



# GO LEARN

GO

Six Flags®

Fiesta



Texas®

SAN ANTONIO

## OUTSIDE LEARNING LAB

### MIDDLE SCHOOL WORKBOOK

# To the Teacher:

The activities found in this workbook were written to focus on specific skills and interesting questions about the rides and other features throughout the park at Six Flags Fiesta Texas. Our activities incorporate social studies, art, language, math and science lessons appropriate for the middle school grades.

We recommend that you take the time to carefully look at these activities to choose which ones are appropriate for your students. We have included information that would allow you or your students to develop additional activities or questions if you so desire. We believe that students should be given a reasonable set of well-defined lesson goals to accomplish at the park before your arrival.

We hope that you enjoy your day of fun and discovery  
at Six Flags Fiesta Texas!





# Art

*YOU DESIGN THE PARK! – Select one of the following projects:*

- Design a park that would be constructed on another planet*
- Design a park that would be on the ocean floor*
- Make a sign that would advertise a new ride*
- Design a new waterslide to be constructed in White Water Bay*

A large, empty rectangular box with a black border, intended for students to draw or write their park designs.

# Language

## WRITING ACTIVITIES ABOUT SIX FLAGS FIESTA TEXAS

1. *Survey your fellow students to discover their favorite rides at Six Flags Fiesta Texas. Compare them to your favorites.*
2. *Write a story and draw a picture of what it would be like to work at Fiesta Texas.*
3. *Draw a picture showing what you enjoyed most while at Fiesta Texas. Describe your picture and explain why it was your favorite part of the day.*

A large, empty rectangular box with a black border, intended for students to draw a picture and write a description of their favorite part of the day at Six Flags Fiesta Texas.

# Language

## Word Search

*Can you find the 18 words hidden below?*

L O V E A L L T W E E T Y B I R D V Y U S C X L  
K I N D E R S T E I N L S R X M A S E P W G B J  
I R K E X E Q O L M T Q C T S E I G R E T L O P  
W V F J U L Y H C I W N R K J X O S L K A X R U  
U D D E R T W I S T E R E M A T S E I G R E T L  
O N Y L X T Z P K Q U S A T K B C S H E W A N O  
L I O U T A E L V U N A M R E P U S A Y H V B N  
B O O M E R A N G J I N X O U R E A S O I M A E  
U B R X I N G R O A D R U N N E R E X P R E S S  
G O R R Q L L A L E A T B A N A N A S W L Y O T  
S E N T H I N G I O X C N M P R E A Q K I K T A  
B F U N N E L C A K E K B V U K I N D E G R T R  
U R V O L U N E T E E R I D E S A R E F I A D N  
N Y O U R B Y W H I T E W A T E R B A Y G Z Y I  
N I L O B E C O E S T A R S I B T H E R I Y N G  
Y H G I H E L L I V K C O R T H I S I S B K G H  
E R E Q U J G D I P N D O T S Z I D A R N A O T  
P B J D K X D A F F Y D U C K A W O I Z K R S S  
K X Q J U P B E Q O P L I E R G U Y D O Z S R B

*Boomerang*

*Bugs Bunny*

*Funnel Cake*

*Daffy Duck*

*Der Twister*

*Dip N Dots*

*Goliath*

*Kinderstein*

*Krazy Kars*

*Lone Star Nights*

*Poltergeist*

*Rattler*

*Road Runner Express*

*Scream*

*Superman*

*Tweety Bird*

*White Water Bay*

*Whirligig*

# Math & Science

**Destination: SPASSBURG**  
**Location: STEINGASSE ( BUMPER CARS)**

*INTRODUCTION: This two-floored, traditional ride features 50 turn-of-the-century styled bumper cars with a distinctive European look. Each car features a trolley pole conductor which contacts the electric ceiling grid and moves across a slick metal floor.*

- **MISSION: DETERMINE PERFORMANCE FACTORS**

*While you are in line to ride the bumper cars, pick which car is “best.” In your groups, decide on the three criteria you would use to describe the “best” car. Observe the group’s “best” car during at least two ride cycles. Compare the results to your criteria. What did you observe?*

- *A. After riding in your car, determine what you did that affected the performance of the car. Discuss with your group and record your results.*
- *B. Use your experience of driving a bumper car to compare the car’s performance to the criteria your group chose. Explain any difference.*

- **MISSION: DESCRIBE ENERGY SOURCES**

- *A. What forms of energy do bumper cars use? Why is it the best choice?.*

# Math & Science

**Destination: SPASSBURG**

**Location: DIE FLIEDEMAUS (WAVE SWINGER)**

*INTRODUCTION: This ride is a traditional European manufactured swing ride. Ever wonder what it feels like to ride aboard a spinning top? On Die Fliedemaus each rider is in an individual seat that swings from a rotating top.*

- **MISSION: CALCULATE THE SPEED OF A RIDE**
  - A. Try this: time the ride from the moment it begins to the end of the ride. Also, count the number of rotations completed in that time. Compute the average number of rotations per second.
- **MISSION: USE PROBLEM SOLVING TECHNIQUES**
  - A. Maria's secret pen pal rode the Fliedemaus and told her to meet him there. The pen pal gave the following clues so Maria could determine who he was: number the swings #1-48. Omit every other swing starting with #2 (the even numbered swings) until only one person is left. This is the pen pal. In which seat is he sitting?

