

You Make the Choice

Appendix 1: Lesson 1 Handout

Name: _____

Where do First Nations People Live?

1. Fill in the table below by determining the percentage of population in each region that belongs to First Nations.

Region	Total Population	First Nations Population	First Nations Percentage
Quebec	7 397 000	79 400	
Ontario	11 897 600	188 315	
Alberta	3 056 700	156 220	
British Columbia	4 078 400	170 025	
Yukon Territory	30 100	6 540	
Northwest Territories	40 800	18 725	
Nunavut	28 100	22 720	
<i>Canada Total</i>	<i>31 021 300</i>	<i>976 310</i>	

(data from Statistics Canada:

<http://www12.statcan.ca/english/census01/Products/Analytic/companion/abor/canada.cfm>)

2. On graph chart paper, prepare a bar graph of First Nations percentage population by region. Circle the bar that represents the region with the most First Nations inhabitants. Post your graph on the wall.
3. In which region do you think that the First Nations people have the most influence?

4. Why do you think that the First Nations people have the most influence there?

5. Discuss the influence that First Nations people have in Ontario relative to the number of First Nations people living here. Use full sentences.

You Make the Choice

Appendix 2: Lesson 2 Handout

Name: _____

The Gender Gap

This table shows male and female average full time employee earnings from 1980 to 1997 with inflation taken into account. For each year, calculate female earnings as a percentage of male earnings.

Year	Average Male Full Time Earnings	Average Female Full Time Earnings	Female Earnings Percentage of Male Earnings
1980	\$42 586	\$27 405	
1981	\$41 793	\$26 638	
1983	\$42 226	\$27 366	
1985	\$41 258	\$26 848	
1987	\$41 978	\$27 761	
1989	\$42 328	\$27 928	
1990	\$42 487	\$28 768	
1991	\$42 165	\$29 360	
1993	\$41 722	\$30 132	
1995	\$41 896	\$30 641	
1996	\$42 524	\$31 213	
1997	\$42 626	\$30 915	

1. On graph chart paper, prepare a line graph of earnings by year, with separate lines for males and females on the same axes. Make sure that years are distributed correctly along the x-axis. Post your graph on the wall.
2. On graph chart paper, prepare a line graph of Female Earnings Percentage of Male Earnings by year, again making sure that years are distributed correctly. Post this graph on the wall as well.
3. What information does proportion give you about Gender Gap that salaries themselves do not?

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This table shows the percentage of workers by gender at each salary level (data from 1997).

Annual Salary	Males	Females
Less than \$5 000	11.3%	18.3%
\$5 000 to \$9 999	8.8%	13.3%
\$10 000 to \$14 999	7.9%	11.8%
\$15 000 to \$19 999	7.1%	9.7%
\$20 000 to \$24 999	8.1%	10.1%
\$25 000 to \$29 999	7.6%	9.7%
\$30 000 to \$34 999	8.1%	8.0%
\$35 000 to \$39 999	7.4%	5.5%
\$40 000 to \$44 999	7.0%	4.1%
\$45 000 to \$49 999	4.9%	2.7%
\$50 000 to \$59 999	9.0%	3.8%
\$60 000 or more	12.8%	3.0%

4. What can you say about how much women earn compared to men, based on the table above? Write down one positive statement for women and one negative statement for women

5. March 8th is International Women's Day and March is Women's History Month. Do you think that we need to have such events?

6. Explain your answer to question number 5.

7. How do you feel about the information you have learned today?

Data in charts derived from information from the following sources:

- *Earnings of Men and Women*, Statistics Canada, catalogue number 13-217-XIB, 1997.
- *The Persistent Gap: New Evidence on the Canadian Gender Wage Gap*, prepared by Marie Drolet, Statistics Canada, 75F0002MIE-99008, December 1999.

