**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_**

**Lesson 1 - Exploring Hudson River PCB Data**

**Part 1: Background reading.** Using the reading, please answer the following questions:

1. What are PCBs, and why are people concerned about them?

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1. Where do most of the PCBs in the Hudson River come from?

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1. What is The Superfund Act, and why is the Hudson a site?

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1. How do fish get PCBs in their bodies?

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1. Where do PCBs generally accumulate in a fish?

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1. What factors determine the level of PCBs in a fish? Name at least three:

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1. Compare the levels of PCBs in Hudson River fish with those found in fish from other locations in the United States.

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1. What is the supermarket standard or "acceptable" level of PCBs in a fish for consumption as determined by the Food and Drug Administration?
2. Explain the process used to sample fish in the Hudson River.

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1. Explain how the Hudson is being cleaned up.

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1. Why will fish in the Hudson River still have PCBs for many years to come?

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1. Go to <http://www.health.ny.gov/environmental/outdoors/fish/hudson_river/> and find out some more specific information about New York, or use the handout provided by your teacher.
	1. For women under the age of 50, and people under the age of 15, how many fish can be eaten safely from the Hudson River south of the Corinth dam?

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* 1. For men over the age of 15 and women over the age of 50, explain the fish advisory in the county where YOU live:

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**Part 2: Exploring Data**

1. Get an envelope with striped bass fish data from your teacher. These are data from one fish collection date in 2008 from Catskill, NY.
2. Sample 3 times from your envelope (which represents the Hudson River). Record the PCB level in each fish and then find the average PCB levels of your three fish in ppm:

 \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Average:\_\_\_\_\_\_\_\_\_\_

1. Based on this number, would you say that fish in the Hudson River are above the federal standard for PCBs of 2 ppm? Why or why not?

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1. Share your average with the class. Write down all of the other averages found by the other groups, and then find the average of the averages:

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| Group | Average |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| Class Average |  |

1. How did your three fish - your sub-sample - compare with the other groups’ sub-samples? (Is your average the same as, higher, or lower than the other averages?)

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1. How does your sub-sample compare with the class average? (Is it the same as, higher, or lower?)

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1. Based on the class average and the small sub-sample averages, would you revise your answer to question #4 about fish being above the federal supermarket standard? Why or why not?

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1. Now, create a graph with all of the data in your envelope. Shade in the boxes above the PCB level for each fish. Label the values that are ABOVE 2.0 ppm so that you know how high the PCB levels are in those fish. Then calculate the average for the entire dataset and mark it’s location with an X on the histogram.

PCB Levels in Striped Bass in 2008 in Catskill, NY

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Count of fish | 11 |   |   |   |   |   |   |   |   |
| 10 |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |   |
| 1 |   |   |   |   |   |   |   |   |
|  |  | 0.0 to 0.4 | 0.41 to 0.8 | 0.81 to 1.2 | 1.21 to 1.6 | 1.61 to 2.0 | 2.1 to 2.4 | 2.41 to 2.8 | 2.81 and above |
|  |  |  |  |  | PCB level (ppm) |  |  |

1. Calculate the chance that you will catch a fish that has a PCB level that is higher than the supermarket standard of 2ppm. This is called the probability. Divide the number of fish over 2ppm by the total number of fish caught:

Number of fish over 2ppm:

Total number of fish caught: =

1. Think again about your answer to #3. Considering the calculation you just made as well as the average, are most fish in the Hudson River above the supermarket standard? Explain your answer.

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1. Look at these data for striped bass that were sampled in the same location but in a different year. Compare the data from the two years. What similarities and differences do you notice (use the box at right)? The mean for the dataset is 1.06ppm (marked with an "X" below).

X

1. Based on the two graphs, in which year are the PCB levels in the fish more different from each other? This is called the variability of the data.
	1. Circle the year: 2008 or 2002
	2. Explain:

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1. Here is some descriptive information about the two sets of data.

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|  | Sample Size of fish | Average (PCB ppm) | Probability of catching a fish ≥ 2ppm |
| 2002 | 16 | 1.06 | 19% |
| 2008 | 19 | 1.09 | 16% |

a. Imagine that you went fishing in 2002, and again in 2008. You caught and ate a striped bass each year. In which year is it more likely that the striped bass you ate had a PCB level that was higher than the FDA supermarket standard of 2ppm? How did you decide that?

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1. Let's practice what we've learned with some additional data, from a different location in the river (further north, near Troy, NY).

Here are some summary data about these two samples:

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|  | Sample Size of fish | Average (PCB ppm) | Probability of catching a fish ≥ 2ppm |
| 2007 | 11 | 2.49 | 82% |
| 2011 | 10 | 2.43 | 50% |

a. Based on the graph, which sample has the higher variability? Describe the variability.

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b. If you had caught striped bass in both years, and put them in your freezer to eat later, which one would you rather eat - a bass caught in 2007, or one caught in 2011? Why?

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1. How did your answer to question #3,"Are Hudson River fish below the federal standard for PCBs?" change during this activity?

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1. Based on this activity, would you say it is okay to eat striped bass from the Hudson River? Why or why not? If you are not sure, what else would you need to know in order to make an informed decision?

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