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Ipsos Public Affairs
Project Report for the
Surveying the Past Study

Submitted to:
Krista Jenkins
Fairleigh Dickinson University

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Ipsos Project Director: Poom Nukulkij
Ipsos Account Executive: Wendy Mansfield
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Study Design & Documentation

Introduction

Ipsos Public Affairs (Ipsos) conducted the Surveying the Past Study on behalf of Fairleigh Dickinson University. This study investigated Americans' engagement with and understanding of history.

Sample Definition, Field Period and Survey Length

The survey was conducted on KnowledgePanel®, the largest online panel in the United States that relies on probability-based sampling methods for recruitment to provide a representative sampling frame for adults in the U.S. The target population was comprised of non-institutionalized adults age 18 and older residing in the United States.

The sample consisted of general population adults age 18 and older and an augment sample of 18-29 year olds. Ipsos invited one adult from a representative sample of households to partake in this survey. Selected panel members received an email invitation to complete the survey and were asked to do so at their earliest convenience.

The survey was administered to both English and Spanish survey-takers and consisted of two stages: A pretest followed by a main survey. The final programmed English and Spanish instruments are shown in Appendices A1 (English) and A2 (Spanish).

The median completion time of the main survey was 16 minutes. Upon completion, qualified respondents received an entry into the KnowledgePanel sweepstakes.

The completion and qualification rates for the pretest and main surveys are presented below.

	Field Start	Field End	N Fielded	N Completed	Completion Rate	N Qualified	Qualification Rate
Pretest	9/24/2020	9/27/2020	85	39	43.8%	39	100%
Main	10/2/2020	10/18/2020	3,250	1,859	%	1,859*	100%
18-29 Aiugment	10/2/2020	10/18/2020	750	319	42.5%	319	100%
General Population	10/2/2020	10/18/2020	2,500	1,540	61.6%	1,540	100%

*Of the 1,859 cases completing the main survey, 36 were cleaned out by Ipsos and did not have weights calculated, with 1,816 included in the final weighted deliverable.

Survey Cooperation Enhancements

As standard with KnowledgePanel surveys, email reminders were sent to non-responders on Day 3 of the field period. Additional reminders were sent to remaining non-responders on Days 7 and 14 of the field period.

Data File Deliverables and Descriptions

For each survey, Ipsos prepared and delivered fully formatted SPSS datasets containing the survey and demographic data with the appropriate variable and value labels. The table below shows the final pretest and main survey files delivered:

Delivery Date	File Type	File Name	File Size	N Records
9/28/2020	SPSS SAV	FDU_SurveyingThePast_Pretest_Client.sav	336kb	39
10/30/2020	SPSS SAV	FDU_SurveyingThePast_Main_103020.sav	7.3Mb	1,859

In addition, Ipsos prepared and delivered other deliverables as follows:

- Two sets of post-stratification statistical weights for the main survey
- A series of recoded variables combining the responses from questions S1, S2, and S3 for the main survey

In addition to the survey variables from the main interview, Ipsos' standard demographic profile variables, and a series of data processing variables created by Ipsos were provided in the data file. The following table shows the name and description of all variables included in the main survey dataset.

Name	Label
CaseID	Case ID
tm_start	Interview start time (CDT)
tm_finish	Interview finish time (CDT)
duration	Interview duration in minutes
complete_status	complete_status
weight1	Post-stratification weight for total respondents (n=1,816)
weight2	Post-stratification weights for 18-29 year old respondents (main + augment, n=500)
D1	First, which of the following BEST describes what you think the term "history" means?
D2	In your own words, please tell us what you think the term "history" means? (-1 = question shown but no text entered)
S1_a	Since January of 2019, did you do any of the following activities to learn about events in the past? Took a college history course, either in person or online
S1_b	Since January of 2019, did you do any of the following activities to learn about events in the past? Listened to a podcast or radio program about historical events

S1_c	Since January of 2019, did you do any of the following activities to learn about events in the past? Watched a documentary film or video about historical events
S1_d	Since January of 2019, did you do any of the following activities to learn about events in the past? Went on social media, including Twitter, Facebook, Snapchat, Instagram, and other sources to learn about historical events
S1_e	Since January of 2019, did you do any of the following activities to learn about events in the past? Watched cable or network television news about historical events
S1_f	Since January of 2019, did you do any of the following activities to learn about events in the past? Read a newspaper or magazine article about historical events, either online or in print
S1_g	Since January of 2019, did you do any of the following activities to learn about events in the past? Visited a museum in person or online
S1_h	Since January of 2019, did you do any of the following activities to learn about events in the past? Visited a historic site, such as a battlefield, monument, or building, either in person or online
S1_i	Since January of 2019, did you do any of the following activities to learn about events in the past? Read a non-fiction book about historical events
S1_j	Since January of 2019, did you do any of the following activities to learn about events in the past? Read a historical fiction book
S1_k	Since January of 2019, did you do any of the following activities to learn about events in the past? Talked with someone in my community about historical events
S1_l	Since January of 2019, did you do any of the following activities to learn about events in the past? Read a religious document, such as the Bible or Qur'an
S1_m	Since January of 2019, did you do any of the following activities to learn about events in the past? Took a DNA test such as those offered by companies like 23andMe and AncestryDNA
S1_n	Since January of 2019, did you do any of the following activities to learn about events in the past? Attended a lecture about history, either in person or online
S1_o	Since January of 2019, did you do any of the following activities to learn about events in the past? Looked into the history of your family or worked on your family tree
S1_p	Since January of 2019, did you do any of the following activities to learn about events in the past? Watched a fictional film, television or online program set in the past
S1_q	Since January of 2019, did you do any of the following activities to learn about events in the past? Consulted Wikipedia about historical events

S1_r	Since January of 2019, did you do any of the following activities to learn about events in the past? Did a search on the internet (not including Wikipedia) about historical events
S1_s	Since January of 2019, did you do any of the following activities to learn about events in the past? Played history-related video games
S2_1	Are there other activities not mentioned that you did since January of 2019 to learn about the past? (-1 = question shown but no text entered)
S2_2	Are there other activities not mentioned that you did since January of 2019 to learn about the past? (-1 = question shown but no text entered)
S2_3	Are there other activities not mentioned that you did since January of 2019 to learn about the past? (-1 = question shown but no text entered)
S2_DidNotDo	I did not do anything since January of 2019 to learn about the past
S3_a	Out of these, which FIVE did you use the most for learning about events since January of 2019? Took a college history course, either in person or online
S3_b	Out of these, which FIVE did you use the most for learning about events since January of 2019? Listened to a podcast or radio program about historical events
S3_c	Out of these, which FIVE did you use the most for learning about events since January of 2019? Watched a documentary film or video about historical events
S3_d	Out of these, which FIVE did you use the most for learning about events since January of 2019? Went on social media, including Twitter, Facebook, Snapchat, Instagram, and other sources to learn about historical events
S3_e	Out of these, which FIVE did you use the most for learning about events since January of 2019? Watched cable or network television news about historical events
S3_f	Out of these, which FIVE did you use the most for learning about events since January of 2019? Read a newspaper or magazine article about historical events, either online or in print
S3_g	Out of these, which FIVE did you use the most for learning about events since January of 2019? Visited a museum in person
S3_h	Out of these, which FIVE did you use the most for learning about events since January of 2019? Visited a historic site, such as a battlefield, monument, building, either in person or online
S3_i	Out of these, which FIVE did you use the most for learning about events since January of 2019? Read a non-fiction book about historical events
S3_j	Out of these, which FIVE did you use the most for learning about events since January of 2019? Read a historical fiction book
S3_k	Out of these, which FIVE did you use the most for learning about events since January of 2019? Talked with someone in my community about historical events

S3_l	Out of these, which FIVE did you use the most for learning about events since January of 2019? Read a religious document, such as the Bible or Qur'an
S3_m	Out of these, which FIVE did you use the most for learning about events since January of 2019? Took a DNA test such as those offered by companies like 23andMe and AncestryDNA
S3_n	Out of these, which FIVE did you use the most for learning about events since January of 2019? Attended a lecture about history, either in person or online
S3_o	Out of these, which FIVE did you use the most for learning about events since January of 2019? Looked into the history of your family or worked on your family tree
S3_p	Out of these, which FIVE did you use the most for learning about events since January of 2019? Watched a fictional film, television or online program set in the past.
S3_q	Out of these, which FIVE did you use the most for learning about events since January of 2019? Consulted Wikipedia about historical events
S3_r	Out of these, which FIVE did you use the most for learning about events since January of 2019? Did a search on the internet (not including Wikipedia) about historical events
S3_s	Out of these, which FIVE did you use the most for learning about events since January of 2019? Played history-related video games
S3_1	Out of these, which FIVE did you use the most for learning about events since January of 2019? S2 first typed response
S3_2	Out of these, which FIVE did you use the most for learning about events since January of 2019? S2 second typed response
S3_3	Out of these, which FIVE did you use the most for learning about events since January of 2019? S2 third typed response
S4a_a	Please identify how much, if at all, each of these made you want to learn more about history. Took a college history course, either in person or online
S4a_b	Please identify how much, if at all, each of these made you want to learn more about history. Listened to a podcast or radio program about historical events
S4a_c	Please identify how much, if at all, each of these made you want to learn more about history. Watched a documentary film or video about historical events
S4a_d	Please identify how much, if at all, each of these made you want to learn more about history. Went on social media, including Twitter, Facebook, Snapchat, Instagram, and other sources to learn about historical events
S4a_e	Please identify how much, if at all, each of these made you want to learn more about history. Watched cable or network television news about historical events