You Make the Choice

Appendix 3: Lesson 3 Handout

Name: _____

Part 1:

Go to <http://www.deathpenaltyinfo.org/race-death-row-inmates-executed-1976>. Look at the table entitled “**RACE OF DEFENDANTS EXECUTED IN THE U.S. SINCE 1976**” and answer the following questions:

1. What is your understanding of the ethnic proportions in this table?

2. What is the ratio of black defendants to white defendants?

Part 2:

Go to <http://www.deathpenaltyinfo.org/race-death-row-inmates-executed-1976>. Look at the table entitled “**RACE OF VICTIMS SINCE 1976**” and answer the following questions:

3. What is your understanding of the ethnic proportions in this table?

4. What is the ratio of white victims to black victims?

You Make the Choice

(Appendix 3 continued)

Part 3:

Go to <http://www.deathpenaltyinfo.org/race-death-row-inmates-executed-1976>. Look at the information entitled “**PERSONS EXECUTED FOR INTERRACIAL MURDERS IN THE U.S. SINCE 1976**” and answer the following questions:

5. According to the information indicated above, what is the number of black defendants who were executed for murdering white victims?
6. Look back at the table used in Part 1. What is the number of black defendants who were executed for murdering victims of any race?
7. Calculate the number of black defendants who were executed for murdering non-white victims.
8. What is the ratio of black defendants who were executed for murdering white victims to black defendants who were executed for murdering non-white victims?
9. What can you say about the effect the race of the victim has on the execution of a defendant?

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Appendix 4: Lesson 4 Handout

Name: _____

Part 1:

Look at the information in the table below. Calculate the total death row population and percentage by race in the table below.

Table 1: U.S. Death row population by race (in 2000)

Race	Population	Percentage
Black	1411	
Hispanic	353	
White	1531	
Other	78	
Total		

(data compiled from <http://www.naacpldf.org/content.aspx?article=297>)

Part 2:

Estimate the U.S. population by race and place the figures in the table below (not on death row... just everyday people in free society).

Table 2: estimated U.S. population by race

Race	Percentage
Black	%
Hispanic	%
White	%
Other	%

How did you determine the estimates that you entered in table 2?

You Make the Choice

Part 3:

Here are the actual percentages of population in the US by race:

Table 3: U.S. population by race (in 2000)

Race	Percentage
Black	12.3%
Hispanic	12.5%
White	69.1%
Other	6.1%

(data compiled from http://www.censusscope.org/us/chart_race.html)

Compare Tables 1 and 3. Write a paragraph with at least five full sentences to describe the relationship between the percentage population on death row by race and the percentage population in free society.

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Appendix 5

Note to teacher: Go to: <http://www.ojp.usdoj.gov/bjs/glance/drrace.htm>. Insert the chart from that site below:

- Of persons under sentence of death in 2005:
 - 1,805 were white
 - 1,372 were black
 - 31 were American Indian
 - 34 were Asian
 - 12 were of unknown race.
- Fifty-two women were under a sentence of death at year end 2005.
- The 362 Hispanic inmates under sentence of death at year end 2005 accounted for 13% of inmates with a known ethnicity.
- Among inmates under sentence of death and with available criminal histories at yearend 2005:
 - nearly 2 in 3 had a prior felony conviction
 - 1 in 12 had a prior homicide conviction.
- Among persons for whom arrest information was available, the average age at time of arrest was 28; 1 in 9 inmates were age 19 or younger at the time of arrest.

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Ratio and Proportion Summative Evaluation

The information sheet provided to you for use during this evaluation is from the U.S. Department of Justice website (<http://www.ojp.usdoj.gov/bjs/glance/drrace.htm>). Answer the following questions based on that information.

Knowledge and Understanding

- Show your work for all calculations

1. What percentage of total persons under sentence of death in 2005 was white?
(2)

2. What percentage of total persons under sentence of death in 2005 were women?
(2)

3. Among persons for whom arrest information was available, what percentage of inmates was age 19 or younger at the time of arrest? (2)

4. Hispanic inmates were included with white inmates when determining the total number of persons under sentence of death on this information sheet. Calculate the percentage of white inmates under sentence of death if the Hispanic population is made a separate category. (2)

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Applications and Communication

- Use proper sentences for your answers
- Use mathematics as a tool for critical thinking when answering

1. It has been claimed by groups such as Amnesty International that the death penalty is affected by racial bias, gender bias, poverty bias, and age bias. Find a key statement on the information sheet that the U.S. Department of Justice has made to convince you that bias does not affect the death penalty.

a) Write down the statement.

b) Explain why you think that this statement could convince someone the death penalty is unbiased.

c) Make another interpretation of the data that is different from the key statement made by the U.S. Department of Justice.

d) What more information would you need to determine if there is bias based on the statement that you chose?

Criteria	Level R	Level 1	Level 2	Level 3	Level 4
Use of math for critical thinking	Does not demonstrate critical thinking skills	Finds a key statement used to support an agenda	Clearly explains purpose behind key statement	Interprets given data in different and meaningful way	Demonstrates understanding of information that is missing from what is given