



### What is a class one lever?

#### Tool Concepts:

- Class one levers consist of a rod, fulcrum, load arm, and effort arm.
- The fulcrum divides the lever into two sides. One side holds a load. This is called the load arm.
- Force is applied to the other side of the fulcrum. This side is called the effort arm.
- If the fulcrum is moved closer to the load, or the load moves closer to the fulcrum, the amount of force needed to lift the load is decreased.
- Class one levers include the seesaw, balance scale, boat oar, pliers, and scissors.

**Vocabulary Words:** class one lever    seesaw    load    \*measurements    \*accurate

**Read:** *Lots of Science Library Book #12.*

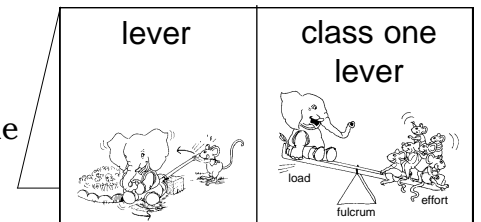
#### Activities:

##### Class One Levers – Graphic Organizer

**Focus Skills:** labeling parts, explaining forces

**Paper Handouts:** Large Question and Answer Book from Lesson 11  
a copy of Graphics 12A–B

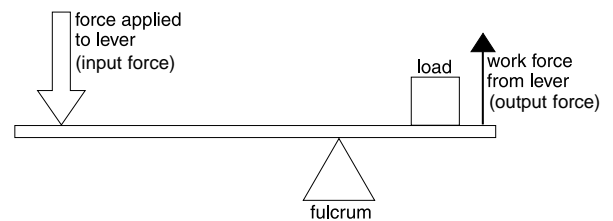
**Graphic Organizer:** On the second tab of the Lever Book, draw/glue Graphics 12A. Write/copy *class one lever* on the top of the tab. Under the tab, draw/glue Graphic 12B.



- Write/copy the names of the parts of the lever. Draw a black arrow showing where the force, or effort, is applied to this lever. This is called the input force. Draw a blue arrow showing where the force of the lever works, or the output force.

- Label the parts of the lever and list the examples shown on the tab. Explain the load arm and the effort arm of the lever.

- Complete the previous step. Explain output force and how to change the amount of output force with this lever.



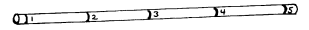
##### Make a Lab Lever

**Focus Skill:** following directions

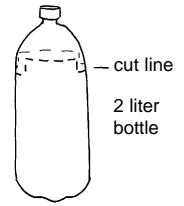
**Activity Materials:** 5/8" x 48" wooden dowel    ruler    pencil    5 small rubber bands  
knife/scissors    dirt    2-liter plastic soda bottle



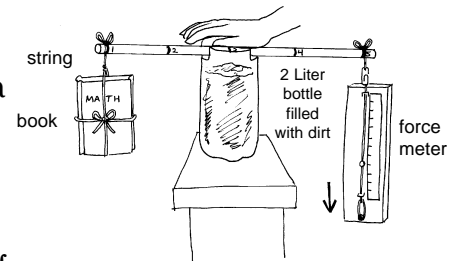
**Activity:** Use the ruler to mark the dowel at 12" locations. Label each mark with the numbers 1, 2, 3, 4, and 5. Wrap a rubber band tightly around the dowel at each number. These rubber bands will be used for attaching loads and the force meter. This is the rod for the Lab Lever.



Cut off the top. Cut a U-shaped channel in the side of the bottle at the top. Cut another U-shaped channel directly across from the first cut. Fill the bottle with dirt and rocks for stability. This is the fulcrum for the Lab Lever.



Test your Lab Lever by placing the rod in the channels at the top of the fulcrum at position #3. Ask a partner to put a hand over the fulcrum to keep the lever in place. Attach a load to position #1 while your partner holds the rod at position #3. The load may be tied onto the rod with string. Attach the force meter to position #5 by putting the clip under the rubber band at that position. Pull on the wood of the force meter and observe the amount of force needed to lift the load. This Lab Lever will be used in Labs in Lessons 12, 13, and 14. A partner will be needed for all the labs to hold the lever in place.

