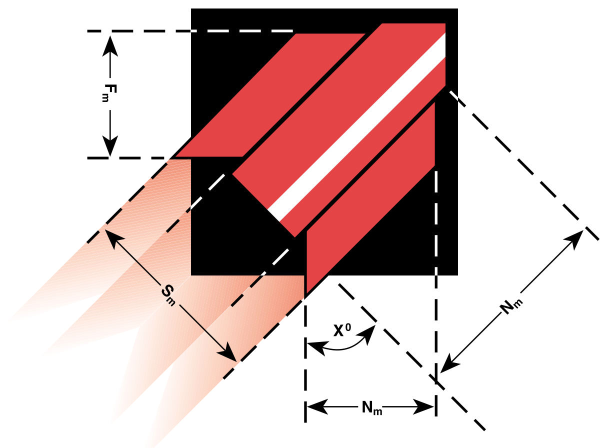

ESTES EDUCATOR™

PHYSICS AND MODEL ROCKETS

A Curriculum for Grades 8 , 9, 10 &11

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APPENDIX

INTRODUCTION

Rocketry is an excellent means of teaching the scientific concepts of aerodynamics and Newton's Laws of Motion. It integrates well with math in calculating formulas, problem solving and determining altitude and speed.

In constructing a model rocket, the student must follow directions, read and follow a diagram and use careful craftsmanship.

This unit on rocketry contains a student book, a series of Launch Log pages related to a lesson and math extension activities. The objectives for each lesson are stated, along with a list of the vocabulary to be emphasized, the materials needed and a strategy for each lesson.

This guide is directed for teachers of eighth through eleventh grade whose students may have had some experience with the scientific concepts involved with rockets. Flexibility is built in through the use of the Launch Log pages and the math extension pages. A teacher can chose which ones to use or not to use. This guide integrates the content areas of science, math and English. Much of the work is done in small groups.

This curriculum provides an enhancement to the study of space, space exploration or the study of motion.

GOAL

- Bring the concepts presented in physics to life through the experience of building and launching a model rocket.

STUDENT OUTCOMES

- Describe the four forces operating on any object moving through air and discuss their application to the flight sequence of a model rocket.
- Describe Newton's three laws of motion and how they relate to model rocketry.
- Identify each part of a rocket and describe its function in relation to the four forces operating on any object moving through the air.
- Design, assemble and launch a model rocket which is finished so that it is aerodynamically stable, produces a minimum of drag, maximum momentum and uses an appropriate recovery system.
- Recognize and demonstrate skill in using mathematical formulas to determine altitude and speed.
- Recognize the ways energy is transformed in a model rocket flight sequence.
- Demonstrate proper safety procedures based on the Model Rocketry Safety Code when launching a rocket.

CONCEPTS TO BE DEVELOPED

- How a rocket is constructed so that it is stable, has minimum drag and maximum momentum.
- How the studies of physics and rocketry are related, specifically Newton's three laws of motion, the four forces that operate on objects moving through air and how energy is formed.
- How mathematical formulas are used to determine altitude, speed and velocity.

SCIENCE PROCESS SKILLS

- Observing
- Reading and following a diagram
- Analysis
- Predicting
- Describing
- Evaluating
- Problem solving

GENERAL BACKGROUND FOR THE TEACHER

There are four basic forces operating on any object moving through air. They are *lift, drag, gravity* and *thrust*.
Lift is the force that is created when air moving over the top of an object, such as a kite or an airplane wing, moves faster than the air moving beneath it. There is less force (air pressure) against the top than beneath the object. This creates a force which *lifts* the object. It is generated by *relative wind*.
Drag is the friction force experienced by any object moving through air as the air slides or *drags* past it. More drag is created by a larger surface, a rougher surface or by increasing speed.
Drag can be minimized when constructing a model rocket but it can not be eliminated. Drag and gravity limit the height a model rocket can reach. An aerodynamically "clean" design (streamlined) and smooth surfaces can help minimize drag.
Gravity is the force that pulls down upon any object near the surface of the earth. It acts through the center of gravity of any object. The amount of this force is proportional to the mass of the object and is inversely proportional to the square of the distance between the object and the Earth's center.
Thrust is the forward force exerted on a flying body. It is produced by the engine of a model rocket. Gravity must be overcome for the model rocket to rise vertically, so thrust has to be greater than the weight in order for the rocket to lift off.
Aerodynamics is the study of the motion of air and the relative motion between air and objects in the air.

An important concept in the study of aerodynamics is *relative wind*, which is the motion of air in relation to an object. One example is a kite being held stationary in a ten mph breeze vs. one being pulled at ten mph in through stationary air. Both see the same *relative wind*.

The center of gravity refers to the point in a rocket around which its weight is evenly balanced. *The center of pressure* refers to the point in a rocket where all external aerodynamic forces acting on a complete rocket, including the fins, is centered.

Model rockets rely on aerodynamics to fly properly just as butterflies and airplanes do. The flight performance of any model rocket is the result of the combined effects of the four basic forces acting upon it.

The phases of flight of a model rocket demonstrate these forces:

When the engine is ignited, *thrust* is generated which exceeds the force of *gravity*. This *unbalanced force* accelerates the rocket upwards, building velocity either until engine burnout or until *drag forces* are sufficient to equal the unbalanced *thrust* force (terminal velocity). At engine burnout, *gravity* and *drag* work to slow the rocket down. When all upwards (vertical) velocity is lost, *gravity* causes the rocket to accelerate downwards, building velocity until either the recovery system deploys, *terminal velocity* is reached or the rocket impacts the ground. The recovery system is designed to employ drag and/or lift to oppose the force of *gravity*, allowing a controlled descent and safe landing.

According to *Bernoulli's Principle*, the faster a fluid moves the lower the lateral pressure it exerts. By causing air to move faster over certain surfaces of a rocket, i.e. fins or wings, air pressure may be reduced on those surfaces creating *lift.*

The fins enable the rocket to correct its flight when it is deflected. When air moves over the "top" of the deflected fin, the air travels faster than the air under the fin. This creates *lift*. The lift force, generated by relative wind, causes a stable rocket to correct itself by rotating around the center of gravity until it is flying straight again.

Weathercocking is a phenomenon that occurs when a rocket is launched in a crosswind. The crosswind creates a relative wind that is at an angle to the path of the rocket, generating lift on the fin surfaces that causes the rocket to tip in the direction of the crosswind. A rocket weathercocks *because* it is stable.

Drag increases as the square of the velocity of the rocket increases. A high thrust engine will cause a rocket to experience much more drag than a low thrust engine due to higher velocities achieved.

Newton's three laws of motion are involved in the launch and flight of model rockets. The laws are as follows:
1. A body at rest will remain at rest and a body in motion will continue in motion with a constant speed in straight line so long as no unbalanced force acts upon it. This law is referred to as the law of inertia.
2. If an unbalanced force acts on a body, the body will be accelerated; the magnitude of the acceleration is proportional to the magnitude of the unbalanced force, and the direction of the acceleration is in the direction of the unbalanced force.

3. Whenever one body exerts a force on another body, the second body exerts a force equal in magnitude and opposite in direction to the first body. This law relates to the principle of action - reaction.

Energy is neither created nor destroyed. It is transformed. During a rocket flight, chemical energy is transformed into mechanical energy, heat, light and sound energy. In a model rocket, light and sound energy are very small and may be ignored. Part of the mechanical energy is transformed to the kinetic energy of the rocket's motion. Part of the mechanical energy is transformed into heat energy by friction of the rocket moving through the air. Part of the mechanical energy is transformed into kinetic energy of individual air molecules as they are deflected by the rocket (drag and lift). Part of the kinetic energy is transformed into the potential energy of the rocket as it rises higher and higher. Part of the stored chemical energy is released as waste heat energy during combustion.

UNIT PLAN
Lesson 1 (One Day)
AERODYNAMIC FORCES : WHAT THEY ARE AND WHAT THEY DO

Objectives of the Lesson:

The student will be able to :

- Recognize the four basic forces operating on any object moving through air.
- Describe and demonstrate the effects of relative wind and lift on objects moving through air.
- Describe and demonstrate the effects of drag and gravity on objects on objects moving through air.
- Describe and compare friction drag and pressure drag.
- Recognize and use vocabulary related to rocket flight.
- Record experiences and ideas in student journal.

BACKGROUND FOR THE TEACHER

The understanding of the basic forces of motion, lift, drag, gravity and thrust, is essential for students who will be constructing and launching rockets. All of the forces are interacting during a rocket flight sequence. The information in the "Student Book" will help teachers and students with their understanding and their application to model rockets.

VOCABULARY

Lift: the force that occurs when air moving over the top of a moving object travels faster than the air under it and uneven pressures are produced according to Bernoulli's Law.

Thrust: the forward force on a flying body which, in the case of a rocket, has to be greater than the force of gravity in order for lift-off to occur.

Gravity: the force that pulls down on any object near the surface of the earth.

Drag: the resistance or friction force experienced by any object moving through air or air moving over a non-moving object.

Relative wind: the motion of air in relation to an object. Lift is generated at a right angle to relative wind.

Angle of attack: the angle between the relative wind direction and an imaginary line through the center of a flying surface such as an airplane wing or a rocket fin. Generally, as the angle of attack increases (raising the forward edge of the surface), so does lift and drag.

Velocity: the rate of motion or speed in a given direction. Measured in terms of distance moved per unit time, in a specific direction.

Viscosity: measures the resistance to motion of a fluid moving over a surface.

VOCABULARY (Continued)

Pressure drag: the force that retards the motion of a moving object caused by an unbalance of pressure.

Friction drag: the retarding force produced by an object sliding past the molecules of the fluid it is moving through. The amount of friction depends upon the amount of surface, the roughness of the surface, the density of the fluid, the viscosity of the fluid and the characteristics of the flow (laminar or turbulent).

Laminar flow: smooth steady air flow parallel to the surface of a moving body, usually found at the front of a smooth body moving in relation to the air around it.

Turbulent flow: air movement that is uneven over the surface of a moving body; the air movement is not smooth, usually around an uneven surface.

STRATEGY

Materials needed for each student : A copy of the "Student Book", a strip of paper, 1" x 12"; a copy of Launch Log #1; and a model rocket kit. Students should have a manilla envelope or folder for the materials and journal sheets that will be accumulated during this unit.

Motivation: Show the students a model rocket that has already been constructed. Allow the students to discuss what a rocket is used for today and what it was used for in the past. Ask the students what they think has to happen to get a rocket off the ground and into space. Ask the students to discuss the construction of the rocket and guess or predict why it has the shape and parts that it does.

Introduce the "Student Book" by asking students to predict some of the scientific principles that might be in this book.

A. Distribute Launch Log #1. The students should complete the first two sections before they begin reading the booklet.

B. Allow the students to read the section, Lift, with a partner or in a small group.

C. Each student can demonstrate lift individually. Give each student a strip of limp paper, such as newspaper, an inch wide by twelve inches long. They should hold the paper with the thumb so the paper is just draping over the index finger with the long part away from them. Hold the index finger near the mouth and blow gently over the index finger.

D. Before the students begin reading the section, Drag, ask them to rub their index finger across the surface of the desk. Ask them to increase the speed. Ask them to describe what they begin to notice about their finger as they do this. (They should feel heat.) Ask them to rub hard rather than fast. Ask the students if they know what they are experiencing (friction). Friction and drag are related concepts. Allow the students to read the section on drag.

E. Before the students begin reading the section, Gravity, ask them to look at their student book as it rests on the desk. Two forces are acting on the book. Ask if they know which ones. The force of gravity is pulling the book downward and the desk is pushing against it holding it up. Ask the students to pick the book up and let it rest on their hand. What forces are acting on the book now? Let the book drop onto the desk. What forces are acting on the book as it dropped?

Closure:

Briefly review the concepts, using the vocabulary at the bottom of Launch Log #1.

Evaluation:

Observe student participation and questions. Review their work on Launch Log #1.

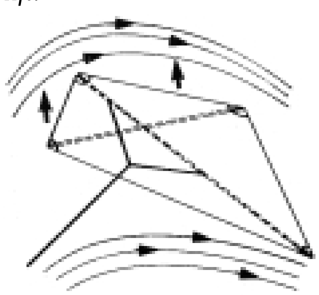
NOTES

Chapter One
AERODYNAMIC FORCES:
What They Are and What They Do

Aerodynamics
Aerodynamics is the study of the motion of the air and the relative motion between air and objects in the air. Model rockets rely on aerodynamics to fly properly, just as butterflies, kites and airplanes do. The flight performance of any model rocket is the result of the combined effects of aerodynamics and other forces acting upon it.

The four basic forces on flying objects, such as a model rocket, are *lift, drag, gravity* and *thrust*. Aerodynamic forces are the forces generated as a result of the motion of an object through the air. Therefore, lift and drag are aerodynamic forces. Thrust can be generated by aerodynamic forces, such as a propeller, but is not inherently aerodynamic in nature.

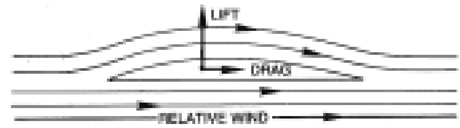
Lift
The faster a fluid moves, the lower the lateral pressure it exerts. By causing air to move faster over certain surfaces of an object, air pressure is reduced which creates lift. This law is known as Bernoulli's Principle. A kite, for example, is pushed up when the air moving over the kite moves faster than the air moving beneath the kite. There is less force against the top of the kite than beneath it. The force which is created pushes the kite up and is called *lift*.



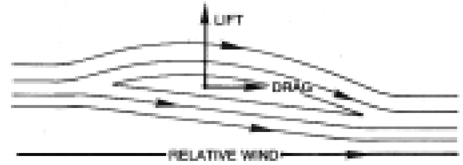
Lift is generated by *relative wind*. Relative wind is the motion in air in relation to an object, such as a kite in a breeze. It can also be created by running with a kite, if no wind is blowing.

The angle of attack is the angel at which a wing or kite moves in relation to the relative air stream or "relative wind". The greater the angle of attack of a wing, the further and faster the air must flow over the wing and the greater the lift force produced. However, when a flying object has too great an angle of attack, it will *stall* because the airflow becomes turbulent and detached from the object, no longer traveling along its surface. When an object stalls, the lift produced decreases drastically, most likely falling to zero. Drag is also increased greatly.

No angle of attack
Small lift force
Small drag force



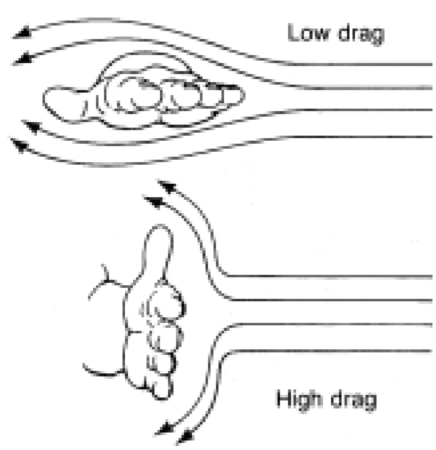
High angle of attack
Large lift force
Large drag force



Excessive angle of attack and stall
Very small or zero lift force
Very large drag force

Drag
Drag is the force experienced by any object moving through a fluid, such as air or water, that opposes the motion of the object. It is the resistance caused by the motion of water or air as it drags past the object or is pushed out of the way. Drag increases the larger or rougher the surface, the thicker the fluid or the faster the object is moving.
Drag can also be increased by a difference in pressure between the front and rear of the object.

While lift can be a favorable aerodynamic force, drag can be an unfavorable force. Drag and gravity limit the height a model rocket can reach. Drag can be understood by thinking about what is experienced when you pass your hand through a bathtub of water. As described above, water is a fluid with many of the same drag characteristics as air.
Using your hand as a test "model rocket" and the bathtub of water as a "wind tunnel", you can gain an intuitive idea for how air resists the motion of a model rocket in flight.



As you pass your hand under the surface of the water, you can vary the speed of your hand and feel the varying resistance to motion (drag effect) of the surrounding water.

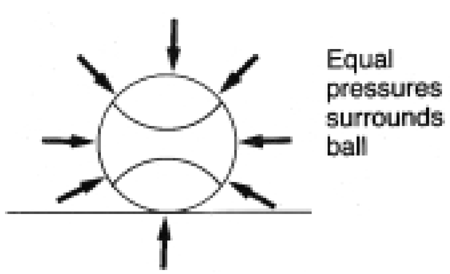
The effect of the size of the surface can also be experienced by changing the orientation or shape of your hand as you pass it through the water. More drag will be experienced against the back of your hand than against the edge of your hand. Drag will also vary as the shape of your hand ranges from a fist to outstretched fingers.

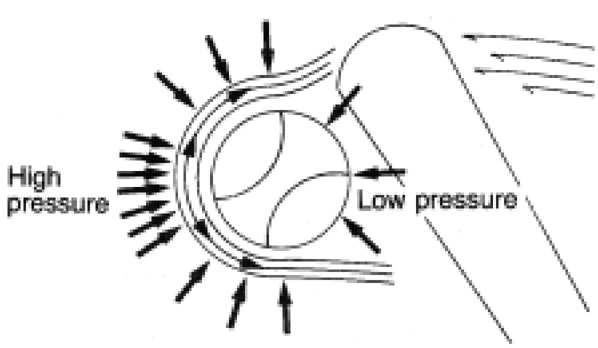
You can also experiment with different shaped objects other than your hand. Place spheres, blocks or streamlined shapes on sticks and pass them through the water. You should be able to feel the difference in resistance to motion the water develops for each shape at a given speed.

You have experienced drag when you have been riding a bicycle fast. You could feel air rushing past you and you could feel air pushing against you slowing you down.

Two types of drag effect the flight of a model rocket. They are pressure drag and friction drag. When a baseball is sitting still on the ground, the pressures all around it are the same. The atmospheric pressure on all parts of the ball are equal. There is no drag because there is no unbalance of pressure forces. If the ball is thrown or hit by a bat the air around the ball starts to move. The pressures around it change and a pressure imbalance is created. This is called pressure drag.

Drag is demonstrated as the ball slows down after it is thrown or hit. 95% of the drag on a sphere comes from pressure drag.





Pressure drag is the retarding force caused by the imbalance of air pressures on a moving object. Pressures on a moving object vary with the objects speed, direction of motion and its size and shape.

Friction drag is the retarding force produced by an object sliding past the molecules of the fluid through which it is moving. The amount of friction drag produced by the motion depends on the amount of surface exposed to the motion of the fluid, the roughness of the surface, the density of the fluid and the *viscosity* of the fluid.

Imagine a very sharp thin plate moving through the air. It is moving at zero angle to the air stream and there is no unbalance of pressure forces. However, there is still drag because the air is rubbing on the surface. This friction drag is confined to a thin region close to the body surface.

Friction drag

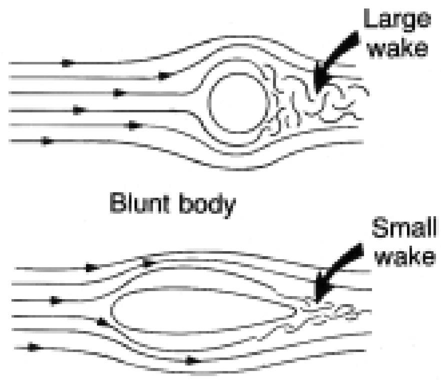
fluid moving over the surface. Low-viscosity fluids, such as air and water, flow easily. Substances which do not pour easily, such a motor oil or molasses, have high viscosity.

On the surface of the object the velocity is zero. Just off the surface, the air speed increases with height above the object to a maximum speed called the free-stream velocity. This is the speed at which the object is moving through the air. The thin region at where the air speed changes is called the *boundary layer*. Within the boundary layer, the effects of viscosity are dominant and cause friction drag.

Viscosity is a factor in both friction and pressure drag. In friction drag, viscosity acts directly to produce shearing stresses in the boundary layer. For pressure drag, viscosity riggers a flow “separation” from the body. Separation is the behavior of the flow when the air does not follow the body contour of an object, but breaks away into a turbulent wake. This separation of the airflow is a reason for the pressure unbalance which causes pressure drag on aerodynamic shapes, such as model rockets.

The two figures show the difference in flow about a circular cylinder with a large wake and the flow about a streamlined shape with a small wake.

The figures show that the streamlined shape is designed to reduce the amount of flow separation. The size of the wake is reduced. Drag is reduced because the flow attached to the body allows the pressure to build back up to levels near the pressure of the nose. This reduces the pressure unbalance and cuts drag.



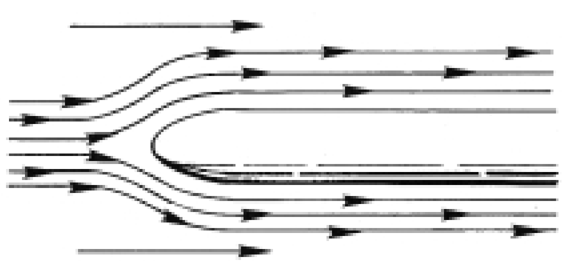
Streamlined body

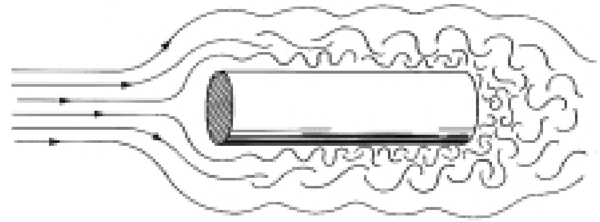
To prevent flows from separating, it is essential to use aerodynamic shapes that are rounded gently and never have any sharp changes in direction. When there are sharp changes, the viscosity of the air makes the flow resist these changes in directions and forces the flow to break away.

There are two patterns of flow, turbulent flow and laminar flow. Viscosity affects these flow patterns in the air boundary layers moving over aerodynamic shapes.

Laminar flow exists when the boundary layer of a fluid or air next to the surface is smooth and “attached” to the surface. The air acts as if it were in layers. The molecules in each layer slide over the other molecules. The molecules in the layer next to the surface have zero velocity. Each succeeding layer further from the surface has a higher velocity of motion relative to the surface. Friction drag depends upon the rapidity with which the velocity changes.

Turbulent flow exists when the boundary layer of fluid or air next to the surface is not smooth. The motion of the molecules is much less regular because of the mixing of the different layers and the large fluctuations of velocity of the molecules at different distances from the surface.


Laminar boundary layer


Turbulent boundary layer

Drag increases as velocity or speed increases. The drag experienced by the object directly varies with the square of the velocity of the moving object. The basic drag formula for the effect of velocity on drag is:

$D = C_D \text{ x } A \text{ x } 1/2\ \rho \text{ x } V^2$

C_D is the “coefficient of drag” which depends on the shape and surface smoothness of the rocket.

A is the cross sectional area of the rocket or the frontal area of the rocket as seen from directly in front of it.

ρ is density of air through which the rocket is moving, symbolized by the Greek letter Rho (pronounced “row”).

V is the velocity or speed of an object in relation to the wind. V^2 means VxV, the velocity squared.

As you can see, if the velocity of an object doubles, the amount of drag is four times as great. If V or velocity tripled, the drag increases nine times.

For a more detailed discussion of model rocket drag, see Estes publication,
Aerodynamic Drag of Model Rockets.

Gravity

Gravity is the fore that pulls down on mass of any object near the Earth through its center of gravity. Gravity and drag limit the height a model rocket can reach. In general, light weight helps overcome gravity. The force of gravity varies inversely with the square of the distance between the center of gravity of the object and the center of the Earth. An object, B, which is twice as far from the center of the earth as an object, A, will experience one fourth the gravitational attraction as object A. Because model rockets remain at nearly the same distance from the center of the Earth, gravity remains a near constant.

Thrust

Thrust is a forward propulsive force that moves an object. On an airplane, thrust is generated by the engines, propellers or exhaust. The flapping wings of a bird provides thrust for the bird. In a model rocket, thrust is produced by the rockets engines. Thrust must be greater than the weight of the rocket in order to overcome gravity and lift off from the earth.

Lesson 2 (One Day)

NEWTON'S LAWS OF MOTION: HOW THEY GOVERN THE MOVEMENT OF OBJECTS

Objectives of the Lesson:

The students will be able to:

- Recognize Newton's Laws of Motion which govern the movement of all objects on Earth and in space.
- Describe and demonstrate the effects of the three Laws of Motion on moving objects.
- Recognize and use vocabulary related to rocket flight.
- Record experiences and ideas in the journal.

BACKGROUND FOR THE TEACHER

Newton's Laws of Motion help the student understand the scientific basis for how rockets work. The three laws relate the motion of objects on earth and in space. The laws govern what happens during a flight sequence. Chapter 2 in the "Student Book" explains the laws of motion and offers some practical examples of each one.

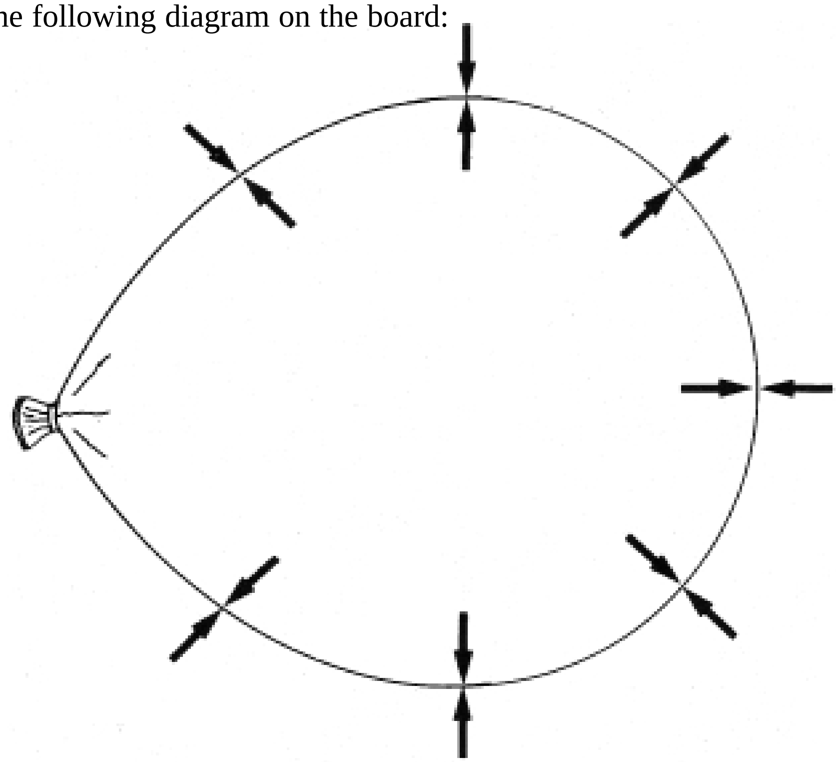
VOCABULARY

Rest: the state of an object when it is not changing position in relation to its immediate surroundings.
Motion: the state of an object that is changing position in relation to its immediate surroundings.
Unbalanced force: a net force in excess of any opposing force. An unbalanced force causes a change in a body's inertia causing it to accelerate, according to Newton's second law.
Inertia: the tendency of a body at rest to remain at rest or a body in motion to remain in motion, unless pushed or pulled by an unbalanced force.
Kinetic inertia: the tendency of a body in motion to continue in motion in a straight line at a constant speed.
Static inertia: the tendency of a body at rest to remain at rest.
Action/reaction: Newton's Third Law of Motion.
Mass: quantity or amount of matter an object has. Weight depends on mass.
Acceleration: a change in velocity.
Weight: the force that results from the Earth's gravitational attraction on the mass of an object. An object's weight is found by multiplying its mass times the acceleration due to gravity.

STRATEGY

Materials needed for each student: A copy of the “Student Book”; Launch Logs 2 and and 3; and individual folders.

Motivation: Show the students an uninflated balloon. Show them a completed model rocket. Ask them to describe any similarities between the two objects. Then inflate the balloon and either tie it closed or hold it so that the air is inside. Ask the students to describe why they think the balloon stays inflated. Ask them again to discuss any similarities between a rocket and a balloon now that the balloon is inflated. When they have had an opportunity to discuss it, draw the following diagram on the board:



This diagram shows that air inside the balloon is compressed by the balloon’s rubber walls. The air pushes back so that the inward and outward pressing forces are balanced.

Release the nozzle of the balloon. The air will escape and propel the balloon in a rocket flight. Allow the students to discuss what forces and laws are affecting the balloon’s erratic flight.

A. Distribute Launch Log #2, “What I Think”. After the students have watched the balloon demonstration, allow them to complete Launch Log #2. Their answers are their own ideas and do not need to be correct, but will instead provide an opportunity to think about the concepts involved.

B. Allow the students to read the section on Newton’s First Law of Motion in Chapter 2 with a partner or in a small group.

C. Each student can demonstrate this law. A book sitting on a desk is at rest. What kind of inertia is presented? (static inertia) What could cause the book to move according to Newton's First Law? (an unbalanced force) Direct the students to apply an unbalanced force to the book to cause it to move. Allow each student to stack some books up to increase the mass and try to push with the same force. Observe what happens to the acceleration. What needs to happen to create acceleration equal to the acceleration of the first experiment? Ask the students to think about what occurs when a ball is tossed. Has anyone been able to throw a ball with such force that it continued in motion in a straight line? What unbalanced forces acted on the ball to keep it from continuing in motion in a straight line?

D. Allow the students to read the section on Newton's Third Law of Motion and to try the demonstration pushing the index finger against the desk.

E. Ask the students to describe how the balloon demonstration was an illustration of Newton's Third Law in Motion. (The unbalanced force on the inside front end of the balloon pushes the balloon around the room. The action of gas escaping from the balloon causes a reaction, the balloon moving forward.)

F. Allow the students to complete the reading of Chapter 2 by reading the section on Newton's Second Law of Motion. Give each small group a tennis ball or other small ball and allow them to observe the ball's performance in relation to the second law of motion.

Closure:

Allow the students to complete Launch Log #3.

Evaluation:

Observe student participation in the demonstrations and discussion.
Review their work on the Launch Log pages.

NOTES

Chapter 2
THE LAWS OF MOTION
How They Govern All Objects

Newton's Laws of Motion were described by Sir Isaac Newton in 1687 in his book, *Philiosphiae Naturalis Principia Mathematica.* These laws of motion or principles govern the motion of all objects, whether on Earth or in space. The laws of motion provide a scientific basis for understanding how rockets work.

Newton's First Law
Objects at rest will stay at rest, and objects in motion will stay in motion in a straight line unless acted upon by an unbalanced force.

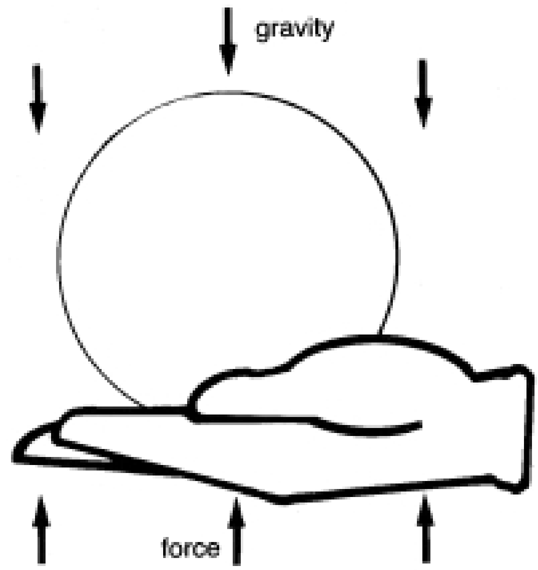
This law is also referred to as the law of inertia. *Inertia* is the tendency of a body at rest to remain at rest unless pushed or pulled by an unbalanced force. A body in motion continues to move in the same direction at the same speed unless acted upon by an unbalanced force.

Rest and motion can be thought of as opposite. *Rest* is the state of an object when it is not changing position in relation to its surroundings. *Motion* means an object changing its position in relation to its surroundings. These are both relative terms. The important idea with these two words is *in relation to its surroundings*.

As you are sitting in your chair, you can think of yourself as being at rest. What if your chair is a seat on an airplane in flight?
You would still be said to be at rest *in relation to your immediate surroundings.*
Rest, as a total absence of motion, does not exist in nature. Even as you are sitting in your chair, you are still moving because your chair is sitting on the surface of our moving planet that is orbiting the sun, which is moving through the universe. While you are at rest in relation to your immediate surroundings, you are traveling through space at hundred miles per second.

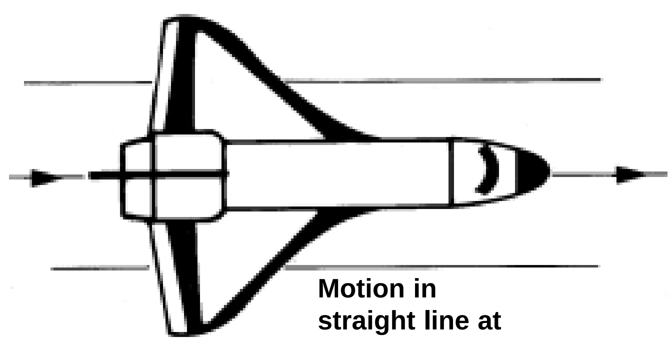
Motion is defined as an object changing position in relation to its surroundings. Think of a ball sitting on the ground. It is at rest. When the ball is rolling, it is in motion, because it is changing position to its immediate surroundings. When a rocket blasts off the launch pad, it changes from a state of rest to a state of motion.

Newton's first law also involves the idea of *unbalanced force*. When you hold a ball in your hand without moving it, the ball is at rest. As the ball is held there, it is being acted upon by forces. The force of gravity is pulling the ball downward. Your hand is pushing against the ball to hold it up. The forces acting on the ball are balanced. The tendency of the ball to remain at rest when no unbalanced forces act on it is called *static inertia.*



The ball changes from a state of rest, being acted upon by balanced forces to a state of motion, being acted upon by unbalanced forces when you let the ball go or you move your hand upward. When an object is at rest, it takes an unbalanced force to make it move.

The law also states that once an object is in motion, it will continue in motion in a straight line. It takes an unbalanced force to stop it or change its direction or speed. This is called *kinetic inertia*.



If you threw a ball, what unbalanced forces prevent it from staying in motion in a straight line forever? The forces of drag and gravity cause it to fall to earth.

Newton's Third Law

Whenever one body exerts a force on another, the second body exerts a force equal in magnitude and opposite in direction on the first body.

or

For every action there is always an opposite and equal reaction.

Here is an illustration for the third law. A skateboard and its rider are at a state of rest. They are not moving. The rider steps off the skateboard. This is called an action. The action causes the skateboard to travel a distance in the opposite direction. The skateboard's motion is called a reaction.

You can demonstrate Newton's third law by gently pressing your index finger on your table or desk. Keep pushing, harder and harder. Do you think the table is pushing back? Push even harder. If the table is not pushing back, why doesn't your finger go through the spot where you are pushing with your finger? As you exert a force or action on the table, the table pushes back on your finger. The force you apply with your finger is the action. The table's resistance is the reaction.

When the force applied is greater than the force with which the object can resist without motion, part of the force being applied will produce motion. When you apply more force with your finger than the force with which the table can react, the finger will dent or punch a hole in the table or the table will move. Since every action always produces an equal reaction, an equal amount of force is present in both the action and reaction.

Newton's Second Law

If an unbalanced force acts on a body, the body will be accelerated; the magnitude of the acceleration is proportional to the magnitude of the unbalanced force, and the direction of the acceleration is in the direction of the unbalanced force.

or

Force is equal to mass times acceleration.

The second law of motion is a statement of a mathematical equation. The three parts of the equation are mass (m), acceleration (a) and force (F). The equation is written as follows :

$$F = m \times a$$

An unbalanced force is one that is not matched or balanced by an opposing force. An acceleration is a change in velocity. Mass refers to quantity or the amount of matter an object has.

Newton's second law can be illustrated by dropping a small ball. The ball accelerates rapidly gaining speed as it falls from your hand. The ball falls because of the *unbalanced* force of gravity acting on it. The ball is accelerating positively as it falls- it is gaining *momentum*. Momentum is the product of mass times velocity. The mass or weight of the ball stays the same, but the speed or velocity changes.

Does this mean that a ball dropped from an airplane high in the sky would accelerate indefinitely? It would not because of another force acting upon it. The ball is passing through the air. The air resists the movement of the ball through it. The resistance is a force called *drag*.

The ball is subject to acceleration toward the ground because of gravity. It is prevented from accelerating indefinitely because of the drag of air. The ball will eventually reach a speed where the drag force is equal to the force of gravity on the ball. This is called *terminal velocity*. When the ball reaches terminal velocity, there is no longer any unbalanced force on the ball so it no longer accelerates and it falls at a constant speed.

When you toss a ball up in the air, will it continue up indefinitely? As it leaves your hand, it achieves a certain velocity and ceases to accelerate positively. This is the maximum velocity of the ball. As the ball rises, its motion is resisted by drag, an unbalanced force, which slows the upward motion. This is called negative acceleration. The ball is also being attracted toward the center of the earth by gravity, an unbalanced force, which is acting on the ball to slow it down. This force is also producing negative acceleration.

These two forces acting on the ball slow it down and cause it to stop. At this moment the ball has zero momentum because it has zero velocity. The force of gravity which produced the negative upward acceleration continues to act, producing a positive downward acceleration causing the ball to fall back to Earth with increasing speed. This is resisted by the drag the ball encounters as it moves through the air. The drag force now acts upward, opposing gravity, because the ball is now falling downward through the air.

Lesson 3 (One Day)

INTRODUCING MODEL ROCKETS - HOW THEY ARE CONSTRUCTED

The Effects of Aerodynamic Forces

Objectives of the Lesson:

The student will be able to:

- Identify the parts and functions of a model rocket.
- Describe the phase of a model rocket flight and relate each phase to the aerodynamic forces at work.
- Recognize and use the vocabulary related to rocket flight.
- Demonstrate the ability to read and follow directions.

BACKGROUND FOR THE TEACHER

Before ordering rockets, determine who are the experienced rocket builders. They may need a more difficult kit.

As the students begin to construct their rockets, there are some practical hints that will help them be more successful and help the construction go more smoothly. Each student should bring a small shoebox for storage of materials and for a place to keep the rocket when glue is drying.
Plan each step of the construction carefully so that there is enough time for glue to dry, preferably over night. It works well to have any gluing steps take place at the end of the period. The rockets can then be stored or left to dry in the shoe box.

It is important to circulate among the students as they are building their models so that the proper techniques are being followed and so that their model building is successful. Each student's name should be written on a body tube lightly in pencil. Do not use ink or ballpoint pen. Model rockets can be painted and decorated if there is time.

VOCABULARY

Nose cone: the foremost surface of a model rocket, generally tapered in shape for streamlining, it is usually made of balsa or lightweight plastic.
Recovery system: a device incorporated into a model rocket for the purpose of returning it to the ground in a safe manner. Usually achieved by creating drag or lift to oppose the acceleration of gravity. All model rockets must employ a recovery system, such as a parachute.
Body tube: a specially wound and treated cardboard or lightweight plastic cylinder used to make the fuselage or airframe of a model rocket.
Launch lug: round, hollow tube which slips over the launch rod to guide the model during the first few feet of flight until sufficient airspeed is reached allowing the fins to operate.
Fins: the stabilizing and guiding unit of a model rocket; an aerodynamic surface projecting from the rocket body for the purpose of giving the rocket directional stability.

VOCABULARY (Continued)

Engine: (model rocket) a miniature non-metallic solid fuel rocket motor that contains propellant and may contain a delay element and an ejection charge. Designed to impart force to accelerate the rocket during flight and to activate the recovery system at or near apogee.

Weathercock: to turn into the wind, away from a vertical path.

Thrust phase: the period of time a during which the propellant is burning and the rocket motor is producing thrust.

Coasting phase: the period of time immediately following propellant burnout and preceding the ignition of the ejection charge of the engine during which the rocket coasts upward on its momentum.

Recovery phase: the period of time following the deployment of the recovery system which allows the rocket to drift easily back to earth.

Apogee: the peak altitude of a model rocket.

STRATEGY

Materials needed for each student: Copies of the “Student Book”; copies of Launch Logs 4 and 5; a model rocket kit; a bottle of white or yellow construction glue; and a small shoe box with the student’s name on it. Some students who are more experienced rocketeers may be allowed to build a more complex model.

Motivation: If possible, show the video tape, “Ignite the Imagination” by Estes Industries or other video showing rocket flight. Use Journal page 4 to accompany the video. The students will be looking for examples of the four aerodynamic forces acting on the rocket.
They will also be looking for examples of Newton’s Laws of Motion during the flight sequence. They should make notes on the Journal pages as they watch the video.

A. Discuss the video and the students’ responses to it on Launch Log 4.
B. Go over pages 8 and 9 in the student book, the parts of a rocket and the flight sequence of a rocket. Allow the students to guess why each part is essential, what it is designed to do and why it has that specific shape or form. Emphasize the concepts of drag, gravity and thrust in particular.
C. Distribute a model rocket to each student. Students should carefully examine the package noting the rockets length, diameter, recovery system and recommended engines and record these on Launch Log 5. Students should use the parts list on Launch Log 5 to find and identify each part. They may not be able to determine a purpose for each part at this time, but they should do as many as possible. The students should go over the assembly instructions either in a large group or in small groups to get a general overview of how the rocket will be constructed. Emphasize the importance of following the instructions exactly. This should also point out any problem areas.

D. The students should assemble the engine mount precisely as the directions indicate. When they have finished the engine mount, the glue should be allowed to dry overnight.

Closure:

If time allows, students can work in small groups to complete Launch Logs 4 and 5.

Evaluation:

Observe student work on the rockets for craftsmanship and following directions. Review their work on Launch Logs 4 and 5.

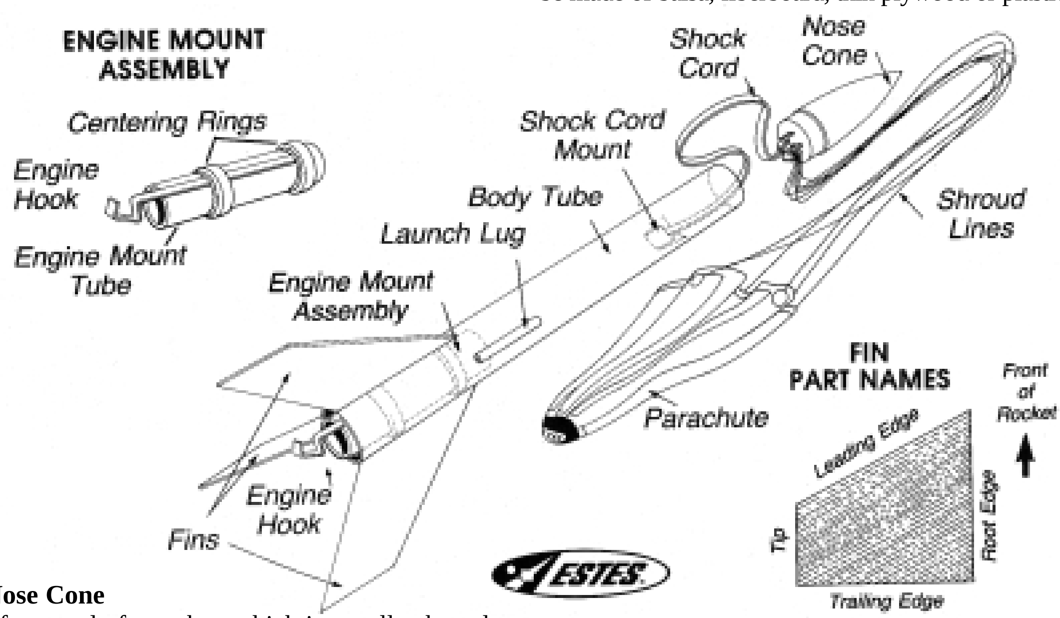
NOTES

Chapter 3
MODEL ROCKETS
Taking Aerodynamic Forces into Account

Model Rocket Components

In Chapter 1, you studied the four forces of lift, drag, thrust and gravity. In this chapter you will study the construction of model rockets to learn how these forces affect the flight sequence of model rockets.

All model rockets have the same basic components. The diagram below shows a typical model rocket.



A. Nose Cone
The front end of a rocket, which is usually shaped to minimize air resistance or drag.
The shock cord and parachute are often attached to the nose cone.

B. Recovery System
A recovery system slows a rockets descent, bringing the rocket safely back to Earth. The recovery system can be a parachute, as in this diagram. A shock cord is attached which is anchored to the body tube of the rocket. The shock cord absorbs much of the force of the deployment of the recovery system when the ejection charge functions. There are several types of recovery systems. They are stored in the rocket's body during the thrust and coast phases of the flight sequence.

C. Body Tube
The body tube is the basic structure of the rocket to which other parts are attached. It is usually long and slender. Most body tubes are made of paper that is tightly wound in a spiral pattern. The tube is designed to be strong, but light. Other names for the body tube are the fuselage or the air frame.

D. Launch Lug
The launch lug is attached to the air frame. It is a tube that slips over the launch rod to guide the model during the fraction of a second after engine ignition until it reaches the speed necessary for the fins to control the flight. The launch lug is a small tube shaped like a soda straw. It is usually made of paper or plastic.

E. Fins
Acts like the feathers on an arrow, guiding the rocket in a precise flight pattern and providing stability. Fins may be made of balsa, fiberboard, thin plywood or plastic.

F. Engine
Provides the power that causes the rocket to move. It is a pre-packaged solid propellant engine.

G. Engine Mount Assembly
Holds the engine in the proper position in the body tube.

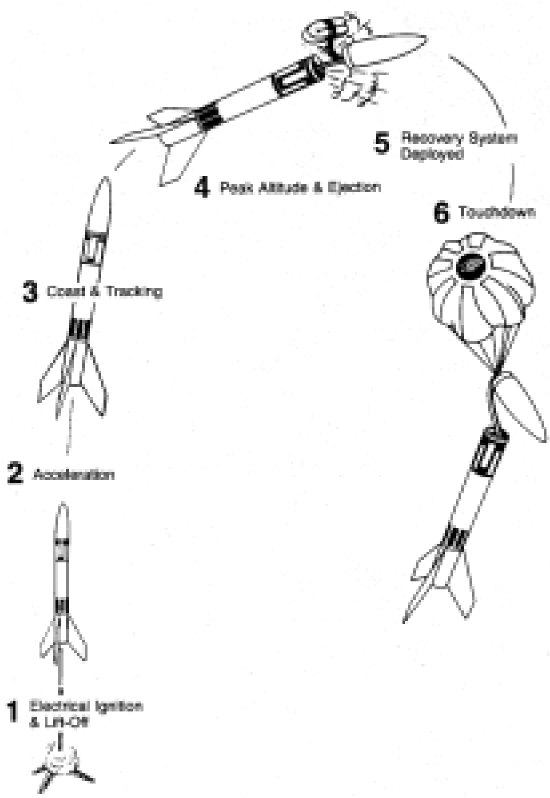
Model Rocket Flight Sequence
The diagram pictured illustrates the flight profile of a model rocket. As you trace the sequence, you can begin to understand how the combined effects of the forces you read about in Chapter 1 act upon the rocket.

As the rocket is launched, *thrust* is provided by the engine and overcomes the force of *gravity*. Thrust has to be greater than the weight in order for it to lift off. *Drag* is another force acting on the rocket. Drag and gravity limit the height a model rocket can reach. *Drag* can be minimized, but it cannot be eliminated.

As you study the flight sequence you can determine at which point gravity and drag are causing the rocket to slow down rapidly. This is during the coasting phase, after the delay element is ignited. The recovery system is deployed at apogee, the highest point in the flight. During the recovery phase, the drag or lift forces of the recovery device are used to oppose the force of gravity, allowing the rocket to descend slowly for a safe landing.

As you construct and launch your own model rocket, there are some things you can do either to take advantage of the aerodynamic forces or to minimize their effects. The best rockets are stable, have as little drag as possible, have little lift during the thrusting and coasting phases and have a safe and gently recovery. This allows the rocket to be flown again and again.

Your model rocket is designed to perform in a certain way at each stage of the flight sequence.

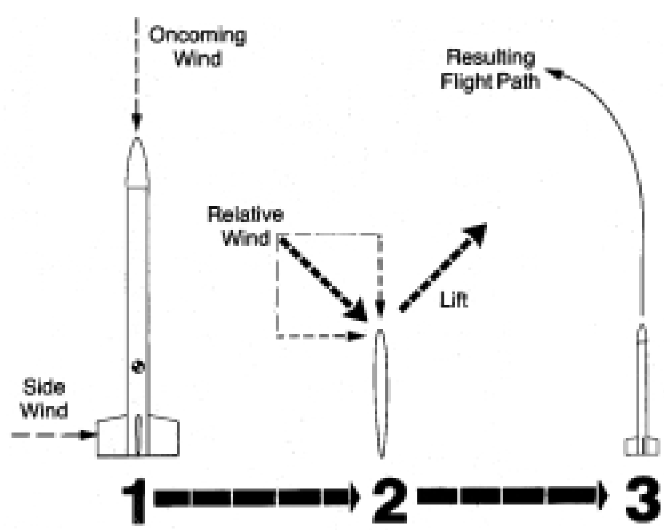


Thrust Phase
The rocket is launched by the ignition of the engine. This is the powered phase of the flight that lasts until the engine has consumed all its propellant. During this phase, model rockets accelerate positively.

During this phase, the rocket moves in response to the forces of thrust, gravity, drag and lift.

In order for this phase of flight to be successful (as well as during the coasting phase), the rocket must be stable. A rocket is stable if the aerodynamic forces acting on it cause it to fly into the relative wind. The fins enable the rocket to correct the flight when it is momentarily deflected. When deflected, air moving over the “top” of a fin travels faster than the air under the fin and lift is created. This lift, generated by relative wind, causes the rocket to rotate so it is flying straight again.

Because a stable rocket always flies into the relative air flow (relative wind), the presence of wind blowing across the launch field can affect the flight path of a model rocket. In this case, the relative wind is the sum of two components - the airflow opposite to the direction of the rockets motion and the wind blowing from the side. The net result is a relative wind coming from slightly off to one side, so the rocket’s flight path will tend to curve away from vertical and into the upwind direction. This effect is called “weathercocking”. This effect is more pronounced in high winds or a slow moving rocket.



As you can see, the fin is the stabilizing and guiding unit of a model rocket. It should be in a symmetrical form of three, four or possibly more fins and made of reinforced paper, balsa or plastic. The fin is an aerodynamic surface projecting from the rocket body.

If you study the diagram of the rocket components (page 22) you can see how the fins are attached to the rocket. As you study the diagram of the flight profile, try to imagine the rocket being deflected by wind. Think about how the fins provide stability for the rocket by generating lift.

As you have read, the aerodynamic force of drag can be minimized but never eliminated. Some things that contribute to drag are more speed, greater size and surface roughness.

It is helpful to re-examine the formula for determining drag to help understand some of the methods to be emphasized when constructing a model rocket.
The formula for drag is as follows:

$D = C_D \times A \times 1/2\, \rho \times V^2$

C_D is the coefficient of drag. This element of the formula depends heavily on the shape and smoothness of the rocket. It is often estimated at 0.75 but with a smoothly finished rocket, it could be much lower.

Rho (ρ), is the density of the air through which the rocket is moving. The colder the air, the denser it is. Air is also denser at sea level then at higher altitudes. Denser air will produce more drag at a given velocity than “thin” air.

V is the velocity of an object in relation to the wind.

In Chapter 1 you read about pressure drag that comes from flow separation, the behavior of the air when it does not follow the body contour, but breaks away into a turbulent wake. To minimize pressure drag as much as possible it is important to construct your rocket to avoid turbulent flow and boundary layer separation. You will be striving for laminar flow. Things that contribute to turbulent airflow are a crooked nose cone, a nose cone that is larger than the body tube and makes a ridge where they join, a wrinkled body tube, a crooked launch lug, crooked fins, uneven fin shapes and poor, rough finish.

It is important to know that drag increases as the square of the velocity of the rocket. In the formula mentioned earlier, V is the symbol for velocity. Drag increases rapidly because it depends on V^2. If the velocity of an object doubles, the amount of drag is four times as great. If V^2 tripled, the drag increases nine times.

A high thrust engine will cause a rocket to experience more drag than a low thrust engine because the rocket will reach higher velocities. But remember, a high thrust engine helps overcome the force of gravity.

Coasting Phase
This phase begins when the propellant is exhausted. The delay element is ignited and burns for a set length of time. The delay element acts as a timing device to control the deployment of the recovery system. Recovery system deployment should occur at apogee, the highest point or peak altitude in the flight, because velocity is at its lowest and therefore stress on the recovery system is minimized.

During the coasting phase, the forces of gravity and drag are causing the rocket to slow down rapidly. The engine is no longer producing thrust. The smoke that is observed comes from the smoke-tracking and delay element of the engine. The smoke is useful in tracking the rocket as it coasts upward into the air.

Recovery Phase
As soon as the smoke-tracking and delay element is exhausted, the engine’s ejection charge activates the recovery system. This should occur at apogee or peak altitude. During this phase of the flight, the rocket is subject to the forces of gravity, drag and sometimes lift.

<u>NOTES</u>

Lesson 4 (Two Days)
THE LAWS OF MOTION -
PUTTING THEM TOGETHER WITH MODEL ROCKETS

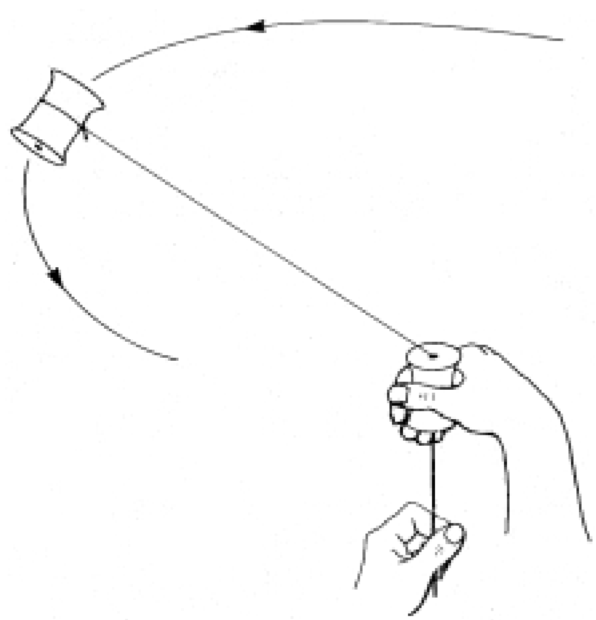
Objectives of the Lesson:

The students will be able to:

- Describe the relationship of the Laws of Motion to model rocket engines and to the flight sequence of a model rocket.
- Describe the construction of a model rocket solid propellant engine.
- Recognize the relationship of rockets and the first law of motion to satellite orbits.
- Recognize the importance of careful craftsmanship in constructing a model rocket.
- Recognize and use the vocabulary.

BACKGROUND FOR THE TEACHER

1. The formulas included in this chapter help students see the relationships between the various factors. They are provided for understanding.
2. A graphic simulation of orbital motion can either be demonstrated by the teacher or students can try it for themselves. The supplies needed are an empty thread spool; a piece of string, four feet long; and a light weight object such as another spool. Tie the object securely to one end of the string. Pass the other end of the string through the hole in the spool as far as possible without breaking the string.
Stand in an open area and hold the spool above your head with one hand. Hold the string with the other hand. Allow the object to pull about one foot of string through the spool before stopping the string's movement with the other hand. Start whirling the object about the spool. You will feel the force with which the object pulls on the string. When you whirl the object faster, the pull becomes greater.



