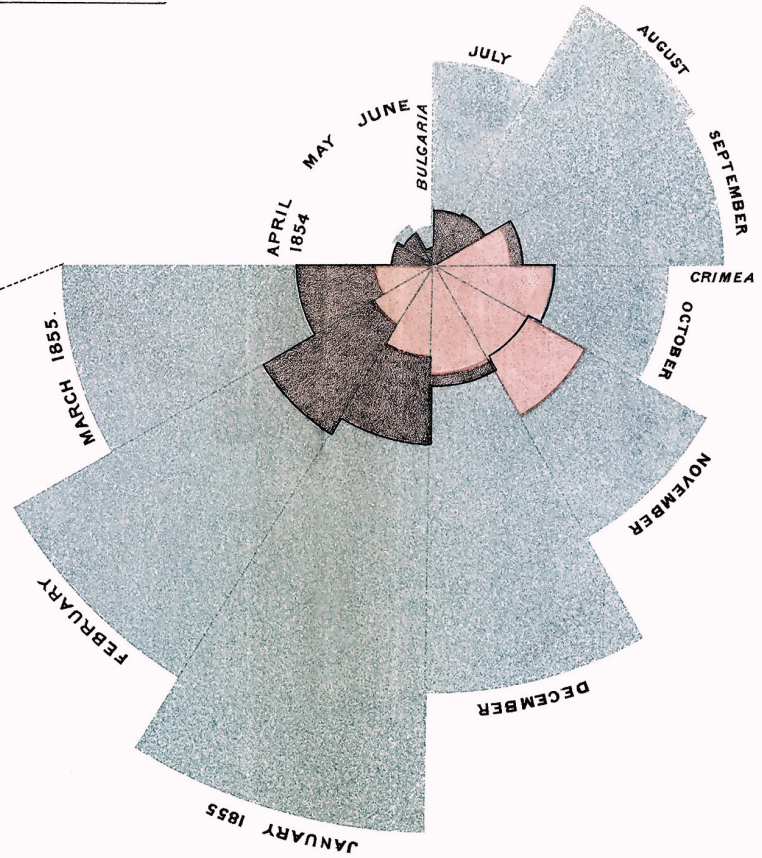
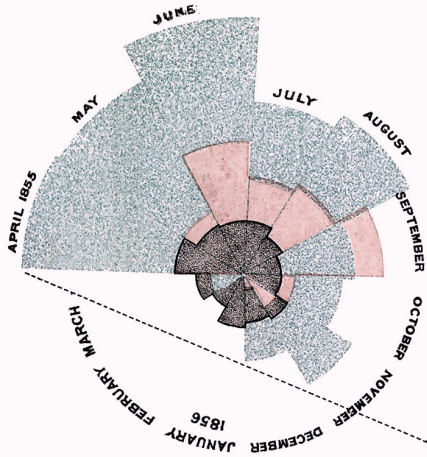


**DIAGRAM OF THE CAUSES OF MORTALITY
IN THE ARMY IN THE EAST.**

1.
APRIL 1854 TO MARCH 1855.



2.
APRIL 1855 TO MARCH 1856.



The Areas of the blue, red, & black wedges are each measured from the centre as the common vertex.

The blue wedges measured from the centre of the circle represent area for area the deaths from Preventible or Mitigable Zymotic diseases, the red wedges measured from the centre the deaths from wounds, & the black wedges measured from the centre the deaths from all other causes.

The black line across the red triangle in Nov^r 1854 marks the boundary of the deaths from all other causes during the month.

In October 1854, & April 1855, the black area coincides with the red; in January & February 1856, the blue coincides with the black.

The entire areas may be compared by following the blue, the red & the black lines enclosing them.

Project X Course Guide

Origins and 1750

“You are a historian of the future, and data is your crystal ball. As our species confronts the challenges of the twenty-first century, we carry the knowledge and burdens of history. In Project X, you’ll use that knowledge of the past to predict the future. Choose one significant issue and use data to predict how it will change during your lifetime.”



Project X is meant to help students understand and evaluate data that they encounter and to use data in their own arguments. Students are constantly bombarded with representations of data. These charts and maps can be confusing and misleading. As data becomes a bigger part of our lives—just one result of the Information Revolution—students need to learn to be critical consumers of information. That’s what Project X is all about. Project X culminates in a final presentation in which students use historical data to predict the future and offer solutions to some of humanity’s biggest challenges.

