Exploring the destiny of a pollutant of interest

**Student Handout: Activity 1.6 page 1/2**

Often, scientists and geographers will use NPRI data to investigate a question they have in mind. Sometimes, looking at the data directly will stimulate questions that they wish to pursue. In this activity, you will compare and contrast a pollutant across sectors to see how its destinies differ. The goal of this exercise is to look at the data from both a geographer’s and scientist’s perspective and imagine the type of questions they would be interested in pursuing.

**WHAT TO DO:**

1. Go to Activity 1.6 *Exploring the destiny of a pollutant of interest* on the NPRI Student Dashboard: https://public.tableau.com/app/profile/ingenium5439/viz/NPRIStudentWebInterfacev7/Act\_1\_6
2. Choose one of the 14 pollutants of interest to investigate (Hint: hovering over the pollutant will give you a quick summary about it. If you click one by accident, click it again to reset).
3. Pollutant to investigate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Click the sectors one at a time to see how they differ.
5. Compare and contrast 3 destinies with regards to your pollutant. Summarize your observations below.

(SEE QUESTIONS ON THE REVERSE SIDE)

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1. **Write down 3 questions that came up when comparing the sectors (for example, “Why does X sector have such a high proportion that is recycled?”)**

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1. **Brainstorm 4 questions with regards to your data from both a geographer’s perspective and a scientist’s perspective.**
2. What might a geographer want to know (e.g., social, political, environmental, economic, or patterns and trends, interrelationships, spatial significance)?

**Question 1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 2**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What might a scientist want to know (e.g., cause and effect; invention and innovation of technology, environmental and human health impacts)?

**Question 3**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 4**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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