S4a_f	Please identify how much, if at all, each of these made you want to learn more about history. Read a newspaper or magazine article about historical events, either online or in print
S4a_g	Please identify how much, if at all, each of these made you want to learn more about history. Visited a museum in person
S4a_h	Please identify how much, if at all, each of these made you want to learn more about history. Visited a historic site, such as a battlefield, monument, building, either in person or online
S4a_i	Please identify how much, if at all, each of these made you want to learn more about history. Read a non-fiction book about historical events
S4a_j	Please identify how much, if at all, each of these made you want to learn more about history. Read a historical fiction book
S4a_k	Please identify how much, if at all, each of these made you want to learn more about history. Talked with someone in my community about historical events
S4a_l	Please identify how much, if at all, each of these made you want to learn more about history. Read a religious document, such as the Bible or Qur'an
S4a_m	Please identify how much, if at all, each of these made you want to learn more about history. Took a DNA test such as those offered by companies like 23andMe and AncestryDNA
S4a_n	Please identify how much, if at all, each of these made you want to learn more about history. Attended a lecture about history, either in person or online
S4a_o	Please identify how much, if at all, each of these made you want to learn more about history. Looked into the history of your family or worked on your family tree
S4a_p	Please identify how much, if at all, each of these made you want to learn more about history. Watched a fictional film, television or online program set in the past.
S4a_q	Please identify how much, if at all, each of these made you want to learn more about history. Consulted Wikipedia about historical events
S4a_r	Please identify how much, if at all, each of these made you want to learn more about history. Did a search on the internet (not including Wikipedia) about historical events
S4a_s	Please identify how much, if at all, each of these made you want to learn more about history. Played history-related video games
S4a_1	Please identify how much, if at all, each of these made you want to learn more about history. S2 first typed response
S4a_2	Please identify how much, if at all, each of these made you want to learn more about history. S2 second typed response
S4a_3	Please identify how much, if at all, each of these made you want to learn more about history. S2 third typed response

S4b_a	Please identify how much, if at all, each of these made you want to learn more about history. Took a college history course, either in person or online
S4b_b	Please identify how much, if at all, each of these made you want to learn more about history. Listened to a podcast or radio program about historical events
S4b_c	Please identify how much, if at all, each of these made you want to learn more about history. Watched a documentary film or video about historical events
S4b_d	Please identify how much, if at all, each of these made you want to learn more about history. Went on social media, including Twitter, Facebook, Snapchat, Instagram, and other sources to learn about historical events
S4b_e	Please identify how much, if at all, each of these made you want to learn more about history. Watched cable or network television news about historical events
S4b_f	Please identify how much, if at all, each of these made you want to learn more about history. Read a newspaper or magazine article about historical events, either online or in print
S4b_g	Please identify how much, if at all, each of these made you want to learn more about history. Visited a museum in person
S4b_h	Please identify how much, if at all, each of these made you want to learn more about history. Visited a historic site, such as a battlefield, monument, building, either in person or online
S4b_i	Please identify how much, if at all, each of these made you want to learn more about history. Read a non-fiction book about historical events
S4b_j	Please identify how much, if at all, each of these made you want to learn more about history. Read a historical fiction book
S4b_k	Please identify how much, if at all, each of these made you want to learn more about history. Talked with someone in my community about historical events
S4b_l	Please identify how much, if at all, each of these made you want to learn more about history. Read a religious document, such as the Bible or Qur'an
S4b_m	Please identify how much, if at all, each of these made you want to learn more about history. Took a DNA test such as those offered by companies like 23andMe and AncestryDNA
S4b_n	Please identify how much, if at all, each of these made you want to learn more about history. Attended a lecture about history, either in person or online
S4b_o	Please identify how much, if at all, each of these made you want to learn more about history. Looked into the history of your family or worked on your family tree
S4b_p	Please identify how much, if at all, each of these made you want to learn more about history. Watched a fictional film, television or online program set in the past.

S4b_q	Please identify how much, if at all, each of these made you want to learn more about history. Consulted Wikipedia about historical events
S4b_r	Please identify how much, if at all, each of these made you want to learn more about history. Did a search on the internet (not including Wikipedia) about historical events
S4b_s	Please identify how much, if at all, each of these made you want to learn more about history. Played history-related video games
S4b_1	Please identify how much, if at all, each of these made you want to learn more about history. S2 first typed response
S4b_2	Please identify how much, if at all, each of these made you want to learn more about history. S2 second typed response
S4b_3	Please identify how much, if at all, each of these made you want to learn more about history. S2 third typed response
S5a	Following any of these activities, did you take any action as a result of what you learned?
S5a_Text	Following any of these activities, did you take any action as a result of what you learned? Text (-1 = question shown but no text entered)
S5b	Following any of these activities, did you take any action as a result of what you learned?
S5b_Text	Following any of these activities, did you take any action as a result of what you learned? Text (-1 = question shown but no text entered)
S6	Which of the following reasons BEST describes why you want to learn about events in the past?
S7_a	How much, if at all, would you like to learn more about the following: The histories of foreign places or people
S7_b	How much, if at all, would you like to learn more about the following: My own family's history
S7_c	How much, if at all, would you like to learn more about the following: The history of my country
S7_d	How much, if at all, would you like to learn more about the following: The history of my ethnic group
S7_e	How much, if at all, would you like to learn more about the following: History that happened more than 500 years ago
S7_f	How much, if at all, would you like to learn more about the following: Histories of people who are different from me
S7_g	How much, if at all, would you like to learn more about the following: The history of my state or local community
S8	Did you have plans to visit a museum or historic site, such as a battlefield, monument, or building or neighborhood this summer that you could not accomplish because of pandemic related closures?
SCH1_1	Thinking back on your experiences in high school history or social studies classes, what words or short phrases come to mind? First typed response (-1 = question shown but no text entered)

SCH1_2	Thinking back on your experiences in high school history or social studies classes, what words or short phrases come to mind? Second typed response (-1 = question shown but no text entered)
SCH1_3	Thinking back on your experiences in high school history or social studies classes, what words or short phrases come to mind? Third typed response (-1 = question shown but no text entered)
SCH1_DK	Click to write the question text - Don't know or remember
SCH1_DidNotTake	Click to write the question text - I did not take any history or social studies classes in high school
SCH2	Did you take any history courses in college?
SCH3_1	Thinking back on your experiences in college history classes, what words or short phrases come to mind? First typed response (-1 = question shown but no text entered)
SCH3_2	Thinking back on your experiences in college history classes, what words or short phrases come to mind? Second typed response (-1 = question shown but no text entered)
SCH3_3	Thinking back on your experiences in college history classes, what words or short phrases come to mind? Third typed response (-1 = question shown but no text entered)
SCH3_DK	Thinking back on your experiences in college history classes, what words or short phrases come to mind? Don't know or remember
T1_a	How much, if at all, do you trust each of the following sources to provide an accurate account of history? High school teachers
T1_b	How much, if at all, do you trust each of the following sources to provide an accurate account of history? College and university professors
T1_c	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Podcasts or radio programs
T1_d	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Documentary films or videos
T1_e	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Social media, including Twitter, Facebook, Snapchat, Instagram, and other sources
T1_f	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Cable or network television news
T1_g	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Newspapers or magazine articles, either online or in print
T1_h	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Museums
T1_i	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Historic sites, such as battlefields, monuments, buildings and neighborhoods
T1_j	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Non-fiction books

T1_k	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Historical fiction books
T1_l	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Conversations with people in my community
T1_m	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Religious documents, such as the Bible or Qur'an
T1_n	How much, if at all, do you trust each of the following sources to provide an accurate account of history? DNA tests such as those offered by companies like 23andME and AncestryDNA
T1_o	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Public lectures about history
T1_p	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Genealogy research about my family
T1_q	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Fictional films, television, or online programs about the past
T1_r	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Wikipedia
T1_s	How much, if at all, do you trust each of the following sources to provide an accurate account of history? Information from searches done on the Internet, not including Wikipedia
T1_t	How much, if at all, do you trust each of the following sources to provide an accurate account of history? History-related video games
T2	Which of the following statements BEST describes you personally even if neither statement is perfect:
HR1	In your opinion, should what we know about the history of people and events ever change?
HR2	Which of the following statements BEST explain why YOU think our understanding of what happened in history changes from time to time:
CE1	Since January 2019, have you worked with others in your community to try to solve a community problem, either in-person or online?
CE2	How often do you vote in elections?
CE3	Since January 2019, have you done any volunteer activities through or for an organization, either in-person or online?
CE4	Since January 2019, did you contact an elected official to register your opinion or express a concern?
V1	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V2	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V3	Please indicate which statement comes closer to your own views, even if neither is exactly right.