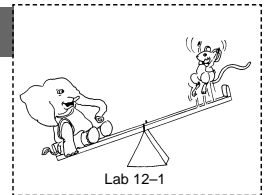


### Investigative Loop – Using a Class One Lever – Lab 12-1

**Focus Skills:** predicting outcomes, drawing conclusions

**Lab Materials:** lab lever                      force meter                      load                      bag

**Paper Handouts:** Lab Book              8.5" x 11" sheet of paper              Lab Record Cards  
a copy of Lab Graphic 12-1



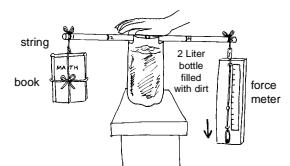
**Graphic Organizer:** Make a Pocket Book and glue it side-by-side to the Lab Book. Glue Lab Graphics 12-1 to the left pocket.

**Question:** How does the placement of a fulcrum affect the amount of force needed to lift a load using a class one lever?

**Research:** Read *Lots of Science Library Book #12*. Review the question.

**Prediction:** Predict how different positions of the fulcrum will affect the amount of effort needed to lift the load: "I think it will take more effort to lift a load at position # \_\_\_\_."

**Procedure:** Place the fulcrum under Position #3 of the rod. Place the load on Position #1. Attach the force meter to Position #5 and pull down to lift the load. Move the fulcrum to Position #2 and follow the same procedure. Move the fulcrum to Position #4 and follow the same procedure.



**Observations:** Observe the force meter as each load is lifted.

**Record the Data:** Label three Lab Record Cards "Lab 12-1," and the date. Draw the three positions of the fulcrum, one on each card, and record the force meter number required to lift each load.

**Conclusions:** Compare the amount of force needed to lift the load in each position. Which position required more force? Which one required less force? Compare this to the prediction about the fulcrum.

**Communicate the Conclusions:** Label a Lab Record Card "Lab 12-1." Explain how the position of the fulcrum affected the amount of force needed to lift the load.

**Spark Questions:** Discuss questions sparked during the lab.

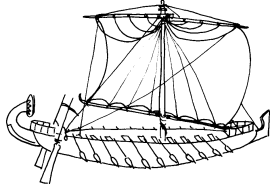
**New Loop:** Choose one question to investigate further.

/// **Design Your Own Experiment:** Select a topic based upon this *Investigative Loop* experience. See page viii for more details.



**Paper Handouts:** Timeline Book a copy of Graphics 12C–D

**Graphic Organizer:** Glue Graphics 12C–D to the appropriate places in the Timeline Book. Copy the date of use on each picture. Draw a line from the graphic to the timeline and color the country where the tool was used. Add any other tools discovered in research to the Timeline Book.



2000 B.C.  
Egypt



2500 B.C.  
Egypt

## Experiences, Investigations, and Research

Select one or more of the following activities for individual or group enrichment projects. Allow your students to determine the format in which they would like to report, share, or graphically present what they have discovered. This should be a creative investigation that utilizes your students' strengths.



1. Research and sketch the trebuchet, a medieval war machine. Explain its purposes and describe how it was used.



2. Interview three people with different professions to determine what special tools they use. Speculate as to how these tools developed for each profession.



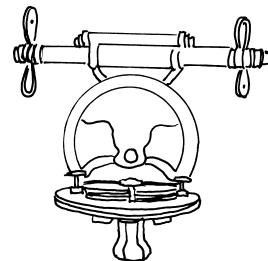
3. Investigate the invention and use of a hand operated water pump. Describe it as a class one lever.



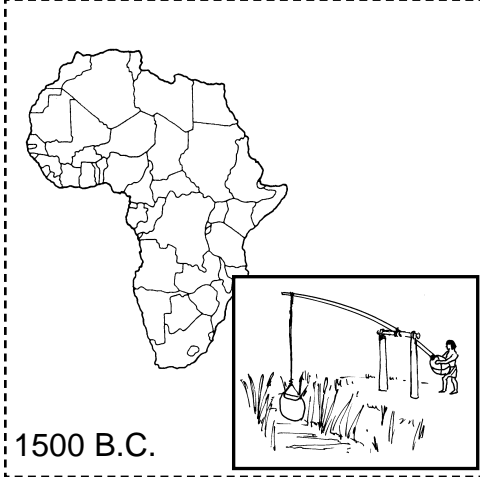
4. Examine and sketch the following tools: oar, crowbar, weighing balance, scissors, and pliers. Identify and label the fulcrum, rod, effort, and load of each.



