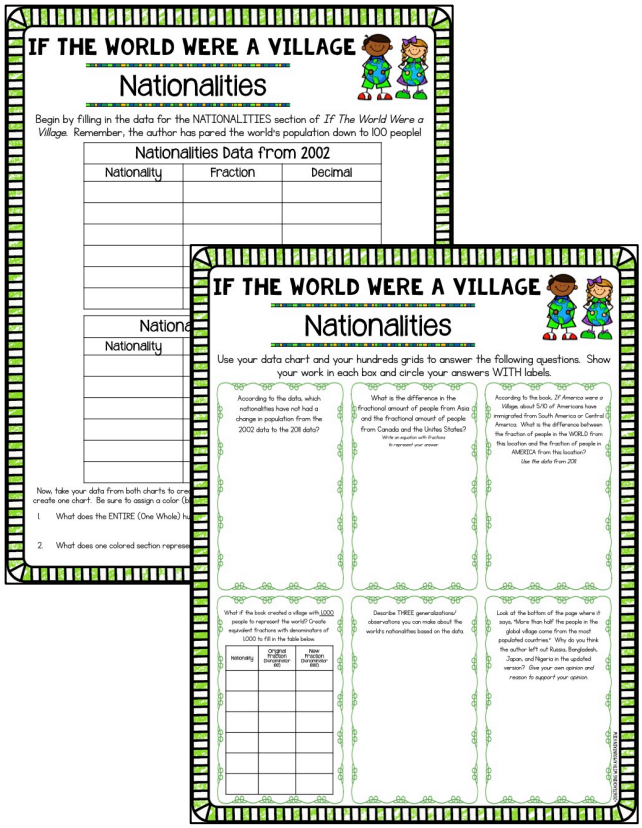
Teaching with a Mountain View

IF THE WORLD WERE A VILLAGE

Mini Math Project

Using Fractions & Decimals


IF THE WORLD WERE A VILLAGE

Nationalities

Begin by filling in the data for the NATIONALITIES section of *If The World Were a Village*. Remember, the author has pared the world's population down to 100 people!

Nationalities Data from 2002

Nationality	Fraction	Decimal

Nationalities

Nationality

Now, take your data from both charts to cre
create one chart. Be sure to assign a color (

1. What does the ENTIRE (One Whole) h

2. What does one colored section repres

IF THE WORLD WERE A VILLAGE

Nationalities

Use your data chart and your hundreds grids to answer the following questions. Show your work in each box and circle your answers WITH labels.

According to the data, which nationalities have not had a change in population from the 2002 data to the 2011 data?

What is the difference in the fractional amount of people from Asia and the fractional amount of people from Canada and the United States?
Write an equation with fractions to represent your answer.

According to the book, *If America were a Village*, about 5/10 of Americans have immigrated from South America or Central America. What is the difference between the fraction of people in the WORLD from this location and the fraction of people in AMERICA from this location?
Use the data from 2011.

What if the book created a village with 1000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

Nationality	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)

Describe THREE generalizations/ observations you can make about the world's nationalities based on the data.

Look at the bottom of the page where it says, "More than half the people in the global village come from the most populated countries." Why do you think the author left out Russia, Bangladesh, Japan, and Nigeria in the updated version? Give your own opinion and reason to support your opinion.

THANK YOU FOR YOUR DOWNLOAD!

I created this math project to accompany the book, If The World Were a Village. It was created to be a culminating project on our study of fractions with denominators of 10 and 100 and decimals. You can use it in many ways! I had pairs of students complete one of the sections (Language, Nationalities, Ages, Food) and then combined the information into a display. If you have more time, you can have students complete all four sets of pages. You will need a copy of the book If The World Were a Village to complete the project. It is readily available at most libraries or on Amazon HERE.

**NOTE: These sets are differentiated. The most challenging set of pages is the FOOD set. The least challenging set is the NATIONALITIES set.

Read more about how I implemented this project by clicking HERE!