V4	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V5	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V6	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V7	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V8	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V9	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V10	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V11	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V12	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V13	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V14	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V15	Please indicate which statement comes closer to your own views, even if neither is exactly right.
V18_a	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. Women
V18_b	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. Racial and ethnic minorities
V18_c	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. Religious groups and institutions
V18_d	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. Lesbian, gay, bisexual, transgender and queer individuals
V18_e	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. Politics and government
V18_f	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. The military

V18_g	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. Business leaders
V18_h	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. Men
V18_i	Please indicate whether you believe historians have paid too much/about the right amount/not enough attention to the following groups and institutions. The Framers of the Declaration of Independence or U.S. Constitution
V19	And finally, do you live in a community where there have been or are current restrictions on where you can go and what you can do because of the coronavirus pandemic?
QPID100	Generally speaking, do you think of yourself as a...
QPID100_Text	Generally speaking, do you think of yourself as a... - Text (-1 = question shown but no text entered)
GENDERX	Do you consider yourself...
PPAGE	Age - profile and Recruitment
PPEDUC	Education (highest degree received)
PPEDUCAT	Education (Categorical)
PPETHM	Race/Ethnicity, Census categories
PPGENDER	Gender
PPHHHEAD	Household Head
PPHHSIZE	Household Size
PPHOUSE	Housing type
PPINCIMP	HH income - profile and imputed
PPMARIT	Marital status
PPMSACAT	MSA Status
PPREG4	Region 4 - Based On State Of Residence
ppreg9	Region 9 - Based on State of Residence
PPRENT	Ownership status of living quarters
PPSTATEN	State - numeric
PPWORK	Employment status (profile data)
PPT01	Total number of HH members age 1 or younger
PPT1317	Total number of HH members age 13 to 17
PPT18OV	Total number of HH members age 18 or older
PPT25	Total number of HH members age 2 to 5
PPT612	Total number of HH members age 6 to 12
xspanish	Survey Language
xacslang	Language Proficiency
MostOften_1	Most Often (combined S1 S2 S3) Took a college history course, either in person or online

MostOften_2	Most Often (combined S1 S2 S3) Listened to a podcast or radio program about historical events
MostOften_3	Most Often (combined S1 S2 S3) Watched a documentary film or video about historical events
MostOften_4	Most Often (combined S1 S2 S3) Went on social media, including Twitter, Facebook, Snapchat, Instagram, and other sources to learn about historical events
MostOften_5	Most Often (combined S1 S2 S3) Watched cable or network television news about historical events
MostOften_6	Most Often (combined S1 S2 S3) Read a newspaper or magazine article about historical events, either online or in print
MostOften_7	Most Often (combined S1 S2 S3) Visited a museum in person or online
MostOften_8	Most Often (combined S1 S2 S3) Visited a historic site, such as a battlefield, monument, or building, either in person or online
MostOften_9	Most Often (combined S1 S2 S3) Read a non-fiction book about historical events
MostOften_10	Most Often (combined S1 S2 S3) Read a historical fiction book
MostOften_11	Most Often (combined S1 S2 S3) Talked with someone in my community about historical events
MostOften_12	Most Often (combined S1 S2 S3) Read a religious document, such as the Bible or Qur'an
MostOften_13	Most Often (combined S1 S2 S3) Took a DNA test such as those offered by companies like 23andMe and AncestryDNA
MostOften_14	Most Often (combined S1 S2 S3) Attended a lecture about history, either in person or online
MostOften_15	Most Often (combined S1 S2 S3) Looked into the history of your family or worked on your family tree
MostOften_16	Most Often (combined S1 S2 S3) Watched a fictional film, television or online program set in the past
MostOften_17	Most Often (combined S1 S2 S3) Consulted Wikipedia about historical events
MostOften_18	Most Often (combined S1 S2 S3) Did a search on the internet (not including Wikipedia) about historical events
MostOften_19	Most Often (combined S1 S2 S3) Played history-related video games
MostOften_20	Most Often (combined S1 S2 S3) First Text Response
MostOften_21	Most Often (combined S1 S2 S3) Second Text Response
MostOften_22	Most Often (combined S1 S2 S3) Third Text Response
ENDORSED1	Holds one of five items at S1 S2 S3 Endorsed
ENDORSED2	Holds one of five items at S1 S2 S3 Endorsed
ENDORSED3	Holds one of five items at S1 S2 S3 Endorsed
ENDORSED4	Holds one of five items at S1 S2 S3 Endorsed
ENDORSED5	Holds one of five items at S1 S2 S3 Endorsed

Key Personnel

Key personnel on the study include:

Wendy Mansfield – Senior Vice President, Research Development. W. Mansfield is based in Washington, DC.
Email: wendy.mansfield@ipsos.com

Poom Nukulkij – Director, Ipsos Public Affairs. P. Nukulkij is based in Chicago, IL.
Email: poom.nukulkij@ipsos.com

Ipsos KnowledgePanel® Methodology

Introduction

Ipsos is passionate about social science, health, and public policy research. We collaborate closely with our clients throughout the research process, while applying rigor in every step. We specialize in innovative online research that consistently gives leaders in academia, government, and business the confidence to make important decisions. Ipsos delivers affordable, statistically valid online research through KnowledgePanel® and leverages a variety of other assets, such as world-class advanced analytics, an industry-leading physician panel, an innovative platform for measuring online ad effectiveness, and a research-ready behavioral database of frequent supermarket and drug store shoppers.

KnowledgePanel is the first and largest online research panel that is representative of the entire U.S. population. Panel members are randomly recruited through probability-based sampling, and households are provided with access to the Internet and hardware if needed.

Ipsos recruits panel members using address-based sampling (ABS) methods to ensure full coverage of all households in the nation. Once household members are recruited for the panel and assigned to a study sample, they are notified by email for survey taking, or panelists can visit their online member page for survey taking (instead of being contacted by telephone or postal mail). This allows surveys to be fielded quickly and economically. In addition, this approach reduces the burden placed on respondents, since email notification is less intrusive than telephone calls and most respondents find answering online questionnaires more interesting and engaging than being questioned by a telephone interviewer. Furthermore, respondents have the convenience to choose what day and time to complete their assigned survey.

Ipsos Public Affairs

Ipsos Public Affairs has a strong tradition in working with sophisticated academic, government, and commercial researchers to provide high quality research, samples, and analyses. The larger Ipsos offers the fundamental knowledge for governmental agencies, academics, industries, industry, retailers, services companies and the media need to provide exceptional quality in research to make effective decisions. It delivers a comprehensive range of information and consultancy services. Ipsos is one of the leading survey research organizations worldwide, operating in 90 countries with over 16,000 employees.

For further information, visit our website: www.ipsos.com.

KnowledgePanel Methodology

KnowledgePanel provides probability-based samples with an "organic" representation of the study population for measurement of public opinions, attitudes, and behaviors. The panel was first developed in 1999 by Knowledge Networks, an Ipsos company. Panel members are randomly selected so that survey results can properly represent the U.S. population with a measurable level of accuracy, features that are not obtainable from nonprobability or opt-in

online panels (for comparisons of results from probability versus nonprobability methods, see MacInnis et al., 2018[1] and Yeager et al., 2011[2]).

KnowledgePanel's recruitment process was originally based exclusively on a national RDD sampling methodology. In 2009, in light of the growing proportion of cellphone-only households, Ipsos migrated to an ABS recruitment methodology via the U.S. Postal Service's Delivery Sequence File (DSF)[3]. ABS not only improves population coverage, but also provides a more effective means for recruiting hard-to-reach individuals, such as young adults and minorities. Households without Internet connection are provided with a web-enabled device and free internet service.

After initially accepting the invitation to join the panel, participants are asked to complete a short demographic survey (the initial Core Profile Survey); answers to this survey allow efficient panel sampling and weighting for future surveys. Upon completing the Core Profile Survey, participants become active panel members. All panel members are provided privacy and confidentiality protections.

Adults from sampled households are invited to join KnowledgePanel through a series of mailings, including an initial invitation letter, a reminder postcard, and a subsequent follow-up letter. Moreover, telephone refusal-conversion calls are made to nonresponding households for which a telephone number could be matched to a physical address. Invited households can join the panel by:

- Completing and mailing back a paper form in a postage-paid envelope
- Calling a toll-free hotline phone number maintained by Ipsos
- Going to a designated Ipsos website and completing the recruitment form online

KnowledgePanel Latino[SM] Recruitment
In 2008, KnowledgePanel Latino[SM] was developed to provide researchers with the capability to conduct representative online surveys with United States Hispanics, including both English and Spanish-dominant Hispanics. With the advent of KnowledgePanel Latino, the first United States online panel representative of Hispanics was established to include those without Internet access and those who only speak Spanish. Hispanic members recruited through our traditional ABS sampling methodology described above are supplemented with recruitment using a custom dual-frame RDD sampling methodology targeting telephone exchanges associated with census blocks that have a 65% or greater Latino population density (this density level covers just over 50% of the United States Hispanic population). Moreover, cellular numbers from rates

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[1] MacInnis, B., Krosnick, J., Ho, A., and M. Cho (2018). "The Accuracy of Measurements with Probability and Nonprobability Survey Samples: Replication and Extension." Public Opinion Quarterly, Winter 2018.

[2] Yeager, D., Krosnick, J., Chang, L., Javitz, H., Levendusky, M., Simper, A. and R. Wang (2011). "Comparing the Accuracy of RDD Telephone Surveys and Internet Surveys Conducted With Probability and Non-Probability Samples." Public Opinion Quarterly, Winter 2011.

[3] Fahimi, M. and D. Kulp (2009). "Address-Based Sampling – Alternatives for Surveys That Require Contacts with Representative Samples of Households." Quirk's Marketing Research Review, May 2009.

centers with high concentration of Hispanics are also used to improve the representation of samples. With this telephone recruitment, households are screened in the Spanish language to only recruit those homes where Spanish is spoken at least half the time.

Household Member Recruitment

During the initial recruitment survey, all household members are enumerated. Following enumeration, attempts are made to recruit every household member who is at least 13 years old to participate in KnowledgePanel surveys. For household members aged 13 to 17, consent is collected from the parents or the legal guardian during the initial recruitment interview. No direct communication with teenagers is attempted before obtaining parental consent.

