Ruth Law Thrills A Nation

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Program Description: The achievements of Ruth Law and other heroines of aviation are highlighted in a trip through time. A contemporary teenage pilot takes her first solo flight after receiving her pilot's license.

Math Concepts:

- time
- timelines
- measurement

• Comparing time and distance. It took Ruth Law six hours to fly 590 miles. Have students research how far they could fly in about six hours now (actual time in flight, not including layovers). Mark these places on a large map. In addition, have them find places that are approximately 590 miles away and mark those places on the map using a different symbol. Discuss the differences in distance by using the map as a visual reference. Have students find out how long it takes to fly to places that are 590 miles away. Discuss those times compared to Ruth Law's time of six hours.

• Making a timeline. The video mentions the accomplishments of several women aviators, including the following:

- 1921 Bessie Coleman was the first African American woman to obtain a pilot's license
- 1932 Amelia Earhart flew solo across the Atlantic Ocean
- 1933 Earhart crossed the United States in 17 hours, a new speed record for women
- 1953 Jackie Cochran was the first woman to break the sound barrier
- 1980's Sally Ride and Kathy Sullivan flew U.S. space missions
- 1992 Mae Jemison was the first African American woman to fly in space

Have students construct a timeline of these achievements, leaving space on the timeline for additional information they find through their research.

• Making paper airplanes. Have students make paper airplanes in any design they wish. Then have them fly their planes and measure the distances the planes fly. Experiment with adding weight to their planes by using paper clips, and discuss how weight affects the flight distance.

Do-At-Home Activity

• Math at the airport. Visit an airport. At small to large commercial airports, families can count the number of planes they see taking off and landing, estimate the number of people boarding or leaving a plane, compare clock time with arrival and departure times to see how long it will be before a plane takes off or arrives, and other math activities they might "invent" while they are there. At very small airports which do not accommodate commercial traffic, families can visit with pilots of small planes and discuss such questions as "How far can you fly in one hour?" or "How long would it take you to fly from Chicago to New York (or other cities)?"