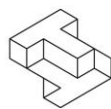


Table of Contents

Lab Summary	1
Grade Levels	
Student Outcomes	
State and National Standards Connections	
Related Links and Games	2
Related Texts	3
Gallery and Exhibit Connections	4
Writing Prompts	6
Pre-Visit Writing Topics/Prompts	
Post-Visit Writing Topics/Prompts	
Pre-Visit Vocabulary and Activities	7
Terms and Definitions	
Vocabulary Activities	
Graphic Organizers	
Review Strategies	
Vocabulary Review Games	



Lab Summary

They love to ride them, now they'll love to build them! Students explore potential and kinetic energy and apply what they learn to build their own roller coasters made of foam tubing, tinker toys, and marbles.

Grade Levels: 2-12

Student Outcomes:

- Students will be able to demonstrate that gravity is a naturally occurring force that pulls objects toward the center of the Earth.
- Students will be able to describe and demonstrate the difference between potential and kinetic energy.
- Students will be able to work as a team to complete a given design challenge with constraints.

State and National Standards Connections:

Next Generation Science Standards

- Grade 2: *Engineering Design* K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
- Grades 3-5: *Engineering Design* 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
- Grade 3: *Physical Science* 3-PS2-2
- Grade 4: *Physical Science* 4-PS3-1, 4-PS3-2, 4-PS3-4
- Grade 5: *Physical Science* 5-PS2-1
- Grades 6-8: *Physical Science* MS-PS3-2, MS-PS3-5; *Engineering Design* MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4
- Grades 9-12: *Physical Science* HS-PS2-1, HS-PS3-3; *Engineering Design* HS-ETS1-2, HS-ETS1-3

Common Core Math

- Grade 2: *Measurement and Data* 2.MD.1

Common Core Language Arts-*Speaking and Listening*

- Grade 2: SL.2.1a-c, SL.2.2a, SL.2.3
- Grade 3: SL.3.1b-d, SL.3.3, SL.3.4a
- Grade 4: SL.4.1b-d, SL.4.4a
- Grade 5: SL.5.1b-d, SL.5.4
- Grade 6: SL.6.1b-d
- Grade 7: SL.7.1b-d
- Grade 8: SL.8.b-d
- Grades 9-12: SL.9-10.1b-d, SL.11-12.1.b-d

California Science Content

- Grade 2: *Physical Science* 1.a-e; *Investigation and Experimentation* 4.a,g
- Grade 3: *Physical Science* 1.c,d; *Investigation and Experimentation* 5.a-e
- Grade 4: *Investigation and Experimentation* 6.a,c,d
- Grade 5: *Investigation and Experimentation* 6.b-d, h
- Grade 6: *Investigation and Experimentation* 7.a-b,d-e
- Grade 7: *Investigation and Experimentation* 7.a, c-e
- Grade 8: *Physical Science* 1.a-e; 2.a-f; *Investigation and Experimentation* 9.a-c, f
- Grade 9-12: *Physics* 1.a-g; 2.a-f; *Investigation and Experimentation* 1.a-d,g

Physics of Roller Coasters

Teacher Resource Guide



The Tech
Museum of Innovation

201 S. Market St.
San Jose CA. 95113
1-408-294-8324
thetech.org

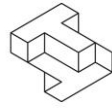
Related Links and Games

The following links and games provide additional information regarding roller coaster engineering, history, and physics behind the rides. We are not endorsing the following organizations, but feel that the information provided by said organizations may be of benefit to your students and may help enhance the learning experience of the lab.

- Amusement Park Physics – Roller Coasters: This site has a great interactive to teach students and teachers about roller coasters from their history to their science.
<http://www.learner.org/interactives/parkphysics/index.html>
- How Stuff Works – Roller Coasters: Converting Energy: This site offers a lot of explanation into the physics of how roller coasters work. We suggest it for grades 5 and up. <http://www.howstuffworks.com/roller-coaster2.htm>
- Friction Ramp: This game challenges students to explore friction and which surfaces work best to guide a skateboarder down a ramp. <http://www.learninggamesforkids.com/motion-games/friction-ramp.html>
- PBS Kids Whoa-ler Coaster: This game by PBS Kids is a great tool for younger kids to practice building a roller coaster and see how the shape of the roller coaster affects potential and kinetic energies.
<http://pbskids.org/fetch/games/coaster/game.html>
- National Geographic Jason Project: This game by National Geographic is a great tool for older kids to practice building a roller coaster, including designing the cart appearance, and see how the hills and loops store and convert energy throughout.
http://content3.jason.org/resource_content/content/digitallab/4859/misc_content/public/coaster.html