# Math & Science

**Destination: ROCKVILLE**  
**Location: THE POWER SURGE**

*INTRODUCTION: This is a ride with fiberglass boats resembling old , wooden planking. It will lift passengers 50 feet and plunge downward to an enormous “splashdown.”*

## *MISSION: DETERMINING THE WEIGHT*

*You must be back at the gate to meet your class in half an hour. You are at the end of a long line. After a quick count you realize you are the 100<sup>th</sup> person in the line. How long will you wait before getting on the ride? Will you be able to get on this ride in time to meet your class?*

- A. Time the length of the ride. Time this twice and calculate an average.*
- B. Determine the time it takes to load and unload each ride. Do this twice and calculate an average.*
- C. Count the number of passengers on the ride.*

# Math & Science

**Destination: CRACKAXLE CANYON**  
**Location: THE GULLY WASHER**

*INTRODUCTION: Get ready to be wet and wild in a twisting, turning, white water river ride complete with a drenching waterfall and long, winding, river embankments.*

*MISSION: DETERMINEING RATES OF TRAVEL*

- A. *Determine the rate of travel in your boat:  
The length traveled is a distance of 1800 ft.  
Time and record your ride from beginning to end.*
- B. *Calculate the speed by using the following formula:  
Distance traveled (1800 ft) divided by the time it took to travel the  
entire distance = the speed*
- C. *How could you increase your rate of travel?*

# Math & Science

**Destination: CRACKAXLE CANYON**  
**Location: THE RATTLER**

*INTRODUCTION: This world-class wooden roller coaster is known for its rapid descents, fast and aggressive corners, high speed, and sudden direction changes. Have you ever wondered who rides the roller coasters and why people love to ride roller coasters? Let's investigate!*

*MISSION: COLLECTION, GRAPHING AND INTERPRETING DATA*

- A. Does the time vary from ride to ride? Time the ride from beginning to end five times. Do the times vary? Why or why not? Graph your results.*
- B. Tally the number of males vs. females during three ride cycles. Are there more males than females? Why or why not?*
- C. Tally the approximate age of the riders in two ride cycles: (classifications should include: child, young adult, adult and older adult). What age group is most represented? Give possible reasons for your results.*
- D. Who rides the front and the back of the Rattler? Tally the people riding the Rattler. Do more males ride the front and/or back of the coaster? Why or why not?*
- E. Do you have a questions of your own to examine? Choose your own questions to answer with the data you have collected.*

# ASTROLOGY

**Destination: ROCKVILLE**

**Location: THE HUSTLER**

*INTRODUCTION: These over-sized billiard balls rotate on giant platforms*

*OBSERVATION: The Hustler is a great real-life example of the galaxy, solar system and lunar revolution for your students to observe. As your students wait in line for the ride, have them consider the center eight ball as the sun and the spinning platforms of numbers as the planets. The individual rotation of each ball or 'planet' also demonstrates how the planets rotate in space. Have you students choose a non-spinning outer ball to be our moon to demonstrate lunar revolution. Next, use each platform as a different galaxy and the center eight ball as the center of the universe to demonstrate the universe in action.*

*MISSION: DISCUSS YOUR OBSERVATIONS*

- A. What are the two places you could place the sun on The Hustler and why?*
- B. Describe the movement of the moon in relationship to the Earth. To the Sun.*
- C. Is there a dark side of the moon? Why or why not?*

# ANSWER KEY

## THE RATTLER

*Cycle Time is 2:46 minutes*

- a. *Answers to why time may or may not vary will depend on the timer. Graph type is teachers discretion.*
- b. *Usually more males ride the Rattler than females. Reasons will vary.*
- c. *The age group most represented are young adult and adult. Very young children are not allowed to ride and older adults are not encouraged to board this aggressive ride.*
- d. *Usually young adult males ride the front and back of the coaster. Answers will vary.*
- e. *Answers will vary*

## GULLY WASHER

*\*There is an observation deck located adjacent to the Gully Washer River. You may find it easier to time the interval between boats and count the passengers from this vantage point. Collect data for at least 5 boats.*

## STEINGASSE ( BUMPER CARS)

*\* Answers will vary*

## DIE FLIEDEMAUS

- a. *Approximately 2 minutes 30 seconds*