Visit Me Here, There, and Everywhere!

www.teachingwithamountainview.com

www.taskcards.com

GRAPHICS:

If you have any questions, please feel free to contact me at

teachingwithamountainview@gmail.com

If you have trouble printing, see a small error, or have any questions, I encourage you to email me or use the "Ask Question" feature before leaving negative feedback. I will do everything I can for you ASAP!

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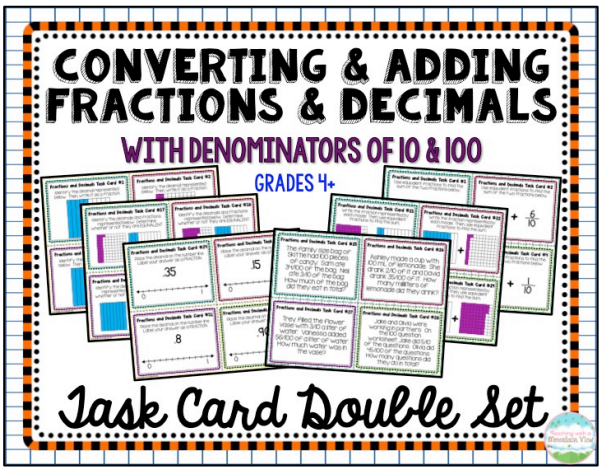
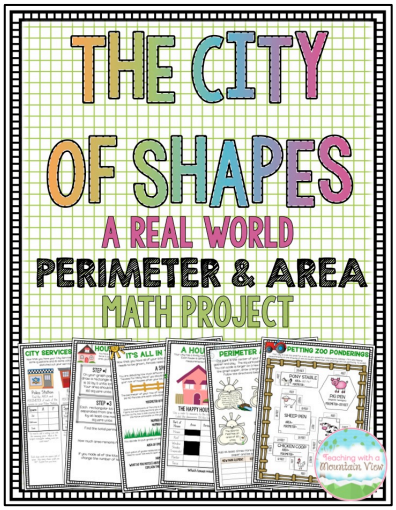
Other Resources You May Enjoy:





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Nationalities Data from 2002		
Nationality	Fraction	Decimal

Nationalities Data from 2011		
Nationality	Fraction	Decimal

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each NATIONALITY and insert it into the key.

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Use the data from 2011.

What if the book created a village with 1,000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

Nationality	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)

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Look at the bottom of the page where it says, "More than half the people in the global village come from the most populated countries." Why do you think the author left out Russia, Bangladesh, Japan, and Nigeria in the updated version? *Give your own opinion and reason to support your opinion.*

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IF THE WORLD WERE A VILLAGE

Nationalities in 2002

KEY

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IF THE WORLD WERE A VILLAGE

Nationalities in 2011

KEY

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IF THE WORLD WERE A VILLAGE

Languages

Begin by filling in the data for the Languages section of *If The World Were a Village*. Remember, the author has pared the world's population down to 100 people!

Languages Data from 2002		
Languages	Fraction	Decimal

Languages Data from 2011		
Languages	Fraction	Decimal

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each LANGUAGE and insert it into the key.

1. Does your data fill the entire hundreds chart? Explain.

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IF THE WORLD WERE A VILLAGE

Languages

Use your data chart and your hundreds grids to answer the following questions. Show your work in each box and circle your answers WITH labels.

According to the data, which languages have not had a change in population from the 2002 data to the 2011 data?

What is the difference in the fractional amount of people who speak Chinese and who speak Russian?

Write an equation with fractions to represent your answer. Use the 2011 data.

According to the book, *If America were a Village*, about 8/10 of Americans speak English. What is the difference between the fraction of people in the WORLD who speak English and the fraction of people in AMERICA who speak English?

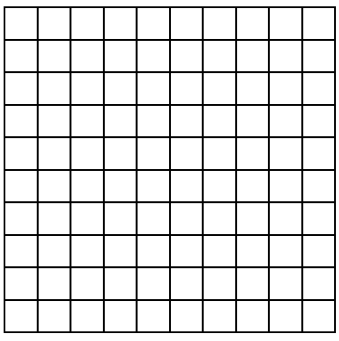
Use the data from 2011.