Physics of Roller Coasters

Teacher Resource Guide



The Tech
Museum of Innovation

201 S. Market St.
San Jose CA. 95113
1-408-294-8324
thetech.org

Related Texts

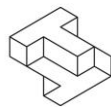
The following titles may provide students with a greater contextual understanding of the physics of roller coasters. Included in the list are narratives (fiction/nonfiction), and referential texts. We are not endorsing the following authors, but feel that the information provided by said authors may be of benefit to your students and may help enhance the learning experience of the lab.

Narratives

- Roller Coaster. By Marla Frazee.
 - Recommended for grades 2-4
 - Twelve people set aside their fears and ride a roller coaster, including one who has never done so before.

Reference

- The Thrills and Chills of Amusement Parks (Science and Fun). By Jordan D. Brown.
 - Level 3 Ready-to-Read
 - A nonfiction all about the science behind the fun of amusement parks. From rollercoasters to bumper cars, young scientists will flip when they learn about the science behind amusement parks in the fun, fact-filled read!
- Roller Coasters. By Robert Coker.
 - Recommended for grades 6-12
 - Raintree Fusion Edition: Recommended for Grades: 2-5
 - Containing more than 150 images of the world's most terrifying rides, this book puts readers in the front seats of some of the largest coasters ever built. Spanning the whole history of roller coasters, from the 15th century to 2002, the book offers an in-depth look at the evolving technology of coaster design and construction.
- Calling All Innovators: Roller Coasters. By Kevin Cunningham.
 - Recommended for grades 3-7
 - A fascinating look at how people in science, technology, engineering, and math (STEM) careers are helping to build our future.
- Coasters 101: An Engineer's Guide to Roller Coaster Design. By Nick Weisenberger.
 - Recommended for grades 9-12
 - An examination of the numerous and diverse aspects of roller coaster engineering. This book includes the science and mathematical formulas that engineers use when designing the technology of some of today's greatest coasters. A technical study.
- Basher Science: Physics: Why Matter Matters! By Dan Green.
 - Recommended for grades 4-12
 - "Does the subject of gravity make your eyelids droop? Fear not! This book comes to the rescue by mixing science and art to bring the world of physics to life. With a gaggle of wacky characters to explain the building blocks of our universe, this unique little book makes learning physics fun!" (www.basherbooks.com) A creative introduction to physics concepts.
- Basher Science: Extreme Physics: Take a Quantum Leap... To the Edge of Science. By Dan Green.
 - Recommended for grades 4-12
 - "Learning about the amazing research that is revolutionizing physics, from the pioneering experiments taking place in the hunt for the Higgs Boson to antiparticles and teleportation." (www.basherbooks.com)



Gallery and Exhibit Connections

The Tech Silicon Valley Innovation Gallery (Upper Level)

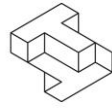
- *Thrill Ride*: Make your own drops, loops, and curves, and then ride your own virtual roller coaster. Guests enter the two-seat roller coaster car and choose from different simulated ride designs, rated with a "scream" factor.
 - Connection to the lab:
 - Students can use a computer program to design their own roller coaster and further explore the forces at play in roller coasters, including friction.
 - Builds on the vocabulary used in the lab including: force, gravity, kinetic energy, and potential energy.
 - Activities to complete at the exhibit:
 - Design a roller coaster that successfully makes it through the ride
 - Sketch and label the type of roller coaster you created
 - Questions to guide student learning:
 - What happens when you make the first hill too small?
 - *By building a small first hill, the roller coaster car will not have stored enough potential energy to make through any hills or loops that follow.*
 - What happens when the second hill is too big?
 - *The roller coaster car may not make the second hill if it is larger than the first hill. The cart will only have enough energy to go about the same height as the first hill since the amount of energy is determined by the height of the hill. If the second hill is larger than the first, the cart will only be able to go up to almost the same height as the first hill (some energy lost to friction), since that is all the energy it has.*
 - Why is a steep descent on the first hill unsafe?
 - *A descent that is too steep is unsafe because the roller coaster is too vertical and provides a transition that is dangerous.*
- *Physics in Motion*: Strap yourself to a rocket – and get ready to experience serious G-forces. Ignite the rocket and launch a timed run down a 6 mile track. Brave falling rocks, kick off booster rockets, and destroy physical structures on the way to the finish line. But make sure to hit the brakes before the end of the track. Every interaction between moving objects in this game is digitally simulated.
 - Connection to the lab:
 - Builds on the vocabulary used in the lab including: Force, kinetic energy, potential energy, and friction
 - Challenges students to use friction and force to successfully guide a rocket to the finish line.
 - Activities to complete at the exhibit:
 - Guide your rocket to the finish line to successfully complete the challenge. Take note of the time it took you to reach the finish line.
 - Challenge a partner to see who can reach the finish line in the fastest amount of time.
 - Questions to guide student learning:
 - How can you increase the force to speed up the rocket?