Moving objects possess momentum. The amount of momentum an object has is determined by multiplying its mass times its velocity. For example, a 100 pound satellite moving at 4.85 miles per second, which is the orbital velocity for a satellite in circular orbit at a height of 100 miles above the Earth's surface, will have a momentum of 2,560,800 foot-pounds/second. (100 lbs. x 4.85 miles/second x 5280 feet/mile=2,560,800 ft.lbs. /second).

The inertia a moving body possesses tries to keep it moving in a straight line at a constant velocity. The object being whirled is attempting to go in a straight line, but the string exerts a continual force on the object causing the object to move in a circular path. The string acts on the object causing it to move toward the center of the circle. This is called centripetal force.

The whirling object and the spool may be compared to an artificial satellite and Earth. The string represents gravity. The moving object is the artificial satellite, and the spool is Earth. This demonstration is the model of the real situation, it is not a true replication of the motion of a satellite in orbit. However, it does help students gain insight into orbital motion and the forces on objects in circular orbits.

VOCABULARY

Potential energy: a form of stored energy which can be fully recovered and converted to kinetic energy.

Kinetic energy: energy of motion.

Propellant: the source of motive energy in a rocket engine; a mixture of fuel and an oxidizer.

Fuel: the chemical the rocket burns.

Oxidizer: either pure oxygen or oxygen containing compounds which provide the oxygen for combustion of the rocket's fuel.

Nozzle: the exhaust duct of a rocket engine's combustion chamber; gases from propellant combustion are accelerated to higher velocities in the nozzle.

Igniter: an electrical device which initiates the combustion process in a rocket engine.

Smoke tracking/delay element: the section of the model rocket engine that provides a timing method to ignite the ejection charge at a specific interval after the propellant has been consumed. It also produces a trail of smoke to help in tracking the rocket during the coasting phase of the flight sequence.

Ejection charge: charge contained in a model rocket engine that is ignited by the delay element which activates the recovery device.

newton: a unit of force or measurement of force. The amount of force needed to move a mass of one kilogram with an acceleration of one meter per second per second; one newton is equal to 0.225 pounds of force. Abbreviation: n.

newton-second: metric measurement of a rocket engine's total impulse. The metric counterpart of "pound-second".

Momentum: the property of a moving object equal to its mass times its velocity.

VOCABULARY (Continued)

Period: the time required to make one orbital revolution around the earth.
pound-second: The English measure of impulse, interchangeable with the metric unit“newton-second”.

STRATEGY

Materials needed: Overhead transparency 1, “Model Rocket Engine Functions”; examples of several sizes and types of model rocket engines for each small group; completed two-stage rocket; spools, string and small objects such as keys for each small group; “Student Book”, model rocket engines, copies of pages from a model rocket catalog listing engines and several pages showing model rockets, a model rocket kit, Launch Log 6 for each student.

Motivation: Display Overhead Transparency 1, “Model Rocket Engine Functions”. Review phases of flight and use the overhead to show how each phase is connected to a specific function and element within the rocket engine. Allow the students to predict how each part of the engine works.

First Day:
A. Distribute model rocket kits. Also distribute Launch Log 5,“Careful Construction with Model Rockets”. Using the kit instructions and the sheet, allow students to attach the fins and the launch lug. Rockets should be allowed to stand vertically until the fins are dry so that the fins do not touch anything or sag due to gravity. They can be stood on their front ends, or supported by inserting them through a hole cut into the top of a shoe box.

B. As students have finished or are finishing the work on their rockets, display the overhead transparency and discuss.

C. Allow the students to get in their small groups and read the section in their “Student Book” about rocket engines, pages 58-59. Monitor the groups and help clarify new or difficult concepts. Encourage the use of the glossary. As groups complete the reading, distribute rocket engines and copies of catalog pages. The students can work together to become familiar with the markings on the rocket engines, to read the charts for model rocket engines and to look at the recommendations for engines for specific rockets in the catalog pages.

Second Day:
A. Display the overhead transparency and go over flight sequence. Relate the phases to Newton’s Laws of Motion. Ask a student to read aloud the introductory paragraph for Chapter 4. Emphasize ignition, lift-off, high thrust propellant and acceleration.

B. Depending on the level and experience of your class, you may want to read the information on Newton's laws as a large group and reinforce the concepts as you go. Refer the students back to Chapter 2 and to the demonstrations to help them make the connections to the rocket flight.

C. When the students have finished reading the section on the First Law, allow them to work in small groups on the orbiting demonstration (Background for the Teacher, Lesson 4).

D. When students have finished reading the section on the Second Law, show how this law applies using a two-stage rocket in the classroom.

E. Complete the reading of the chapter and discuss.

Closure:

Using the overhead transparency, review the relationship between the rocket engine and the flight sequence and the laws of motion.

Evaluation:

Observe class participation and discuss.

Extension:

The use of the computer program, " The Physics of Model Rocketry", Estes Industries, will help students understand the relationship of aerodynamic forces and the laws of motion to model rocketry. The program is for use on Apple IIe, IIgs, and IIc computers, PC/IBM or MAC computers: The program could be used by individual students or small groups of students. It is very clear and under standable and presents the concepts in an interesting format.

Have students give presentations on various topics of basic rocketry principles, equipment, techniques or experiments they may want to perform.

Evaluate on understanding of topic, points covered and delivery of presentation.

Math Extension 2- Velocities and Accelerations

NOTES

Chapter 4
THE LAWS OF MOTION
Putting Them Together with Model Rockets

The laws of motion and model rockets come together particularly when we understand the design of model rocket engines. An unbalanced force must be exerted for a rocket to lift off from the launch pad. This relates to the first law. The amount of thrust or force produced by a rocket engine will be determined by the mass of rocket fuel that is burned and how fast the gas escapes the rocket. This relates to the second law. The reaction of the rocket is equal and in opposite direction from the action of the gases exiting the nozzle. This relates to the third law.

To the teacher: show examples of engines. Keep the overhead transparency displayed so the students can refer to it.

Rocket Engines
Rocket engines provide the thrust for a rocket to leave the launch pad and travel upward. A rocket on the launch pad is balanced. The surface of the pad pushes the rocket up while gravity tries to pull it down. As the propellant is ignited, the thrust from the engine unbalances the forces and the rocket travels upward.

There are two main types of propellants which operate rockets today, solid or liquid. The word *propellant* means fuel and oxidizer. The *fuel* is the chemical the rocket burns. For burning to take place, an oxidizer must be present. Rockets differ from jet engines because jet engines draw oxygen into their engines from the surrounding air. Rocket engines must carry their oxygen around with them.

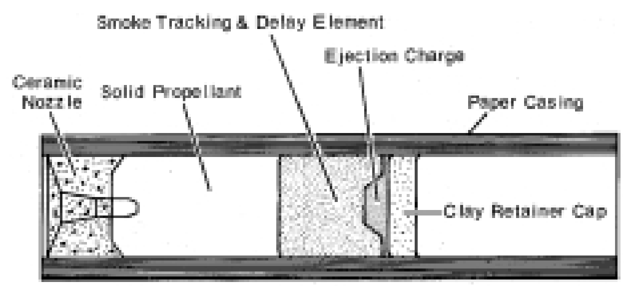
Solid rocket propellants, which are dry to the touch, contain both the fuel and the oxidizer in the chemical itself. Usually the fuel is a compound containing predominantly hydrogen and carbon. The oxidizer is made up of oxygen containing compounds.

Liquid propellants, which are often gases that have been chilled until they turned into liquids, are kept in separate containers, one for the fuel and the other for the oxidizer. When the engine fires, the fuel and oxidizer are mixed together in the engine. Liquid propellants are much more powerful than solid propellants.

Model rockets use solid propellants enclosed in a casing. At the base of the engine is the *nozzle*, which is made of a heat-resistant, rigid material. The *igniter* is placed in the rocket engine nozzle and is heated by an electric current supplied by a battery powered launch controller. The hot igniter ignites the solid rocket propellant inside the engine. The burning propellant produces gas and releases heat energy while it is being consumed. The hot gases produce very high pressure inside the rocket engine which forces the exhaust gases to accelerate through the nozzle. The opposing force to this acceleration is thrust.

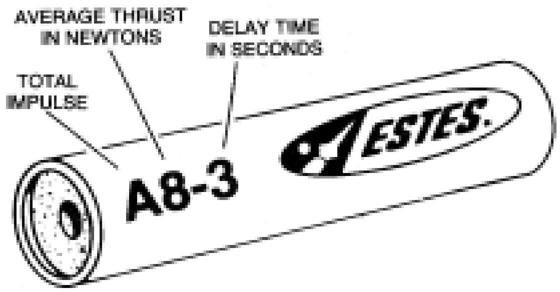
Above the propellant is the *smoke tracking/delay element* . Once the propellant is used up, the engine's time delay is activated. The engine's time delay produces a visible smoke trail used in tracking but does not produce thrust. The fast moving rocket now begins to *decelerate* as it coasts upward toward apogee. The rocket slows down due to the pull of gravity and drag.

When the rocket has slowed enough, it will stop going up and begin to arc over and head downward. This high point is the apogee. At this point the engine's time delay is used up and the *ejection charge* is activated. The ejection charge is above the delay element. It produces hot gases that expand and blow away the *clay cap* at the top of the engine. The ejection charge generates a large volume of gas that expands and activates the rocket's recovery system which provides a slow, gentle, safe, soft landing.
The diagram below shows the element of a model rocket engine.



Model rocket engines are manufactured in a range of sizes. They come in over 30 varieties, each one varying in total impulse, average thrust, thrusting time and time of delay between propellant burnout and activation of the ejection charge.

Estes Industries prints the information on its model rocket engines in color to supply information at a glance. Green print indicates that the engine is used for single-stage flights. Red print indicates that the engine is a booster engine and has no delay/smoke tracking elements, ejection charge or caps.
Purple or blue print indicates that the engine has an extremely long delay and should be used for the upper stage of multi-stage rockets or for very light, high performance model rockets.
Additional printing on the engine identifies the manufacturer of the engine and the type of engine, instructions on disposal of the engine, Department of Transportation classification and the date of the engine's manufacturer.



The engine code on each engine consists of a letter, a number and another number preceded by a dash. The letter indicates the average thrust of the engine. This value is in newtons . The last number is the delay time in seconds between the time of the engine's burnout and the activation of the ejection charge.

To the teacher: encourage the use of the glossary when students are not sure of concepts or meanings.

TOTAL IMPULSE CLASSIFICATION

Code	Pound-Seconds	Newton-Seconds
1/4A	0.00-0.14	0.000-0.625
1/2A	0.14-0.28	0.625-1.250
A	0.28-0.56	1.250-2.500
B	0.56-1.12	2.500-5.000
C	1.12-2.24	5.000-10.000
D	2.24-5.00	10.000-20.000

A newton is a measurement of force required to accelerate one kilogram of mass at a rate of one meter per second per second. The average thrust of an engine in newton's multiplied by the thrust duration equals the total impulse (total power) in newton-seconds. Newton-seconds may be converted to pound-seconds by dividing by 4.45

newton-seconds ÷ 4.45 = pound-seconds

The characteristics of an engine are important in selecting the proper engine for a specific model on a specific flight. The total impulse of the engine is one of the factors that determine the height a rocket can reach. The height a rocket will reach depends heavily upon the power of the engine. Generally, using an engine of the next higher power; i.e. substituting a B engine for an A engine, will cause the height reached by the rocket to nearly double. The rocket's total weight is also a factor in selecting which engine may be used for safe flights.

Each model rocket flight should be made with an engine that is recommended by the manufacturer for that model. The engine should be able to cause the ejection charge to activate the recovery system at or near apogee and return the model rocket safely to the ground within the recovery area. If the ejection charge activates the recovery device too soon, the rocket's drag is greatly increased and the rocket does not reach its maximum height. If the ejection charge operates a few seconds past apogee, the rocket may be falling so fast that the recovery device will be damaged or detached when it is ejected. If the ejection charge operates more than a few seconds past apogee, the rocket may be falling so fast that the recovery device cannot prevent its crash.

The chart that follows shows the approximate altitudes that can be reached by single stage rockets.

Engine Size	Altitude Range of a 1 oz. model in feet	Approximate Altitude of a typical model in feet
1/4A3-2	50 to 250	100
1/2A6-2	100 to 400	190
A8-3	200 to 650	370
B6-4	300 to 1000	725
C6-5	350 to 1500	1000

The instructions for each model rocket kit contain an exact list of which engines are suitable for launching that rocket.

Newton's First Law and Rockets

> **Objects at rest will stay at rest and objects in motion will stay in motion in a straight line unless acted upon by an unbalanced force.**

During a rocket flight sequence, forces become balanced and unbalanced all the time. A rocket on the launch pad is in a state of rest. It is balanced because the surface of the pad pushes the rocket up while the force of gravity tries to pull it down. This is static inertia. A rocket blasting off the launch pad changes from a state of rest to a state of motion. Newton's law tells us that it will keep moving in a straight line at the same speed unless it is acted upon by an unbalanced force. This is kinetic inertia. We have seen how the aerodynamic force of drag acts on a model rocket. The force of gravity also acts upon objects near each other in space. The larger the objects, the greater the force with which they are attracted toward each other. Think of a spaceship moving through space. It will tend to keep moving in the same direction at the same speed unless acted upon by an unbalanced force. These forces can include the gravitational attraction between the spaceship and nearby planets or stars.

Momentum is a property of a moving object. Momentum is related to the mass and velocity of an object. A rocket resting on a launch pad possesses zero momentum. The momentum possessed by a rocket moving through space varies as the velocity of the rocket changes. The momentum of a model rocket increases as the velocity of the model rocket increases. However, the mass of a model rocket is reduced slightly as the propellant of the engine is reduced as the mass in the engine is converted to hot gases and ejected from the engine's nozzle.

The formula for momentum helps to understand the relationship of the elements.

Momentum = Mass x Velocity

Transformation of energy is related to the momentum of a rocket. Energy is not created or destroyed. It is transformed. The *chemical energy* in a rocket engine is transformed into the mechanical energy of hot expanding gases caused by combustion. Part of the mechanical energy is transformed into the kinetic energy of the rocket's motion. Part of the mechanical energy is transferred to air molecules as they are deflected by the passing rocket. Part of the kinetic energy is transformed into the *potential energy* of the rocket as it rises higher and higher.

Potential energy is energy due to an object's position. The formula for potential energy is as follows:

Potential energy = m x g x h

Kinetic energy is the energy of motion. The formula for kinetic energy is as follows:

Kinetic energy = $1/2 \times m \times V^2$

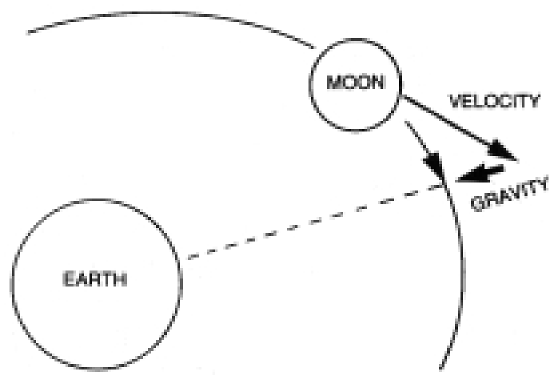
m = mass
V = velocity
h = distance the object can fall
g = acceleration due to gravity

During a rocket flight sequence, momentum builds to maximum as the engine produces thrust. The engine is losing a small amount of mass as propellant is expelled as exhaust. The rocket is going at a high velocity. At burnout, the momentum is at maximum. The greater the momentum at burnout, the farther the rocket can "coast", even with drag and gravity slowing down the velocity.

There is an optimal combination of mass and velocity for each model rocket that can provide maximum altitude for a given engine impulse. This is called "optimum mass" for the rocket. Usually the rocket must be made lighter, but sometimes mass needs to be added for the rocket to coast to its maximum altitude value.

A model rocket will not make it to orbit. It is important to understand orbital forces, however, because rocketry is related to satellites. Artificial satellites are put into orbit with rocket power.

The first law of motion explains the orbit producing forces that allow a satellite to orbit the earth. For example, the moon is attracted toward Earth by Earth's gravitation. The force of Earth's gravity pulls the moon toward Earth as the moon revolves about Earth. The moon is in effect falling toward Earth. However, the moon's motion causes the moon to move laterally, or sideways at the same time. The moon's velocity is just enough to keep it falling toward Earth at the same rate that the earth's curvature causes the earth's surface to become farther from the moon.



The farther an object is from the surface of Earth, the slower it falls. An object near the surface of Earth falls from rest about 16 feet in the first second. Earth's surface "curves down" 16 feet in about 5 miles. An object traveling horizontally at about 5 miles per second will fall at a rate that keeps it the same distance above Earth's surface. Earth's atmosphere is very dense at this level so drag will be very great. It is not practical to place an object in orbit near the surface of Earth.

The velocity which a satellite must have to go into a circular orbit near Earth's surface is about 5 miles per second. This is about 18,000 miles per hour (5 miles/second x 60 seconds/minute x 60 seconds/hour). To reach this high speed, man-made satellites have to be launched with very powerful rockets. If the velocity of an object is greater than 18,000 miles per hour, it will not stay in a circular orbit even if it is launched in the proper direction. Instead, it will go into an elliptical orbit or it will escape entirely. If the velocity is not high enough to go into a circular orbit, it will fall back to Earth. The farther an object is from Earth, the weaker is the force with which Earth's gravitation pulls on the object. Since this is true, the higher an object is above Earth's surface, the slower is its rate of fall due to Earth's gravity. Since the object tends to fall at a slower rate the higher it is, the slower it will have to move to stay in orbit.

A satellite which is in orbit far from Earth has a very long orbital path and is moving relatively slow so the satellite has a very long *period*, the time required to make one revolution around Earth.

A satellite in a lower orbit has a shorter orbital path. Also, the satellite must be moving faster since the force of gravity is stronger, and the satellite must have a high velocity or it will fall out of orbit. These factors cause the satellite to have a fairly short period.

VELOCITIES AND PERIODS OF EARTH SATELLITES IN CIRCULAR ORBITS AT VARIOUS ALTITUDES

Altitude Miles	Velocity Miles Per Sec.	Period
0	4.92	1 hr. 24 min.
100	4.85	1 hr. 28 min.
400	4.68	1 hr. 38 min.
5000	3.27	4 hr. 47 min.
22.300	1.91	24 hours

The table illustrates the effects of altitude on orbital speed and on the length of period.

So far, rockets are the only way satellites can be launched into orbit. Newton's laws provided the scientific basis for developing rockets. The first law, with the ideas of inertia and momentum, helps us see how rockets can be launched and how rockets can launch satellites into orbit.

Newton's Second Law and Rockets

If an unbalanced force acts on a body, the body will be accelerated; the magnitude of the acceleration is proportional to the magnitude of the unbalanced force, and the direction of the acceleration is in the direction of the unbalanced force.

or

Force is equal to mass times acceleration.

Newton's second law of motion can be restated in the following way:
The greater the rate at which rocket fuel is burned and the faster the velocity of the escaping exhaust gas, the greater the thrust of the rocket engine.

Therefore, it follows that if we know these two values we could calculate the thrust of a rocket engine. The rate at which the propellant is burned is called *mass flow rate,* and the velocity of the escaping gases is the *exhaust velocity*. The formula for thrust is as follows:
Thrust = Mass flow rate x Exhaust velocity

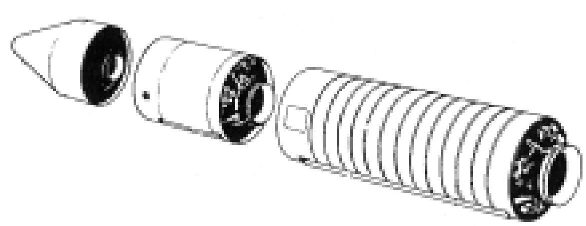
For example, if we have a rocket engine that burns 10 kg of propellant every second, with an exhaust velocity of 1900 meters per second:
Thrust = 10 kg/s x 1900 m/s
= 19000 kg - m/s^2
= 19000 newtons

(1 kg - m/s^2 is called a newton and is the amount of force required to accelerate a mass of one kilogram at a rate of one meter per second per second. The newton is the standard unit of force in the metric system, which is why it is used in model rocket designation). In real life, there are small losses in the system that cause the actual thrust to be slightly lower. Designers use a corrected figure for exhaust velocity to account for these losses.

Achieving the velocities required for Earth orbit (about five miles per second) or to escape orbit and travel to the moon (about seven miles per second) with a man-carrying vehicle weighing many thousands of pounds, requires an incredible amount of energy. The liftoff weight of the Saturn V used on the Apollo moon launches was about six million pounds of which a major part was fuel and oxygen. At liftoff, the engines produced a total of 7 1/2 million pounds of thrust, and the rate of propellant consumption could be measured in *tons* per second.

Obviously the goal is to reach these velocities with the least amount of propellant and hardware (and hence cost) as possible. This is why we see multi-staged rockets, such as the Saturn V or Space Shuttle. In a multi-staged rocket, the principle is basic:

As a propellant is consumed, the mass of the vehicle decreases. Therefore, the force needed to keep the vehicle accelerating at tolerable levels (remember the human payload!) becomes less and less. Also, the hardware used to contain the spent propellant becomes useless, dead weight. By ejecting the dead weight as the vehicle is accelerating, much more efficient use is made of the available energy. Designers look carefully at the trade-offs between varying numbers of stages when designing new vehicles to achieve the best performance and cost.



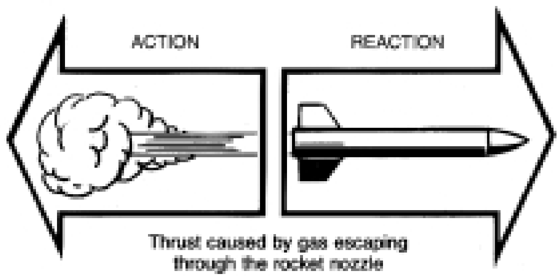
Newton's Third Law and Rockets

Whenever one body exerts a force on another, the second body exerts a force equal in magnitude and opposite in direction on the first body.

or

For every action there is always an opposite and equal reaction.

With rockets, the action is the expelling of gas out of the engine. The reaction is the movement of the rocket in the opposite direction. The rocket is pushed by the escaping gases produced by the chemical reaction of fuel and oxidizer combining in the combustion chamber.



The sides of the combustion chamber prevent the gases from escaping sideways. The gases cannot escape forward. The only opening to the outside is the nozzle. A tremendous volume of hot gases is produced as the fuel is burned. These hot gases have mass and this mass can escape only through the rocket's nozzle at high velocity. The gases have a large momentum.

The escaping gases acquire momentum due to the action. The reaction gives momentum to the rocket which is equal but opposite in direction The large mass of the rocket is given a small velocity so that the momentum (reaction) of the rocket is equal to the momentum (action) of the escaping low-mass, high-velocity gases.

NOTES

Lesson 5 (One or Two Days)

MODEL ROCKET SAFETY-NOSE CONE AERODYNAMICS, SAFE RECOVERY AND SAFE PROCEDURES

Objectives of the Lesson:

The student will be able to:

- Identify six main types of recovery systems and choose the one best suited for his/her own rocket type.
- Evaluate and demonstrate proper safety procedures based on the Model Rocketry Safety Code.
- Properly install the recovery system in the rocket.
- Evaluate nose cone shapes and determine which ones are aerodynamically effective.

BACKGROUND FOR THE TEACHER

Nose cones for rockets are made in a large variety of sizes and shapes. These depend upon the design and function of each rocket. For rockets requiring a high rate of speed it is important that the amount of drag be reduced as much as possible. The worst nose cone to be used on a rocket is the flat nose. This shape produces high pressure in the front that pushes on this flat surface.

VOCABULARY

Featherweight recovery: rocket recovery system which involves a very lightweight model which simply falls to the ground.
Tumble recovery: rocket recovery system in which the balance point of the rocket is moved causing it to be unstable so that it tumbles end over end creating drag to slow its descent.
Streamer recovery: rocket recovery system in which a parachute is attached to the rocket and ejected by the engine's ejection charge to whip around in air.
Parachute recovery: rocket recovery system in which a parachute is attached to the rocket and is ejected from the rocket by the engine's ejection charge.
Helicopter recovery: rocket recovery system in which vanes on the rocket are activated by the engine's ejection charge. The vanes are surfaces mounted on the rocket in such a way that air flowing over them generates lift, which causes the rocket to rotate (like a helicopter) safely to the ground.
Glide recovery: rocket recovery system in which the engine's ejection charge causes it to convert into a glider and which creates lift as it flies through the air.
Payload: the cargo of a rocket.

STRATEGY

Materials needed for each student: A copy of the “Student Book”; Launch Log 6, “Careful Construction of Model Rockets”; Launch Log 7, “Recovery Systems”; Launch Log 8, “NAR Model Rocketry Safety Code”; and their model rocket kit.

MOTIVATION: Ask the students to work with their small group for a few minutes and design a recovery system for a model rocket that would bring it safely back to Earth. Each group should have a diagram of what their system would look like and how it would work. Let each group present theirs. Discuss each one from the standpoint of drag, lift, gravity and slow gently descent to Earth so that a rocket can be recovered and used again.

A. Distribute the “Student Book”. As the students read about the recovery systems, ask them to find the one that is most like the one their group designed. Give them a few minutes to talk it over with their group. Emphasize the pros and cons of each type of system.

B. The total group should go over each point of the NAR Model Rocketry Safety Code, restating the rules in their own words and discussing the need for each one.

C. Display Overhead Transparency 2, Various Nose Cone Shapes. Discuss the figure which shows the percentage of drag created by various nose cone design compared to a flat nose cone. Discuss the flat nose cone graphic showing the high pressure region (Background for the Teacher). Ask students to study the nose cone shapes and decide which one they think would have the least drag. Allow some students to use a marker to circle the one they selected and support their choices.

D. Distribute the model rocket kits and Launch Log 6. The students should follow the instructions for assembling the recovery system and attaching the nose cones to the rockets.
NOTE: DO NOT pack parachute until actually ready for the launch. For maximum parachute reliability, lightly dust the ’chute with ordinary talcum powder before each flight, especially in cold weather. The plastic of the parachute may become somewhat set in shape and not open properly when ejected if it has been packed too long. Carefully repack the parachute just before launch.

E. When students have completed the construction of their rockets, thay should work on Launch Logs 7 and 8.

Evaluation:

Observe the ability to follow directions, care in craftsmanship and participation in discussion of safety rules.

Extension:

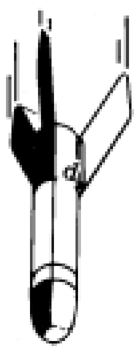
Students who are interested may want to pursue the concept of drag by using a technical report , “Aerodynamic Drag of Model Rockets”, by Dr. Gerald M. Gregorek, Estes Industries.

NOTES:

Chapter 5
MODEL ROCKET SAFETY
Safe Recovery and Safe Procedures

Model Rocket Recovery Systems
The purpose of all recovery is to bring the rocket safely back to Earth by creating enough drag or lift to resist the force of gravity. There are several main types of recovery systems for model rockets.

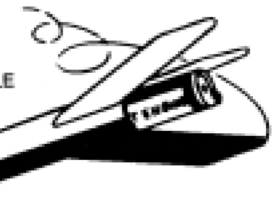
Featherweight Recovery
In this system, the model is very light, usually less than 7 grams (1/4 oz.). When the ejection charge activates, the engine ejects from the rocket. The rocket falls to the ground in a stable manner, but because of the very low mass in relation to the drag forces, terminal velocity is severely limited (similar to a badminton shuttlecock).



