# Class Activity 15L: The Mean as "Making Even" or "Leveling Out"

In this class activity you will use physical objects to help you see the mean as "making groups even." This point of view can be useful in calculations involving means. You will need a collection of 16 small objects such as snap-together cubes or blocks for this activity.

1. Using blocks, snap cubes, or other small objects, make towers with the following number of objects in the towers, using a different color for each tower:



Determine the mean of the list numbers 2, 5, 4, 1 by "leveling out" the block towers, or making them even. That is, redistribute the blocks among your block towers until all 4 towers have the same number of blocks in them. This common number of blocks in each of the 4 towers is the mean of the list 2, 5, 4, 1.

2. Use the process of making block towers even in order to determine the means of each of the lists of numbers shown. In some cases you may have to imagine cutting your blocks into smaller pieces.

List 1:	1,	3,	3,	2,	1
List 2:	6,	3,	2,	5	
List 3:	2,	3,	4,	3,	4
List 4:	2,	3,	1,	5	

371

**3.** To calculate the mean of a list of numbers *numerically*, we add the numbers and divide the sum by the number of numbers in the list. So, to calculate the mean of the list 2, 5, 4, 1, we calculate

$$(2+5+4+1) \div 4$$

Interpret the *numerical* process for calculating a mean in terms of 4 block towers built of 2 blocks, 5 blocks, 4 blocks, and 1 block. When we add the numbers, what does that correspond to with the blocks? When we divide by 4, what does that correspond to with the blocks?

Explain why the process of determining a mean physically by making block towers even must give us the same answer as the numerical procedure for calculating the mean.

### **Class Activity 15M:** Solving Problems about the Mean

- 1. Suppose you have made 3 block towers: one 3 blocks tall, one 6 blocks tall, and one 2 blocks tall. Describe some ways to make 2 more towers so that there is an average of 4 blocks in all 5 towers. Explain your reasoning.
- 2. If you run 3 miles every day for 5 days, how many miles will you need to run on the sixth day in order to have run an average of 4 miles per day over the 6 days? Solve this problem in two different ways, and explain your solutions.
- **3.** The mean of 3 numbers is 37. A fourth number, 41, is included in the list. What is the mean of the 4 numbers? Explain your reasoning.
- **4.** Explain how you can quickly calculate the average of the following list of test scores without adding the numbers:

81, 78, 79, 82

5. If you run an average of 3 miles a day over 1 week and an average of 4 miles a day over the next 2 weeks, what is your average daily run distance over that 3-week period?

Before you solve this problem, explain why it makes sense that your average daily run distance over the 3-week period is *not* just the average of 3 and 4, namely, 3.5. Should your average daily run distance over the 3 weeks be greater than 3.5 or less than 3.5? Explain how to answer this without a precise calculation.

Now determine the exact average daily run distance over the 3-week period. Explain your solution.

## Class Activity 15N: The Mean as "Balance Point"

- 1. For each of the next data sets:
  - Make a dot plot of the data on the given axis.
  - Calculate the mean of the data.
  - Verify that the mean agrees with the location of the given fulcrum.
  - Answer this question: does the dot plot look like it would balance at the fulcrum (assuming the axis on which the data is plotted is weightless)?



2. For each of the next dot plots, guess the approximate location of the mean by thinking about where the balance point for the data would be. Then check how close your guess was by calculating the mean.



### Class Activity 150: Same Median, Different Mean

In most cases, the median of a list of numbers is not the same as its mean. In this activity, you will alter a data set to keep the same median, but vary the mean.

The pennies along the axis at the top of Figure 150.1 are arranged to represent the following data set:

4, 5, 5, 6, 6, 6, 7, 7, 8

Arrange real pennies (or other small objects) along the number line at the bottom of Figure 15O.1 to represent the same data set.

1. Rearrange your pennies so that they represent new lists of numbers that still have median 6, but have means *less than* 6. To help you do this, think about the mean as the balance point. Draw pictures of your penny arrangements.

2. Rearrange your pennies so that they represent new lists of numbers that still have median 6, but have means *greater than* 6. To help you do this, think about the mean as the balance point. Draw pictures of your penny arrangements.

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### 15.3 The Center of Data: Mean, Median, and Mode





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### **Class Activity 15P:** Can More Than Half Be Above Average?



- 1. For each of the dot plots shown, decide which is greater: the median or the mean of the data. Explain how you can tell without calculating the mean.
- A teacher gives a test to a class of 20 students. Is it possible that 90% of the class scores above average? If so, give an example of test scores for which this is the case. If not, explain why not. Is it possible that 90% of the class scores below average? If so, give an example

of test scores for which this is the case. If not, explain why not.

**3.** A radio program describes a fictional town in which "all the children are above average." In what sense is it possible that all the children are above average? In what sense is it not possible that all the children are above average?

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## Class Activity 15Q: Errors with the Mean and the Median

1. When Eddie was asked to determine the mean of the data shown in the next dot plot he calculated thus:

 $1 + 2 + 4 + 2 + 1 = 10, \quad 10 \div 5 = 2$ 

Eddie concluded that the mean is 2. What error did Eddie make? Why do you think Eddie calculated the way he did?

