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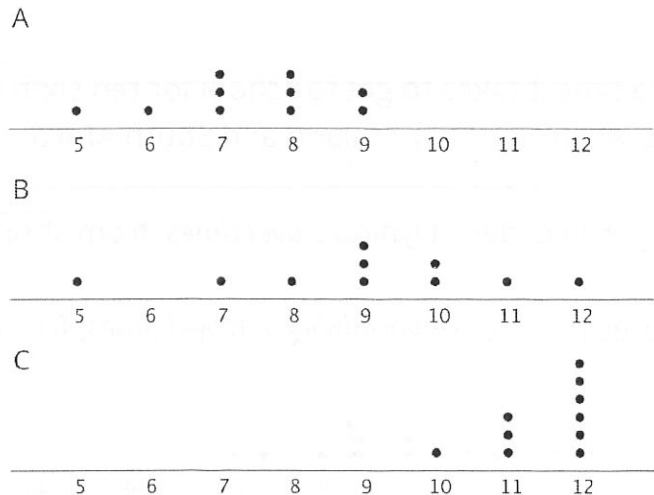
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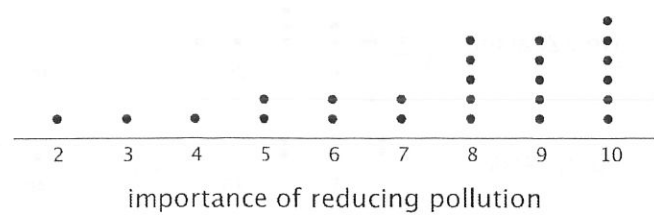
Lesson 6: Using Dot Plots to Answer Statistical Questions

1. Data from ten sixth-grade students were used to make three dot plots that show the following characteristics:
 - a. age in years
 - b. the number of hours of sleep when there is school the next day
 - c. the number of hours of sleep when there is no school the next day

The person who made these dot plots forgot to label them to show which dot plot goes with which characteristic. Match the data set on each dot plot to the appropriate characteristic.



2. Twenty-five students were asked to rate—on a scale of 0 to 10—how important it is to reduce pollution. A rating of 0 means "not at all important" and a rating of 10 means "very important." Their responses are summarized as follows.



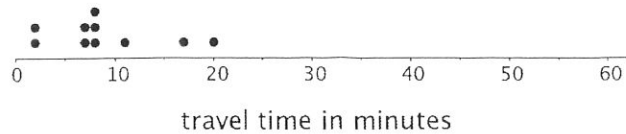
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Explain why a rating of 6 is *not* a good description of the center of this data set.

3. Here is a dot plot of the time, in minutes, it took ten sixth-grade students in the United States to get to school.



- What was the longest travel time for this group of students?
 - Describe a typical time for the students in this group by giving a number that you think represents the center of this data set.
 - Do you think the travel times of these students were alike, or was there a lot of variability in the times?
4. The dot plots show the time it takes to get to school for ten sixth-grade students from the United States, Canada, Australia, New Zealand and South Africa.
- Arrange the countries in order of *typical travel times*, from shortest to longest.
 - Arrange the countries in order of *variability in travel times*, from the least variability to the greatest.