- *By increasing the throttle and using the booster you can provide force to increase speed of the rocket*
- What ways can be used to get the rocket to reach the finish line successfully?
 - *Using the brakes you can create friction to slow down the rocket. By decreasing the throttle to work in reverse, you can work against the movement of the rocket and slow it down.*

Outside the group entrance (Ground Level)

- *Science on a Roll (Ball Machine on Park Ave):* Witness an elaborate demonstration of the transfer of energy in motion.
 - Connection to the lab:
 - Explores the vocabulary used in the lab including: force, gravity, potential energy, and kinetic energy.
 - Activities to complete at the exhibit:
 - Pick a ball and follow it throughout its journey through the ball machine contraption.
 - Questions to guide student learning:
 - Why does the ball need to be taken to the top?
 - *The ball is taken to the top in order to store the greatest amount of potential energy*
 - At what part of the ball machine does it store the most amount of potential energy?
 - *The top of the track*



Writing Prompts

The following writing prompts and questions are just a few examples of journal topics to incorporate writing into your students' lab experience. If you feel that one of the below prompts does not meet your needs, you are welcome to use your own, but please make sure it is related to the chosen lab experience. If you have a related writing prompt you would like to share with The Tech and other teachers, please let us know on our teacher survey that will be available in the lab.

Most of the writing topics could be used as either pre-lab or post-lab writing. You may choose the prompts that work best for your class and schedule.

Pre-Visit Writing Topics/Prompts

Generic

- We will be attending ___lab name___ at The Tech Museum of Innovation; what do you think we will learn about in the lab? What do you want to know about this topic? What do you already know about this topic?
- We will be attending ___lab name___ at The Tech Museum of Innovation; what are you looking most forward to in this lab? Why?

Specific to Physics of Roller Coasters

- A new student at your school has never seen or heard of a roller coaster before. Explain to your classmate what a roller coaster is and what it is like to ride one.
- My favorite roller coaster is _____. It is my favorite because...
- Imagine your favorite roller coaster. Which one is it and where is it? How do you think it works?

Post-Visit Writing Topics/Prompts

Generic

- We learned a lot in our ___lab name___ lab. What were your two favorite things you learned in the lab? Why?
- The principal is excited to hear all about your lab experience. Explain what you did and learned about in the lab since she or he was unable to attend the lab.

Specific to Physics of Roller Coasters

- You and your team created an amazing roller coaster in the lab. If your roller coaster was turned into a real roller coaster, would you ride it? Why or why not?
- The marble you used to test out your roller coaster must have had a wild ride! Write a story describing your roller coaster ride from the marble's point of view.



Pre-Visit Vocabulary and Activities

These are words and concepts that we will discuss in the lab. Your students' experience will be enhanced if they are familiar with these terms prior to your visit. Below you will find several graphic organizers and games to aid in your vocabulary review.

Terms and Definitions

- **Energy:** The ability to do work.
- **Force:** an influence (push or pull) on a body or system, causing a change in movement or shape.
- **Gravity:** a force that pulls objects toward the center of the Earth
- **Kinetic Energy (KE):** The energy of motion. An object in any form of motion has kinetic energy (e.g.: running, walking, dancing, flying, etc.)
- **Mechanical Energy:** Energy possessed by an object due to its motion or its stored energy of position. Mechanical energy can be either kinetic (energy of motion) or potential (stored energy of position)
- **Potential Energy (PE):** The energy of position; energy that is stored and held in readiness- waiting to move (e.g.: a ball held in the air, sitting still, waiting motionless).

