## Forces, Motion, & Magnets

Name:	
Date:	

## **Unit Assessment**

## **Multiple Choice**

- 1. Why is it hard to win a tug-of-war against a group of teachers?
  - a. Teachers try really hard.
  - b. Teachers have more legs than students.
  - c. Teachers have a lot of friction.
  - d. Teachers can push really hard.
- 2. The last rubber band caused the watermelon to burst because \_\_\_\_\_.
  - a. it was stronger than the other rubber bands.
  - b. it was thicker than the other rubber bands.
  - c. it was the last rubber band in the bag.
  - d. it created a force that was greater than the force of the watermelon rind.
- 3. Why was a suspension bridge a good design for the Golden Gate Bridge in San Francisco?
  - a. Ships had to pass underneath the bridge.
  - b. It has a lot of pillars underneath to support it.
  - c. The distance the bridge had to cross wasn't very long.
  - d. The water under the bridge was very shallow.
- 4. A trapeze won't swing forever because \_\_\_\_\_\_.
  - a. a trapeze is too heavy to keep swinging.
  - b. friction and air resistance slow the trapeze down.
  - c. a trapeze isn't heavy enough to keep swinging.
  - d. the ropes of the trapeze aren't long enough.
- 5. Magnets attract \_\_\_\_\_
  - a. objects that contain iron.
  - b. only other magnets.
  - c. anything made of metal.
  - d. things that are not too heavy.

<b>Short Respons</b>	<u>e</u>			
=	ppers hop off the table?			
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2 \ \/\by are n	illar bridges and areb bri	dage stronger they beard	o vida o o O	
2. why are p	illar bridges and arch bri	dges stronger than board	oriages?	
	ПП			
	pillar bridge	arch bridge	board bridge	
	,g.	aron briago	3	
3. Imagine a t	trapeze artist wants to m	ake their trapeze swing m	ore slowly. How should they o	do this?
			e is more weight? Or should t	
tne ropes sno	orter or longer? On the IIr	ies below, explain now you	u know which change to make	€.
I think they sh	nould			
I think this be				
i uiiiik uiis be	cause			
A Are naner (	clips magnets? Explain.			
4. Are paper t	clips magnets: Explain.			