

# Creating a Survey About the American Dream

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## ACTIVITY

Start with this assumption about Americans and money:

**American teenagers are more obsessed with money than American adults.**

Your job will be to prove or disprove this assumption by creating, conducting, and interpreting a survey. Individually, consider the following:

1. What groups of people will you need to survey?
2. What information will you need to gather about your respondents?

In small groups, brainstorm different types of questions that could appear on your survey. When you create a question that you think will be effective, write it on separate paper.

1. Create a question that can be answered with a “yes” or “no” response.
2. Write a question that can be answered numerically. For instance, you could ask respondents to rate something on a scale from 1 to 10.
3. Write a question that asks respondents to categorize themselves. For instance, a political candidate might ask a respondent to state whether they are likely to vote, not likely to vote, or undecided.
4. Write two questions that have open-ended responses – questions that need to be answered with words or phrases of the respondent’s own choosing.

As a class, share your sample questions and with your teacher’s help, come to consensus on the five questions that will give you the best information to prove or disprove the assumption. Be sure that you have asked for the respondent’s age on your survey.

Your teacher will give you copies of your completed survey to distribute. Each student in your small group should plan on getting responses from at least ten people, being sure that half are teenagers and half are adults.

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## ACTIVITY (continued)

### Gathering Data

1. Total number of respondents: \_\_\_\_\_  
Total number of adults: \_\_\_\_\_  
Total number of teenagers: \_\_\_\_\_
2. Calculate the percentage of your "yes" and "no" responses.  
Adults:                      Yes: \_\_\_\_\_ No: \_\_\_\_\_  
Teenagers:                  Yes: \_\_\_\_\_ No: \_\_\_\_\_  
Overall:                    Yes: \_\_\_\_\_ No: \_\_\_\_\_
3. Calculate the average of your numeric responses:  
Adults:                    \_\_\_\_\_  
Teenagers:                \_\_\_\_\_  
Overall:                   \_\_\_\_\_
4. Calculate the percentages of respondents who identified themselves in particular categories:  
Adults:                    Category 1: \_\_\_\_\_  
                                 Category 2: \_\_\_\_\_  
                                 Category 3: \_\_\_\_\_  
                                 Category 4: \_\_\_\_\_  
  
Teenagers                  Category 1: \_\_\_\_\_  
                                 Category 2: \_\_\_\_\_  
                                 Category 3: \_\_\_\_\_  
                                 Category 4: \_\_\_\_\_  
  
Overall:                    Category 1: \_\_\_\_\_  
                                 Category 2: \_\_\_\_\_  
                                 Category 3: \_\_\_\_\_  
                                 Category 4: \_\_\_\_\_
5. Look through the open-ended responses. Write down words and phrases that seem to be repeated by each group.  
Adults:  
  
  
Teenagers:  
  
  
Both groups:



# Creating a Survey About the American Dream

ACTIVITY (continued)

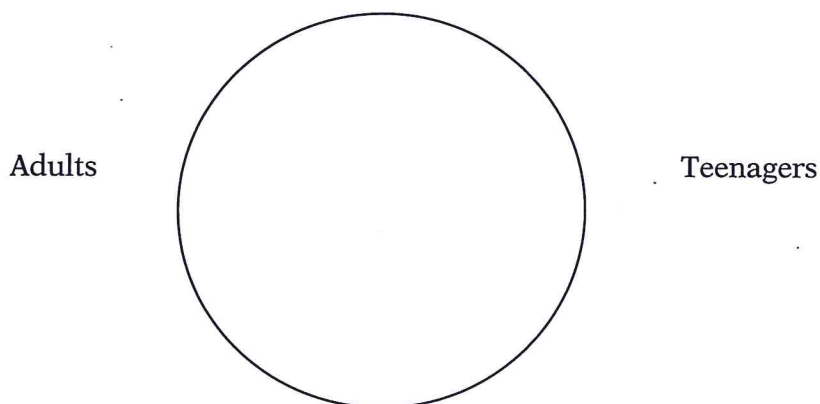
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## Interpreting the Data

1. Summarize your findings. Did you prove or disprove the assumption about American teenagers and adults and money? Are the results inconclusive? Explain your answer, referring to the specific percentages you calculated on the previous page.

## Presenting the Data

2. The circle below represents 100 percent of the respondents to the survey. Write one of your numeric questions above the circle and shade in different colors the percentage of teenagers who responded one way and the percentage of adults who responded the same way.



3. What other methods of presenting data visually might work for your survey?

## Reflecting on Survey

4. You and your classmates conducted the exact same survey. Compare your results with the rest of the class. Which questions seemed to work well for your survey and which questions would you change if you could? Why?

# Embedded Assessment One: Presenting Findings from a Survey

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## SCORING GUIDE

Scoring Criteria	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
<b>Organization</b>	Structure of findings makes thesis and support strongly evident to the reader.	Thesis and support are present but reader must infer important details.	Organization is lacking. There is no clear thesis or evidence to support it.
<b>Conventions</b>	Writer demonstrates excellent understanding of standard writing conventions (grammar, spelling, and punctuation, for example).	Writer demonstrates overall understanding of basic writing conventions with some deviation.	Errors in writing cause the essay to be difficult to read.
<b>Reflective Analysis</b>	The analysis of the survey demonstrates a perceptive look at the topic. The analysis draws insightful conclusions and makes thoughtful connections.	The interpretation of the survey demonstrates a clear understanding of what the student learned about perceptions of the topic.	The conclusion of the surveys lacks reflection on learning and/or analysis of the topic.
<b>Survey Questions</b>	Questions are appropriate and effective for the stated assumption. They lead to the underlying attitudes of the respondents.	Questions are appropriate for the stated assumption.	Questions do not appear to be directly related to the stated assumption.
<b>Additional Criteria</b>			

Comments: