
> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students will understand there are inequities and differences in social and economic status among members of society based on race and gender. Students will gather and graph statistical data on average incomes of different groups, analyze data for differences, and conduct interviews to identify various perceptions of reasons for inequities and differences.

STANDARDS:

- Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program. (*California Content Standards, Grade 7, Statistics, Data Analysis, and Probability, Standard 1.0*)
- Students know various forms of display for data sets, including a “stem-and-leaf” plot or “box-and-whisker” plot; use the forms to display a single set of data or to compare two sets of data. (*California Content Standards, Grade 7, Statistics, Data Analysis, and Probability, Standard 1.1*)

Understandings: Students will learn how to organize data in a way that is easy to understand, analyze data as compared to public opinion, and develop conclusions based on acquired information.

Essential Questions: How can raw data be represented using graphics? How can the data be analyzed? How does statistical data compare to general opinions?

Knowledge and Skills: Students must know how to transform raw data into a graph format. (Example: Bar Graph of circle Graph) Students must know how to compute percentages and use those percentages to compare data.

ASSESSMENT:

Students will demonstrate mastery by completing a summary sheet that records their findings, their process for computing findings, and conclusions.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Students research recent information on wages for full time workers according to race and gender.
2. Students graph data and compute differences by percentages.
3. Students prepare to answer the following questions:
 - Which racial groups represent the highest wage earners for men? For women?
 - Which racial groups represent the lowest wage earners for men? For women?
4. Students interview 5-6 adults to share data and conclusions, and ask, “*Why, in your opinion, do these differences occur?*”
5. Students graph the results of their interviews and write an individual conclusion on their findings.
6. Students share conclusions in a group and/or class discussion.

MUSIC EVOKES MEMORIES AND EMOTIONS

RUBRIC

Visual Representations: Charts, Tables, and Graphs	1	2	3	4	Your Score
Unable to read or create charts, tables or graphs. Is unable to understand the visual representation of mathematical concepts.					
Some difficulty in creating or reading charts, tables, or graphs. Has difficulty representing mathematical concepts visually.					
Can make most connections between the visual and numeric mathematical concept, though some errors are made in use or creation of charts, tables and graphs.					
Is able to create and/or interpret tables, charts and graphs that show mathematical concepts visually.					

Analysis / Mathematical Reasoning	1	2	3	4	Your Score
Shows little to no understanding of either the pattern or relationship. Not able to explain the response they have given.					
Shows some understanding of the pattern or relationship. Some irrelevant details in explanation.					
Short but complete answer that shows an understanding of pattern or relationship.					
Can demonstrate a full understanding of the pattern or relationships among the numbers. Explanation is detailed and organized and indicates logical thinking.					

Percents, Ordering, and Grouping/Place Value	1	2	3	Your Score
Shows little or no knowledge of percent, ordering of whole numbers, fractions and decimals, or grouping/place value. Unable to solve problems.				
Attempts to solve problems but there is confusion in use of percent, ordering of whole numbers, fractions and decimals, and grouping/place value. Minimal ability to provide detailed answers to problems.				
Aware of the concept of percent, ordering of whole numbers, fractions and decimals, and grouping/place value. Is able to solve problems with minor inaccuracies or lack of detail in answers.				

Understands the concept of percent	1	2	3	Your Score
Recognizes the order of whole numbers, fractions and decimals.				
Strong understanding of grouping/place value.				
Detailed answers to problems.				

TIME ELEMENT: 3 class sessions

MATERIALS/RESOURCES: Web Sites for U.S. Department of Labor; U.S. Census Bureau

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