Advanced Vocabulary

- **Acceleration:** a change in velocity over a period of time. That means if you change how fast you are going or change the direction you are moving, it counts as acceleration!
- **Position:** a location in space usually denoted by a set of coordinates relative to some arbitrary origin (i.e., x & y coordinates).
- **Velocity:** a change in position over a period of time. Velocity includes not only the speed of an object, but what direction it moves.

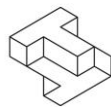
Vocabulary Activities:

Graphic Organizers

- **Frayer Graphic Organizer:** The Frayer Graphic Organizer is a great tool for vocabulary development. This graphic organizer allows students to write their own definitions, define characteristics, and provide examples and non-examples. This tool will lead your students to a deeper understanding of the vocabulary and how it relates to their lives. On page 11 you will find a blank Frayer Graphic Organizer for your use in the classroom.
 - For more information on the Frayer Model and how to implement it, please visit the following link: <http://www.theteachertoolkit.com/index.php/tool/frayer-model>
- **Vocabulary Graphic Organizer:** This graphic organizer is a great tool for younger students as well as English Language Learners. Although very similar to the Frayer Model, this graphic organizer includes a drawing of the vocabulary term and the use in a sentence. On page 12 you will find a blank Vocabulary Graphic Organizer for your use in the classroom.
- **Circle Map:** This graphic organizer is a great tool for helping all students develop an overall sense of a topic. It is also very helpful for beginning and early intermediate English Language Learners. This graphic organizer lets students brainstorm what a term or concept means to them and provides a frame of reference for the term. On page 13 you will find a blank Circle Map for your use in the classroom.
 - For more information on the Circle Map and other Thinking Maps, please visit the following link: <http://thinkingmaps.com/why-thinking-maps-2/>

Physics of Roller Coasters

Teacher Resource Guide



The Tech
Museum of Innovation

201 S. Market St.
San Jose CA. 95113
1-408-294-8324
thetech.org

Review Strategies

For younger students (grades 2-3) and second language learners, just reviewing the words and their definitions may not be enough for full comprehension. Below, you will find some examples of Total Physical Response (TPR) actions for the above vocabulary words to help students model and fully grasp the vocabulary at hand. There is also an age-appropriate vocabulary matching worksheet on page 14.

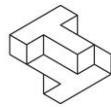
Vocabulary Term	TPR Action
Gravity: a force that pulls objects toward the center of the Earth.	Have students jump in the air. (They use energy to jump, gravity pulls them back down).
Energy: The ability to do work.	Have students jog in place
Force: a push or pull on an object, causing a change in movement or shape.	Have students pull their chair out and push it in.
Kinetic Energy: The energy of motion.	Have students wave their arms up in the air
Potential Energy: The energy of position; energy that is stored and held in readiness- waiting to move.	Have students hold arms up in air without moving them

Vocabulary Review Games

- **Quiz, Quiz, Trade:** This is a fun cooperative game for students to review vocabulary terms. For more details and to see an example of Quiz Quiz Trade in action, please visit the following link:
<http://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade>
 1. Create questions or vocabulary cards. On one side of an index card, write the question or vocabulary term; on the other, the answer or definition. Pass out the cards to students. If there are not enough terms for everyone to have a different card, try using different "back" sides to the same cards (e.g. instead of the definition again, have a drawing, a question about the term, characteristics of the term, or an example of the term).
 2. Pair up. When all cards have been passed out, students find a partner to quiz with their card.
 3. Hands up. When both partners have completed the quizzes correctly, they put their hand up to show other students that they are ready for a new partner to quiz.
- **Back-words:** This game is part Charades part 20 Questions. In this review game, students have to guess the vocabulary term that is on their back by asking questions of a partner or having the partner act out the term.
 1. Write your vocabulary terms on index cards. If there aren't enough terms for each student to have a different one, you can make two sets and divide the class into two groups. You may also add in other related vocabulary terms that you have been studying in class.

