

# Grade Seven Mathematics

## Data Management Project

### Remembering Our Veterans

Name: \_\_\_\_\_

Class: \_\_\_\_\_

By the end of this project, students will be expected to...:

Mathematics:

- F3:** select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data.
- F4:** construct a histogram
- F7:** formulate statistics projects to explore current issues from within mathematics, other subject areas, or the world of students.

ICT Integration:

- SEHI 9.3** understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources
- PTS 9.5** develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence
- RPSD 9.1** select appropriate measuring and recording devices and/or software to collect data, discover patterns of change over time, solve problems and make logical decisions based on their investigations; with teacher assistance
- RPSD 9.2** create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyse and display data independently
- RPSD 9.9** accurately and independently cite information sources

In the unit on “Data Management” we have worked towards achieving an understanding of the uses of data and different ways to display information. Some of the curriculum outcomes for this unit are listed above. In this project you will consolidate your understanding of these outcomes, as well as making use of technology and software applications to present your work. The project will be based on information that helps describe some of the impact of various conflicts in our history. The data provided will also help us to remember and reflect on the sacrifices that Canadians have made to help maintain peace and order in the world. You will work in groups to fulfill the tasks listed below.

#### Summary of the Project Requirements:

1. Develop a research project plan using **Inspiration**. A copy of this plan must be submitted prior to completing the project. You must describe the data and the displays you will be using for your presentation.

Other questions you might include in your plan:

- In what conflicts have Canadians participated since 1900?
- How many Canadians have participated in each conflict?
- What other detailed information is available for any of these conflicts?
- What was the impact of each conflict to Canadians?
- Where am I getting my information?
- What websites am I going to use?

2. Develop a **PowerPoint** presentation with a minimum of ten (10) slides based on your own research (EBSCO, books, internet, etc.) as well as data supplied by teacher. Please include:
  - a bar graph showing the participation in war of Canadians during the 20<sup>th</sup> century. Choose the interval you feel is most appropriate for your graph
  - at least one other data display graph, using data gathered from your own research. For example, this could be a graph showing the participation in WWII of Canadians by province. Choose the best type of graph to display the information you have chosen
  - a histogram showing a range of distribution of data; the information about military strength in World War I may be useful for this activity
  - an analysis of the data displayed in each of the graphs given
  - a bibliography slide (or slides) listing all resources cited in the presentation. You may wish to create these through NoodleBib Express (<http://www.noodletools.com>)
3. Present your project to the class. Be prepared to answer questions on the data displays and data analysis.

### Assessment

1. You will use a self-assessment rubric to evaluate your group's planning process and final plan in **Inspiration** used in the development of this project. (after day 1)
2. You will evaluate your contributions to the process you went through to develop this project and your group's achievements, using a self-assessment rubric.
3. Your peers and teacher will use a rubric to evaluate your group's class presentation.
4. Your teacher will use a scoring rubric to evaluate the entire project.

### Helpful websites

For information about using technology:

<http://lrt.ednet.ns.ca> - in the left menu, choose Teacher Resources and then Software Tutorials to access tutorials for various software titles.

<http://www.office.microsoft.com> – learn how to use a variety of software programs by Microsoft

<http://www.inspiration.com/> - find a basic tutorial for using Inspiration here

<http://www.atomiclearning.com> - learn basics for software such as Inspiration and PowerPoint (only some sections are free)

For sources of data about Canadian military history:

Royal Canadian Legion: [http://www.legion.ca/asp/docs/about/MilHeritage\\_e.asp](http://www.legion.ca/asp/docs/about/MilHeritage_e.asp)

Department of National Defence: <http://www.forces.ca/>

Directorate of History and Heritage (Dept. of National Defence): <http://www.forces.ca/hr/dhh/>

Veterans Affairs Canada: <http://www.vac-acc.gc.ca/>

EBSCO: <http://search.epnet.com>

Wikipedia: [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page) – for research purposes

For a wealth of Canadian statistical information:

Statistics Canada, E-STAT: <http://estat.statcan.ca/>

Statistics Canada Online Publication with excellent information about using statistics and graphs:

Statistics: Power From Data! <http://www.statcan.ca/english/edu/power/about/about2.htm>

