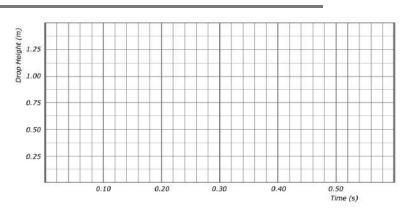
NAME	DATE

## **Scenario**

Angela, Blake, and Carlos have been given a stopwatch, several large spheres, and a meterstick and have been asked to determine the acceleration due to gravity. They decide that they need to collect drop height and time to fall for the ball at several different heights to create a position vs. time graph. The averages of the collected data are shown in the data table below.



<b>H</b> (m)	<b>T</b> (s)	
0	0	
0.50	0.32	
0.75	0.40	
1.0	0.46	
1.25	0.50	

## **Quantitative Analysis**

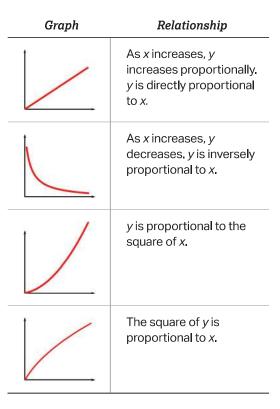
**PART A:** Graph the drop height as a function of fall time on the axis above.

**PART B:** Based on your graph and the table at the right, identify the correct relationship between the drop height and the time to fall to the ground.

Claim: Thephysical quanti	ty is	
proportional / inversely proportion	to the _	square / square root
ofphysical quantity		

PART C: The relationship between drop height and time to fall can be compared to the equation for a line, so that the students can create what is called a linearized graph. Fill in the third column in the data table with appropriate values and graph to create a linearized graph.

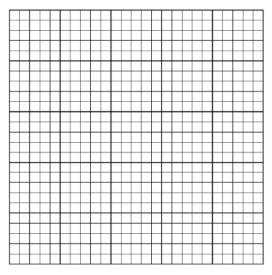




PART D:	What quantities should be plotted on a graph if the graph is to have a linear trend and the slope of the best-fit line is to be used to determine the acceleration due to gravity?			

## **Using Representations**

**PART E:** Plot the appropriate quantities stated in Part D on the graph below. Label the axes with quantities, a scale, and appropriate units. Draw a best-fit line.



## **Quantitative Analysis**

**PART F:** Using the best-fit line, determine the acceleration due to gravity. (Hint: Carefully calculate the slope of the best-fit line and determine the relationship between the quantities you plotted and the acceleration due to gravity.)