Physics of Roller Coasters

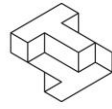
Teacher Resource Guide



The Tech
Museum of Innovation

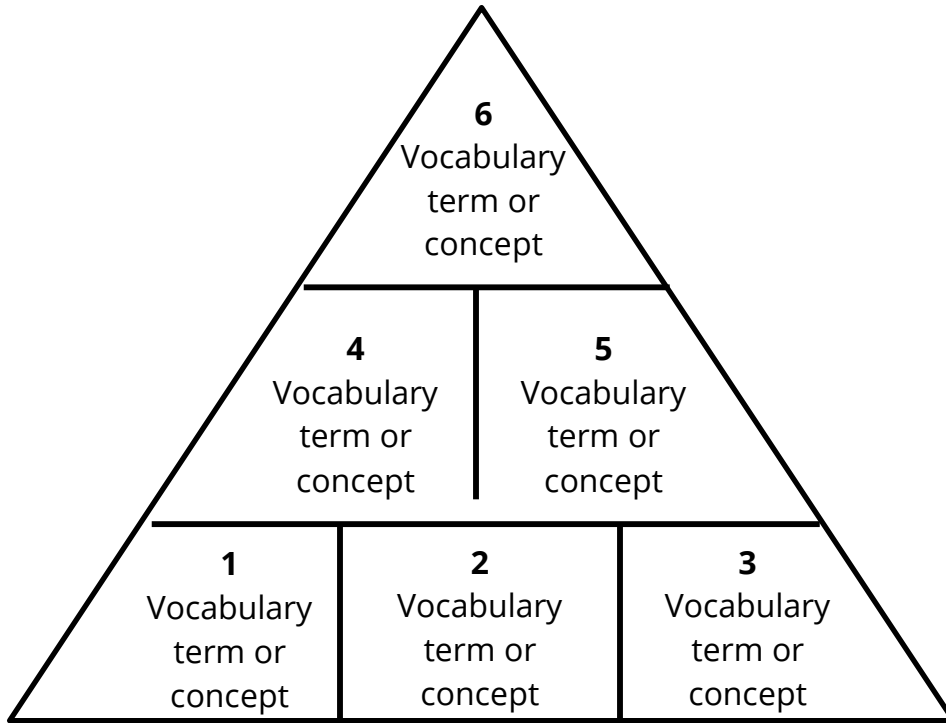
201 S. Market St.
San Jose CA. 95113
1-408-294-8324
thetech.org

2. Tape one term onto the back of each student so that he or she cannot see the word.
 3. Have students pair up. Each partner should look at the word on their partner's back. Partners take turns asking questions or acting out or gesturing about the term that is on their back.
 4. (e.g. "Am I an element? Am I part of an atom? Do I make up all matter? Etc.) Partners must ask at least 2 questions before guessing their word.
 5. When both partners have correctly guessed their word, they put a hand up to signal that they are in need of a new partner. Continue game play until everyone has guessed their word.
- *\$10,000 Pyramid*: This review game is exactly like the classic game show. Students will work in pairs, taking turns to describe the words and to guess the words.
 1. Break up the terms into two groups. Each partner will take on one group of words.
 2. Have each partner fill out the worksheet on the next page with their group of words.
 3. For the first round, Partner A will be the one describing the term and Partner B will be the one guessing the term. Partner A will describe the term (starting with 1) using the words he or she wrote down on the worksheet. From the description, Partner B will guess what the term is.
 4. When Partner B guesses the word correctly, Partner A moves on to the next word.
 5. When Partner B correctly guesses all the words in Partner A's pyramid, they switch places and Partner B will describe the terms on his or her pyramid while Partner A guesses the terms.
 6. You can time this activity like on the quiz show, but it may intimidate some students.



Student Name: _____

\$10,000 Pyramid



Write descriptive clues about each vocabulary term or concept

1. _____

2. _____

3. _____

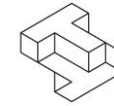
4. _____

5. _____

6. _____

Physics of Roller Coasters

Teacher Resource Guide



The Tech
Museum of Innovation

201 S. Market St.
San Jose CA. 95113
1-408-294-8324
thetech.org

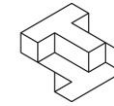
Frayer Graphic Organizer

Definition	Characteristics
Examples	Non-Examples

Vocabulary Word

Physics of Roller Coasters

Teacher Resource Guide



The Tech
Museum of Innovation

201 S. Market St.
San Jose CA. 95113
1-408-294-8324
thetech.org

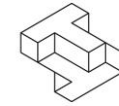
Vocabulary Graphic Organizer

Definition	Characteristics
Sentence	Drawing

Vocabulary Word

Physics of Roller Coasters

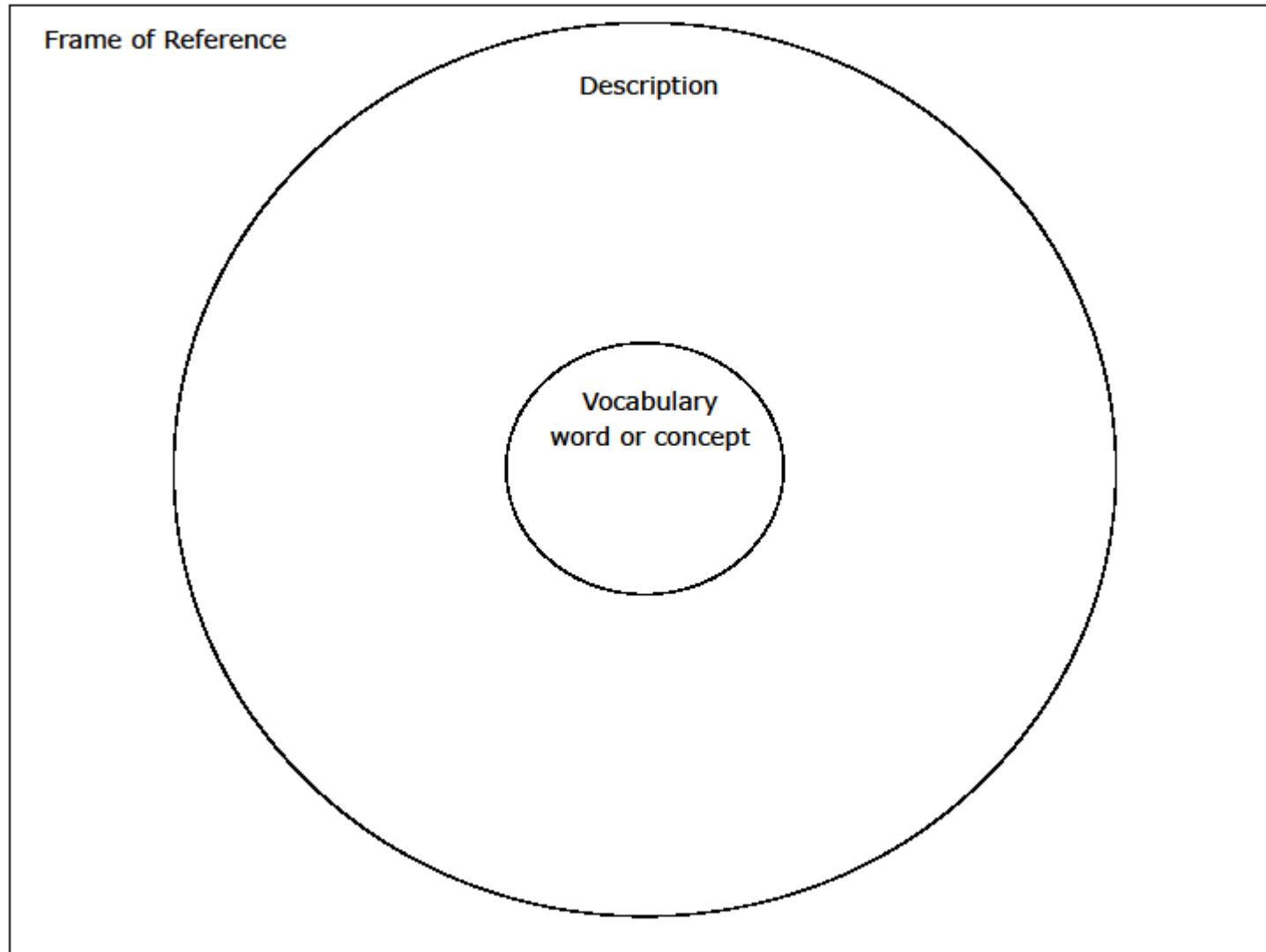
Teacher Resource Guide



The Tech
Museum of Innovation

201 S. Market St.
San Jose CA. 95113
1-408-294-8324
thetech.org

Circle Map



Physics of Roller Coasters

Teacher Resource Guide



The Tech
Museum of Innovation

201 S. Market St.
San Jose CA. 95113
1-408-294-8324
thetech.org

Match the vocabulary term to the image and definition on the right.

Vocabulary Words

Definitions

Potential Energy



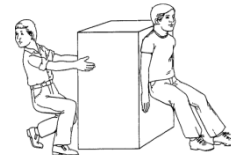
The ability to do work

Gravity



Energy in motion

Energy



A push or pull on an object, causing a change in movement or shape

Kinetic Energy



The energy of position; energy that is stored and held in readiness-waiting to move.

Force

A force that pulls objects towards the center of the earth.

