

**Activity #15: Math**

**Title: Math in the News (Teacher version)**

**NCTM states:**

**The need to understand and be able to use mathematics in everyday life and in the workplace has never been greater and will continue to increase. For example:**

***Mathematics for life:* Knowing mathematics can be personally satisfying and empowering. The underpinnings of everyday life are increasingly mathematical and technological. For instance, making purchasing decisions, choosing insurance or health plans, and voting knowledgeably all call for quantitative sophistication.**

***Mathematics as a part of cultural heritage:* Mathematics is one of the greatest cultural and intellectual achievements of humankind, and citizens should develop an appreciation and understanding of that achievement, including its aesthetic and even recreational aspects.**

***Mathematics for the workplace:* Just as the level of mathematics needed for intelligent citizenship has increased dramatically, so too has the level of mathematical thinking and problem solving needed in the workplace, in professional areas ranging from health care to graphic design.**

***Mathematics for the scientific and technical community:* Although all careers require a foundation of mathematical knowledge, some are mathematics intensive. More students must pursue an educational path that will prepare them for lifelong work as mathematicians, statisticians, engineers, and scientists.**

**Purpose:**

- To understand how pervasive mathematics is in our lives**
- To realize how our understanding of mathematics affects our understanding of so many different aspects of our lives**
- To motivate students to achieve in math**

**Materials:** poster board, newspapers, glue, stapler, ruler, scissors, scotch tape, note cards or computer printouts

**Procedure:**

- 1. Students will read a newspaper and find five articles that each incorporates a different math concept in their content.**
  - 2. Students will display these articles on a poster, highlighting the math portion(s).**
  - 3. For each article, students will explain on a note card or computer printout what math is used and how this math affects the message in the article.**
  - 4. Students will display these cards on the poster next to the appropriate article.**
  - 5. Students will present their posters to the class and discuss the articles they chose.**
- (If each student is given the same newspaper to use as the resource, the class can keep a tally of the number of different articles chosen and the number of repetitions, if any. Usually, few repetitions occur and the need to understand math becomes more and more apparent to students.)**
- (Beginning the year, students find this an easy assignment and a good introduction to performance assessment lists. Discussions about the points assigned for class presentation and poster appearance and design usually occur and clearer expectations are agreed upon to use for work done later in the year. Students always have the right to contest their grade. Teachers, however, are the assessors.)**

# Performance Assessment List:

**5 articles: 1 point each, 5 points total** \_\_\_\_\_

**Highlighting: 1 point each article, 5 points total** \_\_\_\_\_

**Poster Title: 5 points** \_\_\_\_\_

**5 note cards, explaining math content: 10 points each, 50 points total** \_\_\_\_\_

**Poster Presentation: 5 points** \_\_\_\_\_

**Poster Appearance and Design: 5 points** \_\_\_\_\_

**Your total out of a possible total of 75 points:** \_\_\_\_\_