

Goal:	To examine a pair of statistics both mathematically and socially to make conjectures and draw conclusions about the two populations.
Standards Addressed:	0806.1.2, 0806.1.4, 0806.1.5, 0806.1.6, 0806.1.7, 0806.5.1, 0806.5.2, 0806.5.3, 0806.5.4, 0806.5.6, 0806.5.8
Materials Needed:	Statistics for the Holocaust (see provided websites) Graph paper and drawing materials
Approximate Length:	30-40 minutes

PROCEDURE:

I. INTRODUCTION/HOOK

Have the class stand. Have them count how many people are in the class. Explain to them that they are going to separate themselves in groups silently according to personal attributes or personal preferences. Once they are separated into the groups, they will be in competition with the other groups in the room to figure out what percent of the class they have in their group.

Some possible ways to have them separate are: eye color, hair color, type of shoes, number of siblings, length of sleeve, favorite color

Example: 20 students in the class, 5 students have green eyes equals 25%.

II. TRANSITION

Explain to the students that will be seeing *Anne Frank* at the Nashville Children's Theatre soon. In that play, Anne Frank tells the story of her life hiding from the Nazis in World War II Amsterdam. Anne Frank and her family are eventually found out and arrested by the Nazis. Anne's father is the only survivor of Anne's family and the other four people living in hiding with them. Today, they are going to get the chance to look at some statistics from the Holocaust and examine the relationship between them, including percentages.

III. RESEARCHING AND ANALYZING STATISTICS

Have the students get out graph paper and drawing materials. Present them with some of the Holocaust statistics, such as total number of Jews and total number killed.

Some websites that are good resources are:

<http://www.teacheroz.com/holocaust.htm>

http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/05_holocaust-projects/05_sobba_causes-statistics.htm

<http://www.historyplace.com/worldwar2/holocaust/h-statistics.htm>

<http://faculty.ucc.edu/egh-damerow/Statistics.htm>

Have them figure out what percent of Jews were killed during the Holocaust and what percentage survived. Have them put those statistics into a double bar graph so they can see the visual representation of the statistics. Feel free to use other statistics from the Holocaust as well. For example, you can use total population versus total number of Jews. You can also break it down by country and have them see the different statistics in the different countries both by percentages they figure out and the bar graph representation they create.

IV. WRAP UP/REFELCTION

Lead a class discussion on the statistics and the percentages the students have found.

Feel free to talk about the social aspects as well as the numbers.

Some possible questions to ask are: What about the statistics do they notice? What does it make them think about? What does 63% of Jews killed look like to them? How does that relate to them? Why do they think that some countries were more susceptible to the deaths than the others? What aspects of the Holocaust do the bar graphs show? What other aspects are not shown by the bar graphs? What are the limitations of the bar graphs?

V. POSSIBLE EXTENSION/FINAL ASSESMENT

As an extension to this exercise, have the students do their own research on other statistics that they can find and figure out percentages and use bar graphs to illustrate.

Some possibilities are: other current genocides, number of teenagers killed in vehicle related accidents each year, number of teenage suicides each year, the percentage of the population of Nashville to the United States, etc.

Have them look at the use of statistics in the media and how they relate to the students.

Have the students get creative with the kind of statistics that they research and how they relate those statistics to themselves.