What if the book created a village with 1,000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

Language	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)
	21/100	
Hindi		
Spanish		
Arabic		
Russian		

Describe THREE generalizations/ observations you can make about the world's languages based on the data.

According to the website, 100people.org, this data is slightly outdated. They say that 6/10 of the world's population speaks a language OTHER than the eight listed here. Write this number as a fraction with a denominator of 100 and fill out the 100 chart below to show the number of people who would speak a different language other than the ones listed in the books.



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IF THE WORLD WERE A VILLAGE

Languages in 2002

KEY

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IF THE WORLD WERE A VILLAGE

Languages in 2011

KEY

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IF THE WORLD WERE A VILLAGE

Ages

Begin by filling in the data for the AGES section of *If The World Were a Village*. Remember, the author has pared the world's population down to 100 people!

AGES Data from 2002		
Age Range	Fraction	Decimal

AGES Data from 2011		
Age Range	Fraction	Decimal

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each AGE RANGE and insert it into the key.

1. What does the ENTIRE (One Whole) hundred chart represent?

2. What does one colored section represent?

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IF THE WORLD WERE A VILLAGE

Ages

Use your data chart and your hundreds grids to answer the following questions. Show your work in each box and circle your answers WITH labels.

According to the data, which age ranges have the same number of people from the 2002 data to the 2011 data?

Explain why YOU think this data has not changed.

According to the 2011 data, what fraction of people in the village are 20 years old or older?

Write your equation and answer as a fraction.

According to the book, *If America were a Village,* about 3/10 of America's population is less than 30 years old. What is the difference between the number of people in the WORLD who are less than 30 years old and the number of people in AMERICA who are less than 30 years old?

Use the data from 2011.

What if the book created a village with 1,000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

Age Ranges	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)
	12/100	
Over 79		
70-79		
	18/100	
60-69		

Describe THREE generalizations/ observations you can make about the world's ages based on the data.

According to the website, 100people.org, this data is slightly outdated. They say that 26/100 of the world's population is ages 0-14. 66/100 of the world's population is 15-64. 8/100 of the world's population is older than 65. How is this data different from the data in the 2011 book?

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IF THE WORLD WERE A VILLAGE

Ages in 2002

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IF THE WORLD WERE A VILLAGE

Ages in 2011

KEY

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IF THE WORLD WERE A VILLAGE

Food

Begin by filling in the data for the FOOD section of *If The World Were a Village*. Remember, the author has pared the world's population down to 100 people, but pay close attention to what your denominator should be for the TYPES of FOOD data!

HUNGER Data from 2002		
People	Fraction	Decimal
ALWAYS Hungry		
Go to bed hungry some of the time		
Always have enough to eat to Survive		

HUNGER Data from 2011		
People	Fraction	Decimal
Severely Undernourished and ALWAYS Hungry		
Hungry some (or all) of the time		
Have enough Food to Survive and Thrive		

TYPES OF FOOD Data from 2011	
Food Type	Fraction

Now, take your data from the top two charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each type of person and insert it into the key.

1. What does the ENTIRE (One Whole) hundred chart represent?

2. What does one colored section represent?

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IF THE WORLD WERE A VILLAGE

Food

Use your data chart and your hundreds grids to answer the following questions. Show your work in each box and circle your answers WITH labels.

What is the biggest difference you see between the two data charts that show the number of people who are hungry?

Explain why YOU think this data has changed so much.

Your denominator for food types was different than every other comparison in the book–it was not 100! Explain why.

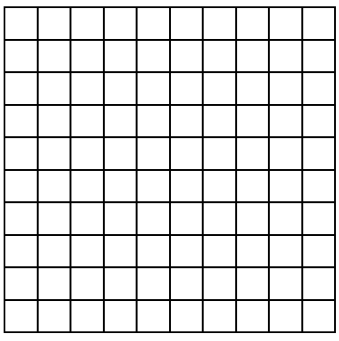
In America (not the entire world), about 14/100 households are hungry all or some of the time. About 1/10 of households experience severe hunger. The rest of the population has a secure food source. First, write all of the fractions for Americans out of 100. Then, find the difference between the number of people Hungry all or some of the time in America vs. the world. Finally, find the difference between the number of people ALWAYS hungry in the world and in America.