Project X kicks off with this prompt:

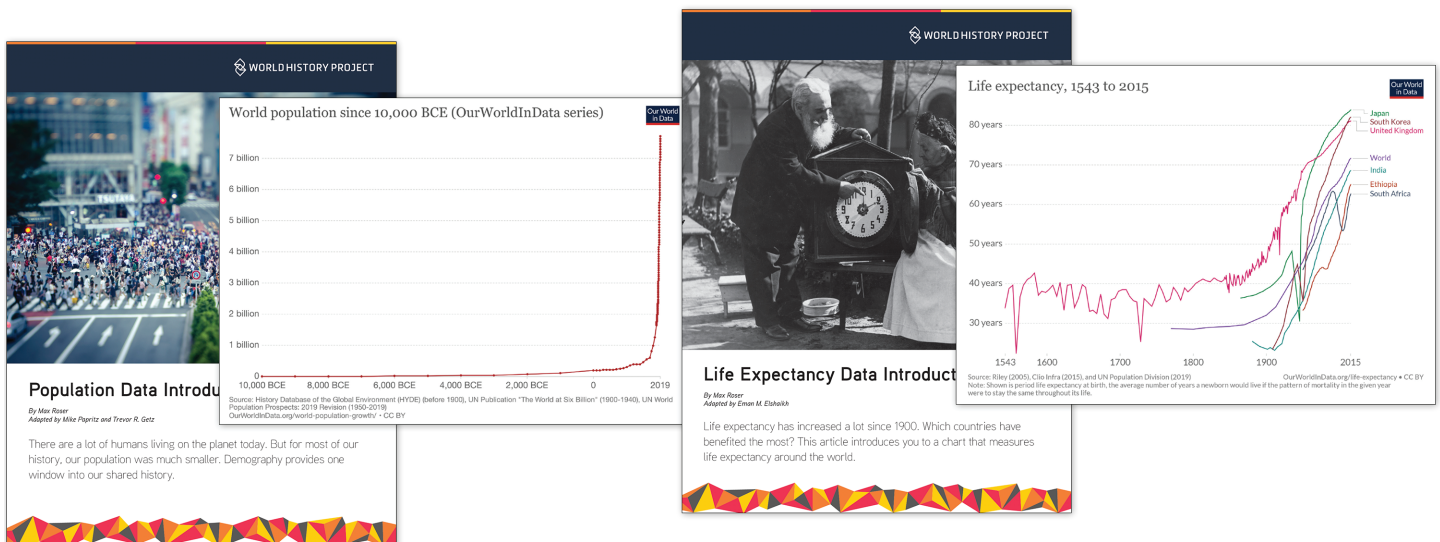
“You are a historian of the future, and data is your crystal ball. As our species confronts the challenges of the twenty-first century, we carry the knowledge and burdens of history. In Project X, you’ll use that knowledge of the past to predict the future. Choose one significant issue and use data to predict how it will change during your lifetime.”

We’ve designed materials to guide students step-by-step through how to read charts, evaluate data, and make predictions. Project X has three main components:

Data Explorations

At the core of Project X are 10 exercises we call *Data Explorations*. These explorations are organized thematically around significant topics of world history. Each Data Exploration includes two elements:

- **Articles** – Every Data Exploration begins with an introductory article that introduces students to the charts included in that exploration and provides historical context. These articles are written by Max Roser and the team at Our World in Data (OWID), which you’ll find here: <https://ourworldindata.org/>.
- **Charts** – Each Data Exploration centers around a selection of thematic charts from the OWID website. Students should spend the bulk of their time during Data Explorations “reading” the charts.



Population Data Intro

World population since 10,000 BCE (OurWorldInData series)

By Max Roser
Adapted by Mike Poprutz and Trevor R. Getz

There are a lot of humans living on the planet today. But for most of our history, our population was much smaller. Demography provides one window into our shared history.

