9.3 After School Activity
A Develop Understanding Task

Part I

Rashid is in charge of determining the upcoming after school activity. To determine the type of activity, Rashid asked several students whether they prefer to have a dance or play a game of soccer. As Rashid collected preferences, he organized the data in the following two-way frequency table:

	Girls	Boys	Total
Soccer	14	40	54
Dance	46	6	52
Total	60	46	106

Rashid is feeling unsure of the activity he should choose based on the data he has collected and is asking for help. To better understand how the data is displayed, it is useful to know that the outer numbers, located in the margins of the table, represent the total frequency for each row or column of corresponding values and are called *marginal frequencies* . Values that are part of the 'inner' body of the table are created by the intersection of information from the column and the row and they are called the *joint frequencies.*

1. Using the data in the table, construct a viable argument and explain to Rashid which after school event he should choose.

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Part II: Two way frequency tables allow us to organize categorical data in order to draw conclusions. For each set of data below, create a frequency table. When each frequency table is complete, write three sentences about observations of the data, including any trends or associations in the data.

2. **Data set:** There are 45 total students who like to read books. Of those students, 12 of them like non-fiction and the rest like fiction. Four girls like non-fiction. Twenty boys like fiction.

	Fiction	Nonfiction	Total
Boys			
Girls			
Total			

Observation 1:
Observation 2:
Observation 3:

3. **Data set:** 35 seventh graders and 41 eighth graders completed a survey about the amount of time they spend on homework each night. 50 students said they spent more than an hour. 12 eighth graders said they spend less than an hour each night.

			Total
More than one hour			
Less than one hour			
Total			

Observation 1:
Observation 2:
Observation 3:

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