

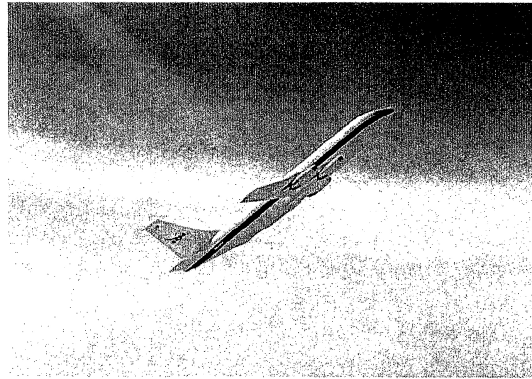
McKell Hadlock

Height of a Zero Gravity Parabolic Flight

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Math 1010 Intermediate Algebra Group Project #3

Have you ever wondered what it might feel like to float weightless in space? One way to try it out is to fly on a special aircraft that astronauts use to train for their trips to space. Both NASA and the Russian Space Agency have been flying these for years. The way this is accomplished is to fly to a high altitude, drop down to gain speed, and then start a large parabolic path up in the sky. For a time ranging from 10 to 20 seconds, along the top part of the parabolic flight, an



environment simulating zero gravity is created within the plane. This effect can cause some nausea in the participants, giving rise to the name "Vomit Comet", the plane used by NASA for zero-G parabolic training flights. Currently there is a private company that will sell you a zero-G ride, though it is a bit expensive.

This lab will have you take a look at the parabolic path to try to determine the maximum altitude the plane reaches. First, you will work with data given about the parabola to come up with a quadratic model for the flight. Then you will work to find the maximum value of the model. Now for the data:

Height of a Zero-G Flight t Seconds After Starting a Parabolic Flight Path

Time t in seconds	2	20	40
Height h in feet	23645	32015	33715

To find the quadratic model, you will be plugging the data into the model $h = at^2 + bt + c$. The data points given are just like x and y values, where the x value is the time t in seconds and the y value is the altitude h in feet. Plug these into the model and you will get equations with a , b and c .

Part 1: Write your 3 by 3 system of equations for a , b , and c .

$$(23645) = a(2)^2 + b(2) + c$$

$$(32015) = a(20)^2 + b(20) + c$$

$$(33715) = a(40)^2 + b(40) + c$$

Part 2: Solve this system. Make sure to show your work.

$$23645 = a(2)^2 + b(2) + c$$

$$1) 23645 = 4a + 2b + c$$

$$2) 32015 = 400a + 20b + c$$

$$3) 33715 = 1600a + 40b + c$$

$$-23645 = -4a - 2b - c$$

$$32015 = 400a + 20b + c$$

$$8370 = 396a + 18b$$

$$-32015 = -400a - 20b - c$$

$$33715 = 1600a + 40b + c$$

$$1700 = 1200a + 20b$$

$$8370 = 396a + 18b$$

$$1700 = 1200a + 20b$$

$$9(1700 = 1200a + 20b) \quad 10(8370 = 396a + 18b)$$

$$15,300 = 10,800a + 180b$$

$$-83700 = -3960a - 180b$$

$$\hline -68400 = 6840a$$

$$\frac{6840}{6840} = \frac{6840}{6840}$$

$$* a = -10$$

$$1700 = 1200(-10) + 20b$$

$$1700 = -12000 + 20b$$

$$+12000 \quad +12000$$

$$\frac{13700}{20} = \frac{20b}{20} \quad * b = 685$$

$$23645 = 4(-10) + 2(685) + c$$

$$-40 + 1370 + c$$

$$23645 = 1330 + c$$

$$-1330 \quad -1330$$

$$* c = 22,315$$

Part 3: Using your solutions to the system from part 2 to form your quadratic model of the data.

$$h(t) = -10t^2 + 685t + 22,315$$

Part 4: Find the maximum value of the quadratic function. Make sure to show your work.