## Canada at War

### Boer War, 1899-1902

	Served	Died	Wounded	Prisoners of War
Canada Total	~7 000	267	N/A	N/A

### World War I, 1914-1918

	Served	Died	Wounded	Prisoners of War
Air	~25 000	1600	N/A	N/A
Sea	N/A	N/A	N/A	N/A
Women	4518	N/A	N/A	N/A
Canada Total	628736	66573	138166	2818
Merchant Navy	1400	175	N/A	N/A
Newfoundland	5,482	1,251	2,314	180

### World War II, 1939-1945

	Served	Died	Wounded	Prisoners of War
Air	249,624	17,100	N/A	N/A
Sea	113 000	1190	N/A	N/A
Women	49 963	73	19	N/A
<b>Canada Total</b>	<b>1 081 865</b>	<b>44 927</b>	<b>53 145</b>	<b>8271</b>
Merchant Navy	14 000	1146	N/A	N/A
Newfoundland	19 460	704	N/A	N/A

Note: Newfoundland became a province of Canada in 1949.

### Korea, 1950-1953

	Served	Died	Wounded	Prisoners of War
Air	N/A	N/A	N/A	N/A
Sea	3500	3	10	N/A
Women	N/A	N/A	N/A	N/A
<b>Canada Total</b>	<b>26 791</b>	<b>516</b>	<b>1558</b>	<b>33</b>

### Gulf War, 1991

	Served	Died	Wounded	Prisoners of War
Women	237	0	0	N/A
<b>Canada Total</b>	<b>4074</b>	<b>0</b>	<b>0</b>	<b>N/A</b>

### Peacekeeping, since 1948

	Served	Died	Wounded	Prisoners of War
<b>Canada Total</b>	<b>125 000+</b>	<b>115+</b>	<b>N/A</b>	<b>N/A</b>

A total of ninety-three (93) Canadians or members of the Canadian military have been awarded the Victoria Cross since was first issued in 1856.

Source: "About Us - Our Military Heritage." The Royal Canadian Legion. 29 Oct. 2004. Royal Canadian Legion. 18 Jan. 2006  
[http://www.legion.ca/asp/docs/about/MilHeritage\\_e.asp](http://www.legion.ca/asp/docs/about/MilHeritage_e.asp).

One other VC was awarded to a member of The Royal Newfoundland Regiment for service in World War I; Newfoundland was a separate Dominion of the British Empire at the time.

Source: "Thomas Ricketts." Wikipedia. 16 Jan. 2006. Wikimedia Foundation, Inc. 24 Jan. 2006  
[http://en.wikipedia.org/wiki/Thomas\\_Ricketts](http://en.wikipedia.org/wiki/Thomas_Ricketts)).

**Canadian Military Strength at the end of each month  
30 September 1914 to 30 November 1919**

Months	1914			1915			1916		
	Officers	Other Ranks	All Ranks	Officers	Other Ranks	All Ranks	Officers	Other Ranks	All Ranks
January				2,815	63,151	<b>65,966</b>	10,226	208,034	<b>218,260</b>
February				3,299	70,191	<b>73,490</b>	11,364	231,704	<b>243,068</b>
March				3,631	77,564	<b>81,195</b>	12,343	261,851	<b>274,194</b>
April				4,110	81,352	<b>85,462</b>	13,115	277,009	<b>290,124</b>
May				4,445	86,454	<b>90,899</b>	13,916	285,936	<b>299,852</b>
June				5,504	95,321	<b>*100,825</b>	14,424	288,087	<b>302,511</b>
July				5,504	108,659	<b>114,163</b>	14,897	290,026	<b>304,923</b>
August				6,059	124,218	<b>130,277</b>	15,450	290,793	<b>306,243</b>
September	1,674	30,289	<b>31,963</b>	6,572	138,330	<b>144,902</b>	15,556	286,055	<b>301,611</b>
October	1,816	35,385	<b>37,201</b>	7,055	147,828	<b>154,883</b>	15,718	282,894	<b>298,612</b>
November	2,251	47,905	<b>50,156</b>	7,799	162,674	<b>170,473</b>	16,162	282,787	<b>298,949</b>
December	2,481	55,514	<b>*57,995</b>	8,961	182,693	<b>191,654</b>	16,421	283,516	<b>299,937</b>

