

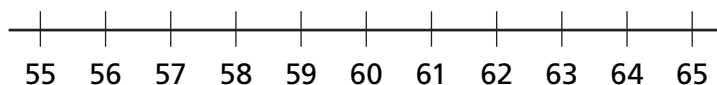
# Heights of Basketball Players

**These are the heights (rounded to the nearest inch) of the boys on the school basketball team.**

**61 55 58 63 60 61 63 59 61 65 57 58**

- 1 Make a frequency graph of their heights. This graph is sometimes called a line plot.

**HEIGHTS OF BASKETBALL PLAYERS**



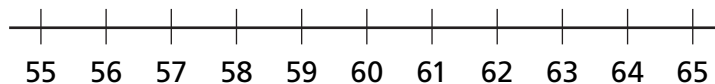
Making graphs can help you see the most common height (or heights) called the **mode**, and the difference between the shortest and tallest heights called the **range**.

- 2 Find these data measures.
 

|                |                |
|----------------|----------------|
| Mode: _____    | Maximum: _____ |
| Minimum: _____ | Range: _____   |

- 3 A month later, the boys' heights are measured again. Two of the boys—one who was 57 inches tall and one who was 61 inches tall—have grown just enough so that they can now round up to 58 inches and 62 inches. Make a new frequency graph, and again find the mode.

**HEIGHTS OF BASKETBALL PLAYERS—ONE MONTH LATER**



Did the most common height change? Explain.

\_\_\_\_\_

- 4 What fraction of students are now 55 inches to 60 inches?  
\_\_\_\_\_

- 5 What fraction of students are now 58 inches to 63 inches? \_\_\_\_\_