**Paper Airplane Activity – Data Collection**

1. In the space provided below, add our sets of data from flight 1 and flight 2.

|  |  |
| --- | --- |
| **Flight 1** | **Flight 2** |
|  |  |

1. In the tables provided below, create two frequency tables from our sets of data (use the same intervals for both of your tables created).

Table

Description automatically generated A screenshot of a phone

Description automatically generated with low confidence

1. In the space provided below, plot your data in an appropriate graph to represent the distribution of flight time (s) for our class activity. Make proper intervals that correspond to your frequency tables. (Graph Hint: we’re measuring distribution of flight time in seconds).

Flight 1 Data:

Table

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1. Determine the mean, median, mode, and range of flight 1’s data set.

|  |  |
| --- | --- |
| **Mean** | **Median** |
| **Mode** | **Range** |

iii)

Flight 2 Data:

Table

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1. Determine the mean, median, mode, and range of flight 2’s data set.

|  |  |
| --- | --- |
| **Mean** | **Median** |
| **Mode** | **Range** |

1. Answer the following questions about our graphs and data sets using mathematical terms when useful. Provide answers in complete sentences and include at least one supporting detail.
2. What kind of graph did you choose to display your data? Justify your choice of graph.
3. Is the data collected considered to be continuous or discrete? Explain your reasoning.
4. How do our data sets of flight trials compare/differ from flight 1 to flight 2? Did you notice any trends in our data? Explain your reasoning.
5. Is our graphed data positively skewed, neutral, or negatively skewed? How can you tell?
6. Did you notice any significant outliers in our presented data? Did it affect the result of your graph?
7. Do our measures of spread/central tendency explain conclusions from our data?