

Math Activity – Grade Six

Remembrance Day

“The United Kingdom has been the principal source of supply of the munitions required by the British Commonwealth and Empire Forces” in the war effort of WWII. (War museum.ca page 10 section II – home production)

Production of Munitions by the United Kingdom September 1939 to June 1944

Ground Munitions

Artillery	13,512
Heavy anti-aircraft equipments	6,294
Light anti-aircraft equipments	15,324
Machine Guns	3,729,921
Rifles	2,001,949
Tanks	25,116
Wheeled vehicles for services	919,111

Naval Vessels

Major Naval vessels	722
Mosquito naval craft	1,386
Other naval vessels	3,636

Aircraft

Total aircraft	102,609
Heavy bombers	10,018
Medium and light bombers	17,702
Fighters	38,025

Expectations:

Solve problems that arise from real-life situations that related to the magnitude of whole numbers up to 1, 000,000

Select an appropriate type of graph to represent a set of data, graph the data using technology and justify the choice of graph.

Mental Set for the lesson:

Development: Be certain students have access to the munitions chart to answer the following questions:

1) How many naval vessels did the United Kingdom produce in WWII?

A: $722 + 1386 + 3636 = 5744$ naval vessels.

2) How many aircraft would be considered in an “other” category with reference to the total aircraft produced and those listed?

Possible soln: A; $102609 - (10018 + 17702 + 38025) = 36864$

3) Using a calculator find out how many more ground munitions were produced when compared to

- aircraft
- naval vessels

Have students decide on the best type of graph for the following situations.

- Number versus type of munitions produced in WWII
- Aircraft produced in the United Kingdom in WWII

Consolidate/Debrief:

Discuss with students why various types of graphs are used for various situations.

Home Activity:

Have students decide on the type of graph that would best be suited to the following survey question “Modes of Transportation in our family”.