Sizing up families

Annotation

Jake collects whole-number data to answer a question posed by his teacher. He makes an appropriate graph to present his findings. He can discuss these findings with his teacher and gives an appropriate answer to the investigative question.

Problem: Sizing up families

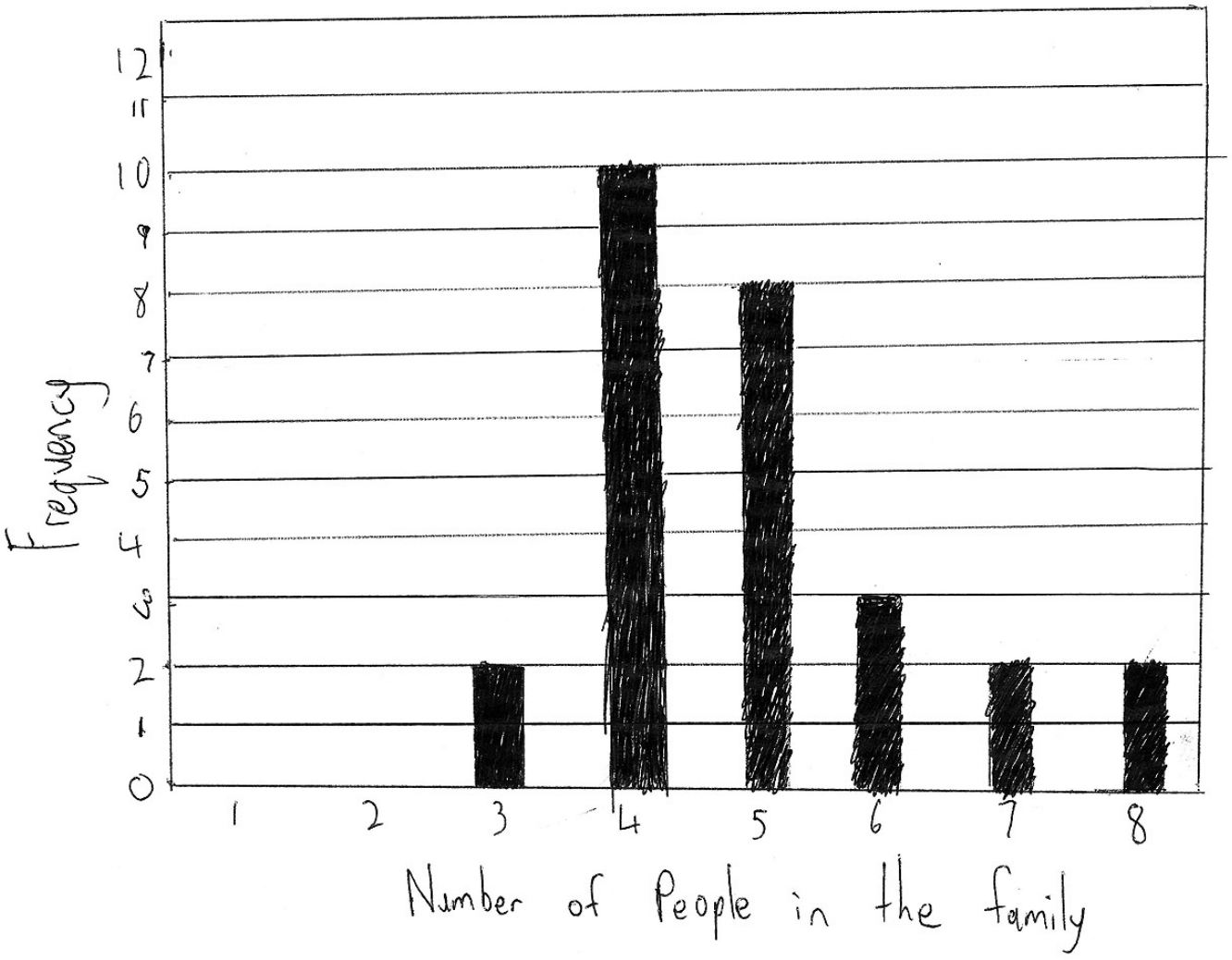
The Room 4 social science inquiry focus is on families. As part of their study, the class discusses ways of collecting data and explores the features of a tally chart, a bar graph and a dot plot. The teacher then asks:

How big are our families? Collect data to answer this question and present your findings.

Student Response

Jake draws up the following chart and asks everyone to write in it the number of people living in their house:

Name	Number of People in House	Name	Number of People in House	Name	Number of People in House
Sally	6	Casey	6	Jeremy	4
James	4	Jermaine	5	Philip	4
Hone	5	Kairos	6	Jake	3
Sila	8	Yusuf	5	Hayley	4
Taane	4	Albert	7	Grace	5
Talei	5	Sophie	6	Susan	4
Mary	5	Nina	5	Fiona	3
Justine	4	Rupert	5	Hayley	8
Grace	6	Jake	4	Noah	7



Teacher: Can you tell me what you did?

Jake: I asked everyone in the class to write down how many people lived in their house.

Teacher: Why did you do that?

Jake: Some people thought they could count all their cousins – but that would get too big, so I made the rule just people they live with. Some people had stepbrothers and stepsisters, too.

Teacher: What else did you do?

Jake: I counted them all up and made a bar graph.

Teacher: Could you have done it another way?

Jake: I could have done a tally chart or a dot plot instead.

Teacher: What did you find out?

Jake: Most people had four or five people in their family. Some people had really big families. No one could say ‘one’, because children can’t live by themselves.