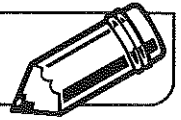
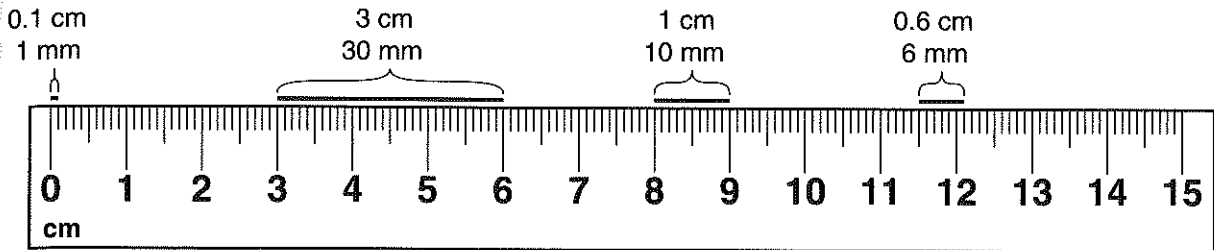


**LESSON**  
**6·2**
**Metric Measures and Conversions**


On metric rulers, centimeters (cm) are divided into 10 equal parts. Each part is called a millimeter (mm).



1. Measure each line segment to the nearest tenth of a centimeter and then to the nearest millimeter.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Draw a line segment that is 6.5 cm long. What is its length in millimeters?

\_\_\_\_\_

3. Describe a pattern you see when you measure the same line segment in centimeters and in millimeters.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. If you know that a line segment is 32 mm long, explain how to find its length in centimeters without measuring.

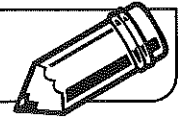
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**LESSON**  
**6•2**

# Another Look at Personal Measures



Different people have different body measures, but is there a relationship between an individual's personal measures? For example, does knowing a person's arm span help predict that person's height? In this activity, you will compare the class measurements for palm width and joint length.

1. Make a prediction: Do students with greater palm widths also have greater joint lengths? \_\_\_\_\_
2. Collect the data for palm widths and joint lengths in millimeters that you and your classmates recorded on journal page 168.

3. Make a table on the back of this page to organize the data.

**Example:**

Student	Palm Width	Joint Length
1	70 mm	30 mm
2		

4. What are the landmarks for this data?

Palm Width

Minimum _____	Maximum _____	Mode _____
Median _____	Mean _____	Range _____

Joint Length

Minimum _____	Maximum _____	Mode _____
Median _____	Mean _____	Range _____

5. What relationships exist between the Palm Width and Joint Length data?  
\_\_\_\_\_

6. Explain why the data does or does not support your prediction.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_