Survey Sampling from KnowledgePanel

Once panel members are recruited and profiled by completing our Core Profile Survey, they become eligible for selection for client surveys. Typically, specific survey samples are based on an equal probability selection method (EPSEM) for general population surveys. Customized stratified random sampling based on "profile" data can also be implemented as required by the study design. Profile data can also be used when a survey calls for pre-screening—that is, members are drawn from a subsample of the panel, such as females, Republicans, grocery shoppers, etc. (This can reduce screening costs, particularly for rare subgroups.) In such cases, we ensure that all subsequent survey samples drawn that week are selected in such a way as to result in a sample that remains representative of the panel distributions. While surveys can be conducted with these teens directly, in most instances teen surveys are conducted by first selecting a sample of active members who are parents. This parent route alternative makes it possible to reach a larger sample of teens.

Survey Administration

Once assigned to a survey, members receive a notification email letting them know there is a new survey available for them to complete. This email notification contains a link that sends them to the survey. No login name or password is required. The field period depends on the client's needs and can range anywhere from a few hours to several weeks.

Typically, after three days, automatic email reminders are sent to all non-responding panel members in the sample. Additional email reminders are sent or custom reminder schedules are set up as needed. To assist panel members with their survey taking, each individual has a personalized member portal listing all assigned surveys that have yet to be completed.

Ipsos also operates an ongoing modest incentive program to encourage participation and create member loyalty. The incentive program includes special raffles and sweepstakes with both cash rewards and other prizes to be won. Typically, we assign panel members no more than one survey per week. On average, panel members complete two to three surveys per month with durations of 10 to 15 minutes per survey. An additional incentive is usually provided for longer surveys.

Response Rates

As a member of the American Association of Public Opinion Research (AAPOR), Ipsos follows the AAPOR standards for response rate reporting. While the AAPOR standards were established for single survey administrations and not for multi-stage panel surveys, we use the Callegaro-DiSogra (2008)[4] algorithms for calculating KnowledgePanel survey response rates. Generally, the KnowledgePanel survey completion rate is about 60%, with minor variations due to survey length, topic, sample specifications, and other fielding characteristics. In contrast, virtually all surveys that employ nonprobability online panels typically achieve survey completion rates in the low single digits. This means that – aside from the fact that nonprobability panels are inherently not representative of any known populations – the effective size of KnowledgePanel (55,000 panel members × 0.60 completion rate = 33,000 respondents) would be equivalent to a nonprobability panel with 1,650,000 members that on average secures completion rates close to 2% (1,650,000 panel members x 0.02 = 33,000 respondents).

Ipsos KnowledgePanel Weighting

Sample Weighting

As detailed above, significant resources and infrastructure are devoted to the recruitment process for KnowledgePanel so that our active panel members can properly represent the adult population of the U.S. This representation is achieved not only with respect to a broad set of geodemographic indicators, but also for hard-to-reach adults (such as those without Internet access or Spanish-language-dominant Hispanics) who are recruited in proper proportions. Consequently, the raw distribution of KnowledgePanel mirrors that of the U.S. adults fairly closely, barring occasional disparities that may emerge for certain subgroups due to differential attrition.

For selection of general population samples from KnowledgePanel, a patented methodology has been developed that ensures all samples behave as EPSEM samples. Briefly, this methodology starts by weighting the pool of active members to the geodemographic benchmarks secured from the latest March supplement of the U.S. Census Bureau's Current Population Survey (CPS) along several dimensions. Using the resulting weights as measures of size, a probability-proportional-to-size (PPS) procedure is used to select study specific samples. It is the application of this PPS methodology with the imposed size measures that produces fully self-weighing samples from KnowledgePanel, for which each sample member can carry a design weight of unity. Moreover, in instances where a study design requires any form of oversampling of certain subgroups, such departures from an EPSEM design are accounted for by adjusting the design weights in reference to the CPS benchmarks for the population of interest.

The geodemographic benchmarks used to weight the active panel members for computation of size measures include:

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[4] Callegaro, M. and C. DiSogra (2008). "Computing Response Metrics for Online Panels." *Public Opinion Quarterly*, Vol. 72, No. 5.

- Gender (Male/Female)
- Age (18–29, 30–44, 45–59, and 60+)
- Race/Hispanic ethnicity (White/Non-Hispanic, Black/Non-Hispanic, Other/Non-Hispanic, 2+ Races/Non-Hispanic, Hispanic)
- Education (Less than High School, High School, Some College, Bachelor and beyond)
- Census Region (Northeast, Midwest, South, West)
- Household income (under $10k, $10K to <$25k, $25K to <$50k, $50K to <$75k, $75K to <$100k, $100K to <$150k, and $150K+)
- Home ownership status (Own, Rent/Other)
- Metropolitan Area (Yes, No)
- Hispanic Origin (Mexican, Puerto Rican, Cuban, Other, Non-Hispanic)

Study-Specific Post-Stratification Weights

Once all survey data have been collected and processed, design weights are adjusted to account for any differential nonresponse that may have occurred. Depending on the specific target population for a given study, geodemographic distributions for the corresponding population are obtained from the CPS, the U.S. Census Bureau's American Community Survey (ACS), or in certain instances from the weighted KnowledgePanel profile data. For this purpose an iterative proportional fitting (raking) procedure is used to produce the final weights. In the final step, calculated weights are examined to identify and, if necessary, trim outliers at the extreme upper and lower tails of the weight distribution. The resulting weights are then scaled to aggregate to the total sample size of all eligible respondents.

For this study, our weighting process included the following steps:

1. In the first step, design weights for all KnowledgePanel (KP) assignees were computed to reflect their selection probabilities.

2. The above design weights for KP respondents were then raked to the following geodemographic distributions of the 18 and over US population with finer adjustments within 18-29 and 30+ respondents. The needed benchmarks were obtained from the 2020 March Supplement of the Current Population Survey (CPS). Moreover, we used the 2018 American Community Survey (ACS) to obtain language proficiency benchmarks to adjust weights of Hispanic respondents.

   a. Gender (Male, Female) by Age (18-24, 25-29, 30-44, 45-59, 60+)
   b. Race-Ethnicity (White/Non-Hispanic, Black/Non-Hispanic, Other/Non-Hispanic, Hispanic, 2+ Races/Non-Hispanic) by Age (18-29, 30+)
   c. Census Region (Northeast, Midwest, South, and West) by Age (18-29, 30+)
   d. Metropolitan Status (Metro, Non-Metro) by Age (18-29, 30+)
   e. Education (Less than High School, High School, Some College, Bachelor or Higher) by Age (18-29, 30+)

f. Household Income (Under $25K, $25K-$49,999, $50K-$74,999, $75K-$99,999, $100K-$149,999, $150K and Over) by Age (18-29, 30+)

g. Language Proficiency (English Proficient Hispanic, Bilingual Hispanic, Spanish Proficient Hispanic, Non-Hispanic) by Age (18-29, 30+) [Note: Bilingual and Spanish Proficient Hispanics were collapsed within 18-29 due to the small cell sizes.]

3. The resulting weights were trimmed within 18-29 and 30+ respondents and scaled to add up to the following cases:

    a. Total number of respondents with weights labeled as weight1 with 1,816 cases.
    b. Total number of 18-29 respondents with weights labeled as weight2 with 500 cases.

Trimming:

weight1:
  18-29: (0.40%, 99.60%)
  30+: (0.38%, 99.62%)
weight2 – None; scaled weights based on weight1

Margin of Error (MOE) and Design Effect (deff):

weight 1:
n=1,816
deff=1.1396
MOE = +/-2.45% at 95% confidence level with a point estimate at 50% when MOE is at its largest

weight 2:
n=500
deff=1.2423
MOE = +/-4.88% at 95% confidence level with a point estimate at 50% when MOE is at its largest

Range of Weights:

Variable	N	Minimum	Maximum	Mean	Median	Coeff of Variation	1st Pctl	99th Pctl	Sum
weight1	1816	0.146	2.250	1.000	0.968	37.361	0.276	2.094	1816.000
weight2	500	0.195	2.920	1.000	0.871	49.229	0.255	2.625	500.000

Analysis Variable : weight1									
age2	N Obs	N	Minimum	Maximum	Mean	Median	Coeff of Variation	1st Pctl	99th Pctl	Sum
18-29	500	500	0.146	2.191	0.750	0.654	49.229	0.192	1.970	375.218
30+	1316	1316	0.348	2.250	1.095	1.040	30.043	0.387	2.122	1440.782

Detailed information on the demographic distributions of the benchmarks can be found in Appendix B.

Appendix A1: Final Programmed Main Survey Questionnaire

Study Information

Note: The study information below should be completed for all projects. Copy/paste the table into the internal project kickoff meeting invitation so all teams have it for reference.

Client	Fairleigh Dickinson University (Krista Jenkins)
Project Name	Surveying the Past
Account Executive	Wendy Mansfield
Project Manager	Poom Nukulkij
Ipsos Job Number	20-005323-01
SNO(s)	Pretest 23515, Main TBD
LOI	20 minutes
Type of Study	Ad-hoc, one shot
Field Start Date (tentative is fine)	9/16/2020
Field End Date (tentative is fine)	9/30/2020
Teams Involved	Scripting, Statistics
DP Team Scope	None
Kickoff Meeting Date (tentative is fine)	9/3/2020
Comments	

Sample Variables

- KP standard demographics
- XHIST (1=General Population, 2=GenZ/Millennial Augment)

Quota Description

None

Main Questionnaire

Programming Notes:
- *Code all refusals as -1.*
- *Use default instruction text for each question type unless otherwise specified.*
- *Do not prompt on all questions.*

Base: All Respondents

INTRO [Display]
Thank you for taking the time to complete this survey. We want to know about things related to history, such as where you go to learn about history, what you think history means, and a number of other things. There are no right or wrong answers. Please respond honestly to each question. We anticipate this will take you no more than 20 minutes.

Let's begin.