Months	1917			1918			1919		
	Officers	Other Ranks	All Ranks	Officers	Other Ranks	All Ranks	Officers	Other Ranks	All Ranks
January	16,790	286,359	<b>303,149</b>	18,539	301,650	<b>320,189</b>	18,401	291,365	<b>309,766</b>
February	17,181	286,977	<b>304,158</b>	18,485	304,721	<b>323,206</b>	17,404	260,994	<b>278,398</b>
March	17,458	287,127	<b>304,585</b>	18,485	307,773	<b>326,258</b>	15,684	212,608	<b>228,292</b>
April	17,802	283,494	<b>301,296</b>	18,954	314,331	<b>333,285</b>	13,680	171,152	<b>184,832</b>
May	17,815	285,369	<b>303,184</b>	19,228	344,757	<b>363,985</b>	11,334	120,089	<b>131,423</b>
June	17,872	287,160	<b>305,032</b>	19,851	359,833	<b>379,684</b>	9,301	84,106	<b>93,407</b>
July	18,231	287,402	<b>305,633</b>	19,861	368,177	<b>388,038</b>	6,759	46,279	<b>53,038</b>
August	18,179	285,035	<b>303,214</b>	19,895	362,280	<b>382,175</b>	4,979	27,213	<b>32,192</b>
September	18,387	285,220	<b>303,607</b>	19,677	354,343	<b>374,011</b>	3,281	17,133	<b>20,414</b>
October	18,273	285,454	<b>303,727</b>	19,629	351,592	<b>371,221</b>	2,436	12,441	<b>14,877</b>
November	18,213	288,577	<b>306,790</b>	20,048	342,726	<b>362,774</b>	1,996	9,569	<b>11,565</b>
December	18,182	288,947	<b>307,129</b>	19,403	323,245	<b>342,648</b>			

Source: "Table 2: Strength at End of Each Month from 30 September 1914 to 30 November 1919." Chart. Army Historical Section. 1964. Canadian Expeditionary Force, 1914–1919. By Col. G.W.L. Nicholson. 2nd ed. Ottawa, ON: Queen's Printer, 1964. 521-2. Directorate of History and Heritage. Department of National Defence. 20 Jan. 2006  
<[http://www.forces.ca/hr/dhh/downloads/Official\\_Histories/CEF\\_e.PDF](http://www.forces.ca/hr/dhh/downloads/Official_Histories/CEF_e.PDF)>.

\* Indicates totals which were not correct in the original text - corrections have been made above.

# Planning with Inspiration

## Group Project Self Assessment

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Title of Work: \_\_\_\_\_

Criteria	4	3	2	1	Points
<b>Plan Development</b>	Our plan was fully developed and complete. Our entire project is organized and ready to create with this plan.	We have a good web of ideas put together in a logical manner. It contains enough information for us to develop our project, but we will need to add details as we go.	We have a general outline for the project. It does not contain enough information for us to complete our project and we will have to make more plans later.	We were unable to complete assignment due to lack of understanding or poor use of time.	_____
<b>Time Management</b>	It's done! We worked well together and created a plan we are very proud of. We made good use of our time and resources.	We did a decent job. We generally used our time wisely but struggled with what we were being asked. Perhaps we ran out of time.	We ran out of time because we spent too much time talking rather than working. We need help with the Inspiration software.	We didn't do a thing. We didn't understand so we didn't get anything done.	_____
<b>Communication and Sharing</b>	I gave ideas in most facets of the project. I listened to the others and we made decisions based on everyone's input. We kept the teacher informed of our progress and asked questions when we needed help.	I discussed ideas with my partners and the teacher at times. I had other ideas but was didn't participate fully. Our final decisions didn't always include everyone's ideas.	I shared some ideas with my partners but I didn't spend a lot of time listening to the others' ideas. The plan was mostly put together by one or two people in the group. We didn't check with our teacher about our work very often.	We communicated alright! I spent more time talking about any topic other than this project. We didn't share our ideas and the plan doesn't include ideas from us all. We didn't talk to our teacher about our project.	_____
				<b>Total----&gt;</b>	_____

**Comments:**

# Group Project: Individual Self Assessment

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Title of Work: \_\_\_\_\_

Criteria	4	3	2	1	Points
<b>Helping</b> I offered assistance to other group members.	<b>All</b> of the Time	<b>Most</b> of the Time	<b>Some</b> of the Time	<b>None</b> of the Time	_____
<b>Listening</b> I listened to my group members and included their ideas in our project.	<b>All</b> of the Time	<b>Most</b> of the Time	<b>Some</b> of the Time	<b>None</b> of the Time	_____
<b>Participating:</b> I contributed my ideas and work to the project.	<b>All</b> of the Time	<b>Most</b> of the Time	<b>Some</b> of the Time	<b>None</b> of the Time	_____
<b>Persuading:</b> I exchanged ideas, interacted with all members, and helped focus our group ideas.	<b>All</b> of the Time	<b>Most</b> of the Time	<b>Some</b> of the Time	<b>None</b> of the Time	_____
<b>Questioning:</b> I asked questions of myself and the rest of the group to help clarify the ideas of all members of the team.	<b>All</b> of the Time	<b>Most</b> of the Time	<b>Some</b> of the Time	<b>None</b> of the Time	_____
				<b>Total----&gt;</b>	_____

