

CHICKASAW
Heritage Series



**ON TOP OF
THE WORLD**

PEARL CARTER SCOTT —
AMERICA'S YOUNGEST PILOT

E L E M E N T A R Y

ESSENTIAL QUESTIONS:

- Why is Pearl Carter Scott considered an important part of Oklahoma's aviation history?
- How did Oklahoma's most famous aviator, Wiley Post, and noted aviation enthusiast, Will Rogers, help and encourage Pearl Carter Scott?
- What characteristics did Pearl Carter Scott possess that make her a role model to young adults, even today?
- Why is Pearl Carter Scott considered an important figure in Chickasaw history?



LEARNING GOALS/OBJECTIVES:

- To recognize Pearl Carter Scott as an important figure in the history of aviation, particularly in Oklahoma
- To demonstrate an understanding of the early history of aviation
- To recognize key figures in the history of aviation and the roles they played in the development of the aviation industry
- To understand the effects of the Dust Bowl on Oklahomans

BACKGROUND:

In 1929, Pearl Carter Scott became the youngest pilot in the United States when she took her first solo flight at the age of 13. Wiley Post, famous Oklahoma aviator from Maysville, gave Pearl her first flying lessons. She was one of only three people Wiley let fly his beloved plane, the Winnie Mae.

Pearl was born on December 9, 1915, in Marlow, Oklahoma. She was the second of three girls and also had a younger brother named George Carter, Jr. Pearl's father was a wealthy businessman. Her mother was an original enrollee of the Chickasaw Nation. Many of Pearl's descendants still reside in Ada, Oklahoma.

Pearl Carter Scott grew up during an exciting time in the growth of aviation in the United States. In 1903, two young brothers from Kitty Hawk, North Carolina, built and flew America's first plane and opened the doors to an exciting new type of transportation. Pearl did not follow the ways of many of the young girls of the time. Instead, she learned to drive when she was 11 years old and often accompanied her father to work. She also said she spent her whole childhood talking with adults.

Not long after her first solo flight, Pearl began entertaining crowds on the air circus circuit in southeastern Oklahoma. She also served as a pilot for her father, flying him all over Oklahoma and even other states for business meetings. But by the time Pearl had turned 18, she stopped flying.

In the 1920s, the Guggenheim family began promoting the idea of making passenger air travel possible, and in 1926, the first ticket ever sold for passenger air travel was sold by Western Air Express to Ben Redman, the president of the Chamber of Commerce of Salt Lake City, Utah.

It was in 1925 that Oklahoma's Wiley Post from Maysville met Will Rogers, the famous speaker and entertainer from Claremore, Oklahoma. The men shared a love for aviation and became great friends. In 1927, Charles Lindbergh became the first person to fly a non-stop transcontinental flight when he flew his "Spirit of St. Louis" across the Atlantic in 33.5 hours, and in 1928, Amelia Earhart became the first female aviator to fly across the Atlantic. In 1933, in his plane, the Winnie Mae, Wiley Post became the first person to fly solo around the world. Wiley, with the help of engineers from B.F. Goodrich, developed a pressurized flight suit in 1934. He wore it on a flight for the first time on September 5, 1934. He flew to 40,000 feet. Sadly, in 1935, Post and Will Rogers were killed in a plane crash in Point Barrow, Alaska. In Oklahoma City, Will Rogers World Airport and Wiley Post Airport stand as tributes to two of Oklahoma's most famous aviators.

Mrs. Scott was inducted into the Oklahoma Aviation and Space Hall of Fame, the Chickasaw Nation Hall of Fame, the International Women's Air and Space Museum Hall of Fame and is a charter member of the National Museum of the American Indian at the Smithsonian Institution in Washington, D.C.