In the chart below, first SIMPLIFY the fractions from 2002 into simplest form, then find an EQUIVALENT fraction for each of your original fractions.

People	Simplify Original Fraction	Equivalent Fraction
Always Hungry		
Got to bed hungry some of the time		
Always have enough to eat		

Describe THREE generalizations/ observations you can make about the world's food based on the data.

According to the website, 100people.org, About 8/10 of the people in the village would have access to clean drinking water. 13 would have unsanitary drinking water. Write both numbers as fractions and decimals, then color in the hundreds chart below to represent the number of people who have access to clean water.



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IF THE WORLD WERE A VILLAGE

Food in 2011

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IF THE WORLD WERE A VILLAGE

Food in 2002

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IF YOU ARE UNABLE TO FIND A COPY OF THE 1ST EDITION (2002 DATA), USE THE FOLLOWING PAGES FOR YOUR STUDENTS. ☺

IF THE WORLD WERE A VILLAGE

Nationalities

Begin by filling in the data for the NATIONALITIES section of *If The World Were a Village*. Remember, the author has pared the world's population down to 100 people!

Nationalities Data from 2002		
Nationality	Fraction	Decimal
Asia		.61
Africa		.13
Europe		.12
Central America		.08
United States/Canada		.05
Oceania		.01

Nationalities Data from 2011		
Nationality	Fraction	Decimal

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each NATIONALITY and insert it into the key.

1. What does the ENTIRE (One Whole) hundred chart represent?

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Write an equation with fractions to represent your answer.

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Use the data from 2011.

What if the book created a village with 1,000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

Nationality	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)

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IF THE WORLD WERE A VILLAGE

Nationalities in 2002

KEY

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IF THE WORLD WERE A VILLAGE

Nationalities in 2011

KEY

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IF THE WORLD WERE A VILLAGE

Languages

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Languages Data from 2002		
Languages	Fraction	Decimal
Chinese		.22
English		.09
Hindi		.08
Spanish		.07
Arabic		.04
Bengali		.04
Portuguese		.03
Russian		.03

Languages Data from 2011		
Languages	Fraction	Decimal

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each LANGUAGE and insert it into the key.

1. Does your data fill the entire hundreds chart? Explain.

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IF THE WORLD WERE A VILLAGE

Languages

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Write an equation with fractions to represent your answer. Use the 2011 data.

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Use the data from 2011.

What if the book created a village with 1,000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

Language	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)
	21/100	
Hindi		
Spanish		
Arabic		
Russian		

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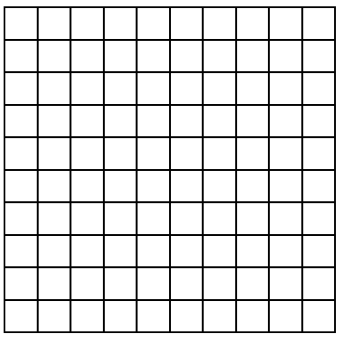

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IF THE WORLD WERE A VILLAGE

Languages in 2002

KEY

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IF THE WORLD WERE A VILLAGE

Languages in 2011

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IF THE WORLD WERE A VILLAGE

Ages

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AGES Data from 2002		
Age Range	Fraction	Decimal
Under 5		.1
5-9		.1
10-19		.19
20-29		.16
30-39		.15
40-49		.11
50-59		.09
60-69		.06
70-79		.03
Over 79		.01

AGES Data from 2011		
Age Range	Fraction	Decimal

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each AGE RANGE and insert it into the key.

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Explain why YOU think this data has not changed.

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Write your equation and answer as a fraction.

According to the book, *If America were a Village,* about 3/10 of America's population is less than 30 years old. What is the difference between the number of people in the WORLD who are less than 30 years old and the number of people in AMERICA who are less than 30 years old?

