

Student Link

Lesson Activity for Grade 6 Science - Flight (Introduction)

Student Name: _____

INSTRUCTIONS

1. Go to the **Grade 6** door.
2. Next, click on **Science and Technology**
3. Locate **Forces of Flight** Click to open.
4. To begin, label the four **forces of flight** flight directly on the diagram given below. Be sure to add the arrows as well.



5. Now time for a little history of flight. At the bottom of the page, select **Flights of Inspiration**. Select  to answer the following questions.



6. A) What people were responsible for the "first flight"?
_____ & _____
B) When did this first flight take place? _____

7. Click the **BACK** button and select  to answer these questions.



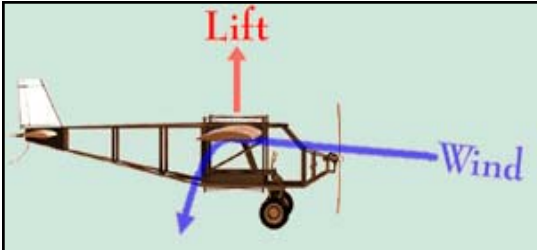
8. A) Why are John Alcock and Arthur Brown important to the history of flight?

B) When did this flight occur? _____ Click **BACK** to continue.

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9. Now that you are back to the Introductory page, click on **LIFT**.

10.



ANSWER THE FOLLOWING IN COMPLETE SENTENCES:

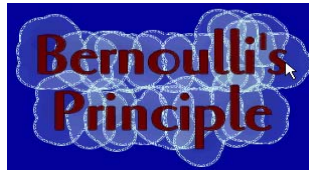
A) Why are the wings on airplanes curved?

B) In your own words, explain how lift is created in an airplane.

C) What is **Bernoulli's Principle**?

11. Click the **BACK** button to get back to the Science and Technology page of StudentLink.

12. Select **The Bernoulli Movie** to see arrow to begin movie.



in action. Click on the play

13.

What three things did you learn from the movie?

A)

B)

C)



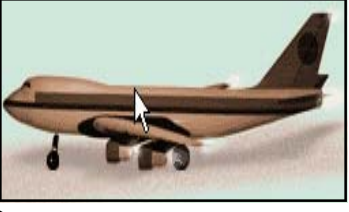
14. Click the **BACK** button and return to the *Forces of Flight* website.

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Lesson Activity for Grade 6

Science - Flight (THRUST)

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15.	Once you have returned to the Forces of Flight webpage, click on THRUST .
16.	DEFINITION: What exactly is thrust?
17.	Explain how each of the following creates thrust.   
18.	Now select Swimming and Diving at the bottom of the page. In the space below, explain how swimmers create thrust. Use words and diagrams in your response. <div data-bbox="228 1612 1549 1885" style="border: 1px solid black; height: 130px; width: 813px;"></div>
19.	Click the BACK button twice to return to the main page.

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20. Select **WEIGHT** for this part of your worksheets

21. How is weight created?

22. For the diagrams given below, add labels and arrows, then explain how each overcomes weight to float or fly.



23. At the bottom of the page, select **Thinking about Weight and Gravity**.

24. Three questions are asked of you in this activity. For each, write out the question and what you think might be the answer. Share your thoughts with a friend when completed.

QUESTION:

ANSWER:

QUESTION:

ANSWER:

QUESTION:

ANSWER:

25. Click the **BACK** button twice to return to the main page.

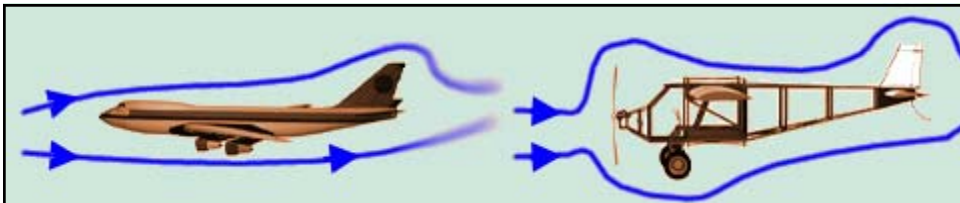
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26. Select **DRAG** on the diagram.

27. What is another term for drag?

What problem does it create for airplanes?

28.



Using the diagrams given to the left, explain how the shape of airplanes is important for flight.

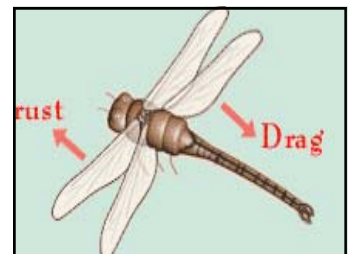
29. State four ways that **DRAG** can be useful. Be sure to explain each clearly.

A)

B)

C)

D)



30. Explain how **drag** is an important factor in the **animal and insect** world.

31. Click the **BACK** button to get back to the main page. Explore the following to see all forces at work in flight

[Speeding Up & Slowing Down](#) [Take-Off & Landing](#) [Changing Direction - Control](#)