DEFINITION

Programming Note: Randomize and record order of D1 and D2

Base: All Respondents

D1 [S]
First, which of the following BEST describes what you think the term "history" means?

Programming Note: Rotate and record response order, but keep "Something else" last.

1. History is names, dates, and other facts about what happened in the past
2. History is what people remember about the past
3. History is an explanation of experiences in the past
4. History is what historians have concluded about the past
5. Something else

Base: If D1="Something else"

D2 [Medium Text Box allowing for 180 characters, or ~15 words max]
In your own words, please tell us what you think the term "history" means?

Sources

Base: All Respondents

S1 [Banked Grid]

Since January of 2019, did you do any of the following activities to learn about events in the past?

Programming Note: Split these 20 items into 4 screens with 5 items each. Rotate and record response order, with "I did not look for information about history in the past 12 months" always last.

a. Took a college history course, either in person or online
b. Listened to a podcast or radio program about historical events
c. Watched a documentary film or video about historical events
d. Went on social media, including Twitter, Facebook, Snapchat, Instagram, and other sources to learn about historical events
e. Watched cable or network television news about historical events
f. Read a newspaper or magazine article about historical events, either online or in print
g. Visited a museum in person or online
h. Visited a historic site, such as a battlefield, monument, or building, either in person or online
i. Read a non-fiction book about historical events
j. Read a historical fiction book
k. Talked with someone in my community about historical events
l. Read a religious document, such as the Bible or Qur'an
m. Took a DNA test such as those offered by companies like 23andMe and AncestryDNA
n. Attended a lecture about history, either in person or online
o. Looked into the history of your family or worked on your family tree
p. Watched a fictional film, television or online program set in the past
q. Consulted Wikipedia about historical events
r. Did a search on the internet (not including Wikipedia) about historical events
s. Played history-related video games

Ratings
1. Yes
2. No

Base: All Respondents

S2 [Three small text boxes]
Are there other activities not mentioned that you did since January of 2019 to learn about the past? If yes, please specify:

I did not do anything since January of 2019 to learn about the past **[S]**

Base: If more than 5 responses selected as "Yes" in S1 or entered in S2

S3 [M]
Out of these, which FIVE did you use the most for learning about events since January of 2019?

Programming Note: Show selected/entered responses from S1 and S2

Base: If S3 was asked and not refused

S4a [Banked Grid]
Please identify how much, if at all, each of these made you want to learn more about history.

Ratings
1. A great deal
2. Some
3. Just a little
4. Not at all

Base: If S3 was not asked or refused if asked

S4b [Banked Grid]
Please identify how much, if at all, each of these made you want to learn more about history.

Programming Note: Show the S1 and S2 responses selected/entered

Ratings
1. A great deal
2. Some
3. Just a little
4. Not at all

Base: If S3 was asked and not refused

S5a [S]
Following any of these activities, did you take any action as a result of what you learned? This can include seeking out additional information, visiting a historical site or museum – either in-person or online, contacting a public official about historical preservation, or something else.

Programming Note: Show the S3 responses selected as bullet points

1. Yes. If yes, what did you do? _____ **[MEDIUM TEXT BOX WITH 180 CHARACTERS, OR ~15 WORDS MAX]**
2. No

Base: If S3 was not asked or refused if asked

S5b [S]
Following any of these activities, did you take any action as a result of what you learned? This can include seeking out additional information, visiting a historical site or museum – either in-person or online, contacting a public official about historical preservation, or something else.

Programming Note: Show the S1 and S2 responses selected/entered as bullet points

1. Yes. If yes, what did you do? _____ **[MEDIUM TEXT BOX WITH 180 CHARACTERS, OR ~15 WORDS MAX]**
2. No

Base: All Respondents

S6 [S]
Which of the following reasons BEST describes why you want to learn about events in the past?

Programming Note: Rotate and record response order, but keep "I do not want to learn about past events" last.

1. I want to be more informed about past events
2. I find learning about past events entertaining
3. The experience or knowledge gained by learning about past events is important to share with my children
4. Learning about past events is required for a class
5. I do not want to learn about past events

S7 [Banked Grid]
How much, if at all, would you like to learn more about the following:

Programming Note: Rotate and record response order.

a. The histories of foreign places or people
b. My own family's history
c. The history of my country
d. The history of my ethnic group
e. History that happened more than 500 years ago
f. Histories of people who are different from me
g. The history of my state or local community

Ratings
1. A great deal
2. Some
3. Just a little
4. Not at all

S8 [S]
Did you have plans to visit a museum or historic site, such as a battlefield, monument, or building or neighborhood this summer that you could not accomplish because of pandemic related closures?

1. Yes
2. No

HIGH SCHOOL/COLLEGE EXPERIENCES

SCH1 [Three small text boxes allowing 60 characters each, or ~5 words max]
Thinking back on your experiences in high school history or social studies classes, what words or short phrases come to mind?

Don't know or remember **[S]**
I did not take any history or social studies classes in high school **[S]**

SCH2
Did you take any history courses in college?

1. Yes
2. No
3. Don't remember

SCH3 [Three small text boxes allowing 60 characters each, or around 5 words max]
Thinking back on your experiences in college history classes, what words or short phrases come to mind?

Don't know or remember **[S]**

TRUST

Base: All Respondents

T1 [Banked Grid]
How much, if at all, do you trust each of the following sources to provide an accurate account of history?

Programming Note: Split these 20 items into 4 screens with 5 items each. Rotate and record response order.

a. High school teachers
b. College and university professors
c. Podcasts or radio programs
d. Documentary films or videos
e. Social media, including Twitter, Facebook, Snapchat, Instagram, and other sources
f. Cable or network television news
g. Newspapers or magazine articles, either online or in print
h. Museums
i. Historic sites, such as battlefields, monuments, buildings and neighborhoods
j. Non-fiction books
k. Historical fiction books
l. Conversations with people in my community
m. Religious documents, such as the Bible or Qur'an
n. DNA tests such as those offered by companies like 23andME and AncestryDNA
o. Public lectures about history
p. Genealogy research about my family
q. Fictional films, television, or online programs about the past
r. Wikipedia
s. Information from searches done on the Internet, not including Wikipedia
t. History-related video games

Ratings
1. A great deal
2. Some
3. Just a little
4. Not at all

Base: All Respondents

T2 [S]
Which of the following statements BEST describes you personally even if neither statement is perfect:

Programming Note: Rotate and record response order.

1. I prefer to learn about history by reading or looking at documents and objects from the past, such diaries, letters, maps or clothing items from the past.
2. I prefer to learn about history by receiving information from an expert, such as a teacher, professor, or museum professional.

ATTITUDES TOWARD HISTORICAL REVISION

Base: All Respondents
HR1 [S]
In your opinion, should what we know about the history of people and events ever change?

1. Yes
2. No

Base: If HR1="Yes"
HR2 [S]
Which of the following statements BEST explain why YOU think our understanding of what happened in history changes from time to time:

Programming Note: Rotate and record response order.

1. New information becomes available that requires people to change their understanding of history.
2. As values change, people reconsider their understanding of history.
3. The political agendas of historians, museum directors, and other leaders in the field of history influence the teaching of history.
4. As times change historians ask new questions.

CIVIC ENGAGEMENT

Base: All Respondents
CE1 [S]
Since January 2019, have you worked with others in your community to try to solve a community problem, either in-person or online?

1. Yes
2. No

Base: All Respondents
CE2 [S]
How often do you vote in elections?

1. All of the time
2. Most of the time

3. Some of the time
4. Only a little of the time
5. None of the time
6. Not registered to vote

CE3 [S]
Since January 2019, have you done any volunteer activities through or for an organization, either in-person or online?

1. Yes
2. No

CE4 [S]
Since January 2019, did you contact an elected official to register your opinion or express a concern?

1. Yes
2. No

PERCEIVED VALUE OF HISTORY

PV_INTRO [Display]
Here are some pairs of statements that will help us understand how you feel about a number of things. Please indicate which statement comes closer to your own views, even if neither is exactly right.

Programming Note: ROTATE AND RECORD ORDER OF V1 THROUGH V14 IF PPEDUC<=9 OR SCH2="No" OR REFUSED (NO COLLEGE ATTENDANCE OR DID NOT TAKE HISTORY IN COLLEGE), OTHERWISE ROTATE AND RECORD ORDER OF V1 THROUGH V16

V1 [S]
Please indicate which statement comes closer to your own views, even if neither is exactly right.

Programming Note: Rotate and record response order.
1. Learning about history is not very complicated because facts don't change.
2. Learning about history is complicated because our understanding of facts often changes.

V3 [S]
Please indicate which statement comes closer to your own views, even if neither is exactly right.

Programming Note: Rotate and record response order.
1. It is more important to know about the history of the United States than the history of other parts of the world.

2. It is just as important to know about the history of other parts of the world as it is to know about the history of the United States.

V4 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

Programming Note: Rotate and record response order.

1. It is more important to know about the history of my racial or ethnic community than the history of others.
2. It is just as important to know about the history of others as it is to know about the history of my racial or ethnic community.

V5 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

Programming Note: Rotate and record response order.

1. Knowing about events that happened in the past 100 years is more important than knowing about events that happened a very long time ago.
2. Knowing about events that happened a very long time ago is just as important as knowing about events that happened in the past 100 years.

V6 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

Programming Note: Rotate and record response order.

1. History is easier for me to learn about when it is presented as entertainment.
2. When history is presented as entertainment, I don't learn much.

V7 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

Programming Note: Rotate and record response order.

1. Teaching about the past should not make people feel uncomfortable even if that history is about harm that some groups did to others.
2. It is acceptable to teach history about harm that some groups did to others, even if that makes people feel uncomfortable.