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IF THE WORLD WERE A VILLAGE

Ages in 2002

KEY

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IF THE WORLD WERE A VILLAGE

Ages in 2011

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IF THE WORLD WERE A VILLAGE

Food

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HUNGER Data from 2002		
People	Fraction	Decimal
ALWAYS Hungry		.60
Go to bed hungry some of the time		.16
Always have enough to eat to Survive		.24

HUNGER Data from 2011		
People	Fraction	Decimal
Severely Undernourished and ALWAYS Hungry		
Hungry some (or all) of the time		
Have enough Food to Survive and Thrive		

TYPES OF FOOD Data from 2011	
Food Type	Fraction

Now, take your data from the top two charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each type of person and insert it into the key.

1. What does the ENTIRE (One Whole) hundred chart represent?

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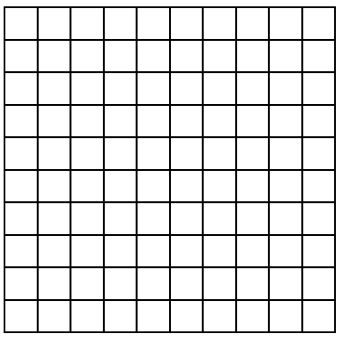

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IF THE WORLD WERE A VILLAGE

Food in 2011

KEY

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IF THE WORLD WERE A VILLAGE

Food in 2002

KEY

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ANSWER KEYS WITH SUGGESTED ANSWERS

IF THE WORLD WERE A VILLAGE

Nationalities

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Nationalities Data from 2002		
Nationality	Fraction	Decimal
Asia	61/100	.61
Africa	13/100	.13
Europe	12/100	.12
Central America	8/100	.08
United States/Canada	5/100	.05
Oceania	1/100	.01

Nationalities Data from 2011		
Nationality	Fraction	Decimal
Asia	61/100	.61
Africa	11/100	.11
Europe	11/100	.11
Central America	8/100	.08
United States/Canada	5/100	.05
Oceania	1/100	.01

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each NATIONALITY and insert it into the key.

1. What does the ENTIRE (One Whole) hundred chart represent?

   The entire village.

2. What does one colored section represent?

   One person in the village.

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IF THE WORLD WERE A VILLAGE

Nationalities

Use your data chart and your hundreds grids to answer the following questions. Show your work in each box and circle your answers WITH labels.

According to the data, which nationalities have not had a change in population from the 2002 data to the 2011 data?

Asia
South America
US/Canada
Oceania

What is the difference in the fractional amount of people from Asia and the fractional amount of people from Canada and the Unites States?

Write an equation with fractions to represent your answer.

61/100-5/100=
56/100

According to the book, *If America were a Village*, about 5/10 of Americans have immigrated from South America or Central America. What is the difference between the fraction of people in the WORLD from this location and the fraction of people in AMERICA from this location?

Use the data from 2011.

50/100-5/100=
45/100

What if the book created a village with 1,000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

Nationality	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)
Asia	61/100	610/1000
Africa	11/100	110/1000
Europe	11/100	110/1000
Central America	8/100	80/1000
United States/ Canada	5/100	50/1000
Oceania	1/100	10/1000

Describe THREE generalizations/ observations you can make about the world's nationalities based on the data.

Answers will vary

Look at the bottom of the page where it says, "More than half the people in the global village come from the most populated countries." Why do you think the author left out Russia, Bangladesh, Japan, and Nigeria in the updated version? *Give your own opinion and reason to support your opinion.*

Answers will vary

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IF THE WORLD WERE A VILLAGE

Languages

Begin by filling in the data for the Languages section of *If The World Were a Village*. Remember, the author has pared the world's population down to 100 people!