MATERIALS/RESOURCES:

1. *Pearl* blu-ray or DVD
2. *Pearl Carter Scott: On Top of the World* blu-ray or DVD
3. Cash register tape roll
4. Classroom set of Crayola markers
5. Templates for paper plane activity
6. Tape measure
7. Laminated pictures from the Dust Bowl era
8. Chickasaw Language Flashcards
9. "I Have, Who Has?" Game Card Set
10. Highlighters
11. *Never Give Up!: The Life of Pearl Carter Scott*
12. Copies for highlighting
13. Photographs of Pearl, Wiley Post, Pearl's plane, Pearl's family or home, Wiley Post Airport, Will Rogers World Airport and various early day planes

ACADEMIC VOCABULARY:

stunt pilot	Dust Bowl	daredevil
Will Rogers	barnstormer	perseverance
solo flight	George Cayley	Amelia Earhart
Kitty Hawk	Harriet Quimby	original enrollee
Wiley Post	Great Depression	aviation
Cessna	Wright Brothers	
Winnie Mae	prejudice	

LESSON PLAN

ENGAGE:

Before showing the documentary, *On Top of the World* (27 minutes), the teacher should introduce biographical information about Pearl Carter Scott. The teacher should also provide information about the history of aviation in the United States as well as in Oklahoma. After viewing the documentary, the teacher may choose to use the Viewing Guide to promote classroom discussion.

Activity 1: “Aviation Timeline” (The Life of Pearl Carter Scott/Key Events in Aviation History)

For Activity 1, the teacher should provide each student with a strip of cash register paper and ask students to create a timeline of Pearl’s life and the events that helped shape aviation history. It may be necessary for the teacher to review background material with the students or allow time for student research.

The timeline should include:

- Pearl Carter Scott’s date of birth (*Dec. 9, 1915*)
- Pearl Carter Scott’s first flight (*Sept. 12, 1929*)
- Pearl Carter Scott’s date of death (*Mar. 28, 2005*)
- The Wright Brothers’ first flight at Kitty Hawk (*Dec. 17, 1903*)
- The first passenger flight (*Jan. 1, 1914*)
- Charles Lindbergh’s transcontinental flight (*May 21, 1927*)
- Amelia Earhart’s transcontinental flight (*May 21, 1932*)
- The date of Amelia Earhart’s disappearance (*Jun. 2, 1937*)
- Wiley Post’s solo flight around the world (*July 22, 1933*)
- The development of the pressurized flight suit (*Mar. 15, 1935*)
- The deaths of Will Rogers and Wiley Post in a plane crash in Alaska (*Aug. 15, 1935*)

Activity 2: “I Believe I Can Fly!”

To complete Activity 2, the teacher should show the movie, Pearl. Before completing the airplane STEM activity, it might be helpful to have students compare/contrast the documentary and the movie and explain how each portrayed Pearl’s life.

The teacher should then allow students to build a plane using the templates provided.

EXPLAIN:

The teacher should discuss the time period in which Pearl Carter Scott lived, paying particular attention to the impact the Dust Bowl had on the people of Oklahoma.

Activity 3: “A Picture is Worth a Thousand Words: The Dust Bowl”

For Activity 3, the students should spend time examining photographs from the Dust Bowl/Depression Era. After selecting one picture, each student should respond by writing a descriptive/narrative paragraph about the chosen image.

Suggested discussion questions:

- What do you see in the photograph?
- How do you think the people featured in the photograph feel?
- How might you react in this situation?

EXPLORE:

Throughout the movie Pearl, there is evidence of the spoken Chickasaw language. The teacher should expose students to the Chickasaw language using audio files, flashcards and teacher modeling. To lay the groundwork for Activity 4, the teacher should direct students in the playing of the game, “I Have, Who Has.” Words might include greetings, animals, colors, family members, school members, Oklahoma, etc.

Activity 4: “I Have Chokma, Who Has Ayali?” (An “I Have, Who Has” Game)

This is an easy-to-play game that is a great way to practice essential language concepts with the whole class. See attached document.

EXTEND:

Any number of extension activities might be considered, ranging from the history of women in aviation to America’s participation in the space race.

Activity 5: “Amelia, Where Are You?”

For Activity 5, the teacher should discuss the world’s fascination with the disappearance of Amelia Earhart. Each student should then be allowed time to research the numerous explanations given to her mysterious disappearance and should be asked to write a short, persuasive paragraph explaining what he/she believes actually happened to Earhart. The paragraph should cite specific information or evidence from the assigned research.

EVALUATE:

The teacher may choose to develop formative assessments or may assess the completion of the timeline, the STEM airplane activity or the descriptive paragraph.

