

Teaching Physics, Conservation Laws First



Dawson College
Montreal, QC, 5 May 2015



Teaching Physics, Conservation Laws First



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$F_d = -bv$ $x(t) = x_m e^{-\frac{b}{2m}t} \cos(\omega t + \theta)$ $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$ $E(t) \sim \frac{1}{2} k x_m^2 e^{-\frac{b}{m}t}$ $v(t) = \frac{1}{2} kx$ $E_{tot} = U$

$T = 2\pi \sqrt{\frac{L}{g}}$ simple pend $T = 2\pi \sqrt{\frac{I}{mgh}}$ physical pend $Y(x,t) = y_m \sin(kx - \omega t)$ wave in pos direction $w_d = \omega$ resonance

$x(t) = x_m \cos(\omega t + \theta)$ $v(t) = -\omega x_m \sin(\omega t + \theta)$ $a(t) = -\omega^2 x(t)$ $k = \frac{2\pi}{\lambda}$ $v = \frac{\omega}{k} = \frac{\lambda}{T} = \lambda f$ $v = \sqrt{\frac{T}{\mu}}$ $\mu = \frac{\text{mass}}{\text{length}}$ $P_{ave} = \frac{1}{2} \mu v \omega^2$

resonance $\lambda = \frac{2L}{n}$ $n=1,2,3$ $f = \frac{v}{\lambda} = \frac{nv}{2L}$ $n=1,2,3$ $V = \sqrt{\frac{B}{\rho}}$ bulk modulus $\Delta P_m = v \rho \omega S_m$ displacement $f_{beat} = |f_1 - f_2|$ $I = \frac{\text{Power}}{\text{Area}} = \frac{P_s}{4\pi r^2}$ $I = \frac{1}{2} \rho v \omega^2 S_m^2$ $\sin \theta = \frac{v}{v_s}$ $\frac{v_s}{v} = \text{mach \#}$

$\frac{\Delta L}{L} = 0, 1, 2$ fully constructive $\theta = \frac{\Delta L}{\lambda} 2\pi$ $B = 3\alpha$ $Q = c \Delta T$ heat capacity $Q = c_m \Delta T$ specific heat $Q = L_m$ Heat of transformation $\log \frac{x}{y} = \log x - \log y$ $\log_a x = y \Leftrightarrow a^y = x$

$\frac{\Delta L}{L} = 0.5, 1.5, 2.5$ fully destructive $\Delta L = L \alpha \Delta T$ $\Delta V = V \beta \Delta T$ $T_F = \frac{9}{5} T_C + 32$ $\Delta E_{int} = Q_{in} - W_{out}$ $P_{cond} = \frac{Q}{t} = k \alpha \frac{T_h - T_c}{L}$ $R = \frac{L}{k}$ Multi Slab $P_{cond} = \frac{A(T_h - T_c)}{\sum L/k}$ $P_{radiation} = \sigma \epsilon A T^4$ $P_{net} = P_{abs} - P_{prod}$ $P_{abs} = \sigma \epsilon A T^4$

$n = \frac{\text{molecules}}{6.02 \times 10^{23}}$ $PV = nRT$ $Q = 0$ $\Delta E = -W$ $P_{net} = P_{abs} - P_{prod}$ $P_{abs} = \sigma \epsilon A T^4$

Pipe 2 open ends displacement antinodes pressure nodes $f = \frac{nv}{4L}$ ($n=1,2,3$) displacement antinodes at open, node at closed $B = (10) \log \frac{I}{I_0}$ $I_0 = 1 \text{ x } 10^{-12} \text{ W/m}^2$

vectors

$F_d = -bv$ $x(t) = x_m e^{-\frac{bt}{2m}} \cos(\omega t + \theta)$ $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$ $E(t) \sim \frac{1}{2} k x_m^2 e^{-\frac{bt}{m}}$ $v(t) = \frac{1}{2} k x^2$ $E_{tot} = U$