V8 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

1. History is as important to learn about in school as business or engineering.
2. History is less important to learn about in school than business or engineering.

V9 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

1. I am drawn to history that challenges what I think I already know about events, people, and places in the past.
2. I prefer history that reinforces what I already know about events, people, and places in the past.

V10 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

1. History is something you mainly learn about in schools.
2. History is something you can learn about anywhere.

V11 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

1. When I encounter something in history that makes me uncomfortable, I try to learn more about that event, time, place, or person.
2. I avoid learning more about something in history that makes me feel uncomfortable.

V12 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

1. History should celebrate the nation's past.
2. History should question the nation's past.

V13 [S]

Please indicate which statement comes closer to your own views, even if neither is exactly right.

1. My high school history courses were about names, dates, and other facts.

2. My high school history classes taught me to ask questions about history.

V14 [S]
Please indicate which statement comes closer to your own views, even if neither is
exactly right.

Programming Note: Rotate and record response order.
1. My high school history courses made me want to learn more about history.
2. My high school history courses discouraged me from learning more about history.

V15 [S]
Please indicate which statement comes closer to your own views, even if neither is
exactly right.

Programming Note: Rotate and record response order.
1. My college history courses were about names, dates, and facts.
2. My college history classes taught me to ask questions about history.

V16 [S]
Please indicate which statement comes closer to your own views, even if neither is
exactly right.

Programming Note: Rotate and record response order.
1. My college history courses made me want to learn more about history.
2. My college history courses discouraged me from learning more about history.

V18 [Banked Grid]
Please indicate whether or not you believe historians and their work (including museums,
textbooks, etc.) have paid too much attention, about the right amount of attention, or not enough
attention to the following groups and institutions.

Programming Note: Rotate and record item order.
a. Women
b. Racial and ethnic minorities
c. Religious groups and institutions
d. Lesbian, gay, bisexual, transgender and queer individuals
e. Politics and government
f. The military
g. Business leaders
h. Men
i. The Framers of the Declaration of Independence or U.S. Constitution

Ratings
1. Too much attention
2. About the right amount of attention
3. Not enough attention

4. Don't know

V19 [S]
And finally, do you live in a community where there have been or are current restrictions on where you can go and what you can do because of the coronavirus pandemic?

1. Yes
2. No

QPID100 [S]
Just a few more questions for classification purposes.

Generally speaking, do you think of yourself as a...

Programming Note: Randomly display and record the order of "Republican" and "Democrat" with "Independent", "Another party" and "No preference" always third, fourth, and fifth, respectively.

1. Republican
2. Democrat
3. Independent
4. Another party, please specify … **[O]**
5. No preference **[S]**

GENDERX [S]
Do you consider yourself…

Programming Note: Randomly display and record the order of "Female" and "Male" with "Gender nonconforming" and "Prefer not to answer" always third and fourth.

Female
Male
Gender nonconforming
Prefer not to answer

Show KP closing question QF1

Appendix A2: Final Programmed Spanish Main Survey Questionnaire

Study Information

Note: The study information below should be completed for all projects. Copy/paste the table into the internal project kickoff meeting invitation so all teams have it for reference.

Client	Fairleigh Dickinson University (Krista Jenkins)
Project Name	Surveying the Past
Account Executive	Wendy Mansfield
Project Manager	Poom Nukulkij
Ipsos Job Number	20-005323-01
SNO(s)	Pretest 23515, Main TBD
LOI	20 minutes
Type of Study	Ad-hoc, one shot
Field Start Date (tentative is fine)	9/16/2020
Field End Date (tentative is fine)	9/30/2020
Teams Involved	Scripting, Statistics
DP Team Scope	None
Kickoff Meeting Date (tentative is fine)	9/3/2020
Comments	

Sample Variables

- KP standard demographics
- XHIST (1=General Population, 2=GenZ/Millennial Augment)

Quota Description

None

Main Questionnaire

Programming Notes:
- *Code all refusals as -1.*
- *Use default instruction text for each question type unless otherwise specified.*
- *Do not prompt on all questions.*

Base: All Respondents

INTRO [Display]

Gracias por tomarse el tiempo para completar esta encuesta. Queremos saber acerca de cosas relacionadas con la historia, como dónde va a aprender sobre historia, qué cree que significa historia y mucho más. No hay respuestas correctas o incorrectas. Responda honestamente a cada pregunta. Le anticipamos que esto le tomará no más de 20 minutos.

Comencemos.

DEFINITION

Programming Note: Randomize and record order of D1 and D2

Base: All Respondents

D1 [S]

Primero, ¿cuál de los siguientes describe MEJOR lo que piensa sobre el término "historia"?

Programming Note: Rotate and record response order, but keep "Algo diferente" last.

1. La historia son nombres, fechas y otros hechos sobre lo que ocurrió en el pasado
2. La historia es lo que la gente recuerda sobre el pasado
3. La historia es una explicación de experiencias del pasado
4. La historia es lo que los historiadores han concluido sobre el pasado
5. Algo diferente

Base: If D1="Something else"

D2 [Medium Text Box allowing for 180 characters, or ~15 words max]

En sus propias palabras, díganos qué cree que significa el término "historia".

Sources

Base: All Respondents

S1 [Banked Grid]

Desde enero de 2019, ¿hizo alguna de las siguientes actividades para aprender sobre los hechos del pasado?

Programming Note: Split these 20 items into 4 screens with 5 items each. Rotate and record response order.

a. Tomé un curso de historia en un instituto, ya sea en persona o en línea
b. Miré noticias por televisión por cable o abierta sobre hechos históricos
c. Watched a documentary film or video about historical events
d. Entré en redes sociales, como Twitter, Facebook, Snapchat e Instagram, y en otras fuentes para aprender sobre hechos históricos
e. Escuché un pódcast o un programa radial sobre hechos históricos
f. Leí un artículo de periódico o de revista sobre hechos históricos, ya sea en línea o en papel
g. Visité un museo en persona o en línea
h. Visité un sitio histórico, como un campo de batalla, un monumento o un edificio, ya sea en persona o en línea
i. Leí un libro de no ficción sobre hechos históricos
j. Leí un libro de ficción sobre historia
k. Conversé con alguien de mi comunidad sobre hechos históricos
l. Leí un documento religioso, como la Biblia o el Corán
m. Hice una prueba de ADN, como las que ofrecen empresas como 23andMe y AncestryDNA
n. Asistí a una conferencia sobre historia, ya sea en persona o en línea
o. Investigué la historia de mi familia o trabajé en mi árbol genealógico
p. Miré una película o un programa por televisión o Internet de ficción situado en el pasado
q. Consulté Wikipedia acerca de hechos históricos
r. Hice una búsqueda en Internet (no en Wikipedia) sobre hechos históricos
s. Jugué a videojuegos sobre historia

Ratings
1. Sí
2. No

Base: All Respondents
S2 [Three small text boxes]
¿Realizó otras actividades no mencionadas desde enero de 2019 para aprender sobre el pasado? Si es así, especifique:

No hice nada desde enero de 2019 para aprender sobre el pasado **[S]**

Base: If more than 5 responses selected as "Yes" in S1 or entered in S2
S3 [M]
De las siguientes acciones, ¿cuáles CINCO usó más para aprender sobre los hechos desde enero de 2019?

Programming Note: Show selected/entered responses from S1 and S2

Base: If S3 was asked and not refused
S4a [Banked Grid]

Indique en qué medida (si fuera el caso) cada uno de estos le hizo querer saber más sobre historia.

Programming Note: Show the S3 responses selected

Ratings
1. Muchísimo
2. Algo
3. Solo un poco
4. Nada

S4b [Banked Grid]
Indique en qué medida (si fuera el caso) cada uno de estos le hizo querer saber más sobre historia.

Programming Note: Show the S1 and S2 responses selected/entered

Ratings
1. Muchísimo
2. Algo
3. Solo un poco
4. Nada

S5a [S]
Después de cualquiera de estas actividades, ¿hizo algo como consecuencia de lo que aprendió? Esto puede incluir buscar información adicional, visitar un sitio histórico o un museo (ya sea en persona o en línea), hablar con un funcionario público sobre preservación histórica, etc.

Programming Note: Show the S3 responses selected as bullet points

1. Sí. Si es así, ¿qué hizo? _____ **[MEDIUM TEXT BOX WITH 180 CHARACTERS, OR ~15 WORDS MAX]**
2. No

S5b [S]
Después de cualquiera de estas actividades, ¿hizo algo como consecuencia de lo que aprendió? Esto puede incluir buscar información adicional, visitar un sitio histórico o un museo (ya sea en persona o en línea), hablar con un funcionario público sobre preservación histórica, etc.

Programming Note: Show the S1 and S2 responses selected/entered as bullet points

1. Sí. Si es así, ¿qué hizo? _____ **[MEDIUM TEXT BOX WITH 180 CHARACTERS, OR ~15 WORDS MAX]**
2. No

S6 [S]
¿Cuál de los siguientes motivos describe MEJOR por qué quiere aprender sobre hechos del pasado?

Programming Note: Rotate and record response order, but keep "No quiero aprender sobre hechos pasados" last.

1. Quiero estar más informado sobre hechos pasados
2. Aprender sobre el pasado me resulta entretenido
3. Me parece importante compartir con mis hijos la experiencia o los conocimientos adquiridos por aprender sobre hechos pasados
4. Aprender sobre hechos pasados es un requisito de una clase
5. No quiero aprender sobre hechos pasados

Base: All Respondents

S7 [Banked Grid]
¿Cuánto más (si fuera el caso) le gustaría aprender sobre lo siguiente?