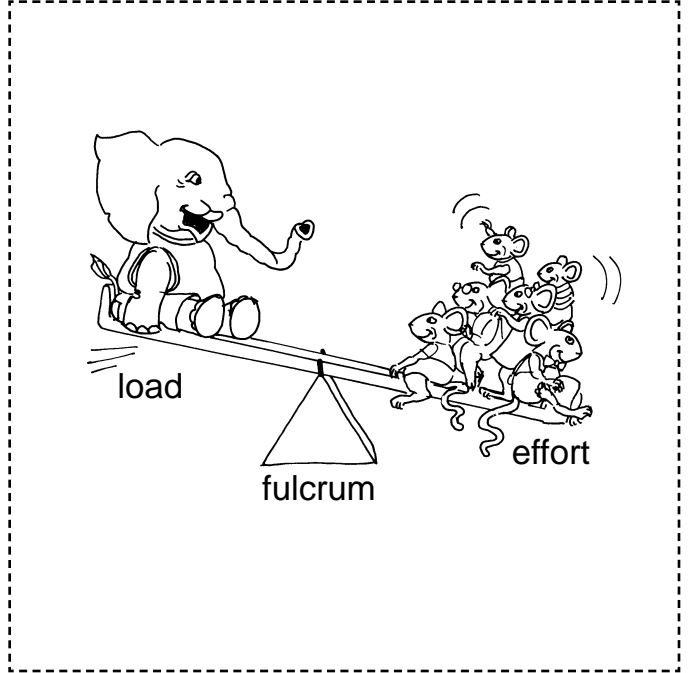
**Technology** – For centuries, the theodolite has been a surveyor's most important tool. Investigate how it works and its uses today. Add this tool to the *Tools in Time* Timeline Book.