Life Expectancy Data Intro

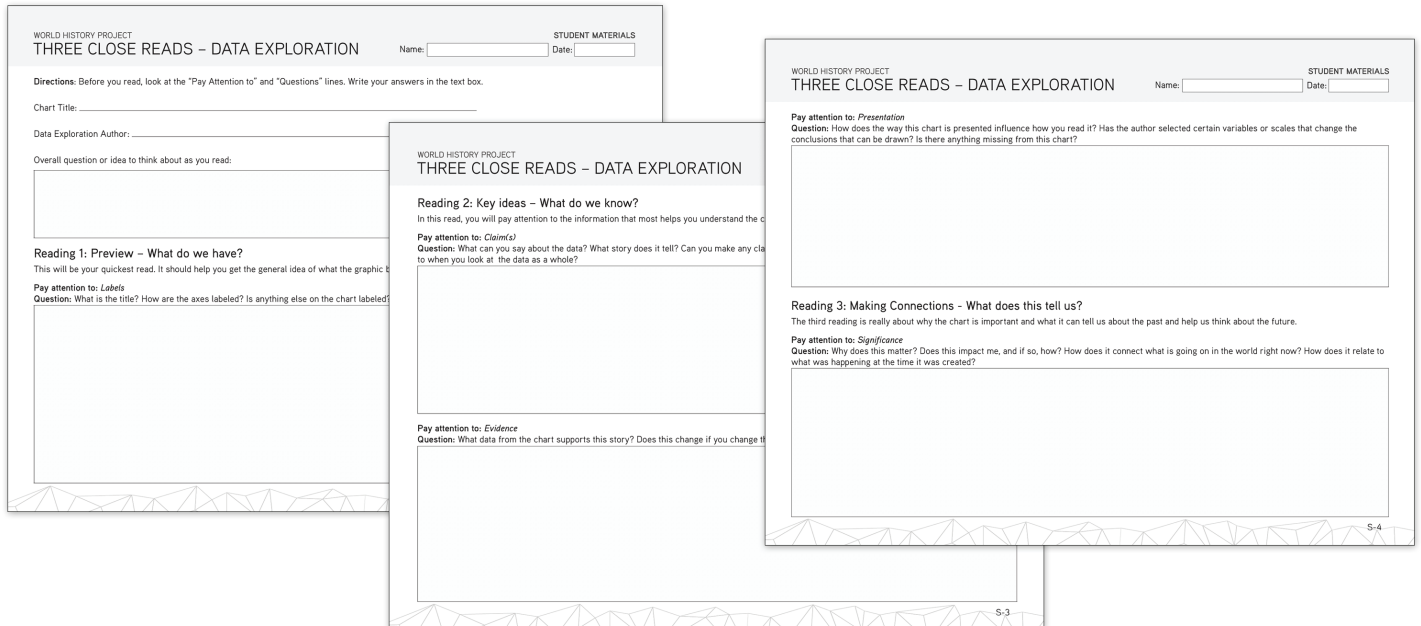
Life expectancy has increased a lot since 1900. Which countries have benefited the most? This article introduces you to a chart that measures life expectancy around the world.

By Max Roser
Adapted by Eman M. Elshakik

Three Close Reads for Data

“Reading” data and charts requires different skills than reading text. To develop those skills, Project X introduces a new tool: Three Close Reads for Data. Like our [Three Close Reads for Data](#) tool, this one guides students through the process of understanding and evaluating reading material—but with this new tool they’re learning to read

charts rather than normal text. Students should follow the Three Close Reads for Data process for each chart in the Data Exploration (though you may want to assign groups of students to different charts and have them report back to the class). A Three Close Reads for Data—Introduction activity introduces students to the thinking practice of three close reads. As you progress through Project X, keep an ear open for when your students start to grumble about the three reads. It might mean that they’re ready for a less-scaffolded reading experience. Use your knowledge of your students and how their skills are developing to make a determination about when they need less guidance and structure.



Final Project

There are a series of activities that scaffold up to the final project. These activities culminate in a presentation in which students make a claim about the future supported by data and historical evidence.