$T = 2\pi \sqrt{\frac{L}{g}}$ simple pend $\omega_d = \omega$ resonance $\omega_d < \omega$ underdamped $b^2 < 4km$ $\omega_d > \omega$ overdamped $b^2 > 4km$

$T = 2\pi \sqrt{\frac{E}{mgh}}$ physical pend $Y(x,t) = y_m \sin(kx - \omega t)$ wave in pos direction $k = \frac{2\pi}{\lambda}$ $v = \frac{\omega}{k} = \frac{\lambda}{T} = \lambda f$ $v = \sqrt{\frac{T}{\mu}}$

$x(t) = x_m \cos(\omega t + \theta)$ $a(t) = -\omega^2 x(t)$ $v(t) = -\omega x_m \sin(\omega t + \theta)$ $v = \sqrt{\frac{E}{\rho}}$ Bulk modulus $\Delta P_m = v \rho \omega S_m$ displacement $f = \frac{v}{\lambda} = \frac{v}{2L}$ $n=1,2,3$ $f = \frac{v}{4L}$ ($n=1,2,3$) displacement antinode at open, node at closed

resonance $\lambda = \frac{2L}{n}$ $n=1,2,3$ $f = \frac{v}{\lambda} = \frac{v}{2L}$ $n=1,2,3$ $f = \frac{v}{4L}$ ($n=1,2,3$) $I = \frac{Power}{Area} = \frac{P_s}{4\pi r^2}$ $I = \frac{1}{2} \rho v \omega^2 S_m^2$ $\sin \theta = \frac{v}{V_s}$ $\frac{V_s}{v} = Mach \#$ $B = (10) \log \frac{I}{I_0}$ $I_0 = 10^{-12} W/m^2$

interference $\frac{\Delta L}{\lambda} = 0, 1/2$ fully constructive $\theta = \frac{\Delta L}{\lambda} 2\pi$ $I = \frac{1}{2} \rho v \omega^2 S_m^2$ $\sin \theta = \frac{v}{V_s}$ $\frac{V_s}{v} = Mach \#$ $B = (10) \log \frac{I}{I_0}$ $I_0 = 10^{-12} W/m^2$

$\frac{\Delta L}{\lambda} = 0.5, 1.5, 2.5$ fully destructive $B = 3\alpha$ $Q = c \Delta T$ Heat capacity $f = f \frac{V \pm v_d}{V \pm v_s}$ $B = (10) \log \frac{I}{I_0}$

$T_F = \frac{9}{5} T_C + 32$ $\Delta L = L \alpha \Delta T$ $\Delta V = V \beta \Delta T$ $Q = C_m \Delta T$ specific heat $Q = L_m$ Heat of transformation $w = \int_{v_i}^{v_f} p dv$ $\log \frac{x}{y} = \log x - \log y$ $\log_0 x = y \Leftrightarrow 0^y = x$