Programming Note: Rotate and record response order.

a. Las historias de lugares o personas extranjeras
b. La historia de mi propia familia
c. La historia de mi país
d. La historia de mi grupo étnico
e. La historia de lo que ocurrió hace más de 500 años
f. Historias de personas que son diferentes a mí
g. La historia de mi estado o comunidad local

Ratings
1. Muchísimo
2. Algo
3. Solo un poco
4. Nada

Base: All Respondents

S8 [S]
¿Planeó visitar este verano un museo o un sitio histórico, como un campo de batalla, un monumento, un edificio o un vecindario, y no pudo hacerlo por los cierres que produjo la pandemia?

1. Sí
2. No

HIGH SCHOOL/COLLEGE EXPERIENCES

Base: All Respondents

SCH1 [Three small text boxes allowing 60 characters each, or ~5 words max]
Al recordar sus experiencias en las clases de Historia o Estudios Sociales de la escuela secundaria, ¿qué palabras o frases cortas le vienen a la mente?

No sé o no recuerdo **[S]**
No tuve clases de Historia o de Estudios Sociales en la escuela secundaria **[S]**

SCH2
¿Realizó algún curso de Historia en un instituto?

1. Sí
2. No
3. No recuerdo

SCH3 [Three small text boxes allowing 60 characters each, or around 5 words max]
Al recordar sus experiencias en las clases de Historia del instituto, ¿qué palabras o frases cortas le vienen a la mente?

No sé o no recuerdo **[S]**

TRUST

T1 [Banked Grid]
¿Cuánto (si fuera el caso) confía en que cada una de las siguientes fuentes le brinde una narración precisa de la historia?

Programming Note: Split these 20 items into 4 screens with 5 items each. Rotate and record response order.

a. Docentes de la escuela secundaria
b. Profesores del instituto o la universidad
c. Pódcasts o programas radiales
d. Películas o videos documentales
e. Redes sociales, como Twitter, Facebook, Snapchat, Instagram, y otras fuentes
f. Noticias por televisión por cable o abierta
g. Artículos de periódicos o de revistas, ya sea en línea o en papel
h. Museos
i. Sitios históricos, como campos de batalla, monumentos, edificios y vecindarios
j. Libros de no ficción
k. Libros de ficción sobre historia
l. Conversaciones con personas de mi comunidad
m. Documentos religiosos, como la Biblia o el Corán
n. Pruebas de ADN, como las que ofrecen empresas como 23andME y AncestryDNA
o. Conferencias públicas sobre historia
p. Investigación genealógica sobre mi familia
q. Películas o programas por televisión o Internet de ficción sobre el pasado
r. Wikipedia
s. Información de búsquedas en Internet (no en Wikipedia)
t. Videojuegos sobre historia

Ratings

1. Muchísimo
2. Algo
3. Solo un poco
4. Nada

T2 [S]
¿Cuál de las siguientes afirmaciones lo describe MEJOR su preferencia, incluso si ninguna es perfecta?

Programming Note: Rotate and record response order.

1. Prefiero aprender sobre historia leyendo o mirando documentos y objetos del pasado, como diarios, cartas, mapas o prendas de vestir del pasado.
2. Prefiero aprender sobre historia recibiendo información de un experto, como un docente, un profesor o un museólogo.

ATTITUDES TOWARD HISTORICAL REVISION

HR1 [S]
En su opinión, ¿debería cambiar lo que sabemos sobre la historia de las personas y los hechos?

1. Sí
2. No

HR2 [S]
¿Cuál de las siguientes afirmaciones explica MEJOR por qué USTED cree que nuestra noción de lo que ocurrió en la historia cambia de forma periódica?

Programming Note: Rotate and record response order.

1. Se revela nueva información que requiere que la gente cambie su noción de la historia.
2. A medida que los valores cambian, la gente reconsidera su noción de la historia.
3. Las agendas políticas de los historiadores, directores de museos y demás líderes del campo de la historia influencian su enseñanza.
4. A medida que los tiempos cambian, los historiadores formulan nuevas preguntas.

CIVIC ENGAGEMENT

CE1 [S]
Desde enero de 2019, ¿ha trabajado con otras personas de su comunidad para intentar resolver un problema comunitario, ya sea en persona o en línea?

1. Sí
2. No

CE2 [S]

¿Con qué frecuencia vota en las elecciones?

1. Siempre
2. La mayoría de las veces
3. Algunas veces
4. Pocas veces
5. Nunca
6. No estoy registrado para votar

CE3 [S]

Desde enero de 2019, ¿ha realizado alguna actividad como voluntario para una organización o a través de ella, ya sea en persona o en línea?

1. Sí
2. No

CE4 [S]

Desde enero de 2019, ¿se comunicó con un funcionario electo/a para registrar su opinión o expresar una inquietud?

1. Sí
2. No

PERCEIVED VALUE OF HISTORY

PV_INTRO [Display]

Estas son algunas afirmaciones que nos ayudarán a comprender cómo se siente sobre algunascosas. Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: ROTATE AND RECORD ORDER OF V1 THROUGH V14 IF PPEDUC<=9 OR SCH2="No" OR REFUSED (NO COLLEGE ATTENDANCE OR DID NOT TAKE HISTORY IN COLLEGE), OTHERWISE ROTATE AND RECORD ORDER OF V1 THROUGH V16

V1 [S]

Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Aprender sobre la historia no es muy complicado porque los hechos no cambian.
2. Aprender sobre la historia es complicado porque nuestra noción de los hechos suele cambiar.

V3 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Es más importante saber sobre la historia de Estados Unidos que la historia de otras partes del mundo.
2. Es tan importante saber sobre la historia de otras partes del mundo como sobre la historia de Estados Unidos.

Base: All Respondents

V4 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Es más importante saber sobre la historia de mi comunidad racial o étnica que sobre la historia de los demás.
2. Es tan importante saber sobre la historia de los demás como sobre la historia de mi comunidad racial o étnica.

Base: All Respondents

V5 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Saber acerca de los hechos que ocurrieron en los últimos 100 años es más importante que saber sobre hechos que ocurrieron hace mucho tiempo.
2. Saber acerca de hechos que ocurrieron hace mucho tiempo es tan importante como saber sobre hechos que ocurrieron en los últimos 100 años.

Base: All Respondents

V6 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Me es más fácil aprender sobre historia cuando me la presentan como un entretenimiento.
2. Cuando la historia se presenta como un entretenimiento, no aprendo mucho.

Base: All Respondents

V7 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Enseñar sobre el pasado no debería incomodar a la gente incluso si esa historia trata sobre el daño que algunos grupos hicieron a otros.

2. Es aceptable enseñar historia sobre el daño que algunos grupos hicieron a otros, incluso si eso incomoda a la gente.

V8 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Es tan importante aprender sobre historia en la escuela como sobre comercio o ingeniería.
2. Es menos importante aprender sobre historia en la escuela que sobre comercio o ingeniería.

V9 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Me atrae la historia que desafía lo que creo que ya sé sobre hechos, personas y lugares del pasado.
2. Prefiero la historia que refuerza lo que ya sé sobre hechos, personas y lugares del pasado.

V10 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. La historia es algo que se aprende principalmente en las escuelas.
2. La historia es algo que se puede aprender en cualquier lugar.

V11 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. Cuando encuentro algo de la historia que me incomoda, intento aprender más sobre ese hecho, período, lugar o persona.
2. Evito aprender más sobre algo de la historia que me incomode.

V12 [S]
Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.
1. La historia debería celebrar el pasado de la nación.
2. La historia debería cuestionar el pasado de la nación.

V13 [S]

Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.

1. Mis cursos de Historia de la escuela secundaria trataban sobre nombres, fechas y otros hechos.
2. Mis cursos de Historia de la escuela secundaria me enseñaron a formular preguntas sobre la historia.

V14 [S]

Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.

1. Mis cursos de Historia de la escuela secundaria me hicieron querer aprender más sobre historia.
2. Mis cursos de Historia de la escuela secundaria me quitaron las ganas de aprender más sobre la historia.

V15 [S]

Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.

1. Mis cursos de Historia del instituto trataban sobre nombres, fechas y hechos.
2. Mis clases de Historia del instituto me enseñaron a formular preguntas sobre la historia.

V16 [S]

Indique qué afirmación se acerca a sus propias visiones, incluso si ninguna es exactamente correcta.

Programming Note: Rotate and record response order.

1. Mis cursos de Historia del instituto me hicieron querer aprender más sobre la historia.
2. Mis cursos de Historia del instituto me quitaron las ganas de aprender más sobre la historia.

V18 [Banked Grid]

Indique si cree que los historiadores y su trabajo (incluso museos, libros de texto, etc.) han prestado demasiada atención, la atención adecuada o atención suficiente a los siguientes grupos e instituciones.

Programming Note: Rotate and record item order.

a. Mujeres
b. Minorías raciales y étnicas
c. Grupos e instituciones religiosas

d. Lesbianas, gais, bisexuales, trans y queers
e. Política y gobierno
f. El ejército
g. Líderes de negocios
h. Hombres
i. Los redactores de la Declaración de la Independencia o la Constitución de los Estados Unidos

Ratings
1. Demasiada atención
2. La atención adecuada
3. Atención insuficiente
4. No sé

Base: All Respondents
V19 [S]
Y finalmente, ¿vive en una comunidad en donde hubo o hay restricciones con respecto a dónde puede ir y qué puede hacer a causa de la pandemia del coronavirus?

1. Sí
2. No

Base: All Respondents
QPID100 [S]
Solo unas preguntas más a los efectos de clasificación.

En términos generales, usted se considera...