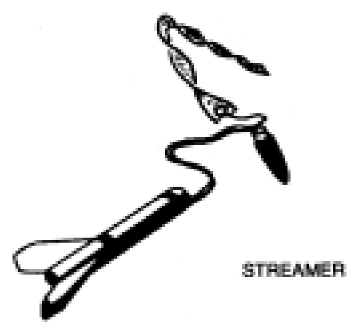
FEATHERWEIGHT

Tumble Recovery
Tumble recovery is achieved by shifting the center of gravity aft of the center of pressure (the point at which all of the aerodynamic forces appear to be centered). When this happens, the aerodynamic forces in operation during descent do not realign the rocket so that the nose of the rocket precedes the tail. The rocket is now unstable and tumbles end over end. The tumbling motion of the rocket produces extremely high drag on the rocket so it falls slowly. The most common method of shifting the center of gravity backward is by allowing the engine's ejection charge to push the empty engine casing backwards. This method of recovery is rarely used on models that are not simple in design and sturdy in constriction because the rate of descent is usually higher than with a parachute, streamer or featherweight recovery. An important use of this method is for recovering the lower stages of multi-stage rockets. The booster stages are designed to be unstable after they separate from the upper stages.

TUMBLE

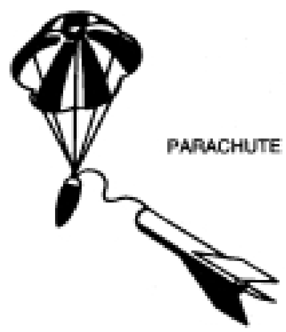


Streamer Recovery
A streamer is attached to the rocket and ejected by the engine's ejection charge to whip around in the air, creating substantial drag with which to slow the rocket's descent. The effectiveness of the streamer in slowing the descent of the model rocket is chiefly determined by the streamer's surface area and its roughness. The larger the streamer the slower is the descent of the rocket. On windy days, streamers are useful for returning rockets with a minimum of drift. The size of the streamer needed primarily depends upon the weight of the object being returned. Parachutes and streamers can be easily interchanged, depending on needs and wind conditions. However, streamers do not produce enough drag for heavier rockets. Streamers are packed by rolling them into a compact roll or into two compact rolls.



Parachute Recovery
The parachute recovery system produces great drag to slow the decent of a model rocket. It is usually stowed inside the body tube during the thrust and coast phases. The parachute is attached to the rocket and is ejected from the rocket body by the engine's ejection charge. It fills with air and creates tremendous drag to slow the rocket's descent and allow it to float gently back to Earth. Most parachutes used in model rockets are made of very light plastic. Between the parachute packed in the body tube and the engine is a layer of flame-resistant recovery wadding. If there is not enough wadding,

gases from the ejection charge can pass through the wadding layer and either burn holes in the parachute or melt the parachute into a lump.

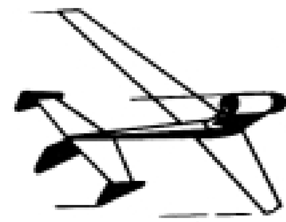


Helicopter Recovery

Vanes on the rocket are activated by the engine's ejection charge. These vanes are airfoils that generate lift when air flows over them.The arrangement of vanes and their orientation when deployed cause the rocket to rotate. The orientation is crucial because the lift on the blade must generate a force in the direction of rotation. Lift is a result of relative wind flowing over the airfoil. When the lift force is broken into horizontal and vertical components, it can be seen that the horizontal force component is an unbalanced force that causes the airfoil to react in the forward direction. This causes the rotation. The vertical component is the force that acts against gravity to keep the rocket in the air. The relative wind is a combination of the real wind flowing upward (because the rocket is falling) and the wind flowing directly over the airfoil (because the rocket is spinning).

Glide Recovery

The rocket is launched and the engine's ejection charge causes it to convert into a glider. The wings of the glider generate lift as it flies through the air. The lift counteracts gravity and the glider glides through the air, descending very slowly. During glide recovery, the rocket moves forward as it descends. The horizontal motion decreases the rate of fall because it generates lift on the wings. Most model rockets that use the glide recovery system are shaped much like airplanes. They move forward along their longitudinal axis as they descend and sink at the same time they move forward.
As with any recovery system, a glider can encounter an area of heated, rising air called a thermal which slows down the rate of descent. In some cases, the thermal is rising faster than the glider is descending and it can carry the glider away from sight. Large soaring birds use thermals for lift to stay up in the air so they don't have to flap their wings.



The key points to consider when choosing a recovery system are its suitability to the type of rocket being launched, the wind conditions and the safety of the return. Model rockets take time and care to construct. It is important to choose a recovery system that will ensure a safe return to earth so that the rocket can be launched again and again.

NAR Model Rocketry Safety Code

The safety code was formulated by experienced rocketeers and has evolved with model rocketry. It should be followed in every model rocketry activity.

1. Materials: My model rocket will be made of lightweight materials such as paper, wood, rubber and plastic suitable for the power used and the performance of my model rocket. I will not use any metal for the nose cone, body or fins of a model rocket.

2. Engines/Motors: I will use only commercially-made NAR certified model rocket engines in the manner recommended by the manufacturer. I will not alter the model rocket engine, its parts or its ingredients in any way.

3. Recovery: I will always use a recovery system in my model rocket that will return it safely to the ground so it may be flown again. I will use only flame resistant recovery wadding if required.

4. Weight and Power Limits: My model rocket will weigh no more than 1,500 grams (53 ounces) at liftoff, and its rocket engines will produce no more than 320 newton-seconds (4.45 newtons equal 1.0 pound) of total impulse. My model rocket will weigh no more than the engine manufacturer's recommended maximum liftoff weight for the engines used, or I will use engines recommended by the manufacturer for my model rocket.

5. Stability: I will check the stability of my model rocket before its first flight, except when launching a model rocket of already proven stability.

6. Payload: Except for insects, my model rocket will never carry live animals or a payload that is intended to be flammable, explosive or harmful.

7. Launch Site: I will launch my model rocket outdoors in a cleared area, free of tall trees, power lines, buildings and dry brush and grass. My launch site will be as large as that recommended in the following table.

Launch Site Dimensions

Installed Total Impulse (newton-seconds):	Equivalent Engine Type:	Minimum SiteDimensions: (feet)	(meters)
0.00-1.25	1/4A&1/2A	50	15
1.26-2.50	A	100	30
2.51-5.00	B	200	60
5.01-10.00	C	400	120
10.01-20.00	D	500	150
20.01-10.00	E	1000	300
40.01-80.00	F	1000	300
80.01-160.00	G	1000	300
160.01-320.00	2Gs	1500	450

8. Launcher: I will launch my model rocket from a stable launch device that provides rigid guidance until the model rocket has reached a speed adequate to ensure a safe flight path. To prevent accidental eye injury, I will always place the launcher so the end of the rod is above eye level or I will cap the end of the rod approaching it. I will cap or disassemble my launch rod when not in use, or I will never store it in an upright position. My launcher will have a jet deflector device to prevent the engine exhaust from hitting the ground directly. I will always clear the area around my launch device of brown grass, dry weeds or other easy-to-burn materials.

9. Ignition System: The system I use to launch my model rocket will be remotely controlled and electrically operated. It will contain a launching switch that will return to “off” when released. The system will contain a removable safety interlock in series with the launch switch. All persons will remain at least 15 feet (5 meters) from the model rocket when I am igniting model rocket engines totaling 30 newton-seconds or less of total impulse and at least 30 feet (9 meters) from the model rocket when I am igniting model rocket engines totaling more than 30 newton-seconds of total impulse. I will use only electrical igniters recommended by the engine manufacturer that will ignite model rocket engine(s) within one second of actuation of the launching switch.

10. Launch Safety: I will ensure that people in the launch area are aware of the pending model rocket launch and can see the model rockets liftoff before I begin my audible five-second countdown. I will not launch a model rocket using it as a weapon. If my model rocket suffers a misfire, I will not allow anyone to approach it or the launcher until I have made certain that the safety interlock has been removed or that the battery has been disconnected from the ignition system. I will wait one minute after a misfire before allowing anyone to approach the launcher.

11. Flying Conditions: I will launch my model rocket only when the wind is less than 20 miles (30 kilometers) an hour. I will not launch my model rocket so it flies into clouds, near aircraft in flight or in a manner that is hazardous to people and property.

12. Pre-Launch Test: When conducting research activities with unproven model rocket designs or methods I will, when possible, determine the reliability of my model rocket by pre-launch tests. I will conduct the launching of an unproven design in complete isolation from persons not participating in the actual launching.

13. Launch Angle: My launch device will be pointed within 30 degrees of vertical. I will never use model rocket engines to propel any device horizontally.

14. Recovery Hazards: If a model rocket becomes entangled in a power line or other dangerous place, I will not attempt to retrieve it.

This is the official Model Rocketry Safety Code of the National Association of Rocketry and the Model Rocket Manufacturers Association.

The largest legal “model” rocket engine, as defined by CPSC, is an “F” (80ns) engine To launch rockets weighing over one pound including propellant or rockets containing more than 4 ounces (net weight) of propellant, a waiver must be obtained from the FAA. Check your telephone directory for the FAA office nearest you.

Questions for Discussion:

Why do you think a safety code was developed?

Why do you think it includes the statements that it does?

What could be some possible consequences of not following it precisely?

Lesson 6 (One or Two Days)
GETTING READY FOR THE LAUNCH-HOW TO TRACK YOUR ROCKET'S ALTITUDE
Objectives of the Lesson:

- The student will be able to:
- Use an altitude measuring device to determine the angular distance from the top of an object as preparation for measuring the altitude of a rocket at apogee.
- Use the data of angular distance, baseline and the tangent of an angle to determine the height of objects.
- Use a mathematical formula to calculate altitude.
- Use a mathematical formula to calculate average speed.

BACKGROUND FOR THE TEACHER

It is essential to provide practice for the students in height determination using an altitude measuring device to measure angular distance. Whether the student trackers will be using a homemade device or a manufactured one, they will need experience in using it. The directions for a homemade device are included. One of the most popular devices is the Estes AltiTrack™. The responsibilities of the tracking crew are to accurately measure the baseline and the angular distance of the rocket at apogee.

VOCABULARY

Baseline: the distance between the tracker and the launch pad in tracking with one station. In tracking between two stations, it is the distance between tracker 1 and tracker 2.

Angular distance: determined by measuring the angle between the rocket's position on the launch pad and the highest point (apogee) reached by the rocket as seen by the tracking station or observer.

STRATEGY

Materials needed: "Student Book", Launch Log 9; materials for homemade altitude measuring device or a commercial altitude measuring device. Launch Log 9 includes directions for making an altitude measuring device.

MOTIVATION: Ask the students to guess the altitude of some objects around the school, such as The flagpole or a tall tree. Write the estimates on the board. Then show the students either an example of a homemade altitude measuring device or a commercial one. Ask them to tell what they think it is and how it is used.

A. Distribute the “Student Book” and allow the students time to read the section on tracking with their group. During discussion, emphasize the importance of careful tracking and record keeping.

B. Demonstrate the math formula on the board for the section on Calculations. Use some additional figures and provide guided practice for the students.

C. Distribute Launch Log 9. Even if you are using a commercial altitude tracking device, these directions could be helpful to students who do not have access to one. Allow the students to work through the problems and to make up some of their own.
Alternative Plan: If your students are more advanced mathematically than this, you may want to use Extension Activity 1. Activity 1 uses sines and tangents to calculate altitude more accurately with two person tracking stations.

D. It is essential that each student practice using the tracking device. The problems on Journal page 9 allow them to use the device and then do their calculations. The students can do their calculations in their small groups.

Closure:

Review the list of estimates of altitude that are listed on the board. Compare them with the answers they got with their calculations.

Extension:

Two person tracking station- If you have individual students who need an extra challenge, the Math Extension Activity 1 may be used.

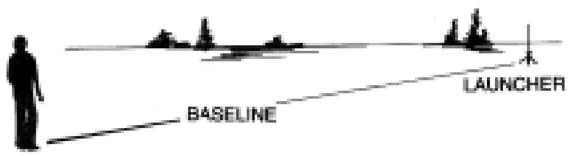
For those who are experienced rocketeers and who would like an even greater challenge, the problems found in the book “Altitude Prediction Charts” by Estes Industries are excellent. The book could be used individually or with small groups with the teacher being available for help as needed.

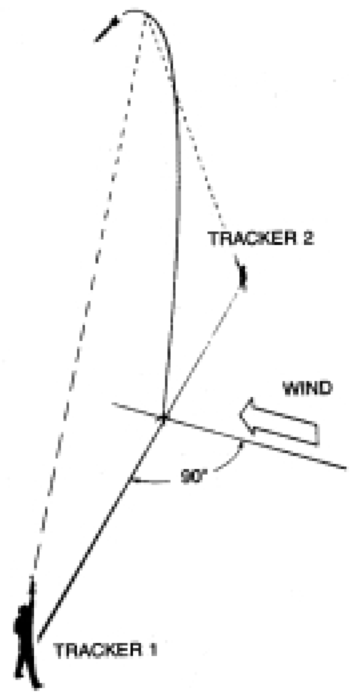
NOTES:

Chapter 6
USING MATH WITH MODEL ROCKETS

Determining Altitude
One of the most interesting things about building and launching model rockets it to determine how high your rocket went. Accurate determination of heights reached requires care and precision in measuring, recording and calculating.

Tracking
First, measure to determine the length of the baseline. The baseline is the distance between the launcher and the observer or tracker with an altitude measuring device. Measure the baseline with a meter stick, a yardstick or a measuring tape.





Second, determine the *angular distance* the rocket travels from launch to apogee. The angular distance is determined by measuring the change in elevation angle, as seen by the tracker, between the rocket's position on the launch pad and the highest point (apogee) reached by the rocket in flight.The measuring device used to find this angular distance can be homemade or may be a device such as the Estes AltiTrak™. (Directions for making and using a homemade altitude measuring device can be supplied by your teacher.

The use of either type of device involves tracking the rocket from the launch pad to apogee, noting and recording the angular distance and then determing the actual height reached by the rocket by the use of a mathematical formula to calculate it.

One or two station tracking teams may be used. Accuracy in making and recording all measurements is very important.

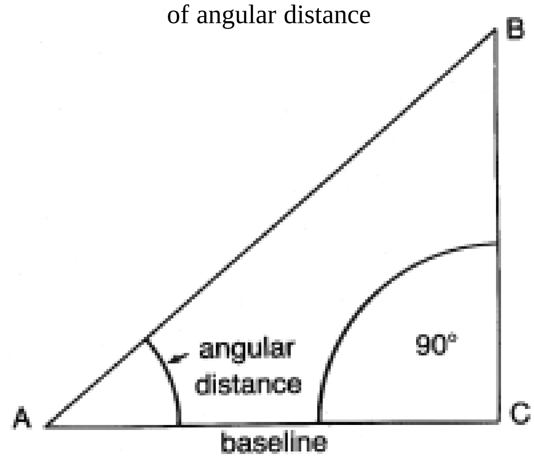
One station tracking is the easiest to use. The results are generally reliable. In one station, there is one baseline and one observer using an altitude measuring device. One station tracking assumes that the flight will be almost vertical. It is important to master this system before going on to more complex ones.

Two station tracking is more accurate. In two station tracking, the two help each other and check each other's work. With two station tracking, place the two stations on opposite sides of the launch pad at a right angle to the wind direction.

Each tracking station takes its own measurements of the angle reached. Both heights are calculated. The two results are averaged, and the average is used at the height reached. Usually both heights will be thrown out if they are not within ten percent of each other. This assumes that at least one of the tracking stations made a mistake and the results cannot be considered reliable.

Calculations
The formula for determining the height reached by a model rocket flight is:

Height = Baseline x Tangent of angular distance



If we assume that the rocket flight is vertical, we can call angle C a right angle, 90 degrees. B is equal to 90 degrees minus A, because the sum of the angles in a triangle is 180 degrees. To find the distance from C to B or the height the rocket

reached, take the tangent of angle A times the distance along the baseline, side AC.
Example:
Baseline = 250 ft.
Angle observed by tracker = 62˚
Tangent of 62˚ = 1.88
H = 250 ft x 1.88
H = 470 ft.

We use the tangent to determine altitude because the tangent of an angle is the ratio of the opposite side to the adjacent side. In this example, the adjacent side is the distance along the baseline. The opposite side is the distance from the launcher to the rocket's maximum altitude. Tangent's can be found in the Table of Tangents in the Appendix.

In the simplest method of two station tracking, the H from each station would be averaged together.

A more accurate system of two station tracking uses two tracking stations placed on opposite sides of the launch pad in line with the wind. It uses sines instead of tangents (Extension Activity). An additional and even more accurate system of two station tracking uses the azimuth angle. This method is also found in the Extension Activities.

Determining Average Speed
When you participate in a rocket launch with several people and their rocket, you will notice differences in altitude and in speed. A large relatively heavy rocket takes off fairly fast with a less powerful engine, but does not rise very high until the propellant is gone. You will notice that a rocket like this will gain speed very quickly as it starts on its flight upward, but the maximum speed reached is not very high. When a small, relatively lightweight rocket with a powerful engine is launched, you will notice that it accelerates even more quickly and reaches an even higher maximum speed. It also goes much higher than the heavy rocket with the less powerful engine.

A small rocket with a C6-7 engine can reach an altitude of 1700 feet in less than nine seconds (1.7 seconds of thrusting flight and 7 seconds of coasting flight), so it must be moving very quickly. An average speed for this upward flight would be 195.4 feet per second. To determine average speed, the altitude, 1700 feet, was divided by the time to reach apogee, 8.7 seconds.

The rocket moves faster and faster as the engine is thrusting. At the end of this thrusting portion of the flight, 1.7 seconds into flight time from liftoff, the model rocket is traveling at *maximum speed*. This maximum speed is 670 feet per second or about 3.5 times as fast as the average speed. 670 feet per second is about 456 miles per hour.

After the propellant is gone, the rocket is moving upward without a thrust force pushing it. The forces of gravity and drag act to slow the rocket down.

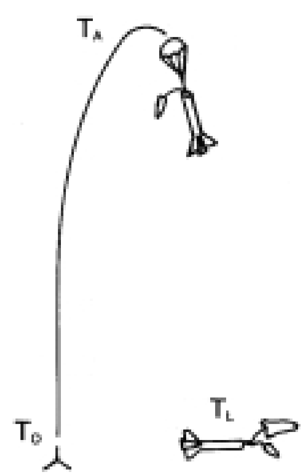
When you fly a larger, much heavier model rocket with a smaller engine, such as an A8-3 engine, it reaches a maximum velocity of 84 feet per second during its 3.32 second flight to parachute ejection. To convert from feet per second to miles per hour multiply by the conversion factor 0.68.

84 x .68 = 57 miles per hour

This speed is certainly not as fast as the 456 miles per hour which the first rocket reached. The weight of each rocket has to be considered. The second rocket with its engine weighed over 2.5 times as much as the first rocket, 2.84 ounces compared to 1.075 ounces. The second rocket had an engine with one quarter of the power (total impulse) of the other rocket's engine, and had much greater drag. It is easy to understand why the heavy rocket only reached a speed of about one-eighth as great as that reached by the smaller rocket.

Calculations
The "launch to apogee" average speed and the "apogee to landing" average speed can be calculated. The formula is as follows:

Average Speed = Distance traveled ÷ Time it took to travel



On the diagram, distance traveled is the distance between T_o and T_A (launch to apogee). That is the altitude or height the rocket reached at apogee.
Use the following example data:
T_o = 0 seconds
T_A = 3.2 seconds
T_L = 7.3 seconds
Altitude = 288.7 feet
Average Speed Ascending = Altitude ÷ $(T_A - T_o)$
288.7 ÷ (3.2 - 0) = 90.21 feet per second

T_A is determined by using a stop watch starting at launch and stopping at apogee.
Using the conversion factor of 0.682 to determine the miles per hour, multiply 0.682 x 90.21. The rocket's average speed was 61.52 mph.
To determine the average speed descending from apogee to landing use this formula:

Average Speed Descending = Altitude ÷ $(T_L - T_A)$

288.7 ÷ (7.3 - 3.2) = 70.451 feet per second
Multiply by the conversion factor of 0.682. 70.41 x 0.682 = 43.02 miles per hour.

Due to the difficulty in determining the time from apogee to landing with a single stopwatch, a separate stopwatch may be used. Here, the watch is started when the rocket reaches apogee and stopped when the model lands. The average speed descending becomes:

Average Speed Descending = Altitude ÷ T_L where T_L is the time in seconds on the second stopwatch.

The burnout velocity of a model can also be determined. If you are interested in how to do this, the method may be found in the Extension Activities.

NOTES

Lesson 7 (Two Days)

LAUNCHING A ROCKET - KEEPING TRACK

Objectives of the Lesson:

The student will be able to :

- Participate appropriately in the launching of each student's rocket.
- Demonstrate proper safety procedure during a launch.
- Record flight data on a class chart and on an individual chart.
- Demonstrate the ability to track the rocket and measure the angle of distance.
- Calculate mathematical formulas using the data collected to determine altitude and speed.

BACKGROUND FOR THE TEACHER

The launch area should be large enough, clear of people and clear of any easy to burn materials. On the day of launch, the wind speed should not be more than 20 mph. Early morning or early evening when there is little wind is the best time of day.

The launch pad and the launch cable should be anchored down by bricks or something similar.

The safety cap should be on the launch rod at all times except during launch.

The *teacher* should be in possession of the safety key *at all times*.
Set up a tracking system that suits the need of your group. A one person tracking station is suitable for less experienced or younger students. A two person tracking station and averaging the results using the same formula as a one person tracking station is also good for this level and provides accountability. The next more difficult level is the two person system using the angle of azimuth.

Day One

STRATEGY

Materials needed: A completed model rocket, Launch Log 10 and a Launch Data Sheet for each student; altitude measuring devices; two stopwatches; the launcher and the launch controller.

MOTIVATION: Review with the students the need for safety and following procedures. Go over the launch data sheets.

A. The launch pad should be set up by the teacher. Measure off a 100 foot baseline from the launch pad. Mark the end of the baseline with a cone or a flag.

B. Demonstrate where each student must stand during the launch, a minimum of 15 feet away from the launch pad while launching.

C. Each student should be able to use an altitude measuring device. They should have their rockets, a pencil and an individual launch data sheet. Review with the group how to use the altitude measuring device - sighting, following the rocket and either holding the string promptly at apogee against the protractor or locking in the commercial device. Record the angle immediately. The ’chute will pop out at apogee.

D. When it is each student’s time for a launch, the student gives the rocket to the teacher or other designated individual. The teacher or other designated individual slides the rocket onto the launch rod and hooks up the system’s micro-clips. That student should go out to the 100 foot baseline marker. The teacher or other designated individual should insert the safety key. All the students do the countdown: 5, 4, 3, 2, 1, 0. The teacher or other designated individual presses the launch button on the controller.

E. The students should look at the rocket through the altitude measuring device. Lift the device to follow the rocket until it reaches apogee, when the parachute pops out. The student should “lock” the reading as soon as the parachute pops out.

F. The student or designated recovery team should recover the rocket where it lands. The student should then stand with the students who are waiting to launch.

G. Two other teachers or students should record the time of each flight to apogee and again to landing using a stopwatch. Make certain each student records their angle of distance, the baseline distance, the time to apogee and the time to recovery on both the class chart and their individual chart. It would be helpful to have one volunteer, student or teacher in charge of the Group Launch Data Chart.

H. If time allows, students can begin calculating the altitude their rockets reached.

Day Two
STRATEGY

Materials needed: “Student Book”, Launch Data Sheet - Individual Launch Log 10; Group Data Sheet (make overhead transparency of this).

Motivation: Discuss the launch. Ask for volunteers to estimate the highest altitude reached by a rocket during the launch. Record the estimates. Repeat the procedure with estimates of highest average speed ascending per second and lowest average speed descending per second.

Discuss the use of the altitude tracking device and its ease or difficulty. Discuss the tracking system used and its good and bad points.

Discuss the variables of rocket performance including drag, stability, the size of the engines used and the weight of the rockets launched.

A. Display the overhead transparency for the Group Launch Data. Students should have their individual data sheets completed. The teacher will give the measurements of the baseline. The column for Time at Launch will be 0.

B. Students should be able to use the formula for determining altitude, depending on the tracking system used, to determine the altitude of their rocket for each launch of their rockets. Record their best altitude beside their name on the Group Data Sheet. Determine which estimates were nearest to the highest altitudes.

C. Students should be able to use the formulas for determining the average speeds of their rockets both ascending and descending. Record these average speeds on the Group Data Sheet. Determine which estimates were nearest the actual data.

D. Students may complete Journal Page 10.

Closure:

Ask the students to give examples of aerodynamic forces at work on their rockets.

Ask the students to give examples of Newton's Laws of Motion.

NOTES

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ESTES EDUCATOR™

STUDENT BOOK

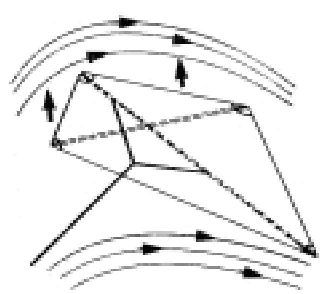
CONTENTS

Chapter One
AERODYNAMIC FORCES:
What They Are and What They Do

Aerodynamics
Aerodynamics is the study of the motion of air and the relative motion between air and objects in the air. Model rockets rely on aerodynamics to fly properly, just as butterflies, kites and airplanes do. The flight performance of any model rocket is the result of the combined effects of aerodynamic and other forces acting upon it.

The four basic forces on flying objects, such as a model rocket, are *lift*, *drag*, *gravity* and *thrust*. Aerodynamic forces are the forces generated as a result of the motion of an object through air. Therefore, lift and drag are aerodynamic forces. Thrust can be generated by aerodynamic forces, such as a propeller, but is not inherently aerodynamic in nature.

Lift
The faster a fluid moves, the lower the lateral pressure it exerts. By causing air to move faster over certain surfaces of an object, air pressure is reduced which creates lift. This law is know as Bernoulli's Principle. A kite, for example, is pushed up when the air moving over the top of the kite moves faster than the air moving beneath the kite. There is less force against the top of the kite than beneath it. The force which is created pushes the kite up and is called *lift*.



Lift is generated by *relative wind*. Relative wind is the motion in the air in relation to an object, such as a kite in a breeze. It can also be created by running with a kite, if no wind is blowing.

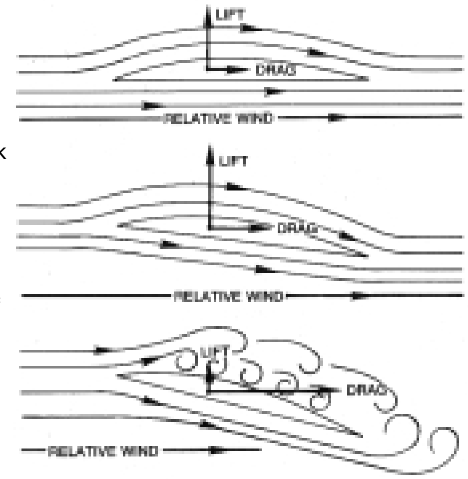
The angle of attack is the angle at which a wing or fin or kite moves in relation to relative air stream or "relative wind". The greater the angle of attack of a wing, the further and faster the air must flow over the wing and the greater the lift force produced.

However, when a flying object has too great an angle of attack, it will stall because the airflow becomes turbulent and detached from the object, no longer traveling along its surface. When an object stalls, the lift produced decreases drastically, most likely falling to zero. Drag is also increased greatly.

