# TRIGONOMETRY RAFT: CHOOSE YOUR OWN ADVENTURE! (page 1 of 3)

| <u>R</u> ole       | <u>A</u> udience | <u>F</u> ormat  | <u>T</u> opic  |  |  |  |  |  |  |  |  |
|--------------------|------------------|---|--|--|--|--|--|--|--|--|--|
| . Metal Fabricator | Shop Supervisor  | Physical model  | This drawing shows the way that metal supports will have to be constructed to frame the outside wall in a new building.  Calculate the length of the diagonal piece of metal and all of the unknown angles. Create a scale model of the wall and support beams, showing all dimensions and angles.       |  |  |  |  |  |  |  |  |
| 2. BMX Rider       | Builder          | Drawing with measurements   | A new motocross course is being built and the starting ramp is being designed. A higher and longer ramp gives riders more speed to start the race.  Draw a ramp that would have a length of at least 15 metres with an angle of elevation between 30° and 65°. Include all measurements on your drawing. |  |  |  |  |  |  |  |  |
| s. Pipe Fitter     | Co-Worker        | Oral description<br>of solution with<br>drawing and<br>calculations | A pipe offset is pictured to the right:  The length of pipe C is 24" and the length of measurement A is 13.75".  How can you find the angle of the joints at the ends of pipe C?   |  |  |  |  |  |  |  |  |



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|    | <u>R</u> ole          | <u>A</u> udience | <u>F</u> ormat                                       | <u>T</u> opic   |  |  |  |  |  |  |  |
|----|-----------------------|------------------|--|---|--|--|--|--|--|--|--|
| 4. | Salesperson           | Customer         | Oral explanation<br>with drawing<br>and calculations | A customer comes into a flooring store looking for enough carpet to cover his basement stairs. He knows that the stairs rise at a 35° angle and that the staircase is 14 feet long. The stairs are 3 feet wide.  Here is the drawing that he brought into the store to show the salesman:  What is the total amount of carpeting required to cover the stairs? What assumption must you make in order to determine the amount of carpeting? |  |  |  |  |  |  |  |
| 5. | Airplane<br>Navigator | Pilot            | Technical<br>description                             | An airplane is 1,500 m in the air.  The Navigator sees that the airport is at a 20° angle of depression.  How far away from the airport is the airplane?  |  |  |  |  |  |  |  |



# TRIGONOMETRY RAFT: CHOOSE YOUR OWN ADVENTURE! (page 3 of 3)

|    | <u>R</u> ole   | <u>A</u> udience | <u>F</u> ormat | <u>T</u> opic   |  |  |  |  |  |  |  |
|----|----------------|------------------|----------------|---|--|--|--|--|--|--|--|
| 6. | Car Customizer | Machinist        | Drawing        | Create a drawing of a design for a new tire rim that uses right triangles as a central theme. The drawing must include the side lengths and angles of at least one triangle. The most common tire rim diameter is 15 inches.                        |  |  |  |  |  |  |  |
| 7. | Surveyor       | Camp Director    | Written letter | Camp Mathisfun wants to build a footbridge across a river.  The surveyor has created this drawing based on her measurements.  Complete a letter to the camp director indicating the length of the footbridge and how it was determined.  400 metres |  |  |  |  |  |  |  |



### **CLASS ASSESSMENT CHECKLIST**

|  |  |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  | 7       | 7       |         |  | <i>T</i> |
|--|--|--|--|--|--|---|--|--|--|--|-----|-----|----|-----|--|--|---------|---------|---------|--|----------|
| Categories/Math                          | nematical Processes/Criteria   |  |  |  |  |   |  |  |  |  | / / | / / | // | / / |  |  | $\perp$ | $\perp$ | $\perp$ |  | _/       |
| Thinking                                 |  |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| рп                                       | The student:   |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| Reflecting                               | Effectively judges the reasonableness of results   |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| Communication                            |  |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| םם                                       | The student:   |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| Communicating                            | Clearly explains and logically justifies solutions orally, visually and/or in writing      |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| Application                              |  |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| ler .                                    | The student:   |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| Selecting<br>Computational<br>Strategies | Selects appropriate computational strategies to solve for unknown sides in right triangles |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |
| D'                                       | The student:   |  |  |  |  | • |  |  |  |  |     | ,   |    |     |  |  |         |         |         |  |          |
| Connecting                               | Describes relevant examples of problem solving using trigonometry in an occupation         |  |  |  |  |   |  |  |  |  |     |     |    |     |  |  |         |         |         |  |          |

### **REFLECTION EXIT CARD**

Reflection

Name:

What occupation were you focusing on in today's activity?

What does trigonometry have to do with the occupation that you looked at?

Solve for side X on the following triangle. Show your work.

X 3m 60°

Solve for angle A on the following triangle. Show your work.

