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Notes for Free Body Diagram Worksheet

Why do you need to split forces into parts? We want all forces to be at right angles or directly across from each other to make solving the problems easier.

Question to ask when splitting up the forces:

Is the object on a hillside / inclined plane?

YES ➡ Split the Force of the Earth ($F_{Earth, object}$) into two parts. Use parallel ‖ and perpendicular ⊥ symbols at the end of the Force. ($F_{Earth, object \perp}$).

NO ➡ Split up any force not on an X or Y axis line, in other words split any force not on a right angle or opposite of the $F_{Earth, object}$

Here are a couple of examples of how to divide forces at an angle up in to parts.

A box is pulled across the floor at a constant speed (**No acceleration = all Forces will cancel out.**)
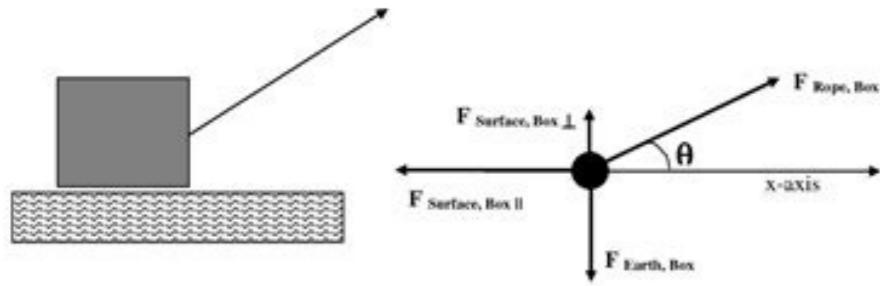
The Force of the rope on the box ($F_{Rope, Box}$) at the angle can be split up in to two parts, a horizontal and a vertical component. We do this to so we can show why there is no acceleration.
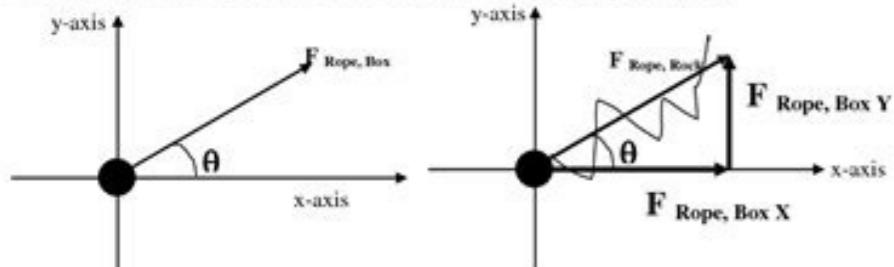
Another way of showing the parts that make up the $F_{Rope, Box}$ is to draw the X and Y forces like I have below. Then cross out the Force you split into parts ($F_{Rope, Box}$).


Worksheet 3.1 – Independence of Perpendicular Vectors

1. A plane is flying round trip to an destination 250 km North of its starting point. The plane flies with an airspeed of 325 km/h and the wind is blowing at 50.0 km/h due North.
a) How long does it take to get to the destination? b) How long does it take to return to the starting point?

2) A tourist starts at the back of train that is 45 m long and walks towards the front at 1.5 m/s. The train is moving at 12 m/s.
a) How long does it take for the tourist to reach the front of the train, and how far has the tourist moved relative to the ground outside the train by the time they reach the front?

b) If the tourist decides to run all the way back to the end of the train at 6.0 m/s, how far have they travelled relative to the ground outside in this time?

3) Solve the following triangles (**all sides and angles**) using SOH – CAH - TOA and Pythagoras
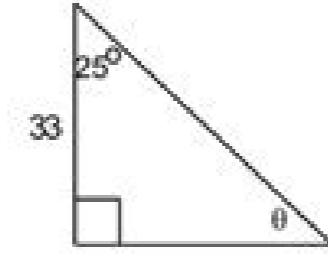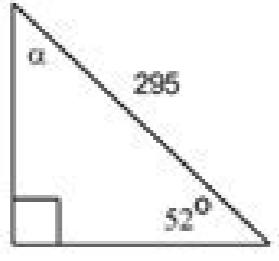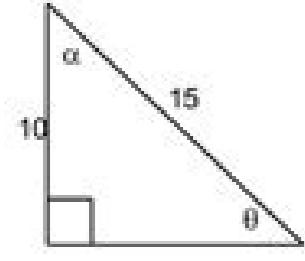
4) Add the following x and y vectors, draw the **resultant** vector and solve its **magnitude and direction**.

a) x: 3.4 m   y: 2.7 m   b) x: 5.6 m/s y: -7.1 m/s   c) x: -211 m y: -44.0 m

Question and answer for physics. What is physics form one.

[BL] [OL] Review the vectors and diagrams of free bodies. Thank you so much for your cooperation. As r is south of the unhealthy axis (the x axis), we rotate the head transferred downwards and measure the eglus between the east axis and the vector, as illustrated in Figure 5.11. We use grain vector addition to find out where the woman reaches + (¢ † 'b). Use the grain technique to add vectors to find the total displacement of a person who runs the following ways (travel) in a flat field. The river current flows to a speed vriver of 6.1 m/s to the right. As the woman travels erroneously in the opposite direction of the second stage of the journey, the vector for the second stage of the trip she really makes is' b. In this example, we have only two vectors, we finally finish putting the tips on the tail. As with one -dimensional vectors, we graphically represent vectors with a arrow with a proportional length of the vector magnitude and pointing to the direction that the vector points out. Figure 5.11 A rust is used to measure the direction of R, and a transferor is used to measure the direction of R. Therefore, it will end in a place A + (¢ † 'B) or a ¢ † B. B. Figure 5.3 The diagram shows a vector with a magnitude of nine units and a direction of 0 ° °. Check the sum box to display the resulting vector (in green), which is the sum of all red vectors placed in the grade. Click and drag the red vectors of the Grab One basket to the grade in the middle of the screen. Figure 5.14 Vector ¢ à À € ours represents traveling in the opposite direction of vector B. Using a ruler and transferring, draw a arrow to represent the first vector (nine east blocks), as shown in the figure 5.3 (a). F Tot = (400 N) 2 + (400 N) 2 = 566 N.

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