

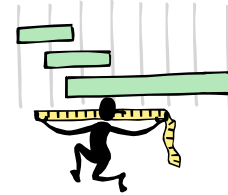
# *Numbers Make it Real*

Quantitative Measures / Credibility

In this lesson, students compare two different versions of the same article. ARTICLE B contains an abundance of quantitative measures while ARTICLE A does not.

*Quantitative measures are given in correct and comparable units.*

SciJourn Standards for Scientific Literacy



Objective: Students will recognize the importance of quantitative measures to the credibility of articles.

Materials: ARTICLE A “*Exceptions*” to the foster care system

ARTICLE B “*Exceptions*” to the foster care system

Time: approximately 30 minutes

## Getting Started

Engage the students in a discussion about *credibility*. If the students seem confused, introduce the term *credibility* by stating that it is how believable or trustworthy an article seems to be. When reading an article, effective readers will ask, “Do I believe this?”

Ask students what makes an article credible. Record reasonable responses on the board.

Explain that the students will read two versions of the same article. As the articles are read, the students will be making decisions about the *credibility* of the articles.

## Addressing the Topic

Distribute ARTICLE A to the students. Provide time for students to read the article individually and to respond to the questions.

Discuss results. The teacher may wish to tally and average responses from the credibility scale for the class to observe. However, limit teacher comments. Ideally, students will discover the importance of quantitative measures by reading and comparing the two articles.

Distribute ARTICLE B to the students. Explain only that this version of the same article is different. Provide time for students to read the article individually and to respond to the questions.

Discuss results. The teacher may wish to tally and average responses from the credibility scale for the class to observe. A discussion of the two articles, how

they differ, and how differences affect credibility will highlight the importance of quantitative measures. Add quantitative measures (numbers) to the list on the board generated earlier.

## ARTICLE A

### *“Exceptions” to the foster care system*

A small number of youth in foster care in the United States graduate high school, according to statistics found on the Orphan Foundation of America website. That compares to a recent high school graduation rate much higher for all Missouri teens, reported on the Missouri Department of Elementary and Secondary Education website. Worse yet, only a small number of teens coming from foster care enroll in college, and fewer still complete their work and earn a bachelor’s degree, according to Connect for Kids.

In Missouri, there are a lot of children in foster care, according to the Orphan Foundation. What do these statistics mean to the teens that live in foster care?

Teenager Bennie Williams has been in foster care since a young age, living in several foster homes over the past years. Williams did graduate from high school on time and now attends college, but it was a challenge.

For example, when he was placed in a home in . . .

*On the scale below, indicate the credibility of the article. Circle your choice.*

0      1      2      3      4      5      6      7      8      9      10

Not at all credible

Quite credible

*Why do you think so?* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*What could be included in the above article to make it more credible?*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ARTICLE B

### *“Exceptions” to the foster care system*

Less than 50% of youth in foster care in the United States graduate high school, according to statistics found on the Orphan Foundation of America website. That compares to a 2008 high school graduation rate of 85% for all Missouri teens, reported on the Missouri Department of Elementary and Secondary Education website. Worse yet, only 10% of teens coming from foster care enroll in college, and less than 2% complete their work and earn a bachelor’s degree, according to Connect for Kids.

26,000 children under the age of 18 in foster care, according to the Orphan Foundation. What do these statistics mean to the teens that live in foster care?

Bernie Williams, age 19, has been in foster care since the age of 3, living in 5 different foster homes over 16 years. Williams did graduate from high school on time and now attends college, but it has been a challenge.

For example, when he was placed in a home in . . .

In Missouri, there are around

*How credible did you find ARTICLE B? Circle your choice.*

0      1      2      3      4      5      6      7      8      9      10

Not at all credible

Quite credible

*In what ways are ARTICLE A and ARTICLE B different?*

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*How do the differences affect the credibility of the articles?*

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