ALIGNMENT TO OKLAHOMA ACADEMIC STANDARDS FOR THE SOCIAL STUDIES

GRADES 3-4 CONTENT STANDARDS

3.3.12 Examine notable historic and present-day Oklahomans utilizing biographies and information texts such as Jim Thorpe, Sequoyah, Will Rogers, Wiley Post, Mickey Mantle, Shannon Lucid, Bill Pickett, Clara Luper and Maria Tallchief.

3.4.3 Examine how the development of Oklahoma’s major economic activities have contributed to the growth of the state, including, mining and energy industry, agriculture, aviation, tourism, tribal enterprises and military installations.

4.4.1 Analyze how humans adapt to and modify their environments in order to survive and grow. A. Explain how humans depend upon the physical environment for food, shelter and economic activities. B. Distinguish between renewable and nonrenewable resources. C. Explain how physical environments can provide both opportunities and limitations for human activity.

4.3.2 Examine the characteristics of culture, including the distribution and complexity of the regions of the United States. A. Identify the characteristics of culture (language, customs, beliefs, food, clothing, shelter) and compare the cultural characteristics of different regions of the United States.

SOCIAL STUDIES PRACTICES

3. Acquire, Apply and Evaluate Evidence

Understanding and using strategies to analyze evidence in the social studies. Students will evaluate historical, geographic and economic information. Students will draw conclusions from primary and secondary sources to formulate informed decisions.

4. Read Critically and Interpret Information and Sources

Understanding the purpose of engaging with text. Students will evaluate factual information and points of view as presented in text. Students will read historical and contemporary texts to engage in collaborative discussion.

5. Engage in Evidence-Based Writing

Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.

VIEWING GUIDE

1. How would you describe Pearl's feelings and emotions when flying or when she is about to fly?

POSSIBLE ANSWERS: She was excited, happy, proud, exhilarated, etc. Answers will vary.

2. Why did some people think that being a pilot was not appropriate for her age, ethnic heritage, gender?

POSSIBLE ANSWERS: During that time, women did not typically work outside of the home. Pilots were traditionally experienced, older, white men. Children were not pilots; they were students or they worked on the farm.

3. How did Pearl's life change when she started a family?

POSSIBLE ANSWERS: She stopped flying to care for herself and her family.

4. What are some moments that Pearl showed courage and/or perseverance in pursuit of her dream? What were the steps she took to accomplish her dream?

POSSIBLE ANSWERS: She stayed in school. She continued to take lessons and be responsible in working with Wiley Post and other teachers and aviation workers.

5. Pearl achieved her dream. How do you think she felt?

POSSIBLE ANSWERS: She felt accomplished, proud, satisfied, etc. Answers will vary.

6. Has there been a particular event in your life that has caused you to strengthen your character and persevere? Explain.

POSSIBLE ANSWERS: Answers will vary.

Name: _____

Date: _____

“I BELIEVE I CAN FLY” FLIGHT DISTANCES DATA SHEET

Directions: Fly airplanes 3 times each and record the *distance* of each flight and *length of time* for each flight.

Take the three flight measurements, add them all together, then divide by three to calculate your average flight length.

FLIGHT #	LENGTH IN FEET	TIME IN SECONDS
1		
2		
3		
AVERAGE		

Extend: Students may take time to adjust their planes in order to gain more thrust and lift. Afterwards, they may perform the same flight activity, recalculating length and time using their new data.

PEARL

A C T I V I T Y 3

A PICTURE IS WORTH A THOUSAND
WORDS: THE DUST BOWL

For this activity, utilize dust bowl life photographs (located in the resource tub).

A C T I V I T Y 4

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)

DIRECTIONS

This easy to play game is a great way to practice essential language concepts with the whole class. As students match up the answers on their cards with questions on other students' cards, they get valuable practice with vocabulary and listening skills.

Hand out a card to each student. Some students may need to have two cards depending upon how many words are in a set. It is important to use all the cards in a set. The teacher may choose to distribute the provided word list as a reference for students or to post the word list in the classroom on an interactive board.

Choose a student to go first, and have him/her read the card aloud.

The student who has the card with the word then reads that answer aloud: “I have ___.” This student will then read the question at the bottom of his/her card – “Who has ___?” Then, the student with the card that answers the question responds.

Every card in the set is connected to a card before it and a card after it. To keep the game moving at a quick pace, all students need to pay attention to every question that is asked.

Play continues in this fashion until all of the cards have been played. The game will end with the same student who began play.