No angle of attack
Small lift force
Small drag force

High angle of attack
Large lift force
Large drag force

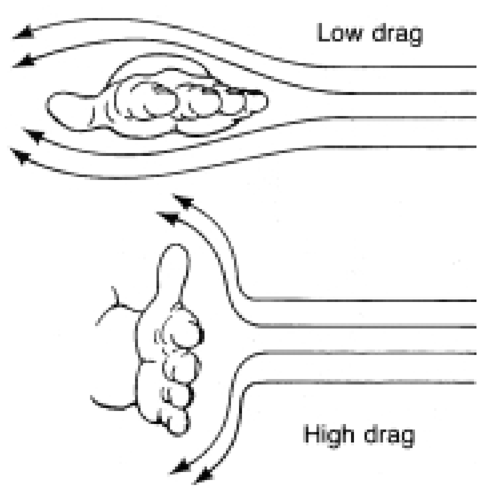
Excessive angle of attack and stall
Very small or zero lift force
Very large drag force



Drag
Drag is the force experienced by any object moving through fluid, such as air or water, that opposes the motion of the object. It is the resistance caused by the motion of the water or air as it drags past the object or is pushed out of the way. Drag increases the larger or rougher the surface, the thicker the fluid or the faster the object is moving. Drag can also be increased by a difference in pressure between the front and rear of the object.

While lift can be a favorable aerodynamic force, drag can be an unfavorable force. Drag and gravity limit the height a model rocket can reach. Drag can be minimized but it can not be eliminated.

Drag can be understood by thinking about what is experienced when you pass your hand through a bathtub of water. As described above, water is a fluid with many of the same drag characteristics as air. Using your hand as a test "model rocket" and the bathtub of water as a "wind tunnel", you can gain an intuitive idea for how air resists the motion of a model rocket in flight.



As you pass your hand under the surface of the water, you can vary the speed of your hand and feel the varying resistance to motion (drag effect) of the surrounding water.

The effect of the size of the surface can also be experienced by changing the orientation or shape of your hand as you pass it through the water. More drag will be experienced against the back of your hand than against the edge of your hand. Drag will also vary as the shape of your hand ranges from a fist to outstretched fingers.

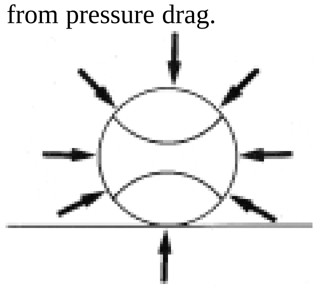
You can also experiment with different shaped objects other than your hand. Place spheres, blocks or streamlined shapes on sticks and pass them through the water. You should be able to feel the difference in resistance to motion the water develops for each shape at a given speed.

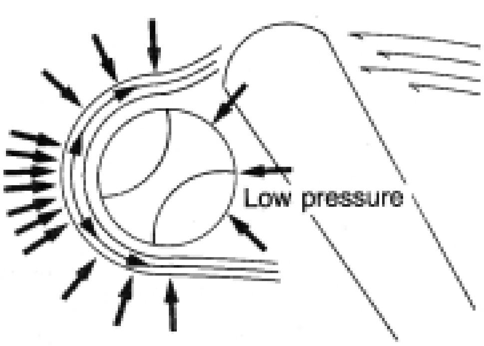
You have experienced drag when you have been riding a bicycle fast. You could feel air rushing past you and you could feel air pushing against you slowing you down.

Two types of drag affect the flight of a model rocket. They are pressure drag and friction drag.

When a baseball is sitting still on the ground, the pressures all around it are the same. The atmospheric pressure on all parts of the ball are equal. There is no drag because there is no unbalance of pressure forces. If the ball is thrown or hit by a bat, the air around the ball starts to move, the pressures around it change and a pressure imbalance is created. This is called pressure drag.

Drag is demonstrated as the ball slows down after it is thrown or hit. 95% of the drag on a sphere comes from pressure drag.

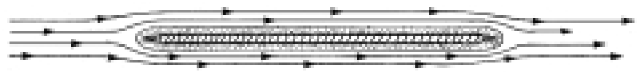




Pressure drag is the retarding force caused by the imbalance of air pressures on a moving abject. Pressures on a moving object vary with the object's speed, direction of motion and its size and shape.

Friction drag is the retarding force produced by an object sliding past the molecules of the fluid through which it is moving. The amount of friction drag produced by the motion depends on the amount of surface exposed to the motion of the fluid, the roughness of the surface, the density of the fluid and the *viscosity* of the fluid.

Imagine a very sharp thin plate moving through the air. It is moving at zero angle to the air stream and there is no unbalance of pressure forces. However, there is still drag because the air is rubbing on the surface. This friction drag is confined to a thin region close to the body surface.



Friction drag

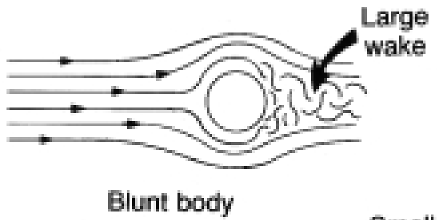
Viscosity measures the resistance to motion of a fluid moving over a surface. Low viscosity fluids, such as air and water, flow easily. Substances which do not flow easily, such as motor oil or molasses, have high viscosity.

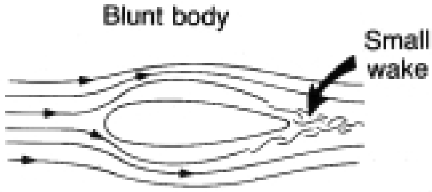
On the surface of the object the velocity is zero. Just off the surface, the air speed increases with height above the object to a maximum speed called the free-stream velocity. This is the speed at which the object is moving through the air. The thin region where the air speed changes is called the *boundary layer*. Within the boundary layer, the effects of viscosity are dominant and cause friction drag.

Viscosity is a factor in both friction and pressure drag. In friction drag, viscosity acts directly to produce shearing stresses in the boundary layer. For pressure drag, viscosity triggers a flow "separation" from the body. *Separation* is the behavior of the flow when the air does not follow the the body contour of an object, but breaks away into a turbulent wake. This separation of the air flow is a reason for the pressure unbalance which causes pressure drag on aerodynamic shapes, such as model rockets.

The two figures show the difference in flow about a circular cylinder with a large wake and the flow about a streamlined shape with a small wake.

The figures show that the streamlined shape is designed to reduce the amount of flow separation. The size of the wake is reduced. Drag is reduced because the flow attached to the body allows the pressure to build back up to levels near the pressure of the nose. This reduces the pressure unbalance and cuts the drag.





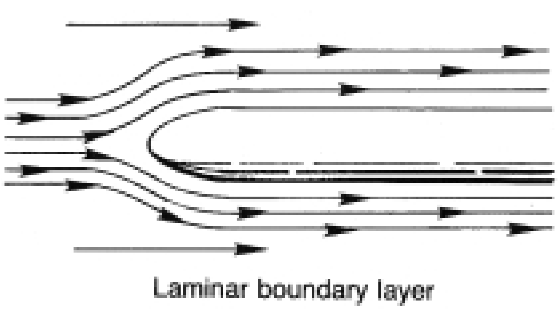
Streamlined body

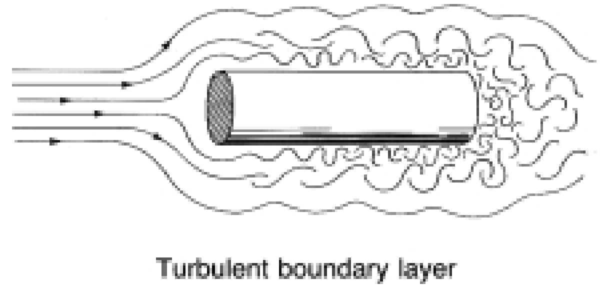
To prevent flows from separating, it is essential to use aerodynamic shapes that are rounded gently and never have any sharp changes in direction. When there are sharp changes, the viscosity of the air makes the flow resist these changes in directions and forces the flow to break away.

There are two patterns of flow, turbulent flow and laminar flow. Viscosity affects these flow patterns in the air boundary layers moving over aerodynamic shapes.

Laminar flow exists when the boundary layer of fluid or air next to the surface is smooth and “attached” to the surface. The acts as if it were in layers. The molecules in each layer slide over the other molecules. The molecules in the layer next to the surface have zero velocity. Each succeeding layer further from the surface has a higher velocity of motion relative to the surface. Friction darg depends upon the rapidity with which the velocity changes.

Turbulent flow exists when the boundary layer of fluid or air next to the surface is not smooth. The motion of the molecules is much less regular because of the mixing of the different layers and the large fluctuations of velocity of the molecules at different distances from the surface.





Drag increases as velocity or speed increases. The drag experienced by the object directly varies with the square of the velocity of the moving object. The basic drag formula for the effect of velocity on drag is: $D = C_D \times A \times \frac{1}{2} \rho \times V^2$

CD is the “coefficient of drag” which depends on the shape and surface smoothness of the rocket.

A is the cross sectional area of the rocket or the frontal area of the rocket as seen from directly in front of it.

ρ is density of air through which the rocket is moving, symbolized by the Greek letter Rho (pronounced “row”).

V is the velocity or speed of an object in relation to the wind. V^2 means VxV, the velocity squared.

As you can see, if the velocity of an object doubles, the amount of drag is four times as great. If V or velocity tripled, the drag increases nine times.

For more detailed discussion of model rocket drag, see Estes publication, Aerodynamic Drag of Model Rockets.

Gravity

Gravity is the force that pulls down on the mass of any object near the Earth through its center of gravity. Gravity and drag limit the height a model rocket can reach. In general, light weight helps overcome gravity.

The force of gravity varies inversely with the square of the distance between the center of gravity of the object and the center of the Earth. An object, B, which is twice as far as from the center of the Earth as an object, A, will experience one fourth the gravitational attraction as object A. Because model rockets remain at nearly the same distance from the center of the Earth, gravity remains a near constant.

Thrust

Thrust is a forward propulsive force that moves an object. On an airplane, thrust is generated by the engines, propellers or exhaust. The flapping wings of a bird provide thrust for a bird. In a model rocket, thrust is produced by the rocket engines. Thrust must be greater than the weight of the rocket in

Chapter 2
LAWS OF MOTION
How They Govern All Objects

Newton's Laws of Motion were described by Sir Isaac Newton in 1687 in his book, *Philiosphiae Naturalis Principia Mathematica.* These laws of motion or principles govern the motion of all objects, whether on Earth or in space. The laws of motion provide a scientific basis for understanding how rockets work.

Newton's First Law
Objects at rest will stay at rest, and objects in motion will stay in motion in a straight line unless acted upon by an unbalanced force.

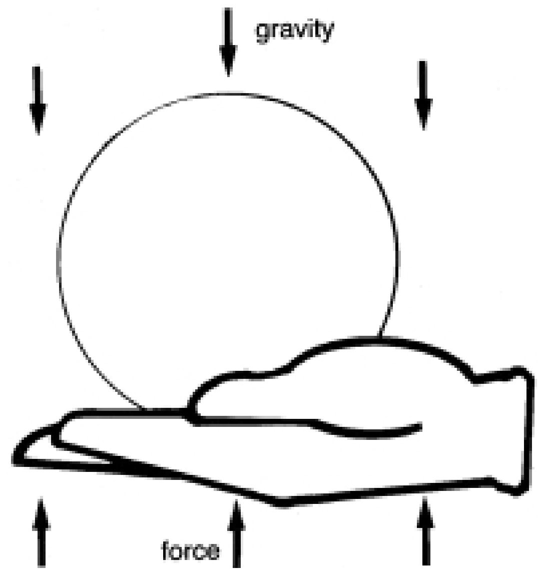
This law is also referred to as the law of inertia. Inertia is the tendency of a body at rest to remain at rest unless pushed or pulled by an unbalanced force.

Rest and motion can be thought of as opposite. *Rest* is the state of an object when it is not changing position in relation to its surroundings. *Motion* means an object changing position in relation to its surroundings. These are both relative terms. The important idea with these two words is *in relation to immediate surroundings.*

As you are sitting in your chair, you can think of yourself as being at rest. What if your chair is on an airplane in flight? You would still be said to be at rest *in relation to your immediate surroundings.* Rest, as a total absence of motion, does not exist in nature. Even as you are sitting in your chair, you are still moving because your chair is sitting on the surface of our moving planet that is orbiting the sun, which is moving through the universe. While you are at rest in relation to your immediate surroundings, you are traveling through space at hundreds of miles per second.

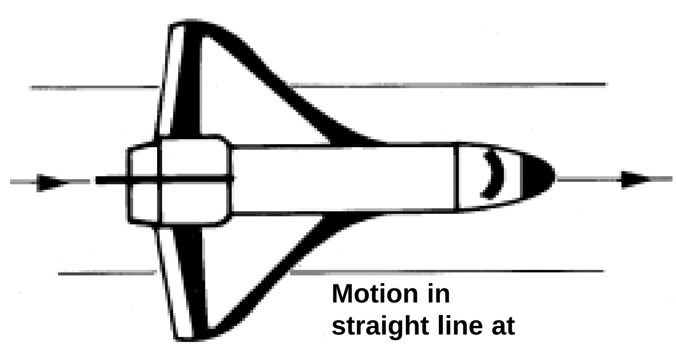
Motion is defined as an object changing position in relation to its surroundings. Think of a ball sitting on the ground. It is at rest. When the ball is rolling, it is in motion, because it is changing position in relation to its immediate surroundings. When a rocket blasts off the launch pad, it changes from a state of rest to a state of motion.

Newton's first law also involves the idea of *unbalanced force*. When you hold a ball in your hand without moving it, the ball is at rest. As the ball is held there, it is being acted upon by forces. The force of gravity is pulling the ball downward. Your hand is pushing against the ball to hold it up. The forces acting on the ball are balanced. The tendency of the ball to remain at rest when no unbalanced forces act on it is called *static inertia*.



The ball changes from a state of rest, being acted upon by balanced forces to a state of motion, being acted upon by unbalanced forces when you let the ball go or when you move your hand upward. When an object is at rest, it takes an unbalanced force to make it move.

The law also states that once an object is in motion it will continue in motion in a straight line. It takes an unbalanced force to stop it or change its direction or speed. This is called *kinetic inertia.*



Motion in straight line at constant speed

If you threw a ball, what unbalanced forces prevent it from staying in motion in a straight line forever? The forces of drag and gravity cause it to fall to earth.

Newton's Third Law
Whenever one body exerts a force on another, the second body exerts a force equal in magnitude and opposite in direction on the first body.
or
For every action there is always an opposite and equal reaction.

Here is an illustration of the third law. A skateboard and its rider are at a state of rest. They are not moving. The rider steps off the skateboard. This is called an *action*. The action causes the skateboard to travel a distance in the opposite direction. The skateboards motion is called a *reaction.*

You can demonstrate Newton's third law by gently pressing your index finger on your desk or table. Keep pushing, harder and harder. Do you think the tale is pushing back? Push even harder. If the table is not pushing back, why doesn't your finger go through the spot where you are pushing with your finger? As you exert a force or action on the table, the table pushes back on your finger. The force you apply with your finger is the action. The table's resistance is the reaction.

When the force applied is greater than the force with which the object can resist without motion, part of the force being applied will produce motion. When you apply more force with your finger than the force with which the table can react, the finger will dent or punch a hole in the table or the table will move. Since every action always causes an equal reaction, an equal amount of force is present in both the action and the reaction.

Newton's Second Law
If an unbalanced force acts on a body, the body will be accelerated; the magnitude of the acceleration is proportional to the magnitude of the unbalanced force, and the direction of the acceleration is in the direction of the unbalanced force.
or
Force is equal to mass times acceleration.

The second law of motion is a statement of a mathematical equation. The three parts of the equation are mass (m), acceleration (a) and force (f). The equation is written as follows:

$$F = m \times a$$

An unbalanced force is one that is not matched or balanced by an opposing force. An acceleration is a change in velocity. Mass refers to quantity or the amount of matter an object has.

Newton's second law can be illustrated by dropping a small ball. The ball accelerates rapidly gaining speed as it falls from your hand. The ball falls because of the unbalanced force of gravity acting on it. The ball is accelerating positively as it falls-it is gaining *momentum*. Momentum is the product of mass times velocity. The mass or weight of the ball stays the same, but the speed or velocity changes.

Does this mean that a ball dropped from an airplane high in the sky would accelerate indefinitely? It would not because of another force acting upon it. The ball is passing through air. The air resists the movement of the ball through it. The resistance is a force called *drag*.

The ball is subject to acceleration toward the ground because of gravity. It is prevented from accelerating indefinitely because of the drag of air. The ball will eventually reach a speed where the drag force is equal to the force of gravity on the ball. This is called *terminal velocity*. When the ball reaches terminal velocity, there is no longer any unbalanced force on the ball so it no longer accelerates and it falls at a constant speed.

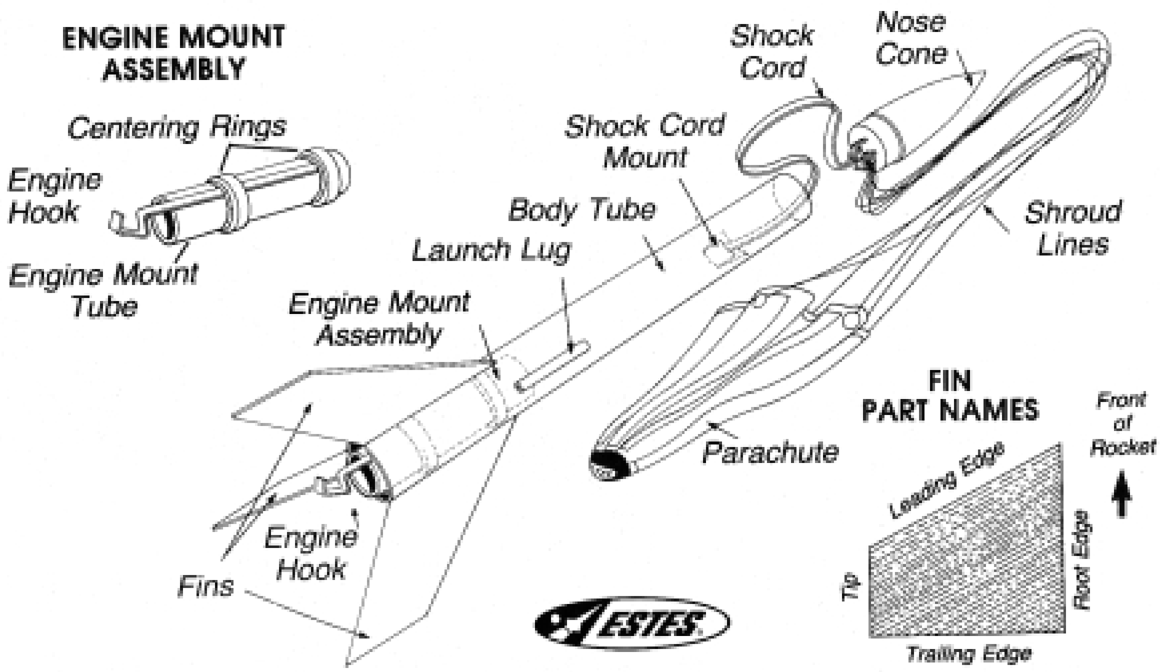
When you toss a ball up in the air, will it continue up indefinitely? As it leaves your hand, it achieves a certain velocity and ceases to accelerate positively. This is the maximum velocity of the ball. As the ball rises, its motion is resisted by drag, an unbalanced force, which is acting on the ball to slow it down. This force is also producing negative acceleration.

These two forces acting on the ball slow it down and cause it to stop. At this moment the ball has zero momentum because it has zero velocity. The force of gravity which produced the negative upward acceleration continues to act, producing a positive downward acceleration, causing the ball to fall back to Earth with increasing speed. This is resisted by the drag the ball encounters as it moves through the air. The drag force now acts upward, opposing gravity, because the ball is now falling downward through the air.

Chapter 3
MODEL ROCKETS
Taking Aerodynamic Forces into Account

Model Rocket Components
In Chapter 1, you studied the four forces of lift, drag, thrust and gravity. In this chapter you will study the construction of model rockets to learn how these forces affect the flight sequence of model rockets.

All model rockets have the same basic components. The diagram below shows a typical model rocket.



A. Nose Cone
The front end of a rocket which is usually shaped to minimize air resistance or drag. The shock cord and parachute are often attached to the nose cone.

B. Recovery System
A recovery system slows a rocket's descent, bringing the rocket safely back to earth. The recovery system can be a parachute, as in this diagram. A shock cord is attached which is anchored to the body tube of the rocket. The shock cord absorbs much of the force of the deployment of the recovery system when the ejection charge functions. There are several types of recovery systems and many are stored in the rocket's body during the thrust and coast phases of the flight sequence.

C. Body Tube
The body tube is the basic structure of the rocket to which other parts are attached. It is usually long and slender. Most body tubes are made of paper that is tightly wound in a spiral pattern. The tube is designed to be strong, but light. Other names for the body tube are fuselage or the airframe.

D. Launch Lug
The launch lug is attached to the airframe. It is a tube that slips over the launch rod to guide the model during the fraction of a second after engine ignition until it reaches the speed necessary for the fins to control the flight. The launch lug is a small tube shaped like a soda straw. It is usually made of paper or plastic.

E. Fins
Acts like the feathers on an arrow, guiding the rocket in a precise flight pattern and providing stability. Fins may be made of balsa, fiberboard, thin plywood or plastic.

F. Engine
Provides the power that causes the rocket to move. It is a pre-packaged solid propellant engine.

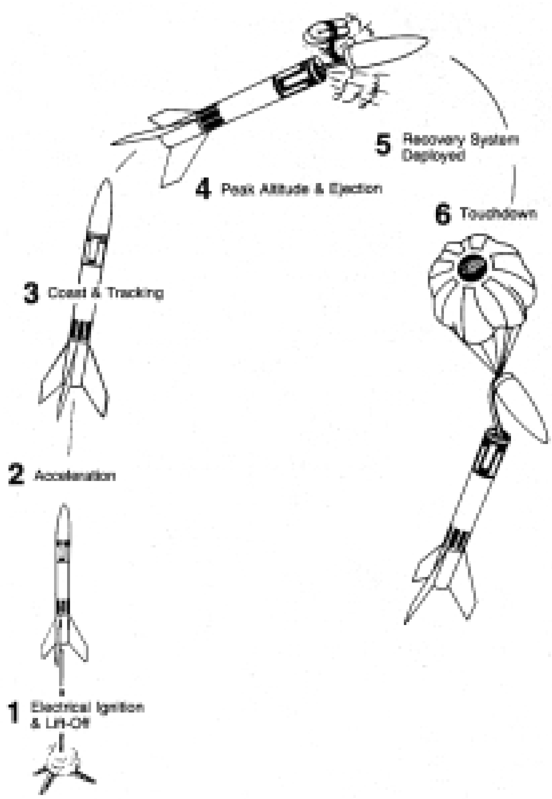
G. Engine Mount Assembly
Holds the engine in the proper position in the body tube.

Model Rocket Flight Sequence
The diagram pictured illustrates the flight profile of a model rocket. As you trace the sequence, you can begin to understand how the combined effects of the forces you read about in Chapter 1 act upon the rocket.

As the rocket is launched, *thrust* is provided by the engine and overcomes the force of *gravity*. Thrust has to be greater than the weight of the rocket in order for it to lift off. *Drag* is another force acting on the rocket. Drag and gravity limit the height a model rocket can reach. Drag can be minimized but it cannot be eliminated. As you study the flight sequence you can determine at which point gravity and drag are causing the rocket to slow down rapidly. This is during the coasting phase, after the delay element is ignited. The recovery system is deployed at apogee, the highest point in the flight. During the recovery phase, the drag or lift forces of the recovery device are used to oppose the force of gravity, allowing the rocket to descend slowly for a safe landing.

As you construct and launch your own model rocket, there are some things you can do either to take advantage of the aerodynamic forces or to minimize their effects. The best rockets are stable, have as little drag as possible, have little lift during the thrusting and coasting phases, and have a gentle, safe recovery. This allows the rocket to be flown again and again.

Your model rocket is designed to perform in a certain way at each stage of flight sequence. Each part has to function properly so that the rocket can fly well. It is important for you to understand what occurs at each phase of the sequence.

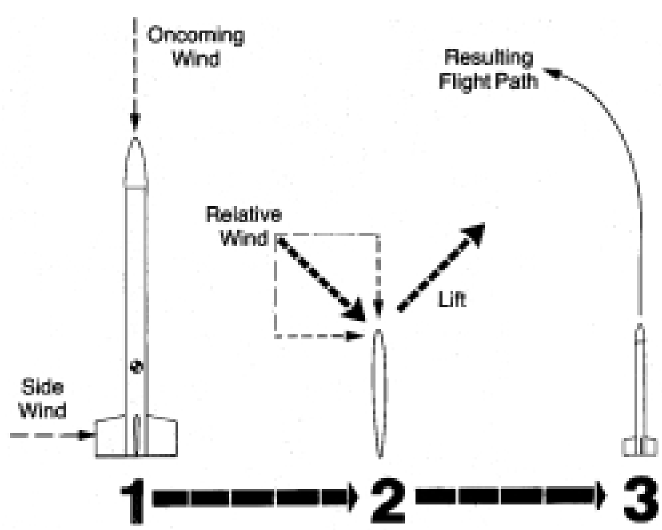


Thrust Phase
The rocket is launched by the ignition of the engine. This is the powered phase of the flight that lasts until the engine has consumed all its propellant. During this phase, model rockets accelerate positively.

During this phase, the rocket moves in response to the forces of thrust, gravity, drag and lift.

In order for this phase of flight to be successful (as well as during the coasting phase), the rocket must be stable. A rocket is stable if the aerodynamic forces acting on it cause it to fly into the relative wind. The fins enable the rocket to correct the flight when it is momentarily deflected. When deflected, air moving over the "top" of a fin travels faster than the air under the fin and lift is created. This lift, generated by relative wind, causes the rocket to rotate so it is flying straight again.

Because a stable rocket always flies into the relative airflow (relative wind), the presence of wind blowing across the launch field can affect the flight path of a model rocket. In this case, the relative wind is the sum of two components - the airflow opposite to the direction of the rocket's motion and the wind blowing from the side. The net result is a relative wind coming from slightly off to one side so the rocket's flight path will tend to curve away from vertical and into the upward direction. This is called "weathercocking". This effect is more pronounced in high winds or with a slow moving rocket.



As you can see, the fin is the stabilizing and guiding unit of a model rocket. It should be in a symmetrical form of three, four or possibly more fins and made of reinforced paper, balsa or plastic. The fin is an aerodynamic surface projecting from the rocket body.

If you study the diagram of the rocket components (page 22) you can see how the fins are attached to the rocket. As you study the diagram of the flight profile, try to imagine the rocket being deflected by wind. Think about how the fins provide stability for the rocket by generating lift.

As you have read, the aerodynamic force of drag can be minimized but never eliminated. Some things that contribute to drag are more speed, greater size and surface roughness.

It is helpful to re-examine the formula for determining drag to help understand some of the methods to be emphasized when constructing a model rocket.

The formula for drag is as follows:

$$D = C_D \times A \times \frac{1}{2} \rho \times V^2$$

C_D is the coefficient of drag. This element of the formula depends heavily on the shape and smoothness of the rocket. It is often estimated at 0.75 but with a smoothly finished rocket, it could be much lower.

Rho (ρ) is the density of the air through which the rocket is moving. The colder the air, the denser it is. Air is also denser at sea level than at higher altitudes. Denser air will produce more drag at a given velocity than “thin” air.

V is the velocity of an object in relation to the wind.