Languages Data from 2002		
Languages	Fraction	Decimal
Chinese	22/100	.22
English	9/100	.09
Hindi	8/100	.08
Spanish	7/100	.07
Arabic	4/100	.04
Bengali	4/100	.04
Portuguese	3/100	.03
Russian	3/100	.03

Languages Data from 2011		
Languages	Fraction	Decimal
Chinese	21/100	.21
English	9/100	.09
Hindi	9/100	.09
Spanish	7/100	.07
Arabic	4/100	.04
Bengali	4/100	.04
Portuguese	3/100	.03
Russian	3/100	.03

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each LANGUAGE and insert it into the key.

1. Does your data fill the entire hundreds chart? Explain.

No. The rest of the population speaks a different (other) language.

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IF THE WORLD WERE A VILLAGE

Languages

Use your data chart and your hundreds grids to answer the following questions. Show your work in each box and circle your answers WITH labels.

According to the data, which languages have not had a change in population from the 2002 data to the 2011 data?

Spanish
Arabic
Bengali
Portuguese
Russian

What is the difference in the fractional amount of people who speak Chinese and who speak Russian?

Write an equation with fractions to represent your answer. Use the 2011 data.

2002
22/100-3/100=
19/100

2011
21/100-3/100=
18/100

According to the book, *If America were a Village*, about 8/10 of Americans speak English. What is the difference between the fraction of people in the WORLD who speak English and the fraction of people in AMERICA who speak English?

Use the data from 2011.

80/100-9/100=
71/100

What if the book created a village with 1,000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

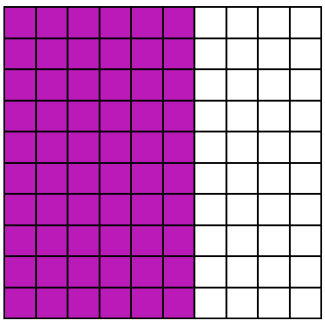
Language	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)
Chinese	21/100	210/1000
Hindi	9/100	90/1000
Spanish	7/100	70/1000
Arabic	4/100	40/1000
Russian	3/100	30/1000

Describe THREE generalizations/ observations you can make about the world's languages based on the data.

Answers will vary

According to the website, 100people.org, this data is slightly outdated. They say that 6/10 of the world's population speaks a language OTHER than the eight listed here. Write this number as a fraction with a denominator of 100 and fill out the 100 chart below to show the number of people who would speak a different language other than the ones listed in the books.

60/100



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IF THE WORLD WERE A VILLAGE

Ages

Begin by filling in the data for the AGES section of *If The World Were a Village*. Remember, the author has pared the world's population down to 100 people!

AGES Data from 2002		
Age Range	Fraction	Decimal
Under 5	10/100	.1
5-9	10/100	.1
10-19	19/100	.19
20-29	16/100	.16
30-39	15/100	.15
40-49	11/100	.11
50-59	9/100	.09
60-69	6/100	.06
70-79	3/100	.03
Over 79	1/100	.01

AGES Data from 2011		
Age Range	Fraction	Decimal
Under 5	9/100	.09
5-9	10/100	.10
10-19	18/100	.18
20-29	17/100	.17
30-39	15/100	.15
40-49	12/100	.12
50-59	9/100	.09
60-69	6/100	.06
70-79	3/100	.03
Over 79	1/100	.01

Now, take your data from both charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each AGE RANGE and insert it into the key.

1. What does the ENTIRE (One Whole) hundred chart represent?

   The entire village.

2. What does one colored section represent?

   One person in the village.

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IF THE WORLD WERE A VILLAGE

Ages

Use your data chart and your hundreds grids to answer the following questions. Show your work in each box and circle your answers WITH labels.

According to the data, which age ranges have the same number of people from the 2002 data to the 2011 data?

5-9
30-39
50-59
60-69
70-79
Over 79

Explain why YOU think this data has not changed.

Answers will Vary

According to the 2011 data, what fraction of people in the village are 20 years old or older?

Write your equation and answer as a fraction.

63/100

According to the book, *If America were a Village,* about 3/10 of America's population is less than 30 years old. What is the difference between the number of people in the WORLD who are less than 30 years old and the number of people in AMERICA who are less than 30 years old?

Use the data from 2011.