2. Discuss the misconceptions about the median that the student work below shows.



# **15.4** The Distribution of Data

**Class Activity 15R:** What Does the Shape of a Data Distribution Tell about the Data?

- 1. Examine histograms 1, 2, and 3 on the next page and observe the different shapes these distributions take.
  - The shape of histogram 1 is called *skewed to the right* because the histogram has a long tail extending to the right.
  - The shape of histogram 2 is called *bimodal* because the histogram has two peaks.
  - The shape of histogram 3 is called *symmetric* because the histogram is approximately symmetrical.

Histogram 1 is based on data on actual household incomes in the United States in 2007 provided by the Current Population Survey from the U.S. Census Bureau. The histogram could be continued to the right, but less than 2% of households had incomes over \$250,000. Histograms 2 and 3 are for hypothetical countries A and B, which have different income distributions than the U.S. income distribution.

- 2. Discuss what the shapes of histograms 1, 2, and 3 tell you about household income in the United States versus in the hypothetical countries A and B. What do you learn from the shape of the histograms that you wouldn't be able to tell just from the medians and means of the data?
- **3.** Discuss how each country could use the histograms to argue that its economic situation is better than at least one of the other two countries.
- **4.** Write at least three questions about the graphs, including at least one question at each of the three levels of graph comprehension discussed in Section 15.2. Answer your questions.

EQA

379

Histogram 1 Distribution of household income in the United States in 2007 (approximate)



Histogram 2 Distribution of household income in hypothetical country A



Histogram 3 Distribution of household income in hypothetical country B



380

### Class Activity 15S: Distributions of Random Samples

For this activity, you will need a large collection of small objects (200 or so) in a bag. The objects should be identical, except that they should come in two different colors: 40% in one color and the remaining 60% in another color. The objects could be poker chips, small squares, small cubes, or even small slips of paper. Think of the objects as representing a group of voters. The 40% in one color represent yes votes and the 60% in the other color represent no votes.

- 1. Pick random samples of 10 from the bag. Each time you pick a random sample of 10, determine the percentage of yes votes and plot this percent on a dot plot. But before you start picking these random samples, make a dot plot at the top of the next page to predict what your actual dot plot will look like approximately. Assume that you will plot about 20 dots.
  - Why do you think your dot plot might turn out that way?
  - How do you think the fact that 40% of the votes in the bag are yes votes might be reflected in the dot plot?
  - What kind of shape do you predict your dot plot will have?
- 2. Now pick about 20 random samples of 10 objects from the bag. Each time you pick a random sample of 10, determine the percentage of yes votes and plot this percentage in a dot plot in the middle of the next page. Compare your results with your predictions in part 1.
- **3.** If possible, join your data with other people's data to form a dot plot with more dots. Do you see the fact that 40% of the votes in the bag are yes votes reflected in the dot plot? If so, how? What kind of shape does the dot plot have?

381

2:21 PM Page 381

M15 BECK9719 03 SE ACT15.qxd 12/4/09





0 10 20 30 40 50 60 70 80 90 100 Percent yes votes



Percent yes votes

**4.** Compare the two histograms on the next page. The first histogram shows the percent of yes votes in 200 samples of 100 taken from a population of 1,000,000 in which 40% of the population votes yes. The second histogram shows the percent of yes votes in 200 samples of 1000 taken from the same population.

Compare the way the data are distributed in each of these histograms and compare these histograms with your dot plots in parts 2 and 3.

How is the fact that 40% of the population votes yes reflected in these his-tograms?

What do the histograms indicate about using samples of 100 versus samples of 1000 to predict the outcome of an election?

Chapter 15 • Statistics







**5.** What if we made a histogram like the ones above by using the same population, but by picking 200 samples of 500 (instead of 200 samples of 100 or 1000)? How do you think this histogram would compare with the ones above? What if samples of 2000 were used?

## Class Activity 15T: Comparing Distributions: Mercury in Fish

The next two histograms display hypothetical data about amounts of mercury found in 100 samples of each of two different types of fish. Mercury levels above 1.00 parts per million are considered hazardous.



Mercury levels found in 100 samples of hypothetical fish B



- 1. Discuss how the two distributions compare and what this tells you about the mercury levels in the two types of fish. In your discussion, take the following into account: mean levels of mercury in each type of fish, and the hazardous level of 1.00 parts per million.
- **2.** In comparing the two types of fish, if you hadn't been given the histograms, would it be adequate just to have the means of the amount of mercury in the samples, or is it useful to know additional information about the data?

# Class Activity 15U: Determining Percentiles

**1.** Determine the 25th, 50th, and 75th percentiles for each of the hypothetical test data shown in the following:



2. Suppose you only had the percentiles for each of the 3 data sets from part 1 and you didn't have the dot plots. Discuss what you could tell about how the 3 data sets are distributed. Can you tell which data set is most tightly clustered and which are more dispersed?

# Class Activity 15V: Box Plots

1. Make box plots for the 3 dot plots that follow.



**2.** Suppose you had the box plots from part 1, but you didn't have the dot plots. Discuss what you could tell about how the 3 data sets are distributed.

385

## Class Activity 15W: Percentiles versus Percent Correct

1. Determine the 75th percentile for each set of hypothetical test data in the next 3 dot plots.



- 2. Discuss: On a test, is the 75th percentile the same as 75% correct?
- **3.** Mrs. Smith makes an appointment to talk to her son Johnny's teacher. Johnny has been getting As in math, but on the standardized test he took, he was at the 80th percentile. Mrs. Smith is concerned that this means Johnny is really doing B work in math, not A work. If you were Johnny's teacher, what could you tell Mrs. Smith?