

Activity Maps

In the opening section of Interview 1, students were asked to think about the different activities that are most important to them and to name these specific activities. The interviewer recorded each activity on a post-it and then asked each student to rank his/her activities by placing the post-its on a map comprised of five concentric circles. The middle circle represented the most important activity, while the outermost circle represented the activity that was fifth in importance. In the data coding phase of the project, we classified each activity into one of 15 categories, which are defined in Table 1. A statistical analysis was conducted assessing ethnic (African American and European American) and reading level (low, middle, and high) differences for each category. For each statistically significant analysis, pie charts were created to illustrate the results.

The number of activities that students named ranged from 1 to 13. Fifty-five percent of students identified a sport as their first or second most important activity, while 39% of students named friends/family as their first or second most important activity. For the categories of reading, learning/school, music/movies/TV, video/computer games, and performing/fine arts 14% - 21% of students named these activities as first or second in importance. For the categories of animals/nature, biking/skating, phone/texting, playing outside, travel/shopping, household chores/responsibilities, other personal hobbies, and non-codable activities 4% -10% of students named these activities as 1st or 2nd in importance

The statistical analyses showed ethnic differences in the number of activities named and in the following five categories: friends/family, phone/texting, travel/shopping, animals/nature, and learning/school. The analysis for the number of activities students named showed that for both ethnic groups the highest percentage of students identified five activities. However, the

average number of activities named by African Americans was higher than by European Americans (77% versus 62%). For each category (except for animals/nature) with significant ethnic differences, more European American students than African American students did not name these activities as one of their most important. For the category of friends/family, African American students were more likely than European American students to have ranked this activity as fourth or fifth in importance on their activity maps. For the category of phone/texting, African Americans were more likely than European American students to rank this activity as fourth or fifth in importance. For travel/shopping, African American students were more likely than European American students to rank this activity as third or fifth in importance on their activity maps. European American students were more likely than African American students to rank animals/nature as first or second in importance on their activity maps. For the final category of learning/school, a higher percentage of European Americans than African American students ranked this activity as second or fifth in importance.

For each category with significant ethnic differences, a second set of pie charts was created to illustrate the students' differences based on their activities named as most important. For the category of friends/family, the pie charts showed that a higher percentage of European Americans ranked this as number one in importance in comparison to African Americans. For phone/texting, the pie charts show that a greater percentage of European American students ranked this as first or third in importance in comparison to African American students. For the category of travel/shopping, the pie charts show that a higher percentage of European American students ranked this as second in importance in comparison to African American students. For the category of animals/nature, the pie charts showed that a greater percentage of African Americans ranked this activity fourth and fifth in comparison to European American students.

For the final category of learning/school, the pie charts show that a greater percentage of African American students ranked this as first or fourth in importance in comparison to European American students.

Table 1.

Variable name	Variable label	Category includes (but is not limited to):
Int1_activity_coder	Activity coder	NA
Int1_#activities	Interview 1 - # of activity post-its on map	NA
Int1_sports	Interview 1 - highest rank of sports on map	Cheerleading Baseball Football Swimming Running Bowling
Int1_reading	Interview 1 - highest rank of reading on map	Reading Reading magazines
Int1_friend_family	Interview 1 - highest rank of friend/family activities on map	
Int1_mus_mov_tv	Interview 1 - highest rank of music, movies, TV on map	
Int1_phone_text	Interview 1 - highest rank of phone/texting on map	IM Texting Talking on the phone
Int1_vid_comp_int	Interview 1 - highest rank of video/computer	

	games or internet on map	
Int1_play_outside	Interview 1 - highest rank of playing outside on map	Playing catch, Jumping on trampoline
Int1_trav_shop	Interview 1 - highest rank of travel/shopping on map	Traveling Vacations Amusement park Shopping Sailing
Int1_animals_nature	Interview 1 - highest rank of animal/nature-related activities on map	Hunting Fishing, Boating
Int1_household_chores	Interview 1 - highest rank of household chores/responsibilities on map	
Int1_art_perform	Interview 1 - highest rank of performing/fine arts on map	Singing Playing piano Dancing Drawing Acting in plays Crafts Designing clothes Decorating room
Int1_learning_school	Interview 1 - highest rank of learning or school-related activities on map	Math Science labs Answering questions Reading out loud

Int1_bikes_etc	Interview 1 - highest rank of biking/skating/etc. on map	Riding bikes Skating Skateboarding 4-wheel riding
Int1_other_hobby	Interview 1 - highest rank of other personal hobby on map	Collecting trading cards Playing board games Writing stories
Int1_uncodable_activity	Interview 1 - highest rank of uncodable activity on map	Staying up late