In Chapter 1 you read about pressure drag that comes from flow separation, the behavior of the air when it does not follow the body contour, but breaks away into a turbulent wake.

To minimize pressure drag as much as possible it is important to construct your rocket to avoid turbulent flow and boundary layer separation. You will be striving for laminar flow. Things that contribute to turbulent air flow are a crooked nose cone, a nose cone that is larger than the body tube and makes a ridge where they join, a wrinkled body tube, a crooked launch lug, crooked fins, uneven fin shapes and a poor, rough finish. It is important to know that drag increases as the square of the velocity of the rocket. In the formula mentioned earlier, V is the symbol for velocity. Drag increases rapidly with velocity because it depends on V^2. If the velocity of an object doubles, the amount of drag is four times as great. If V is tripled, the drag increases nine times.

A high thrust engine will cause a rocket to experience more drag than a low thrust engine because the rocket will reach high velocities. But remember, a high thrust engine helps overcome the force of gravity.

Coasting Phase

This phase begins when the propellant is exhausted. The delay element is ignited and burns for a set length of time. The delay element acts as a timing device to control the deployment of the recovery system. Recovery system deployment should occur at apogee, the highest point or peak altitude in the flight, because velocity is at its lowest and therefore stress on the recovery system is minimized.

During the coasting phase, the forces of gravity and drag are causing the rocket to slow down rapidly. The engine is no longer producing thrust. The smoke that is observed comes from the smoke-tracking and delay element of the engine. The smoke is useful in tracking the rocket as it coasts upward into the air.

Recovery Phase

As soon as the smoke-tracking and delay element is exhausted, the engine’s ejection charge activates the recovery system. This should occur at apogee or peak altitude. During this phase, the rocket drifts safely back to Earth, using the recovery system. In the diagram, the recovery system shown is the parachute recovery. During this phase of flight, the rocket is subject to the forces of gravity, drag and sometimes lift.

NOTES

Chapter 4
THE LAWS OF MOTION
Putting Them Together With Model Rockets

The laws of motion and model rockets come together particularly when we understand the design of model rocket engines. An unbalanced force must be exerted for a rocket to lift off from a launch pad. This relates to the first law. The amount of thrust or force produced by a rocket engine will be determined by the mass of rocket fuel that is burned and how fast the gas escapes the rocket. This relates to the second law. The reaction to the rocket is equal and in opposite direction from the action of the gases exiting the nozzle. This relates to the third law.

Rocket Engines
Rockets engines provide the thrust for a rocket to leave the launch pad and travel upward. A rocket on the launch pad is balanced. The surface of the pad pushes the rocket up while gravity tries to pull it down. As the propellant is ignited, the thrust from the engine unbalances the forces and the rocket travels upward.

There are two main types of propellant which operate rockets today, solid or liquid. The word *propellant* means fuel and oxidizer. The *fuel* is the chemical the rocket burns. For burning to take place, an oxidizer must be present. Rockets differ from jet engines because jet engines draw oxygen into their engines from the surrounding air. Rocket engines must carry their oxygen with them.

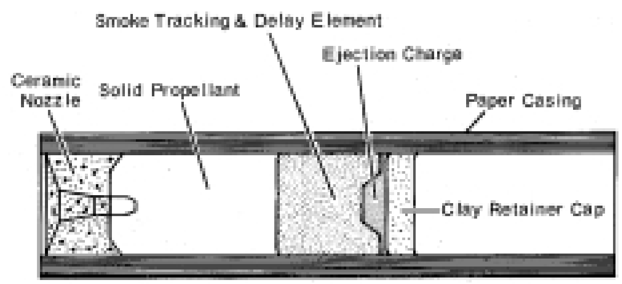
Solid rocket propellants, which are dry to the touch, contain both the fuel and the oxidizer in the chemical itself. Usually the fuel is a compound containing predominantly hydrogen and carbon. The oxidizer is made up of oxygen containing compounds.

Liquid propellants, which are often gases that have been chilled until they turn into liquids, are kept in separate containers, one for the fuel and the other for the oxidizer. When the engine fires, the fuel and oxidizer are mixed together in the engine. Liquid propellants are much more powerful than solid propellants.

Model rockets use solid propellants enclosed in a casing. At the base of the engine is the nozzle, which is made of a heat-resistant, rigid material. The *igniter* is placed in the rocket engine nozzle and is heated by a battery powered launch controller. The hot igniter ignites the solid rocket propellant inside the engine. The burning propellant produces gas and releases heat energy while it is being consumed. The hot gases produce very high pressure inside the rocket engine which forces the exhaust gases to accelerate out through the nozzle. The opposing force to this acceleration is thrust.

Above the propellant is the *smoke tracking/delay element.* Once the propellant is used up the engine's time delay is activated. The engine's time delay produces a visible smoke trail used in tracking but does not produce any thrust. The fast moving rocket now begins to *decelerate* as it coasts upward toward apogee. The rocket slows down due to the force of gravity and drag.

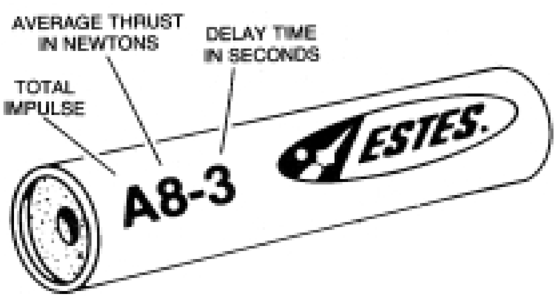
When the rocket has slowed enough, it will stop going up and begin to arc over and head downward. This high point is the apogee. At this point the engine's time delay is used up and the *ejection charge* is activated. The ejection charge is above the delay element. It produces hot gases that expand and blow away the *clay cap* at the top of the engine. The ejection charge generates a large volume of gas that expands and activates the rocket's recovery system which provides a slow, gentle, safe, soft landing. The diagram below shows the elements of a model rocket engine.



Model rocket engines are manufactured in a range of sizes. They come in over thirty varieties, each one varying in total impulse, average thrust, thrusting time and time of delay between propellant burnout and activation of the ejection charge.

Estes Industries prints the information on its model rocket engines in color to supply information at a glance. Green print indicates that the engine is used for a single-stage flights. Red print indicates that the engine is a booster engine and has no delay/smoke tracking elements, ejection charge or caps. Purple or blue print indicates that the engine has an extremely long delay and should be used only for the upper stage of multi-stage rockets or for very light, high performance model rockets.

Additional printing on the engine identifies the manufacturer of the engine and the type of engine, instructions on disposal of the engine, Department of Transportation classification, and the date of the engine's manufature.



The engine code on each engine consists of a letter, a number and another number preceded by a dash. The letter indicates the total impulse or power of the engine. The number indicates the average thrust of the engine. This value is in newtons. The last number is the delay time in seconds between the time of the engine's burnout and the activation of the ejection charge

TOTAL IMPULSE CLASSIFICATION:

Code	pound-seconds	newton-seconds
1/4A	0.00-0.14	0.000-0.625
1/2A	0.14-0.28	0.625-1.250
A	0.28-0.56	1.250-2.500
B	0.56-1.12	2.500-5.000
C	1.12-2.24	5.000-10.000
D	2.24-5.00	10.000-20.000

A newton is the measurement of force required to accelerate one kilogram of mass, at a rate of one meter per second per second. The average thrust of an engine in newtons multiplied by the thrust duration equals the total impulse (total power) in newton-seconds. Newton-seconds may be converted to pound-seconds by dividing 4.45.

newton seconds ÷ 4.45 = pound-seconds

The characteristics of an engine are important in selecting the proper engine for a specific model on a specific flight. The total impulse of the engine is one of the factors that determine the height a rocket can reach. The height a rocket will reach depends heavily upon the power of the engine. Generally, using an engine of the next higher power, i.e. substituting a B engine for an A engine, will cause the height reached by the rocket to nearly double. The rocket's total weight is also a factor in selecting which engine may be used for safe flights.

Each model rocket flight should be made with an engine that is recommended by the manufacturer for that model. The engine should be able to cause the ejection charge to activate the recovery system at or near apogee and return the model rocket safely to the ground within the recovery area. If the ejection charge activates the recovery device too soon, the rocket's drag is greatly increased and the rocket does not reach its maximum height. If the ejection charge operates few seconds past apogee, the rocket may be falling so fast that the recovery device will be damaged or detached when it is ejected. If the ejection charge operates more than a few seconds past apogee, the rocket may fall so fast that the recovery device cannot prevent its crash.

The chart that follows shows the approximate altitudes that can be reached by single stage rockets.

Engine Size	Altitude Range of a 1oz. Model in feet	Approximate Altitude of a Typical Model in feet
1/4A3-2	50 TO 250	100
1/2A6-2	100 TO 400	190
A8-3	200 TO 650	370
B6-4	300 TO 1000	725
C6-5	350 TO 1500	1000

The instructions for each model rocket kit contain an exact list of which engines are suitable for launching that rocket

NEWTONS FIRST LAW AND ROCKETS

Objects at rest will stay at rest and objects in motion will stay in motion in a straight line unless acted upon by an unbalanced force.

During a rocket flight sequence, forces become balanced and unbalanced all the time.

A rocket on a launch pad is at a state of rest. It is balanced because the surface of the pad pushes the rocket up while the force of gravity tries to pull it down. This is *static inertia*. A rocket blasting off the launch pad changes from a state of rest to a state of motion. Newton's law tells us that it will keep moving in a straight line at the same speed, unless it is acted upon by a unbalanced force. This is *kinetic inertia*. We have seen how the aerodynamic force of drag acts on a model rocket. The force of gravity also acts as an unbalanced force. Gravity is the force that acts upon objects near each other in space. The larger the objects, the greater the force with which they are attracted toward each other. Think of a spaceship moving through space. It will tend to keep moving in the same direction at the same speed unless acted upon by an unbalanced force. These forces can include the gravitational attraction between the spaceship and nearby planets or stars.

Momentum is a property of a moving object. Momentum is related to mass and velocity of an object. A rocket resting on a launch pad possesses zero momentum. The momentum possessed by a rocket moving through space varies as the velocity of the rocket changes. The momentum of a model rocket increases as the velocity of the model rocket increases. However, the mass of a model rocket is reduced slightly as the propellant of the engine is converted to hot gases and ejected from the engine's nozzle.

The formula for momentum helps to understand the relationship if the elements.

Momentum = Mass x Velocity

Transformation of energy is related to the momentum of a rocket. Energy is not created or destroyed. It is transformed. The *chemical energy* in a rocket engine is transformed into the *mechanical energy* of hot expending gases caused by combustion. Part of the mechanical energy is transformed into the kinetic energy of the rocket's motion. Part of the mechanical energy is transferred to air molecules as they are deflected by the passing rocket. Part of the kinetic energy is transformed into the *potential energy* of the rocket as it rises higher and higher.

Potential energy is energy due to an object's position. The formula for potential energy is as follows:

Potential energy = m x g x h

Kinetic energy is the energy of motion. The formula for kinetic energy is as follows:

Kinetic energy = 1/2 x m x V^2

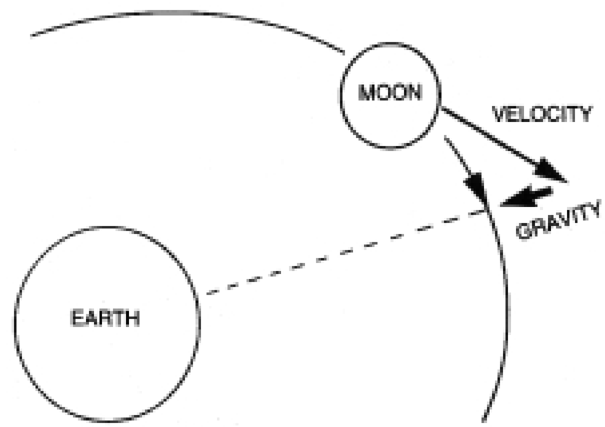
m = mass
V = velocity
h = distance the object can fall
g = acceleration due to gravity

During a rocket flight sequence, momentum builds to maximum as the engine produces thrust. The engine is losing a small amount of mass as propellant is expelled as exhaust. The rocket is going at a high velocity. At burnout, the momentum is at a maximum. The greater the momentum at burnout, the farther the rocket can "coast", even with drag and gravity slowing down the velocity.

There is an optimal combination of mass and velocity for each model rocket that can provide maximum altitude for a given engine impulse. This is called "optimum mass" for the rocket. Usually the rocket must be made lighter, but sometimes mass needs to be added for the rocket to coast to its maximum altitude value.

A model rocket will not make it to orbit. It is important to understand orbital forces, however, because rocketry is related to satellites. Artificial satellites are put into orbit with rocket power.

The first law of motion explains the orbit producing forces that allow a satellite to orbit the earth. For example, the moon is attracted toward Earth by Earth's gravitation. The force of Earth's gravity pulls the moon toward Earth as the moon revolves about Earth. The moon is in effect falling toward Earth. However, the moon's motion causes the moon to move laterally, or sideways, at the same time. The moon's velocity is just enough to keep it falling toward Earth at the same rate that the earth's curvature causes the earth's surface to become farther from the moon.



The farther an object is from the surface of Earth, the slower it falls. An object near the surface of Earth falls from rest about 16 feet in the first second. Earth's surface "curves down" 16 feet in about 5 miles. An object traveling horizontally at about 5 miles per second will fall at a rate that keeps it the same distance above Earth's surface. Earth's atmosphere is very dense at this level so drag will be very great. It is not practical to place an object in orbit near the surface of Earth.

The velocity that a satellite must have to go into a circular orbit near Earth's surface is about 5 miles per second. This is about 18,000 miles per hour (5 miles/second x 60 seconds/minute x 60 minutes/hour). To reach this high speed, man-made satellites have to be launched with very powerful rockets. If the velocity of an object is greater than 18,000 miles per hour, it will not stay in a circular orbit even if it is launched in the proper direction. Instead, it will go into an elliptical orbit or it will escape entirely. If the velocity is not high enough to go into a circular orbit, it will fall back to Earth.

The farther an object is from Earth, the weaker the force with which Earth's gravitation pulls on the object. Since this is true, the higher an object is above Earth's surface, the slower its rate of fall due to Earth's gravity. Since the object tends to fall at a slower rate the higher it is, the slower it will have to move to stay in orbit.

A satellite which is in orbit far from Earth has a very long orbital path and is moving relatively slowly so the satellite has a very long *period*, the time required to make one revolution around Earth.

A satellite in a lower orbit has a shorter orbital path. Also, the satellite must be moving faster since the force of gravity is stronger, and the satellite must have a high velocity or it will fall out of orbit. These factors cause the satellite to have a fairly short period.

VELOCITIES AND PERIODS OF EARTH SATELLITES IN CIRCULAR ORBITS AT VARIOUS ALTITUDES

Altitude Miles	Velocity Miles per Sec.	Period
0	4.92	1 hr. 24 min.
100	4.85	1 hr. 28 min.
400	4.68	1 hr. 38 min.
5,000	3.27	4 hr. 47 min.
22,300	1.91	24 hours

The table illustrates the effects of altitude on orbital speed and on the length of period.

So far, rockets are the only way satellites can be launched into orbit. Newton's laws provided the scientific basis for developing rockets. The first law, with the ideas of inertia and momentum, helps us see how rockets can be launched and how rockets can launch satellites into orbit.

Newton's Second Law and Rockets

> **If an unbalanced force acts on a body, the body will be accelerated; the magnitude of the acceleration is proportional to the magnitude of the unbalanced force, and the direction of the acceleration is in the direction of the unbalanced force.**
>
> **or**
>
> **Force is equal to mass times acceleration.**

Newton's second law of motion can be restated in the following way:
The greater the rate at which rocket fuel is burned and the faster the velocity of the escaping exhaust gas, the greater the thrust of the rocket engine.

Therefore, it follows that if we know these two values we could calculate the thrust of a rocket engine. The rate at which the propellant is burned is called *mass flow rate*, and the velocity of the escaping gases is the *exhaust velocity.* The formula for thrust is as follows:

Thrust = Mass flow rate x Exhaust velocity

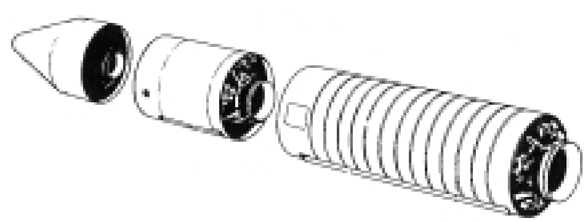
For example, if we have a rocket engine that burns 10 kg of propellant every second, with an *exhaust velocity* of 1900 meters per second:

$$\begin{aligned}\text{Thrust} &= 10 \text{ kg/s} \times 1900 \text{ m/s} \\ &= 19000 \text{ kg - m/s}^2 \\ &= 19000 \text{ newtons}\end{aligned}$$

(1 kg - m/s^2 is called a newton and is the amount of force required to accelerate a mass of one kilogram at a rate of one meter per second per second. The newton is the standard unit of force in the metric system, which is why it is used in model rocket engine designation.) In real life, there are small losses in the system that cause the actual thrust to be slightly lower. Designers use a corrected figure for exhaust velocity to account for these losses.

Achieving the velocities required for Earth orbit (about five miles per second) or to escape orbit and travel to the moon (about seven miles per second) with a man-carrying vehicle weighing many thousands of pounds, requires an incredible amount of energy. The liftoff weight of the Saturn V rocket used on the Apollo moon launches was about six million pounds of which a major part was fuel and oxygen. At liftoff, the engines produced a total of 7 1/2 million pounds of thrust, and the rate of propellant consumption could be measured in tons per second.

Obviously, the goal is to reach these velocities with the least amount of propellant and hardware (and hence cost) as possible. This is why we see multi-staged rockets, such as the Saturn V or Space Shuttle. In a multi-staged rocket, the principle is basic:
As propellant is consumed, the mass of the vehicle decreases. Therefore, the force needed to keep the vehicle accelerating at tolerable levels (remember the human payload!) becomes less and less. Also, the hardware used to contain the spent propellant becomes useless, dead weight. By ejecting the dead weight as the vehicle is accelerating, much more efficient use is made of the available energy. Designers look carefully at the trade-offs between varying numbers of stages when designing new vehicles to achieve the best performance and cost.



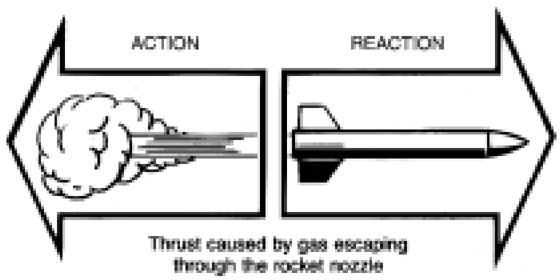
Newton's Third Law and Rockets

Whenever one body exerts a force on another, the second body exerts a force equal in magnitude and opposite in direction on the first body.

or

For every action there is always an opposite and equal reaction.

With rockets, the action is the expelling of gas out of the engine. The reaction is the movement of the rocket in the opposite direction. The rocket is pushed by the escaping gases produced by the chemical reaction of fuel and oxidizer combining in the combustion chamber.



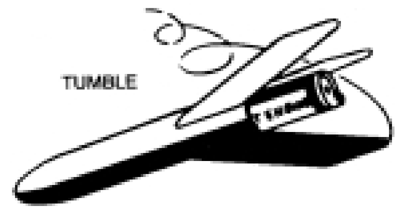
The sides of the combustion chamber prevent the gases from escaping sideways. The gases cannot escape forward. The only opening to the outside is the nozzle. A tremendous volume of hot gases is produced as the fuel is burned. These hot gases have mass and this mass can escape only through the rocket's nozzle at high velocity. The gases have a large momentum.

The escaping gases acquire momentum due to the action. The reaction gives momentum to the rocket which is equal but opposite in direction. The large mass of the rocket is given a small velocity so that the momentum (reaction) of the rocket is equal to the momentum (action) of the escaping low-mass, high-velocity gases.

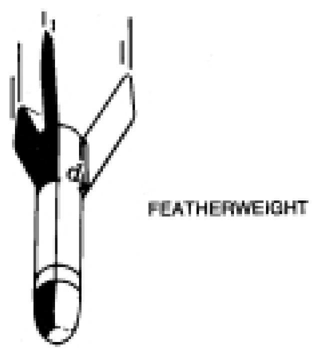
NOTES

Chapter 5
MODEL ROCKET SAFETY
Safe Recovery and Safe Procedures

Model Rocket Recovery Systems
The purpose of all recovery systems is to bring the rocket safely back to earth by creating enough drag or lift to resist the force of gravity. There are several main types of recovery systems for model rockets.



Featherweight Recovery
In this system, the model is very light, usually less than 7 grams (1/4 oz.). When the ejection charge activates, the engine ejects from the rocket. The rocket falls to the ground in a stable manner, but because of the very low mass in relation to the drag forces, terminal velocity is severely limited (similar to a badminton shuttlecock).

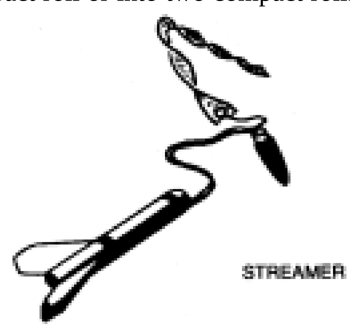


Tumble Recovery
Tumble recovery is achieved by shifting the center of gravity aft of the center of pressure (the point at which all of the aerodynamic forces appear to be centered). When this happens, the aerodynamic forces in operation during descent do not realign the rocket so that the nose of the rocket precedes the tail. The rocket is now unstable and tumbles end over end. The tumbling motion of the rocket produces extremely high drag on the rocket so it falls slowly. The most common method of shifting the center of gravity backward is by allowing the engine's ejection charge to push the empty engine casing backwards.

This method of recovery is rarely used on models that are not simple in design and sturdy in construction because the rate of decent is usually higher than with parachute, streamer or featherweight recovery. An important use of this method is for recovering the lower stages of multi-stage rockets. The booster stages are designed to be unstable after they separate from the upper stages.

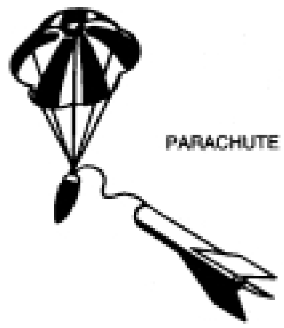
Streamer Recovery
A streamer is attached to the rocket and ejected by the engine's ejection charge to whip around in the air, creating substantial drag with which to slow the rocket's descent.

The effectiveness of the streamer in slowing the descent of the model rocket is chiefly determined by the streamer's surface area and its roughness. The larger the streamer the slower is the descent of the rocket. On windy days, streamers are useful for returning rockets with a minimum of drift. The size of the streamer needed primarily depends upon the weight of the object being returned. Parachutes and streamers can be easily interchanged, depending on needs and wind conditions. However, streamers do not produce enough drag for heavier rockets. Streamers are packed by rolling them into a compact roll or into two compact rolls.



Parachute Recovery
The parachute recovery system produces great drag to slow the descent of a model rocket. It is usually stowed inside the body tube during the thrust and coast phases. The parachute is attached to the rocket and is ejected from the rocket body by the engine's ejection charge. It fills with air and creates tremendous drag to slow the rocket's descent and allow it to float gently back to earth.

Most parachutes used in model rockets are made of very light plastic. Between the parachute packed in the body tube and the engine is a layer of flame-resistant recovery wadding. If there is not enough wadding, gases from the ejection charge can pass through the wadding layer and either burn holes in the parachute or melt the parachute into a lump.



Helicopter Recovery
Vanes on the rocket are activated by the engine's ejection charge. These vanes are airfoils that generate lift when air flows over them. The arrangement of vanes and their orientation when deployed cause the rocket to rotate. The orientation is crucial because the lift on the blade must generate a force in the direction of rotation.

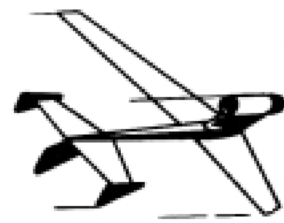
Lift is a result of the relative wind flowing over the airfoil. When the lift force is broken into horizontal and vertical components, it can be seen that the horizontal force component is an unbalanced force that causes the airfoil to react in the forward direction. This causes the rotation. The vertical component is the force that acts against gravity to keep the rocket in the air.

The relative wind is a combination of the real wind flowing upward (because the rocket is falling) and the wind flowing directly over the airfoil (because the rocket is spinning).

Glide Recovery
The rocket is launched and the engine's ejection charge causes it to convert into a glider. The wings of the glider generate lift as it flies through the air. This lift counteracts gravity and the glider glides through the air, descending very slowly. During glide recovery, the rocket moves forward as it descends. The horizontal motion decreases the rate of fall because it generates lift on the wings.

Most model rockets that use the glide recovery system are shaped much like airplanes. They move forward along their longitudinal axis as they descend and sink at the same time they move forward.

As with any recovery system, a glider can encounter an area of heated, rising air called a thermal which slows down the rate of descent. In some cases, the thermal is rising faster than the glider is descending and it can carry the glider away from sight. Large soaring birds use thermals for lift to stay up in the air so they don't have to flap their wings.



The key points to consider when choosing a recovery system are its suitability to the type of rocket being launched, the wind conditions and the safety of the return. Model rockets take time and care to construct. It is important to choose a recovery system that will ensure a safe return to earth so that the rocket can be launched again and again.

NAR MODEL ROCKETRY SAFETY CODE
The safety code was formulated by experienced rocketeers and has evolved with model rocketry. It should be followed in every model rocketry activity.

1. Materials - My model rocket will be made of lightweight materials such as paper, wood, rubber, and plastic suitable for the power used and the performance of my model rocket. I will not use any metal for the nose cone, body, or fins of a model rocket.
2. Engines/Motors - I will use only commercially made NAR certified model rocket engines in the manner recommended by the manufacturer. I will not alter the model rocket engine, its parts, or its ingredients in any way.
3. Recovery - I will always use a recovery system in my model rocket that will return it safely to the ground so it may be flown again. I will use only flame resistant recovery wadding if required.
4. Weight and Power Limits - My model rocket will weigh no more than 1,500 grams (53 ounces) at liftoff, and its rocket engines will produce no more than 320 newton-seconds (4.45 newtons equal 1.0 pound) of total impulse. My model rocket will weigh no more than the engine manufacturer's recommended maximum liftoff weight for the engines use, or I will use engines recommended by the manufacturer for my model rocket.
5. Stability - I will check the stability of my model rocket before its first flight, except when launching

6. Payloads - Except for insects, my model rocket will never carry live animals or a payload that is intended to be flammable, explosive, or harmful.
7. Launch Site - I will launch my model rocket outdoors in a cleared area, free of tall trees, power lines, buildings and dry brush and grass. My launch site will be a least as large as that recommended in the following table.