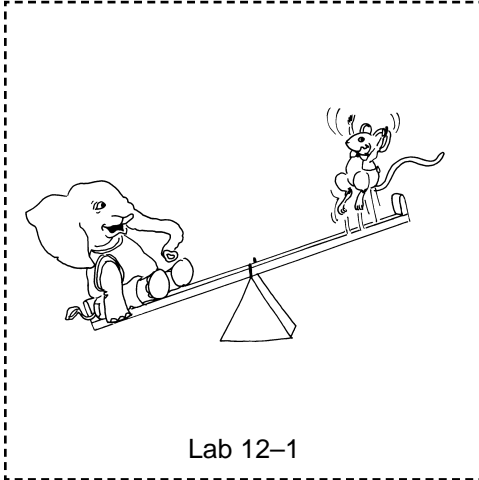
Tools in Time 11-G Egypt



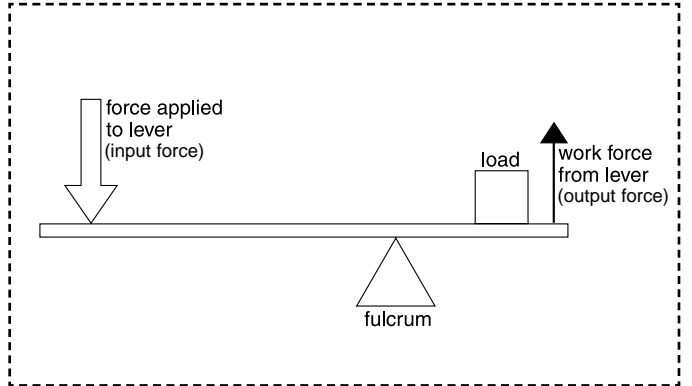
Class One Levers 12-A



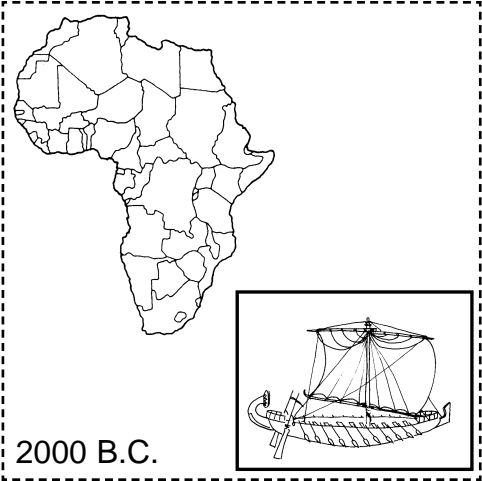
Using a Class One Lever Lab 12-1



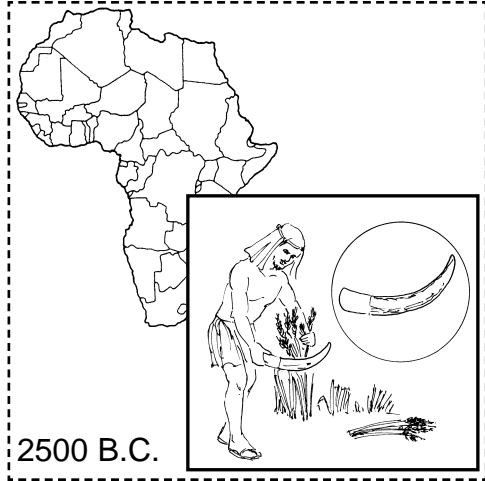
Class One Levers – Inside 12-B



Tools in Time 12-C Egypt



Tools in Time 12-D Egypt



# Great Science Adventures



## *Lots of Science Library Books*

As part of their *Great Science Adventure*, your students will create *Lots of Science Library Books*. Each *Lots of Science Library Book* is made of 16 pages, plus a front and back cover. All the covers to the *Lots of Science Library Books* are located at the front of this section. The covers are followed by the inside pages of the books.

### **How to Photocopy the *Lots of Science Library Books***

The *Lots of Science Library Books* are provided as consumable pages which may be cut out of the *Great Science Adventures* book at the line on the top of each page. If, however, you wish to make photocopies for your students, you can do so by following the instructions below.

To photocopy the inside pages of the *Lots of Science Library Books*:

1. Note that there is a "Star" above the line at the top of each *Lots of Science Library Book* sheet.
2. Locate the *Lots of Science Library Book* sheet that has a Star above page 16 of the book. Position this sheet on the glass of your photocopier so that the side of the sheet that contains page 16 is facing down, and the Star above page 16 is in the left corner closest to you. Photocopy the page.
3. Turn the *Lots of Science Library Book* sheet over so that the side of the *Lots of Science Library Book* sheet containing page 6 is now face down. Position the sheet so that the Star above page 6 is again in the left corner closest to you.
4. Insert the previously photocopied paper into the copier again, face down and with the Star at the end of the sheet that enters the copier last. Photocopy the page.
5. Repeat steps 1 through 4, above, for each *Lots of Science Library Book* sheet.

To photocopy the covers of the *Lots of Science Library Books*:

1. Insert "Cover Sheet A" in the photocopier with a Star positioned in the left corner closest to you, facing down. Photocopy the page.
2. Turn "Cover Sheet A" over so that the side you just photocopied is now facing you. Position the sheet so that the Star is again in the left corner closest to you, facing down.
3. Insert the previously photocopied paper into the copier again, face down and with the Star entering the copier last. Photocopy the page.
4. Repeat steps 1 through 3, above, for Cover Sheets B, C, D, E, and F.

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Note: The owner of this book has permission to photocopy the *Lots of Science Library Book* pages and covers for classroom use only.



## **How to assemble the *Lots of Science Library Books***

Once you have made the photocopies or cut the consumable pages out of this book, you are ready to assemble your *Lots of Science Library Books*. To do so, follow these instructions:

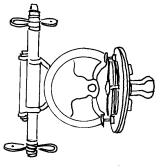
1. Cut each sheet, both covers and inside pages, on the solid lines.
2. Lay the inside pages on top of one another in this order: pages 2 and 15, pages 4 and 13, pages 6 and 11, pages 8 and 9.
3. Fold the stacked pages on the dotted line, with pages 8 and 9 facing each other.
4. Turn the pages over so that pages 1 and 16 are on top.
5. Place the appropriate cover pages on top of the inside pages, with the front cover facing up.
6. Staple on the dotted line in two places.

You now have completed *Lots of Science Library Books*.



## TECHNOLOGY

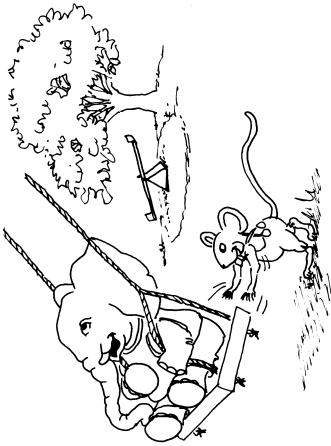
Accurate measurements are extremely important for technology. When a product, such as a car, is made of thousands of parts that could come from all over the world, accurate measurements are essential. Mechanical parts need to be accurate to within 0.0001 of an inch (0.025 mm). For radios and satellites to work, time must be measured accurately to within less than a second per century.