Project X Activity Progressions

Origins	1750
<p>Lesson 2.0</p> <ul style="list-style-type: none"> • Read: “A Guide to Reading Charts” • Activity: Three Close Reads for Data – Introduction <ul style="list-style-type: none"> • This activity introduces students to the Three Close Reads for Data tool by providing step-by-step instructions as they read the first Data Exploration on population. • Read: “Data Exploration: Population” 	<p>Lesson 2.0:</p> <ul style="list-style-type: none"> • Read: “A Guide to Reading Charts” • Activity: Three Close Reads for Data – Intro <ul style="list-style-type: none"> • This activity introduces students to the Three Close Reads for Data tool by providing step-by-step instructions as they read the first data exploration on population. • Read: “Data Exploration: Population”

Origins	1750
<p>Lesson 3.0</p> <ul style="list-style-type: none"> • Activity: Making a Prediction Part 1 <ul style="list-style-type: none"> • In this activity, students examine some common graph shapes and learn how these shapes can help them make predictions about the future. • Read: “Data Exploration: Urbanization” <p>Lesson 4.0</p> <ul style="list-style-type: none"> • Activity: Making a Prediction Part 2 <ul style="list-style-type: none"> • Students apply what they learned in Making a Prediction Part 1, but this time they make predictions about future population growth by synthesizing information from several different charts. • Read: “Data Exploration: War and Peace” <p>Lesson 5.0</p> <ul style="list-style-type: none"> • Read: “Data Exploration: Life Expectancy” • Activity: Topic Selection <ul style="list-style-type: none"> • Students select their final project topic. Students identify a topic with world-historical significance that’s meaningful to them. <p>Lesson 6.0</p> <ul style="list-style-type: none"> • Read: “Data Exploration: Greenhouse Gas Emissions” • Activity: Research <ul style="list-style-type: none"> • Students use this activity to begin collecting relevant evidence from the OWID and WHP websites to support a prediction about the future. <p>Lesson 7.0</p> <ul style="list-style-type: none"> • Read: “Data Exploration: Future Population Growth” <ul style="list-style-type: none"> • Students make in-class presentations. In their presentations, students make a prediction about the future of their topic and support it with data and historical evidence. Students conclude their presentations by offering a call-to-action for those who want to embrace or avoid their prediction. 	<p>Lesson 3.0:</p> <ul style="list-style-type: none"> • Read: “Data Exploration: Greenhouse Gas Emissions” <p>Lesson 4.0:</p> <ul style="list-style-type: none"> • Activity: Making a Prediction Part 1 <ul style="list-style-type: none"> • In this activity, students examine some common graph shapes and learn how these shapes can help them make predictions about the future. • Read: “Data Exploration: Child Labor” <p>Lesson 5.0:</p> <ul style="list-style-type: none"> • Read: “Data Exploration: Global Inequality” <p>Lesson 6.0:</p> <ul style="list-style-type: none"> • Activity: Making a Prediction Part 2 <ul style="list-style-type: none"> • Students apply what they learned in Part 1, but this time, they make predictions about future population growth by synthesizing information from several different charts. • Read: “Data Exploration: Democracy” <p>Lesson 7.0</p> <ul style="list-style-type: none"> • Read: “Data Exploration: War and Peace” • Activity: Topic Selection <ul style="list-style-type: none"> • Students select their final project topic. Students identify a topic with world-historical significance that’s meaningful to them. <p>Lesson 8.0</p> <ul style="list-style-type: none"> • Read: “Data Exploration: Nuclear Weapons” • Activity: Research <ul style="list-style-type: none"> • Students use this activity to begin collecting relevant evidence from the OWID and WHP website to support a prediction about the future.

Origins	1750
<ul style="list-style-type: none">• Project X – In-Class Final Presentations<ul style="list-style-type: none">• Don't forget to schedule a day for Final Presentations at the end of the era so your students can share their hard work!	<p>Lesson 9.0:</p> <ul style="list-style-type: none">• Read: “Data Exploration: Future Population Growth”• Activity: Presentation<ul style="list-style-type: none">• Students make an in-class presentation. In the presentation, students make a prediction about the future of their topic and support it with data and historical evidence. Students conclude their presentation by offering a call-to-action for those who want to embrace or avoid their prediction. <p>Lesson 9.5:</p> <ul style="list-style-type: none">• Closing: Project X – Final Presentations

Image credit

Cover image: [“Diagram of the causes of mortality in the army in the East”](#) by Florence Nightingale. Public domain.