LAUNCH SITE DIMENSIONS

Installed Total Impulse (newton-Seconds)		Equivalent Engine Type	Minimum Site Dimensions (feet)	(meters)
0.00	1.25	1/4 A & 1/2 A	50	15
1.26	2.50	A	100	30
2.51	5.00	B	200	60
5.01	10.00	C	400	120
10.01	20.00	D	500	150
20.01	40.00	E	1000	300
40.01	80.00	F	1000	300
80.01	160.00	G	1000	300
160.01	320.00	2Gs	1500	450

8. Launcher - I will launch my model rocket from a stable launch device that provides rigid guidance until the model rocket has reached a speed adequate to ensure a safe flight path. To prevent accidental eye injury, I will always place the launcher so the end of the rod is above eye level or I will cap the end of the rod when approaching it. I will cap or disassemble my launch rod when not in use, and I will never store it in an upright position. My launcher will have a jet deflector device to prevent the engine exhaust from hitting the ground directly. I will always clear the area around my launch device of brown grass, dry weeds, or other easy-to-burn materials.
9. Ignition System - The system I use to launch my model rocket will be remotely controlled and electrically operated. It will contain a launching switch that will return to "off" when released. The system will contain removable safety interlock in series with the launch switch. All persons will remain at least 15 feet (5 meters) from the model rocket when I am igniting model rocket engines totaling 30 newton-seconds of less of total impulse. I will use only electrical igniters recommended by the engine manufacturer that will ignite model rocket engine(s) within one second of actuation of the launching switch.
10. Launch Safety - I will ensure that people in the launch area are aware of the pending model rocket launch and can see the model rocket's liftoff before I begin my audible five-second countdown. I will not launch a model rocket using it as a weapon. If my model rocket suffers a misfire, I will not allow anyone to approach it or the launcher until I have made certain that the safety interlock has been removed or that the battery has been disconnected from the ignition system. I will wait one minute after a misfire before allowing anyone to approach the launcher.
11. Flying Conditions - I will launch my model rocket only when the wind is less than 20 miles (30 kilometers) an hour. I will not launch my model rocket so it flies into clouds, near aircraft in fight, or in a manner that is hazardous to people or property.
12. Pre-Launch Test - When conducting research activities with unproven model rocket designs or methods I will, when possible, determine the reliability of my model rocket by pre-launch tests. I will conduct the launching of an unproven design in complete isolation from persons not participating in the actual launching.
13. Launching Angle - My launch device will be pointed within 30 degrees of vertical. I will never use model rocket engines to propel any device horizontally.
14. Recovery Hazards - If a model rocket becomes entangled in a power line or other dangerous place, I will not attempt to retrieve it.

This is the official Model Rocketry Safety Code of the National Association of Rocketry and the Model Rocket Manufacturers Association.

The largest legal "model" rocket engine, as defined by CPSC, is an "F" (80ns) engine. To launch rockets weighing over one pound including propellant or rockets containing more than four ounces (net weight) of propellant, a waiver must be obtained from the FAA. Check your telephone directory for the FAA office nearest you.

Questions for Discussion:

Why do you think a safety code was developed?

Why do you think it includes the statements that it does?

What could be some possible consequences of not following it precisely?

Chapter 6
USING MATH WITH MODEL ROCKETS

Determining Altitude
One of the most interesting things about building and launching model rockets is to determine how high your rocket went. Accurate determination of heights reached requires care and precision in measuring, recording and calculating.

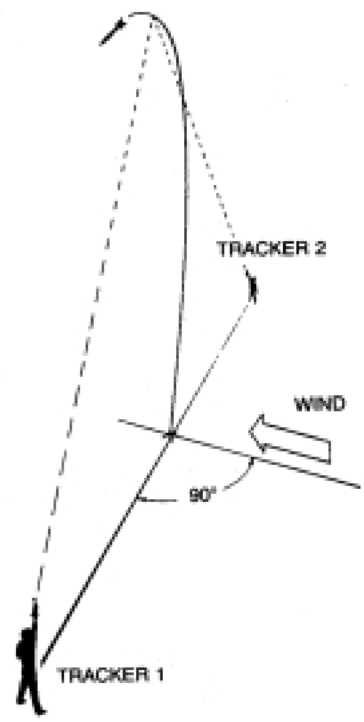
Tracking
First, measure to determine the length of the baseline. The baseline is the distance between the launcher and the observer or tracker with an altitude measuring device. Measure the baseline with a meter stick, a yardstick or a measuring tape.

Second, determine the angular distance the rocket travels from launch to apogee. The angular distance is determined by measuring the change in elevation angle, as seen by the tracker, between the rocket's position on the launch pad and the highest point (apogee) reached by the rocket in flight. The measuring device used to find this angular distance can be homemade or may be a device such as the Estes AltiTrak™. (Directions for making and using a homemade altitude measuring device can be supplied by your teacher).

The use of either type of device involves tracking the rocket from the launch pad to apogee, noting and recording the angular distance and then determine the actual height reached by the rocket by the use of a mathematical formula to calculate it.
One or two station tracking teams may be used. Accuracy in making and recording all measurements is very important.

One station tracking is the easiest to use. The results are generally reliable. In one station, there is one baseline and one observer using an altitude measuring device. One station tracking assumes that the flight will be almost vertical. It is important to master this system before going on to more complex ones.

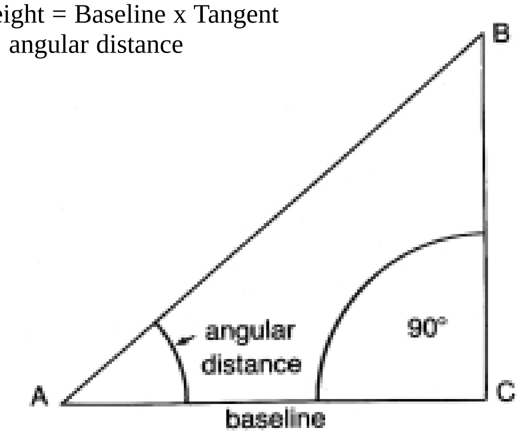
Two-station tracking is more accurate. In two-station tracking, the two help each other and check each other's work. With two-station tracking, place the two stations on opposite sides of the launch pad at a right angle to the wind direction. Each tracking station takes its own measurement of the angle reached. Both heights are calculated.



The two results are averaged, and the average is used as the height reached. Usually both heights will be thrown out if they are not within ten percent of each other. This assumes that at least one of the tracking stations made a mistake and the results cannot be considered reliable.

Calculations
The formula for determining the height reached by a model rocket flight is:

Height = Baseline x Tangent of angular distance



If we assume that the rocket flight is vertical, we can call angle C a right angle, 90˚. B is equal to 90˚ minus A because the sum of the angles in a triangle is 180˚. To find the distance from C to B or the height the rocket reached, take the tangent of Angle A times the distance along the baseline, side AC.

Example:

Baseline = 250 ft.
Angle observed by tracker = 62˚
Tangent of 62˚= 1.88
H = 250 ft. x 1.88
H = 470 ft.

We use the tangent to determine altitude because the tangent of an angle is the ratio of the opposite side to the adjacent side. In this example, the adjacent side is the distance along the baseline. The opposite side is the distance from the launcher to the rocket's maximum altitude. Tangents can be found in the Table of Tangents in the Appendix.

In the simplest method of two station tracking, the H from each station would be averaged together.

A more accurate system of two-station tracking uses two tracking stations placed on opposite sides of the launch pad in line with the wind. It uses sines instead of tangents (Extension Activity). An additional and even more accurate system of two-station tracking uses the azimuth angle. This method is also found in the Extension Activities.

Determining Average Speed
When you participate in a rocket launch with several people and their rockets, you will notice differences in altitude and in speed. A large relatively heavy rocket takes off fairly fast with a less powerful engine, but does not rise very high before the propellant is gone. You will notice that a rocket like this will gain speed very quickly as it starts on its flight upward, but the maximum speed reached is not very high. When a small, relatively lightweight rocket with a powerful engine is launched, you will notice that it accelerates even more quickly and reaches a much higher maximum speed. It also goes much higher than the heavy rocket with the less powerful engine.

A small rocket with a C6-7 engine can reach an altitude of 1700 feet in less than nine seconds (1.7 seconds of thrusting flight and 7 seconds of coasting flight), so it must be moving very quickly. An average speed for this upward flight would be 195.4 feet per second. To determine average speed, the altitude, 1700 feet was divided by the time to reach apogee, 8.7 seconds.

The rocket moves faster and faster as the engine is thrusting. At the end of this thrusting portion of the flight, 1.7 seconds into flight time from liftoff, the model rocket is traveling at maximum speed. This maximum speed is 670 feet per second or about 3.5 times as fast as the average speed. 670 feet per second is about 456 miles per hour.

After the propellant is gone, the rocket is moving upward without a thrust force pushing it. The forces of gravity and drag act to slow the rocket down.

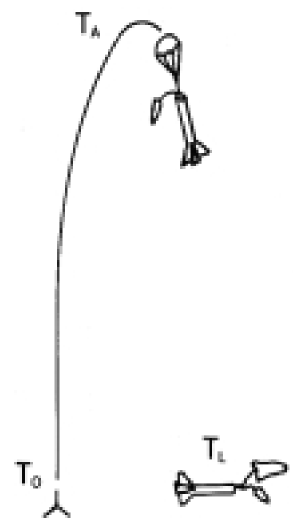
When you fly a larger, much heavier model rocket with a smaller engine, such as an A8-3 engine, it reaches a maximum velocity of 84 feet per second during its 3.32 second flight to parachute ejection. To convert from feet per second to miles per hour multiply by the conversion factor of 0.68.

84 x .68 = 57 miles per hour

This speed is certainly not as fast as the 456 miles per hour which the first rocket reached. The weight of each rocket has to be considered. The second rocket with its engine weighed over 2.5 times as much as the first rocket, 2.84 ounces compared to 1.075 ounces. The second rocket had an engine with one quarter of the power (total impulse) of the other rocket's engine, and had much greater drag. It is easy to understand why the heavy rocket only reached a speed of about one-eighth as great as that reached by the smaller rocket.

Calculations
The "launch to apogee" average speed and the "apogee to landing" average speed can be calculated. The formula is as follows:

Average Speed = Distance traveled ÷ Time it took to travel



On the diagram, distance traveled is the distance between T_o and T_A (launch to apogee). That is the altitude or height the rocket reached at apogee.

Use the following example data:

T_o = 0 seconds
T_A = 3.2 seconds
T_L = 7.3 seconds
Altitude = 288.7 feet

Average Speed Ascending = Altitude ÷ (T_A - T_o)
288.7 ÷ (3.2 - 0) = 90.22 feet per second

T_A is determined by using a stop watch starting at launch and stopping at apogee. Using the conversion factor of 0.682 to determine the miles per hour, multiply 0.682 x 90.22. The rocket's average speed was 61.53 mph.

To determine the average speed descending from apogee to landing, use this formula.

$$\text{Average Speed Descending} = \text{Altitude} \div (T_L - T_A)$$

288.7 ÷ (7.3 - 3.2) = 70.415 feet per second

Multiply by the conversion factor of 0.682.

70.51 x 0.682 = 48.02 miles per hour.

Due to the difficulty in determining the time from apogee to landing with a single stopwatch, a separate stopwatch may be used. Here, the watch is started when the rocket reaches apogee and stopped when the model lands. The average speed descending becomes:

Average Speed Descending = Altitude ÷ T_L
Where T_L is the time in seconds on the second stopwatch

The burnout velocity of a model rocket can also be determined. If you are interested in learning how to do this, the method may be found in the Extension Activities.

NOTES

GLOSSARY

Acceleration: a change in velocity.

Action/Reaction: Newton's Third Law of Motion.

Angle of Attack: the angle between the relative wind direction and an imaginary line through the center of a flying surface, such as an airplane wing or a rocket fin. Generally, as the angle of attack increases (raising the forward edge of the surface) so does lift and drag.

Angular Distance: determined by measuring the angle between the rocket's position on the launch pad and the highest point (apogee) reached by the rocket as seen by the tracking station or observer.

Apogee: the peak altitude of a model rocket.

Baseline: the distance between a tracker and the launch pad.

Body Tube: a specially wound and treated cardboard or lightweight plastic cylinder used to make the fuselage of a model rocket.

Coasting Phase: the period of time immediately following propellant burnout and preceding the ignition of the ejection charge of the engine during which the rocket coasts on its momentum.

Drag: the resistance or friction force experienced by any object moving through air.

Ejection Charge: charge contained in a model rocket engine that is ignited by the delay element which activates the recovery device.

Engine: (model rocket) a miniature solid fuel rocket motor that contains propellant, a delay element, an ejection charge and is composed of nonmetallic substances. Designed to impart force to accelerate the rocket during flight and to activate the recovery system at or near apogee.

Featherweight Recovery: rocket recovery system which involves a very lightweight model which falls slowly in a stable manner because it is very light relative to its size, so the drag force easily counteracts the force of gravity.

Fins: the stabilizing and guiding unit of a model rocket, an aerodynamic surface projecting from the rocket body for the purpose of giving the rocket directional stability.

Friction Drag: the retarding force produced by an object sliding past the molecules of the fluid it is moving through. The amount of friction depends upon the amount of surface, the roughness of the surface, the density of the fluid and the viscosity of the fluid and the characteristics of the flow (laminar or turbulent).

Fuel: the chemical the rocket burns.

Glide Recovery: rocket recovery system in which the engine's ejection charge causes it to convert into a glider which creates lift as it flies through the air.

Gravity: the force that pulls down on any object near the surface of the earth.

Helicopter Recovery: rocket recovery system in which vanes on the rocket are activated by the engine's ejection charge. The vanes are surfaces mounted on the rocket in such a way that air flowing over them generates lift, which causes the rocket to rotate (like a helicopter) safely to the ground.

Igniter: an electrical device which initiates the combustion process in a rocket engine.

Inertia: the tendency of a body at rest to remain at rest or a body in motion to remain in motion, unless pushed or pulled by an unbalanced force.

Kinetic Energy: energy of motion.

Kinetic Inertia: the tendency of a body in motion to continue in motion in a straight line at a constant speed.

Laminar Flow: smooth steady air flow parallel to the surface of a moving body, usually found at the front of a smooth body moving in relation to the air around it.

Launch Lug: round, hollow tube which slips over the launch rod to guide the model during the first few feet of flight until stabilizing velocity is reached.

Lift: the force that occurs when air moving over the top of a moving object travels faster than the air under it and uneven pressures are produced.

Mass: quantity or amount of matter an object has. Weight depends on mass.

Momentum: the property of a moving object equal to its mass times its velocity.

Motion: the property of an object changing position in relation to its immediate surroundings.

newton: a force or measurement of force. The amount of force needed to move a mass of one kilogram with an acceleration of one meter per second per second; one newton is equal to 0.225 pounds of force. Abbreviation: n.

newton-second: metric measurement for a rocket engine's total impulse. The metric counterpart of "pound-second".

Nose Cone: the foremost surface of a model rocket, generally tapered in shape to streamline it; usually made of balsa or lightweight plastic. Smoothes airflow around a rocket.

Nozzle: the exhaust duct of a rocket engine's combustion chamber; gases from propellant combustion are accelerated to higher velocities in the nozzle.

Oxidizer: made up of oxygen compounds to allow rockets to carry their oxygen with them to allow the rocket fuel to burn.

Parachute Recovery: rocket recovery system in which a parachute is attached to the rocket and is ejected from the rocket by the engine's ejection charge.

Payload: the cargo of a rocket.

Period: the time required to make one orbital revolution around the earth.

Potential Energy: a form of stored energy which can be fully recovered and converted into kinetic energy.

pound-second: the English measure of impulse, interchangeable with the metric unit, "newton-second".

Pressure Drag: the force that retards the motion of a moving object caused by an unbalance of pressure.

Propellant: the source of motive energy in a rocket engine; a mixture of a fuel and an oxidizer.

Recovery Phase: the period of time following the deployment of the recovery system which allows the rocket to drift safely back to earth.

Recovery System: a device incorporated into a model rocket for the purpose of returning it to the ground in a safe manner by creating drag or lift to oppose the acceleration of gravity. All model rockets must employ a recovery system, such as a parachute.

Relative Wind: the motion of air in relation to an object. Lift is generated at a right angle to the relative wind.

Rest: the state of an object when it is not changing position in relation to its immediate surroundings.

Smoke Tracking/Delay Element: the section of the model rocket engine that provides a timing method to ignite the ejection charge at a specific interval after the propellant has been consumed and which produces a trail of smoke to help in tracking the rocket during the coasting phase of the flight sequence.

Static Inertia: the tendency of a body at rest to remain at rest.

Streamer Recovery: rocket recovery system in which a streamer is attached to the rocket and ejected by the engine's ejection charge to whip around in the air.

Thrust: the forward force on a flying body which, in the case of a rocket, has to be greater than the force of gravity in order for lift-off to occur.

Thrust Phase: the period of time during which the propellant is burning and the rocket motor is producing thrust.

Tumble Recovery: rocket recovery system in which the balance point of the rocket is moved causing it to become unstable so that it tumbles end over end creating drag to slow its descent.

Turbulent Flow: air movement that is uneven over the surface of a moving body; the air movement is not smooth, usually around an uneven surface.

Unbalanced Force: a net force in excess of any opposing forces. An unbalanced force causes a change in a body's inertia causing it to accelerate, according to Newton's second law.

Velocity: the rate of motion or speed in a given direction. Measured in terms of distances moved per unit time with a specific direction.

Viscosity: measures the resistance of a fluid to motion.

Weathercock: to turn into the wind, away from a vertical path.

Weight: the force that results from the earth's gravitational attraction of the mass of an object. An object's weight is found by multiplying its mass times the acceleration due to gravity.

TABLE OF TANGENTS

ANGLE	TAN	ANGLE	TAN	ANGLE	TAN	ANGLE	TAN
1˚	0.02	21	0.38	41	0.87	61	1.80
2˚	0.03	22	0.40	42	0.90	62	1.88
3˚	0.05	23	0.42	43	0.93	63	1.96
4˚	0.07	24	0.45	44	0.97	64	2.05
5˚	0.09	25	0.47	45	1.00	65	2.14
6˚	0.11	26	0.49	46	1.04	66	2.25
7˚	0.12	27	0.51	47	1.07	67	2.36
8˚	0.14	28	0.53	48	1.11	68	2.48
9˚	0.16	29	0.55	49	1.15	69	2.61
10˚	0.18	30	0.58	50	1.19	70	2.75
11˚	0.19	31	0.60	51	1.23	71	2.90
12˚	0.21	32	0.62	52	1.28	72	3.08
13˚	0.23	33	0.65	53	1.33	73	3.27
14˚	0.25	34	0.67	54	1.38	74	3.49
15˚	0.27	35	0.70	55	1.43	75	3.73
16˚	0.29	36	0.73	56	1.48	76	4.01
17˚	0.31	37	0.75	57	1.54	77	4.33
18˚	0.32	38	0.78	58	1.60	78	4.70
19˚	0.34	39	0.81	59	1.66	79	5.14
20˚	0.36	40	0.84	60	1.73	80	5.67

ESTES EDUCATOR™

LAUNCH LOGS

Aerodynamic Forces

What I already know about moving things and the aerodynamic forces of motion:

Questions I have about moving things and the aerodynamic forces of motion:

Some important things I learned about moving things and the aerodynamic forces of motion:

Words to Use When Writing about Aerodynamic Forces of Motion

Lift	**Thrust**	**Gravity**
Drag	**Relative Wind**	**Angle of Attack**
Velocity	**Viscosity**	**Pressure Drag**
Friction Drag	**Laminar Flow**	**Turbulent Flow**

What I Think

1. The similarities between the uninflated balloon and the model rocket are:

2. The balloon stays inflated because:

3. The similarities between the inflated balloon and the model rocket are:

4. The reasons the balloon flew around the room when the nozzle was released are:

What I Found Out

1. Restate Newton's First Law of Motion.

Describe the practical evidence you observed in the demonstrations in class today.

2. Restate Newton's Third Law of Motion.

How do you know this law is true based on the demonstrations in class?

3. Restate Newton's Second Law of Motion.

Discuss the law by including the ideas of force, mass and acceleration in relation to the dropping ball.

Words to Use When Writing About Newton's Laws of Motion

Rest	**Motion**	**Unbalanced Force**
Inertia	**Kinetic Inertia**	**Static Inertia**
Action/Reaction	**Mass**	**Acceleration**

Launch Log 4

During the video, I observed aerodynamic forces acting on the flight of a rocket.

Force:
Example:

Force:
Example:

Force:
Example:

Force:
Example:

Force:
Example:

I saw examples of Newton's Laws of Motion.

Law:
Example:

Law:
Example:

Law:
Example:

Words to Use

Lift	**Thrust**	**Gravity**
Relative Wind	**Angle of Attack**	**Velocity**
Friction Drag	**Rest**	**Motion**
Static Inertia	**Action/Reaction**	**Acceleration**
Drag	**Pressure Drag**	**Kinetic Inertia**
Unbalanced	**Force**	

Statistics of My Model Rocket

Length:
Diameter:
Recovery System:
Recommended Engines:

PARTS

- ☐ 1. Nose Cone
  Purpose:
- ☐ 2. Recovery System
  Purpose:
- ☐ 3. Body Tube
  Purpose:
- ☐ 4. Launch Lug
  Purpose:
- ☐ 5. Fins
  Purpose:
- ☐ 6. Engine
  Purpose:
- ☐ 7. Engine Holder or Mount Assembly
  Purpose:
- ☐ 8. Adapter Rings
  Purpose:
- ☐ 9. Engine Hook
  Purpose:
- ☐ 10. Shock Cord
  Purpose:
- ☐ 11. Shroud Line
  Purpose:
- ☐ 12. Tape Ring Set
  Purpose:
- ☐ 13. Tube Marking Guide
  Purpose:
- ☐ 14. Fin Pattern
  Purpose:

Careful Construction of Model Rockets: It Pays Off

1. Fins
   Model rockets have many different fin shapes. The reason for this is a trade-off between ease of construction, aerodynamic drag and styling. The four most common are rectangular, elliptical, swept-tapered and straight-tapered.

Advantages: easiest fin shape to make

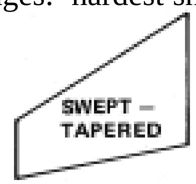
Disadvantages: high drag profile

Advantages: most aerodynamically efficient shape available and hence it has the lowest drag

Disadvantages: hardest shape to make

Advantages: fairly easy to make, less drag than the rectangular and swept-apered

Disadvantages: not as easy to make as the rectangular



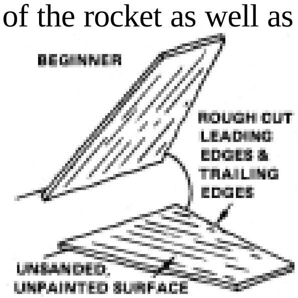
Advantages: fairly easy to make. Allows rocket to be easily stood up without tipping over.

Disadvantages: moderate amount of aerodynamic drag

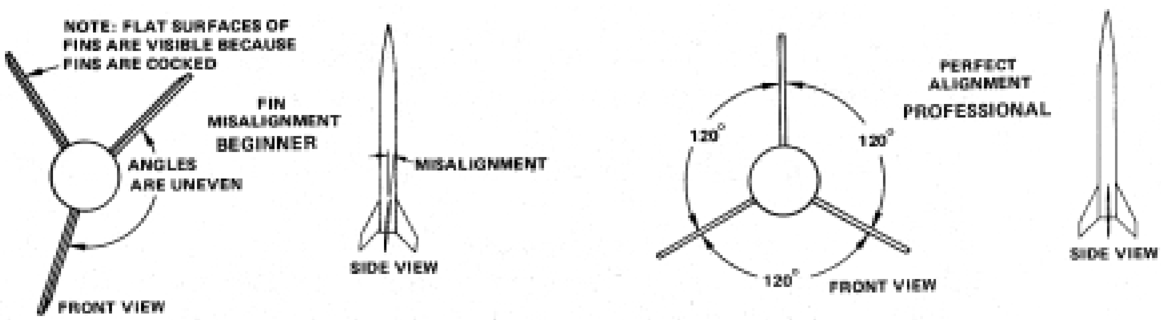
The straight-tapered shape usually represents a good compromise for high performance since it is easier to produce an efficient airfoil shape in it than in an elliptical fin. A well airfoiled straight-tapered fin will probably produce less drag than a poorly airfoiled elliptical one.

Circle the fin example that is most like the ones you will be using in the construction of your rocket.

The workmanship in the production of the fins plays a very important part in the speed and height achieved by the rocket. Fin misalignment will seriously affect the straight ascent of the rocket as well as ultimate height due to drag induced by spiraling.



Launch Log 6
Page 2



A. Describe the effects of rough cut leading edges, trailing edges and unsanded and unpainted surfaces on the performance of a model rocket in relation to aerodynamic forces.

B. Describe the effects of fin misalignment on the performance of a model rocket.

Words to Use When Writing About the Effects of Careless Craftsmanship of Rocket Fins

Friction Drag	**Laminar Flow**	**Turbulent Flow**
Angle of Attack	**Separation**	

You may need to refer to Chapter 1 and Chapter 3 in the “Student Book”.
Follow directions for installing the launch lug and the fins. Here are some practical ideas for attaching fins successfully. **Read these before you proceed.**

A. Test fit the fins onto the rocket. Remove each fin, apply glue to the root end.

B. When gluing balsa and paper, first put a line of glue on one of the parts, such as the root edge of the fin, and then touch it to the other part. Separate the parts. Rub the glue firmly into the balsa grain on the root edge of the fin. Allow the glue a few seconds to set or become tacky. Then apply some more glue on the first part and press the parts together, lightly but firmly. You will have to hold the parts together until the glue bond becomes strong enough to hold the parts without moving, about one minute.

C. For strength, all glue joints should be reinforced. This second glue layer is called a “fillet”. The fillet should be smoothed with a finger. Wait until glue becomes clear and dries. Then apply the second layer or fillet. Rub this layer up onto the balsa and onto the body tube. This second layers acts to “weld” parts together.

D. The fins must be dry before moving the rocket. Rockets may be stored upright on clean glue bottles or may be stored in grooves cut into shoeboxes.

E. Study the diagrams and make certain the fins are attached correctly before they dry. **The smoother the joint, the less the drag. By eliminating sharp angles and smoothing the flow of air over the joint, drag is reduced. Fin attachment is stronger, but glue does add weight**.

2. Parachute Recovery System

A. Follow the directions in the rocket instructions. You will be preparing the nose cone and attaching the shroud lines to the parachute.

B. NOTE: DO NOT pack parachute until actually ready for the launch. For maximum parachute reliability, lightly dust the ’chute with ordinary talcum powder before each flight, especially in cold weather. The plastic of the parachute may become somewhat set in shape and not open properly when ejected if it has been packed too long. Carefully repack the parachute just before launch.

3. Nose Cones

A. Be sure to trim the excess plastic off the nose cone carefully.

B. Draw a picture of a nose cone that would have the least amount of drag.

Launch Log 7

Recovery Systems

Study each type of recovery system. Decide which ones have the most advantages and the least disadvantages.
List the criteria of a good recovery sytem.

1.

2.

3.

Featherweight Recovery:
Advantages   Disadvantages

Tumble Recovery:
Advantages   Disadvantages

Streamer Recovery:
Advantages   Disadvantages

Parachute Recovery:
Advantages   Disadvantages

Helicopter Recovery:
Advantages   Disadvantages

Glide Recovery:
Advantages   Disadvantages

NAR Model Rocketry Safety Code

1. **Materials**
   Does the model you have constructed meet the code according to the materials used to construct it?
   List the materials used in your model rocket.

2. **Engines/Motors**
   You have examined a number of engines. Do they meet the safety code standard?

3. **Recovery**
   Describe the recovery system you will be using.

   Will this recovery system meet the safety code?
4. **Weight and Power Limits**
   Use a small postage scale to weight your rocket.
   What is your rocket's weight?
   Does the weight of your rocket meet the code?

5. **Stability**
   Did you follow the directions for attaching the fins?
   Did you use good craftsmanship?
   If the fins are attached properly at the end of the rocket, then the balance point of the rocket should be correct. Since you built the rocket from a kit, it should be stable.

6. **Payloads**
   Describe the likely consequences of a flammable, explosive or harmful payload.

7. **Launch Site**
   Does the launch site your teacher has designated meet the safety code?
   What size engine will you be using?
   Find it on the chart of launch site dimensions. Is the launch site large enough for that engine?

8. **Launcher**
   Your teacher should have the launch device that will be used for your launch. Take a look at it. Describe how an accidental eye injury could occur.

