

Frontiers of Knowledge: **Britton Chance and New Channels of Discovery**

Guiding Questions

- What are the drawbacks of a timeline in Britton Chance’s own words? What are the benefits?
 - Does an autobiography-style timeline by Chance himself present problems compared to a biography-style timeline? Why or why not?
- Read through the timeline. How did World War II affect scientists and their work?
 - What about 9/11? How do large scale events today, like the climate crisis or COVID-19, push scientific advances?
- Why do you think Britton Chance did not see his involvement with Rad Labs in creating “precision weapons” in a negative light, despite his opposition to an atomic bomb?
 - Corporations have different scientific interests than the public sector.
 - Why is this?
 - Why would it be difficult for scientists to choose one?
 - How does funding affect these interests?
- Chance was inspired by his love for sailing. Where does his passion for sailing and science intersect?
- What do you think of Britton Chance creating a deceit detector?
 - Do you think it differs from traditional polygraphs in effectiveness and accuracy?
 - Do you think it has any scientific relevance?

Classroom Activities

- By implementing the same method as stop-motion photography, Britton Chance was able to observe enzyme reactions, a process that had been impossible to document before. Using stop-motion photography, create your own set up to capture something you cannot typically see (i.e. a bird quickly flapping its wings). Get creative to show off the “impossible”!
- Chance used a magnetic compass to keep ships on course. Use a compass to successfully navigate from various points in your school without losing course. Keep track of how often you were knocked “off course” by either walls or other physical obstructions to understand how important Chance’s first invention is to maritime travel.