$$-10t^2 + 685t + 22,315$$

$$-10(t^2 - 68.5t) + 22,315$$

$$-34.25^2$$

$$-10(t^2 - 68.5t + 1,173.0625) + 22,315 + 11,730.625$$

$$h(t) = -10(t - 34.25)^2 + 34,045.625$$

$$-10(20 - 34.25)^2 + 34,045.625$$

$$-10(-14.25)^2 + 34,045.625$$

$$-10(203.0625) + 34,045.625$$

$$-2030.625 + 34,045.625$$

$$* 32015$$

$$-10(40 - 34.25)^2 + 34,045.625$$

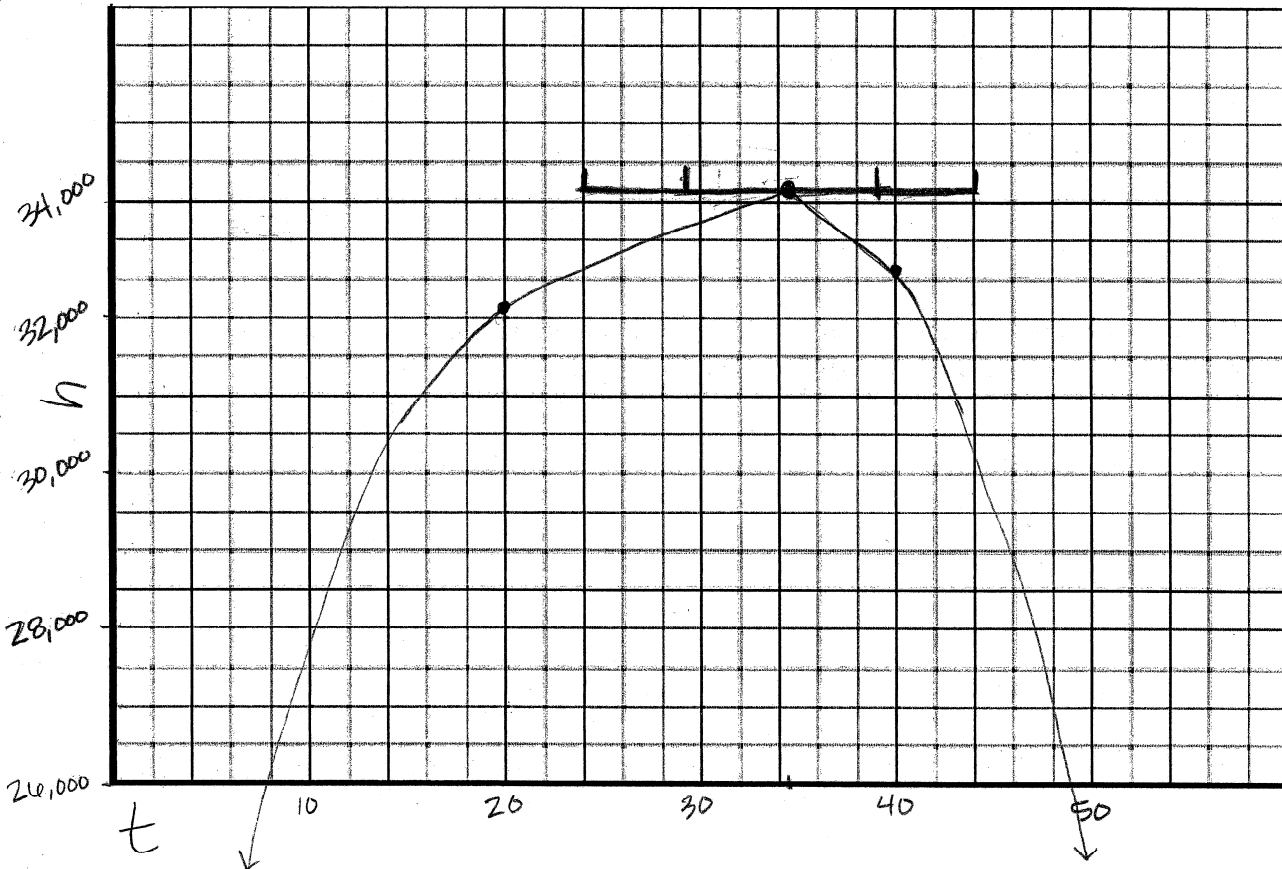
$$-10(5.75)^2 + 34,045.625$$

$$-10(33.0625) + 34,045.625$$

$$-330.625 + 34,045.625$$

$$* 33715$$

Part 5: Sketch the parabola. Label the given data plus the maximum point. A good way to start labeling your axes is to have the lower left point be (0, 20000)



Indicate on the graph the portion of the path that the crew experiences zero gravity. Give a simple explanation for this.

For a brief period of time at the top of the parabolic flight, the passengers experience essentially a free fall.

Part 6: Reflective Writing.

(a) Did this project change the way you think about how math can be applied to the real world? Write one paragraph stating what ideas changed and why. Be specific.

This project, and really doing math this semester in general has changed the way that I perceive math.

I did not realize how math can apply to pretty much anything and everything that we come across.

Math is everywhere! Previously, I thought that math was just a bunch of numbers scrambled together that only a small handful of careers in the world miraculously used.

Now I realize that math can and will be used by everybody in whatever they do!

(b) If this project did not change the way you think, write how this project gave further evidence to support your existing opinion about applying math. Be specific.