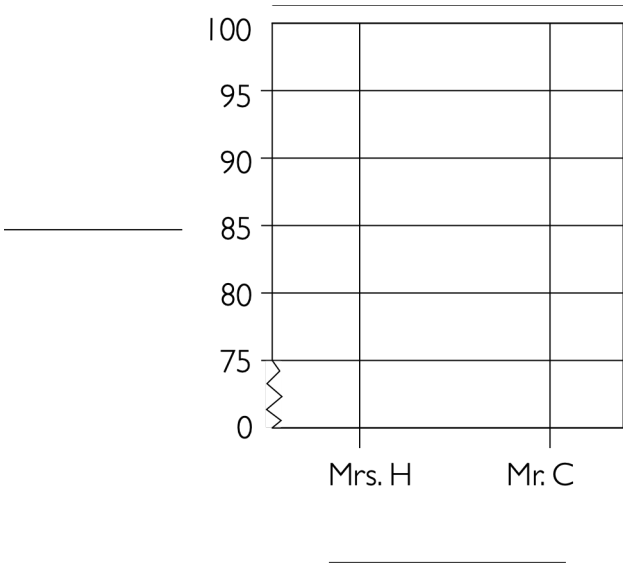
3. Two classrooms each take the same math test, and then create a data set with the scores by classroom.

Test Scores by Class	
Mrs. Henderson	**Mr. Chen**
98	85
92	79
83	81
90	98
92	86
97	97
84	82
97	88
89	99

   a. Draw a strip plot of test scores by class using a little bit of jittering if necessary to make sure that each point is clear.

      Note: You might notice the zig-zag line at the bottom of the y-axis below. This is called an **axis break**, and is a way to show that an axis isn't starting at zero, or that there's a gap in the numbers.

   b. Did one class do better on the test than the other? Which one? What makes you think that?



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