AMERICA 30/100
less than 30
WORLD 54/100
Less than 30
DIFFERENCE:
24/100

What if the book created a village with 1,000 people to represent the world? Create equivalent fractions with denominators of 1,000 to fill in the table below.

Age Ranges	Original Fraction (Denominator 100)	New Fraction (Denominator 1000)
40-49	12/100	120/1000
Over 79	1/100	10/1000
70-79	3/100	30/1000
10-19	18/100	180/1000
60-69	6/100	60/1000

Describe THREE generalizations/ observations you can make about the world's ages based on the data.

Answers will vary

According to the website, 100people.org, this data is slightly outdated. They say that 26/100 of the world's population is ages 0-14. 66/100 of the world's population is 15-64. 8/100 of the world's population is older than 65. How is this data different from the data in the 2011 book?

Estimates will Vary

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IF THE WORLD WERE A VILLAGE

Food

Begin by filling in the data for the FOOD section of *If The World Were a Village*. Remember, the author has pared the world's population down to 100 people, but pay close attention to what your denominator should be for the TYPES of FOOD data!

HUNGER Data from 2002		
People	Fraction	Decimal
ALWAYS Hungry	60/100	.60
Go to bed hungry some of the time	16/100	.16
Always have enough to eat to Survive	24/100	.24

HUNGER Data from 2011		
People	Fraction	Decimal
Severely Undernourished and ALWAYS Hungry	17/100	.30
Hungry some (or all) of the time	30/100	.17
Have enough Food to Survive and Thrive	53/100	.53

TYPES OF FOOD Data from 2011	
Food Type	Fraction
Sheep & Goats	31/324
Cows, Bulls, Oxen	23/324
Pigs	15/324
Camels	3/324
Horses	2/324
Chickens	250/324

Now, take your data from the top two charts to create two hundreds charts to represent the data. Each partner should create one chart. Be sure to assign a color (blue, orange, red, etc.) to each type of person and insert it into the key.

1. What does the ENTIRE (One Whole) hundred chart represent?

   The entire village.

2. What does one colored section represent? One person in the village.

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IF THE WORLD WERE A VILLAGE

Food

Use your data chart and your hundreds grids to answer the following questions. Show your work in each box and circle your answers WITH labels.

What is the biggest difference you see between the two data charts that show the number of people who are hungry?

The people who always have enough to eat.

Explain why YOU think this data has changed so much.

Answers will Vary.

Your denominator for food types was different than every other comparison in the book-it was not 100! Explain why.

There were more people than animals.

324

In America (not the entire world), about 14/100 households are hungry all or some of the time. About 1/10 of households experience severe hunger. The rest of the population has a secure food source. First, write all of the fractions for Americans out of 100. Then, find the difference between the number of people Hungry all or some of the time in America vs. the world. Finally, find the difference between the number of people ALWAYS hungry in the world and in America.

All or Some= 14/100
Severe=10/100
Secure=76/100

16/100

7/100

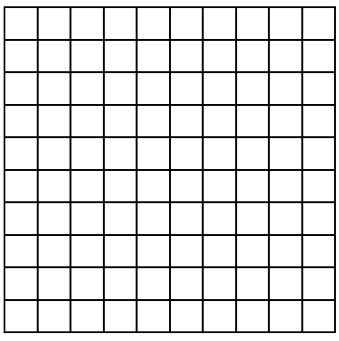
In the chart below, first SIMPLIFY the fractions from 2002 into simplest form, then find an EQUIVALENT fraction for each of your original fractions.

People	Simplify Original Fraction	Equivalent Fraction
Always Hungry	60/100 3/5	
Got to bed hungry some of the time	16/100 4/25	
Always have enough to eat	6/25	

Describe THREE generalizations/ observations you can make about the world's food based on the data.

Answers will vary

According to the website, 100people.org, About 8/10 of the people in the village would have access to clean drinking water. 13 would have unsanitary drinking water. Write both numbers as fractions and decimals, then color in the hundreds chart below to represent the number of people who have access to clean water.



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