ACTIVITY 4

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)

**“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)**

1. Hello – chokma
2. I am going – ayali
3. Mother – ishki'
4. Father – inki'
5. Son – oshi'
6. Daughter – oshiitiik
7. Teacher – holisso pisachi'
8. Red – homma
9. Green/blue – okchamali
10. Black – losa
11. Pink – hommayyi
12. Yellow – lakna
13. Orange – takolo lakna'
14. White – tohbi
15. Brown – losayyi
16. Sun – hashi'
17. Moon – oklhili hashi'
18. Water – oka'
19. Tree – itti'
20. Dog – ofi'
21. Cat – kowi'
22. Fish – nani'
23. Turtle – loksi'
24. Bear – nita'
25. Fox – chola
26. Snake – sinti'
27. Eagle – osi'
28. One – chaffa
29. Two – toklo
30. Three – tochchi'na
31. Four – oshta
32. Five – talhlhá'pi
33. See you later – chipisala'cho

To hear the pronunciation
of the Chickasaw words
in the activity, visit
Chickasaw.net/OnTopOfTheWorld.

ACTIVITY 4

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)
(TEACHER KEY PAGE 1)

<p>I have chokma.</p> <p>Who has I am going?</p> <p>1</p>	<p>I have ayali.</p> <p>Who has mother?</p> <p>2</p>
<p>I have ishki'.</p> <p>Who has father?</p> <p>3</p>	<p>I have inki'.</p> <p>Who has son?</p> <p>4</p>
<p>I have oshi'.</p> <p>Who has daughter?</p> <p>5</p>	<p>I have oshiitiik.</p> <p>Who has teacher?</p> <p>6</p>
<p>I have holisso pisachi'.</p> <p>Who has red?</p> <p>7</p>	<p>I have homma.</p> <p>Who has green/blue?</p> <p>8</p>

ACTIVITY 4

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)
(TEACHER KEY PAGE 2)

<p>I have okchamali. Who has black?</p> <p>9</p>	<p>I have losa. Who has pink?</p> <p>10</p>
<p>I have hommayyi. Who has yellow?</p> <p>11</p>	<p>I have lakna. Who has orange?</p> <p>12</p>
<p>I have takolo lakna'. Who has white?</p> <p>13</p>	<p>I have tohbi. Who has brown?</p> <p>14</p>
<p>I have losayyi. Who has sun?</p> <p>15</p>	<p>I have hashi'. Who has moon?</p> <p>16</p>

ACTIVITY 4

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)
(TEACHER KEY PAGE 3)

<p>I have oklhili hashi'.</p> <p>Who has water?</p> <p>17</p>	<p>I have oka'.</p> <p>Who has tree?</p> <p>18</p>
<p>I have itti'.</p> <p>Who has dog?</p> <p>19</p>	<p>I have ofi'.</p> <p>Who has cat?</p> <p>20</p>
<p>I have kowi'.</p> <p>Who has fish?</p> <p>21</p>	<p>I have nani'.</p> <p>Who has turtle?</p> <p>22</p>
<p>I have loksi'.</p> <p>Who has bear?</p> <p>23</p>	<p>I have nita'.</p> <p>Who has fox?</p> <p>24</p>

ACTIVITY 4

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)
(TEACHER KEY PAGE 4)

<p>I have chola. Who has snake?</p> <p>25</p>	<p>I have sinti'. Who has eagle?</p> <p>26</p>
<p>I have <u>osi</u>'. Who has one?</p> <p>27</p>	<p>I have chaffa. Who has two?</p> <p>28</p>
<p>I have toklo. Who has three?</p> <p>29</p>	<p>I have tochchí'na. Who has four?</p> <p>30</p>
<p>I have oshta. Who has five?</p> <p>31</p>	<p>I have talhlhá'pi. Who has hello?</p> <p>32</p>

ACTIVITY 4

“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)

**“I HAVE CHOKMA, WHO HAS AYALI?”
(AN “I HAVE, WHO HAS” GAME)
(ADDITIONAL TEMPLATE)**

I have _____. Who has _____?	I have _____. Who has _____?
I have _____. Who has _____?	I have _____. Who has _____?
I have _____. Who has _____?	I have _____. Who has _____?
I have _____. Who has _____?	I have _____. Who has _____?