**Comments:**

# Presentation Rubric



Name: \_\_\_\_\_ Reviewer: \_\_\_\_\_

Criteria	4	3	2	1	Points
<b>Organization</b>	Information present in a logical, interesting sequence easily followed by the audience	Information presented in logical sequence which audience could follow.	Information was presented out of sequence, presentation 'jumped around'. Audience had difficulty understanding the information.	Information was not presented in an understandable sequence. Audience could not understand the information.	_____
<b>Content Knowledge</b>	Presentation demonstrated full knowledge (more than required) of data management, providing extensive explanations and elaboration.	Content was correctly presented, but presentation did not include extensive elaborations on the information.	Presentation showed some comfort with the data included. Only rudimentary questions could be answered.	Presentation showed a weak grasp of information. Audience questions could not be answered.	_____
<b>Visuals</b>	Visuals were well-chosen and appropriate and reinforced screen text effectively.	Visuals were used in the presentation which were related to the text.	A few visuals that rarely supported the text were used in the presentation.	No visuals were used in the presentation to support the screen text.	_____
<b>Mechanics</b>	Presentation had no misspellings or grammatical errors.	Presentation had no more than two misspellings and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation had four or more spelling errors and/or grammatical errors.	_____
<b>Oral Delivery</b>	Presentation was delivered in a clear voice and terms were pronounced and used correctly. Delivery was well-paced, with appropriate pauses for understanding and questions.	Presentation was given in a clear voice. Most words were pronounced and used correctly. Pacing was acceptable, with few appropriate pauses.	Audience members had difficulty hearing presentation. Terms were incorrectly pronounced or used in an incorrect context. Pacing was too fast or too slow.	Presentation was poorly delivered: voice was too quiet, words were mumbled, terms pronounced or used incorrectly. Pacing was much too fast or too slow.	_____
				<b>Total----&gt;</b>	_____

**Comments:**

# Remembering Our Veterans Math Project

## Scoring Rubric

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Criteria	4	3	2	1	Points
<b>Inspiration Plan.</b>	Inspiration plan demonstrates a superior vision of the final product.	Inspiration plan demonstrates a clear vision of the final product.	Inspiration plan demonstrates a somewhat clear vision of the final product.	Inspiration plan demonstrates no vision of the final product. <b>OR</b> No plan submitted.	_____
<b>PowerPoint Presentation</b>	PowerPoint presentation is very well organized and completed in the time provided. Project demonstrates an advanced understanding of this software.	PowerPoint presentation is well organized and completed in the time provided. Project demonstrates comfort with this software	PowerPoint presentation is not well organized and may be lacking details required. Project demonstrates some knowledge of this software	PowerPoint presentation is incomplete. Project demonstrates little knowledge of this software	_____
<b>Data Displays</b>	Student has demonstrated a very good understanding of data displays. Excellent use of spreadsheet software.	Student has demonstrated a good understanding of data displays. Accomplished in the use of spreadsheet software.	Student has demonstrated a basic understanding of data displays. May lack proper labeling. Some use of spreadsheet software.	Student has not demonstrated an understanding of how to develop data displays. Little use of spreadsheet software is evident.	_____
<b>Data Analysis.</b>	Student has demonstrated an excellent understanding of data analysis. Multiple conclusions are drawn from each set of data. Further research has been demonstrated.	Student has demonstrated a good understanding of data analysis. Good conclusions have been drawn and further research has been demonstrated.	Student has demonstrated a rudimentary understanding of data analysis. Basic conclusions have been drawn from the data.	Student has demonstrated no understanding of data analysis. Work not completed in required time.	_____
<b>Research</b>	Information is gathered from multiple electronic and non-electronic sources and cited in a bibliography on the PowerPoint.	Information is gathered from multiple electronic and non-electronic sources, which may be cited in incomplete form.	Information is gathered from limited electronic and non-electronic sources. Citations are limited or not given.	Information is gathered from non-electronic or electronic sources only. Citations are limited or not given.	_____
				<b>Total----&gt;</b>	_____