   Why do we need to be careful to prevent the engine exhaust from hitting the ground directly?
   Why is it important to consider the danger of fire?

9. **Ignition System**
   Why is it important for all persons to stand specific distances from the launcher?

10. Launch Safety
What are possible consequences of failing to warn people of the pending launch?

What are possible consequences of launching the rocket as a weapon?

11. Flying Conditions
Think of each adverse condition. Describe why each one could be dangerous when launching a rocket.

High winds of over 20 miles an hour

Near buildings

Near power lines

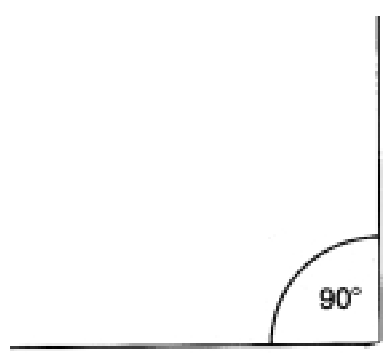
Near tall trees

On a crowded playground

12. Pre-Launch Test
The rocket you will be launching for this launch is a proven design, built from a kit. However, if you build rockets on your own, describe why pre-launch tests are essential.

What are things you would test?

13. Launch Angle
Use a protractor and draw an angle of 30˚ from vertical on the diagram below.



This shows you the limit of the angle that a rocket should be launched.

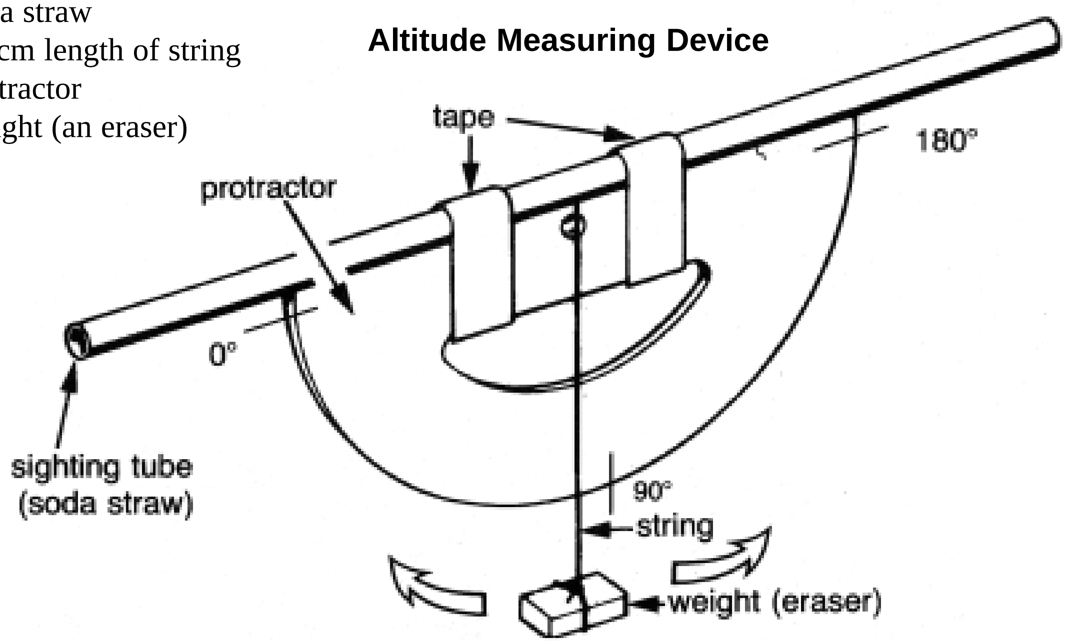
14. Recovery Hazards
What is the danger of recovering a rocket from a power line?

DETERMINING ALTITUDE
Making Your Own Altitude Measuring Device

You will need the following things:

- A soda straw
- A 20 cm length of string
- A protractor
- A weight (an eraser)
- Tape

Altitude Measuring Device



The device should look like the one in the diagram. Tape the straw across the top of the protractor as shown. The straw will act as a sighting tube. Secure the string to the protractor, slipping it under the straw and taping it to the back of the protractor. Tie the eraser at the opposite end of the string, so that it can act as a weight.

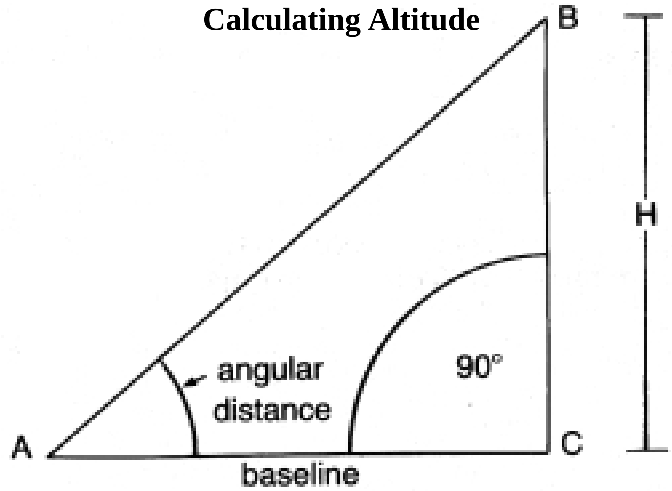
Practice using the device several times. Hold the straw up to your eye. You will focus on the rocket as it is being launched. Move the device up as the rocket ascends. When you see the parachute on your rocket pop out, you will know your rocket has reached apogee. At that instant, hold the string with your finger exactly where it is on the protractor. Read the number on your protractor and record it on a pad of paper. That number will help you determine how high your rocket went. Because of the way the protractor is oriented in this tracker, you must subtract the measured number from 90˚ to get the angular distance.

Whether you have constructed an altitude measuring device or whether you will be using a commercial one, it is essential to practice with the procedure several times *before* the rocket launch. It is important to have accurate measurements when you are determining the altitude your rocket reached. On the next page are some objects for you to measure so that you can feel comfortable with the device.

Stand at the place the teacher has marked for each object. Hold the straw or the sight up to your eye. Move the other end of the device up until you can see the top of the object. At that point, hold your finger on the string against the protractor. If you re using a commercial device, lock in the angle. Record the angle.

Your teacher will give you the baseline measurement or you may have to determine that yourself using a yardstick or a meter stick. Use the formula and the table of tangents to determine the height or altitude of each object.

Calculating Altitude



The rocket is being launched at C. You are standing at A with your altitude tracking device. You are trying to determine the angle at A by tracking your rocket as it travels from C to B. B is apogee and that is where you need to note where the string is on the protractor. **Remember, if you are using a homemade tracker you have to subtract that number from 90˚ in order to get the angular distance. If you are using an Estes AltiTrak™ you can read the angular distance directly off the AltiTrak™.**

The sum of the angles of a triangle is 180˚. The angle at C is a right triangle and is 90˚.

H = Tangent of angular distance x Baseline

Angular distance = 25˚
Tangent of angular distance = ? (You will need your table of tangents)
Baseline = 150 feet
H = ________
Angular distance = 40˚
Tangent of angular distance =
Baseline = 300 feet
H =

Make up problems for your group to solve.
Make sure you know the right answer!

Practice Determining Altitude

Flagpole
Estimate =
Angular distance =
Tangent of angular distance =
Baseline =
H =

Tall Tree
Estimate =
Angular distance =
Tangent of angular distance =
Baseline =
H =

Basketball Backboard
Estimate =
Angular distance =
Tangent of angular distance =
Baseline =
H =

Make up problems for your partner to solve.
Make sure you know the right answer!

PUTTING IT ALL TOGETHER

Write a paragraph which discusses the rocket launch and includes observations of aerodynamics and laws of motion.

Write a paragraph which discusses the performance of your rocket, its altitude, its speed, its weight, the engine used, its stability and your craftsmanship.

Write a paragraph describing the new ideas you discovered and which ones you want to pursue further.

LAUNCH DATA - INDIVIDUAL

Student ____ Date ________________

BASELINE	ANGULAR DISTANCE	T_A: TIME TO APOGEE (seconds)	T_L: TIME TO LANDING (seconds)

Date ________________

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MATH EXTENSION

Math Extension Activity 1
TWO STATION TRACKING

This method of two-station tracking has a high degree of accuracy but requires precision in measurement. In this method, two angles of the triangle and one side will be given. The other parts of the triangle can be determined without guesswork.

In this method, two tracking stations are set up on opposite sides of the launcher. To obtain the greatest accuracy, the stations should be in line with the wind. If the wind is blowing to the south, one station will be north and the other will be south of the launch area.

Calculation is made easier if the distances between the launcher and each tracker is kept equal. For the greatest accuracy, this distance should be kept as close as practical to the maximum height the rocket is expected to achieve. Too short or too long a baseline can unfavorably increase the margins of error in measuring the angular distance. An estimate can be made of this by using the table in the student book that gives the heights that can be reached by different size rocket engines. Compare the engine and the rocket you will be using to the chart.

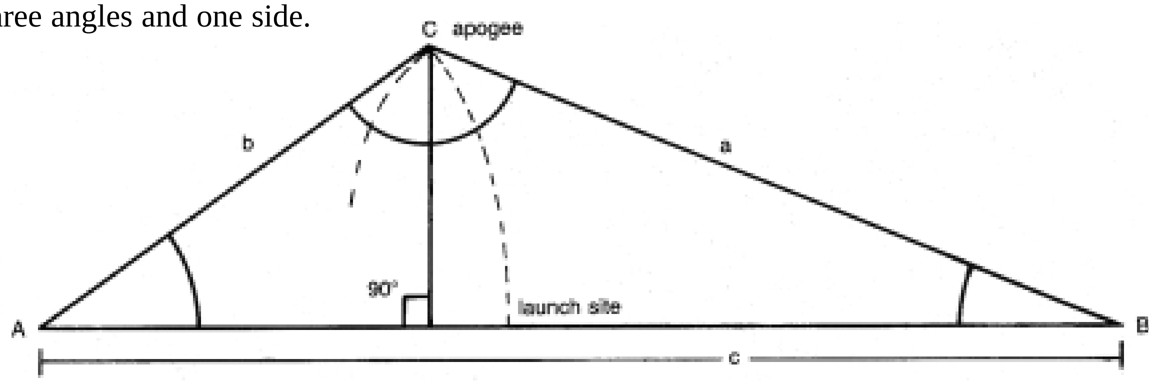
In order to use this method, it is essential that the trackers have experience and practice with using the altitude measuring device with accuracy. Some provision should be made to ensure that the trackers lock their instruments at the same time. One of the greatest problems with any system using more than one station is that one tracker may lock his scope when the rocket appears to him to have ceased rising while the other is still following the rocket. A third party should call “mark” and the trackers should lock their scopes immediately. The angular distance readings from the two trackers must be taken at the same point or the altitude computed will be incorrect. Two-way radios, if available, are of great help here.

In this more accurate system we will work with sines instead of tangents. To determine the altitude we will first have to find the unknown sides of the triangle, because we have no right angles to work with.

The formula for this method is:

$$CD = \frac{C \times \sin A \times \sin B}{\sin C} \quad \text{where } C = 180^\circ - (A + B)$$

For example, stations A and B are located on a 1000 ft. baseline with the launcher between them. Station A calls in an angular distance of 34˚ and station B calls in an angular distance of 22˚. The total of these two angles is 56˚. Therefore angle C, located at the apogee of the rocket’s flight is 124˚, or 180˚ - 56˚. We know the measurements of three angles and one side.



First, we list the angles and their sines.

Angle A = 34˚ sine A = 0.5592 (Taken from the table of sines & tangents)

Angle B = 22˚ sine B = 0.3746

Angle C = 124˚ sine C = 0.8290

The law of sines states that $\frac{c}{\sin C} = \frac{b}{\sin B} = \frac{a}{\sin A}$

C = 1000 ft.

sin C = 0.8290

Using the formula with the sines and distances we know

$$\frac{1000}{0.8290} = \frac{b}{0.3746} = \frac{a}{0.5592}$$

$$\frac{1000}{0.8290} = 1205$$

Now we know that the quotient we need to use to find dividends to solve for b and a is 1205.

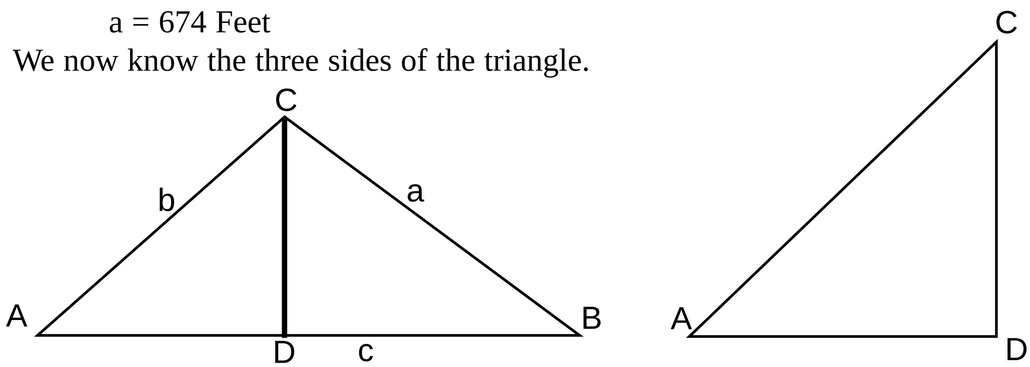
b = 1205 x 0.3746

b= 451 Feet

a = 1205 X 0.5592

a = 674 Feet

We now know the three sides of the triangle.



The altitude of the rocket is the distance from D to C in the diagram. The angle formed by the meeting of AB and CD is a right angle. The sine of an angle in a right triangle is the relation of the opposite side to the hypotenuse. We want to determine the value of the opposite, CD.

sine A = 0.5592

$$0.5592 = \frac{CD}{451} \text{ or } \sin a = \frac{\text{opposite side}}{\text{hypotenuse}}$$

CD = sin A x b

CD = 0.5592 x 451 feet

CD = 252 feet

We know that the altitude reached by the rocket was 252 feet.

Using the quicker formula for this method:

$$CD = \frac{C \times \sin A \times \sin B}{\sin C}$$

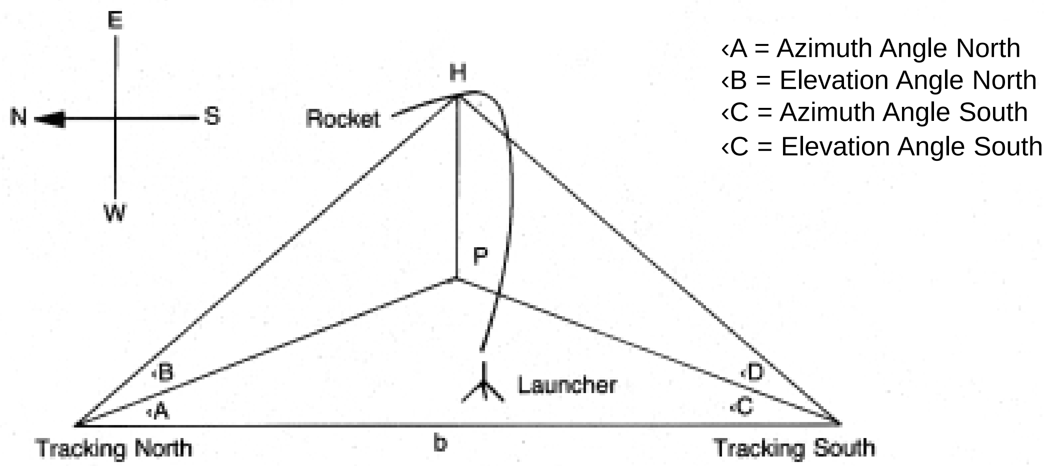
$$CD = \frac{1000 \times 0.5592 \times 0.3746}{0.8290}$$

CD = 252 feet

This formula is much easier to use and gives the same answer. However, it was important to see the relationship between the angles and sides.

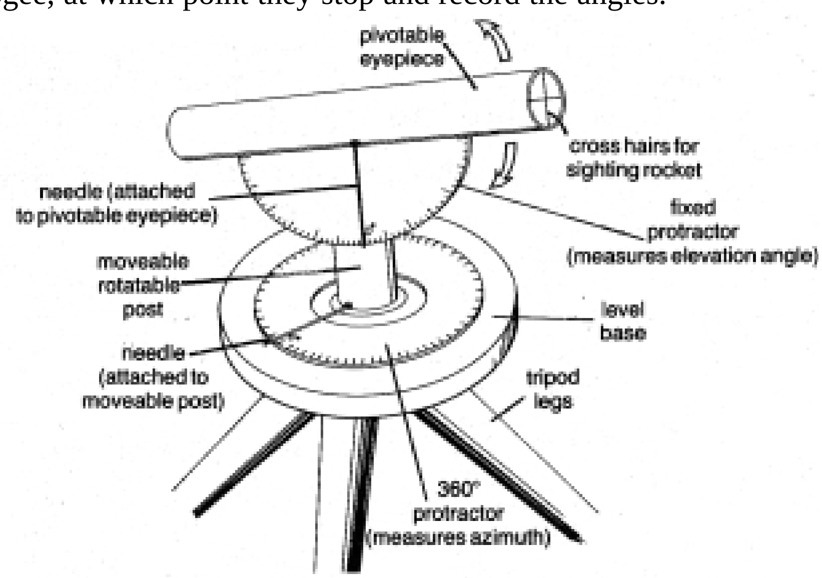
Two Station Tracking Using the Elevation Azimuth System

A more complicated but more reliable tracking system that compensates for the rocket rarely being vertical over the launch pad at apogee is the elevation-azimuth system, also know as the vertical midpoint method. This system requires making five measurements before the height calculations are made. These five measurements are the baseline length, the angular distance the rocket has risen as determined from one tracking station, the azimuth reading of the rocket at apogee from this station, the angular distance the rocket has risen as determined from the other tracking station and the azimuth reading of the rocket at apogee as measured from the other tracking station. An azimuth angle is a direction expressed as a horizontal angle from a given reference point.
Note: angular distance is often referred to as elevation.



Two Station Tracking Type Scope

How to use: the two trackers are set up on a baseline with the launch pad roughly halfway between them, but off the baseline to one side. Both scopes are then "zeroed" on each other. This means that when looking through the scope toward the other, the azimuth and elevation angle should both read zero degrees (this could be done even if one tracking station is on a hill). The rocket is then fired, and both trackers sight the model until it reaches apogee, at which point they stop and record the angles.



The formula for determining the height reached as determined by station "tracking north" is:

$$PH = \sin C \times \tan ‹B \times \frac{(b)}{\sin (180 = [A + C])}$$

The formula for determining the height reached as determined by station "tracking south" is:

$$PH = \sin‹A \times \tan‹D \times \frac{(b)}{\sin (180 - [A + C])}$$

Using this method, heights found by the two tracking stations are averaged. If both heights are not within the range of the average of both heights plus or minus 10 percent, then they are considered unreliable and are not used.

Calculate the height reached by a rocket using this method and the following data:

The tracking systems are 200 feet apart.

North
- Elevation Angle = 50˚
- Azimuth Angle = 30˚
- C = 20˚
- B = 50˚
- A = 30˚
- sine of C = 0.342
- tan of B = 1.192

South
- Elevation Angle = 43˚
- Azimuth Angle = 20˚
- A = 30˚
- D = 43˚
- C = 20˚
- sine of A = 0.500
- tan of D = 0.933

Tracking North

Height = 0.342 x 1.192 x 200/sin (180 - [30˚ + 20˚])
= 0.342 x 1.192 x 200/sin 130˚
= 0.342 x 1.192 x 200/0.776
= 0.342 x 1.192 x 261.1
= 106.4 feet

Tracking South

Height = sin 30˚ x tan 43˚ x 200/sin (180 - [30˚ + 20˚])
= 0.500 x 0.933 x 200/sin 130˚
= 0.500 x 0.933 x 200/0.776
= 0.500 x 0.933 x 261.1
= 121.7 feet

We have to average the two numbers, 106.4 + 121.7 = 228.1 ÷ 2 = 114.1 feet.
Results within 10 percent of the average will be allowed. 114.1 x 0.10 = 11.4.
114.1 + 11.4 = 125.5. The south tracking station is within the 10 percent allowed.
114.1 - 11.4 = 102.7. The north tracking station is within the 10 percent allowed. In this example, 114.1 would be recorded as the average height.

A formula for calculating the percentage where the results are in respect to one another is:

$$C = \frac{\text{H north - h south}}{\text{2 h avg.}} \times 100\%$$

in the example:

$$C = \frac{106.4 - 121.7}{2\,(114.1)} \times 100\% = -0.06705 \times 100\%$$

C = 0.06705 x 100% = 6.705%

Math Extension Activity 2
VELOCITIES AND ACCELERATIONS

Using the following formulas we can determine some values for accelerations and velocities for model rockets. The values given are based on theoretical "no drag" conditions.

$$V_m = \left(\frac{F}{W_{av}} - 1\right) gt$$

Vm = final (maximum) velocity
W_{av} = average weight of rocket
F = force (average thrust of rocket engine)
g = acceleration due to gravity (32 feet/second^2)
t = time in seconds

Alpha™ Flight Analysis

Using the above formula for velocity, determine the burnout velocity of an Alpha™ launched using an A8-3 engine. The Alpha™, with the engine weighs 1.37 ounces at lift-off. The weight of propellant in an A8-3 engine is 0.11 ounces giving an average weight of 1.32 ounces during the thrust phase of the flight. The A8-3 thrusts for 0.32 seconds and has a total impulse of 0.56 pound-seconds. These values may be found in or calculated from information in an Estes catalog.

First, find the *average* force.

$$\text{Force (F)} = \frac{\text{total impulse}}{\text{burn time}}$$

$$F = \frac{\text{0.56 pound-seconds}}{\text{0.32 sec.}}$$
$$= \text{1.75 pounds}$$

Multiplying by the conversion factor of 16 ounces/pound:

$$F = \text{1.75 POUNDS X } \frac{\text{16 ounces}}{\text{1 pound}}$$
$$= \text{28 ounces}$$

Force is 28 oz.

$$V_m = \left(\frac{F}{W_{av}} - 1\right) gt$$

$$V_m = \left(\frac{\text{28.0 oz.}}{\text{1.32 oz.}} - 1\right) (\text{32 ft./sec.}^2)(\text{0.32 sec.})$$
$$= (21.21 - 1)\,[(\text{32 ft./sec.}^2)(\text{0.32 sec.})]$$
$$= (20.21)(\text{10.24 ft./sec.})$$
$$= \text{206.95 ft./sec.}$$

The expression:

$$\left(\frac{F}{W_{av}} - 1\right)$$

gives you an idea of the number of "gravities" the rocket experiences in upward flight during acceleration. "1" is subtracted in this expression to allow for the pull of Earth's gravity on the rocket. This rocket developed a fairly high velocity by the end of the thrusting phase of the flight.

You can determine the velocity developed by the same Alpha™ with a C6-5 engine.

$$F = \frac{2.25 \text{ lb./sec.}}{1.70 \text{ sec.}} - \times \frac{16 \text{ oz.}}{1 \text{ lb.}}$$

=

=

$$V_m = \frac{\qquad\qquad}{1.49 \text{ oz.}} - 1)\ (32 \text{ ft./sec.}^2)\ (1.7 \text{ sec.})$$

=

=

= ft./sec.

You will notice that this velocity developed by the Alpha™ with the C6-5 engine is more than triple the velocity which was developed by the A8-3 engine. The average thrust and therefore the acceleration in "g"s produced by the C6-5 engine is less than that produced by the A8-3 engine. However, the maximum velocity is greater when using the C6-5 engine because the burn time for this engine is greater.

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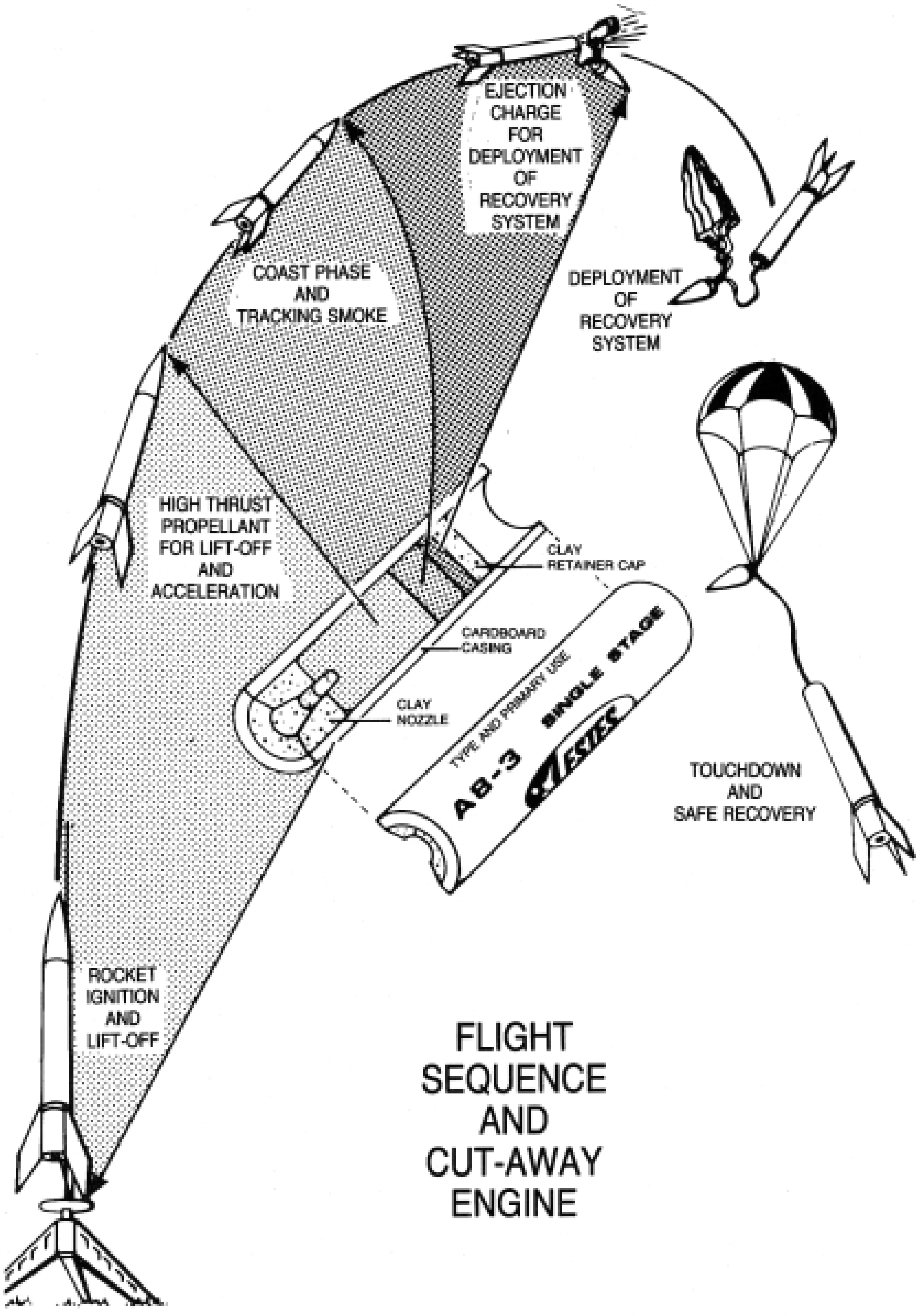
OVERHEAD TRANSPARENCIES

LAUNCH DATA - GROUP

Student Name	Baseline	Angular Distance	Time to Apogee(T_A) (seconds)	Time to Landing (T_L) (seconds)	Altitude at Apogee	Average Speed Ascending	Average Speed Descending



MODEL ROCKET ENGINE FUNCTIONS