16

Lots of Science Library Book #12

## Max and Elmer love to play at the park.



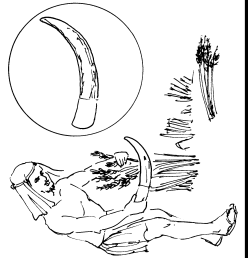
Lots of Science Library Book #12

1

## Tools in Time

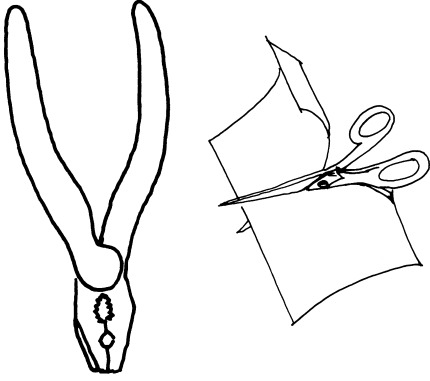
2500 B.C. Egypt

Men cut grain using flint sickles.



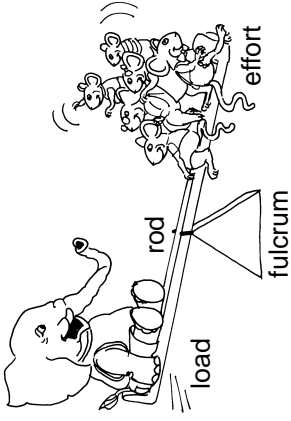
14

Lots of Science Library Book #12



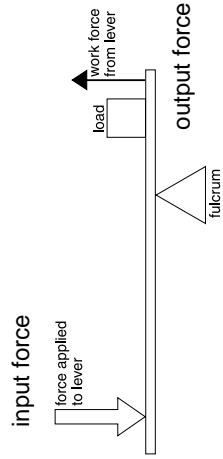
12

Lots of Science Library Book #12



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Scientists can determine the amount of force needed to lift a load with a class one lever by using a formula.



Load x Length of Load Arm = Effort x Length of Effort Arm

10

Lots of Science Library Book #12

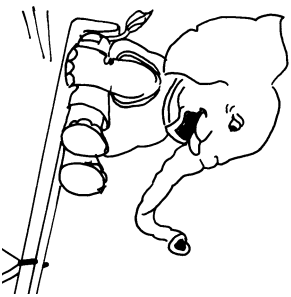
Force is applied to the other side of the rod. This side is called the effort arm.



7



The fulcrum divides the lever into two sides. One side of the rod holds the load. This is called the load arm.

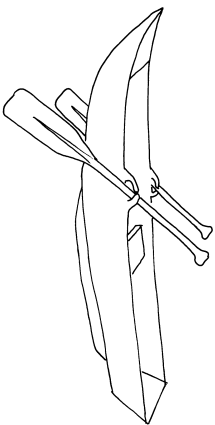
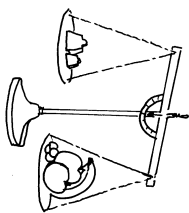


6 Lots of Science Library Book #12

If the fulcrum is moved closer to the load or the load moves closer to the fulcrum, this decreases the amount of force needed to lift the load. So when Max's cousins have to go home, Max asks Elmer to move closer to the middle of the seesaw, or closer to the fulcrum.

8 Lots of Science Library Book #12

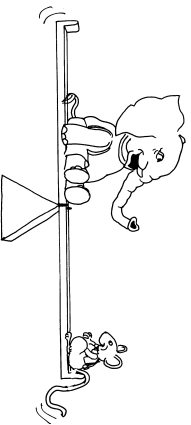
Class one levers are used everyday.



11

Elmer sits on one end of the seesaw. Max tries to lift Elmer, but Elmer, the load, is too heavy for Max to lift. Then Max gets an idea.

2 Lots of Science Library Book #12



9

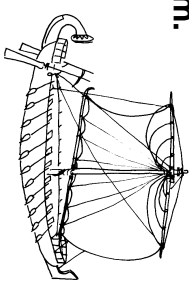
Max asks his cousins to sit on his side of the seesaw. With Max and his cousins on one side, there is enough force to lift Elmer off the ground. The seesaw is an example of a class one lever. Class one levers consist of a rod, fulcrum, load, and effort.

4 Lots of Science Library Book #12

# Tools in Time

2000 B.C. Egypt

Large boats, 140 feet in length, were powered by huge oars and an elaborate steering system.



15

Archimedes said, "Give me a long enough lever and a place to stand, and I will move the earth."



13