Programming Note: Randomly display and record the order of "Republicano" and "Demócrata" with "Independiente", "De otro partido" and "No tengo preferencia" always third, fourth, and fifth, respectively.

1. Republicano
2. Demócrata
3. Independiente
4. De otro partido, especifique: **[O]**
5. No tengo preferencia **[S]**

Base: All Respondents
GENDERX [S]
Usted se considera...

Programming Note: Randomly display and record the order of "Mujer" and "Hombre" with "Género no conforme" and "Prefiero no responder" always third and fourth.

Mujer
Hombre
Género no conforme
Prefiero no responder

Show KP closing question QF1

Appendix B: Weighting Benchmark Distributions

18+ US Population Benchmarks
Source: March 2020 CPS Supplement Data

Table of by			
		age2	
agesex10	18-29	30+	Total
18-24 Male	28.11	0	5.81
18-24 Female	27.69	0	5.72
25-29 Male	22.44	0	4.64
25-29 Female	21.77	0	4.5
30-44 Male	0	15.78	12.52
30-44 Female	0	16.04	12.72
45-59 Male	0	14.64	11.62
45-59 Female	0	15.72	12.47
60+ Male	0	17.48	13.87
60+ Female	0	20.33	16.13
Total	5.21E+07	2.00E+08	2.52E+08

Table of by			
		age2	
ppethm	18-29	30+	Total
White, Non-Hispanic	53.22	65.26	62.77
Black, Non-Hispanic	13.93	11.43	11.95
Other, Non-Hispanic	7.57	7.04	7.15
Hispanic	22.62	15.11	16.66
2+ Race, Non-Hispanic	2.65	1.16	1.47
Total	5.21E+07	2.00E+08	2.52E+08

Table of by			
		age2	
ppreg4	18-29	30+	Total
Northeast	17.08	17.37	17.31
Midwest	20.31	20.82	20.71
South	38.05	38.04	38.04
West	24.56	23.78	23.94
Total	5.21E+07	2.00E+08	2.52E+08

Table of by			
		age2	
ppmsacat	18-29	30+	Total
Non-Metro	11.57	13.87	13.4
Metro	88.43	86.13	86.6

Total	5.21E+07	2.00E+08	2.52E+08

Table of by			
		age2	
ppeducat	18-29	30+	Total
Less than HS	10.8	9.5	9.77
HS	28.76	27.59	27.83
Some college	35.39	25.56	27.59
Bachelor or higher	25.05	37.35	34.81
Total	5.21E+07	2.00E+08	2.52E+08

Table of by			
		age2	
income6	18-29	30+	Total
Under $25,000	9.76	12.31	11.78
$25,000-$49,999	16.95	17.4	17.3
$50,000-$74,999	18.01	15.86	16.3
$75,000-$99,999	14.26	13.02	13.28
$100,000-$149,999	18.48	18.12	18.2
$150,000 and over	22.54	23.29	23.14
Total	5.21E+07	2.00E+08	2.52E+08

age2	Frequency	Percent
18-29	52066579	20.67
30+	2.00E+08	79.33

18+ US Population Language Benchmarks
Source: 2018 ACS Data

acslang8	percent
18-29 English Proficient Hispanic	1.49
18-29 Bilingual or Spanish Proficient Hispanic	3.19
18-29 Non-Hispanic	15.99
30+ English Proficient Hispanic	2.62
30+ Bilingual Hispanic	6.23

30+ Spanish Proficient Hispanic	3.14
30+ Non-Hispanic	67.35
	100.00

Surveying the Past - Total Respondents
Un-Weighted %

Table of by			
		age2	
agesex10	18-29	30+	Total
18-24 Male	21.8	0	6
18-24 Female	20.2	0	5.56
25-29 Male	31.2	0	8.59
25-29 Female	26.8	0	7.38
30-44 Male	0	12.31	8.92
30-44 Female	0	12.61	9.14
45-59 Male	0	16.03	11.62
45-59 Female	0	15.05	10.9
60+ Male	0	20.74	15.03
60+ Female	0	23.25	16.85
Total	500	1316	1816

Table of by			
		age2	
PPETHM	18-29	30+	Total
White, Non-Hispanic	59.6	70.97	67.84
Black, Non-Hispanic	10.2	9.5	9.69
Other, Non-Hispanic	6.6	4.79	5.29
Hispanic	19.4	11.78	13.88
2+ Race, Non-Hispanic	4.2	2.96	3.3
Total	500	1316	1816

Table of by			
		age2	
PPREG4	18-29	30+	Total
Northeast	18.8	18.47	18.56
Midwest	21	21.35	21.26
South	33.8	35.56	35.08
West	26.4	24.62	25.11
Total	500	1316	1816

Table of by			
		age2	
PPMSACAT	18-29	30+	Total

	18-29	30+	Total
Non-Metro	11.6	14.29	13.55
Metro	88.4	85.71	86.45
Total	500	1316	1816

Table of by			
		age2	
PPEDUCAT	18-29	30+	Total
Less than HS	7.8	7.29	7.43
HS	28	27.36	27.53
Some college	28.6	27.96	28.14
Bachelor or higher	35.6	37.39	36.89
Total	500	1316	1816

Table of by			
		age2	
income6	18-29	30+	Total
Under $25,000	16.2	9.35	11.23
$25,000-$49,999	18	17.33	17.51
$50,000-$74,999	17	19.22	18.61
$75,000-$99,999	15.4	14.06	14.43
$100,000-$149,999	16.8	18.69	18.17
$150,000 and over	16.6	21.35	20.04
Total	500	1316	1816

age2	Frequency	Percent
18-29	500	27.53
30+	1316	72.47

Table of by			
		age2	
acslang	18-29	30+	Total
English Proficient Hispanic	6.2	2.66	3.63
Bilingual Hispanic	12.2	6.38	7.98
Spanish Proficient Hispanic	1	2.74	2.26
Non-Hispanic	80.6	88.22	86.12
Total	500	1316	1816

acslang8	Frequency	Percent
18-29 English Proficient Hispanic	31	1.71
18-29 Bilingual or Spanish Proficient Hispanic	66	3.63
18-29 Non-Hispanic	403	22.19
30+ English Proficient Hispanic	35	1.93

30+ Bilingual Hispanic	84	4.63
30+ Spanish Proficient Hispanic	36	1.98
30+ Non-Hispanic	1161	63.93

Table of by			
		age2	
xspanish	18-29	30+	Total
English	96.4	95.52	95.76
Spanish	3.6	4.48	4.24
Total	500	1316	1816

Surveying the Past - Total Respondents
Trimmed and Scaled: Weighted by weight1

Table of by			
		age2	
agesex10	18-29	30+	Total
18-24 Male	28.11	0	5.81
18-24 Female	27.66	0	5.72
25-29 Male	22.45	0	4.64
25-29 Female	21.78	0	4.5
30-44 Male	0	15.76	12.5
30-44 Female	0	16.02	12.71
45-59 Male	0	14.65	11.62
45-59 Female	0	15.73	12.48
60+ Male	0	17.49	13.88
60+ Female	0	20.34	16.14
Total	375.218	1440.78	1816

Table of by			
		age2	
PPETHM	18-29	30+	Total
White, Non-Hispanic	53.26	65.28	62.8
Black, Non-Hispanic	13.89	11.43	11.94
Other, Non-Hispanic	7.58	7.05	7.16
Hispanic	22.62	15.07	16.63
2+ Race, Non-Hispanic	2.65	1.17	1.48
Total	375.218	1440.78	1816

Table of by			
		age2	
PPREG4	18-29	30+	Total
Northeast	17.09	17.38	17.32
Midwest	20.31	20.82	20.71

South	38.03	38.03	38.03
West	24.58	23.78	23.94
Total	375.218	1440.78	1816

Table of by			
		age2	
PPMSACAT	18-29	30+	Total
Non-Metro	11.53	13.87	13.39
Metro	88.47	86.13	86.61
Total	375.218	1440.78	1816

Table of by			
		age2	
PPEDUCAT	18-29	30+	Total
Less than HS	10.79	9.46	9.74
HS	28.78	27.6	27.84
Some college	35.37	25.57	27.59
Bachelor or higher	25.06	37.37	34.82
Total	375.218	1440.78	1816

Table of by			
		age2	
income6	18-29	30+	Total
Under $25,000	9.77	12.29	11.77
$25,000-$49,999	16.96	17.39	17.3
$50,000-$74,999	18.02	15.87	16.31
$75,000-$99,999	14.27	13.03	13.28
$100,000-$149,999	18.49	18.13	18.2
$150,000 and over	22.49	23.3	23.13
Total	375.218	1440.78	1816

age2	Frequency	Percent
18-29	375.2177	20.66
30+	1440.782	79.34

Table of by			
		age2	
acslang	18-29	30+	Total
English Proficient Hispanic	7.18	3.31	4.11
Bilingual Hispanic	14.45	7.85	9.22
Spanish Proficient Hispanic	1	3.91	3.31
Non-Hispanic	77.38	84.93	83.37
Total	375.218	1440.78	1816

acslang8	Frequency	Percent
18-29 English Proficient Hispanic	26.92747	1.48
18-29 Bilingual or Spanish Proficient Hispanic	57.94316	3.19
18-29 Non-Hispanic	290.347	15.99
30+ English Proficient Hispanic	47.63183	2.62
30+ Bilingual Hispanic	113.1577	6.23
30+ Spanish Proficient Hispanic	56.33	3.1
30+ Non-Hispanic	1223.663	67.38

Table of by			
	age2		
xspanish	18-29	30+	Total
English	96.1	93.85	94.31
Spanish	3.9	6.15	5.69
Total	375.218	1440.78	1816