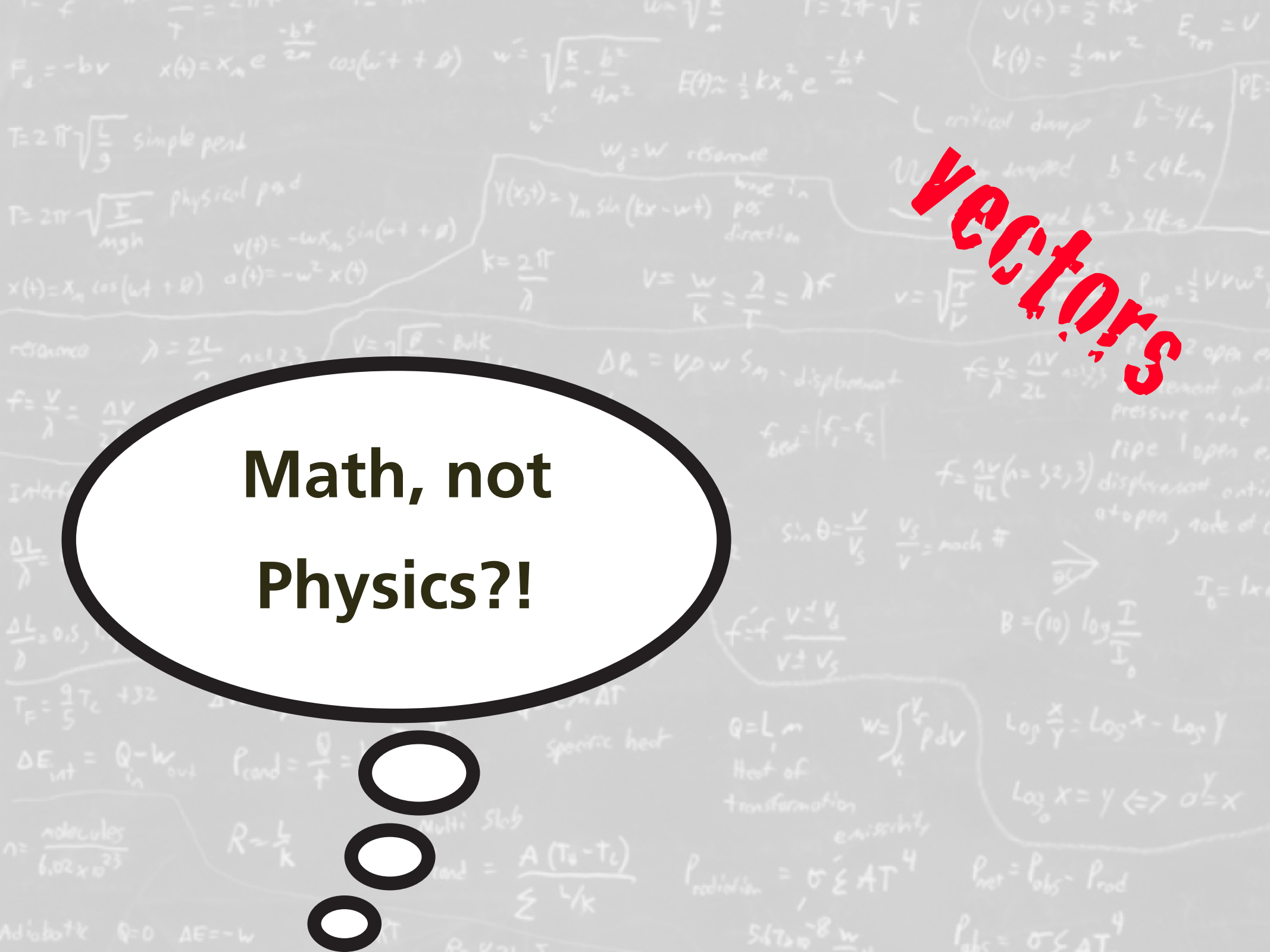
$\Delta E_{int} = Q_{in} - W_{out}$ $P_{cond} = \frac{Q}{t} = k a \frac{T_h - T_c}{L}$ $Q = L_m$ Heat of transformation $w = \int_{v_i}^{v_f} p dv$ $\log \frac{x}{y} = \log x - \log y$ $\log_0 x = y \Leftrightarrow 0^y = x$

$n = \frac{molecules}{6.02 \times 10^{23}}$ $R = \frac{L}{k}$ Multi Slab $P_{cond} = \frac{A (T_h - T_c)}{\sum L/k}$ $P_{radiation} = \sigma \epsilon A T^4$ $P_{net} = P_{obs} - P_{prod}$ $P_{abs} = \sigma \epsilon A T^4$

Adiabatic $Q=0$ $\Delta E = -W$ $PV = nRT$ $P_1 V_1^\gamma = P_2 V_2^\gamma$

**Math, not
Physics?!**

vectors



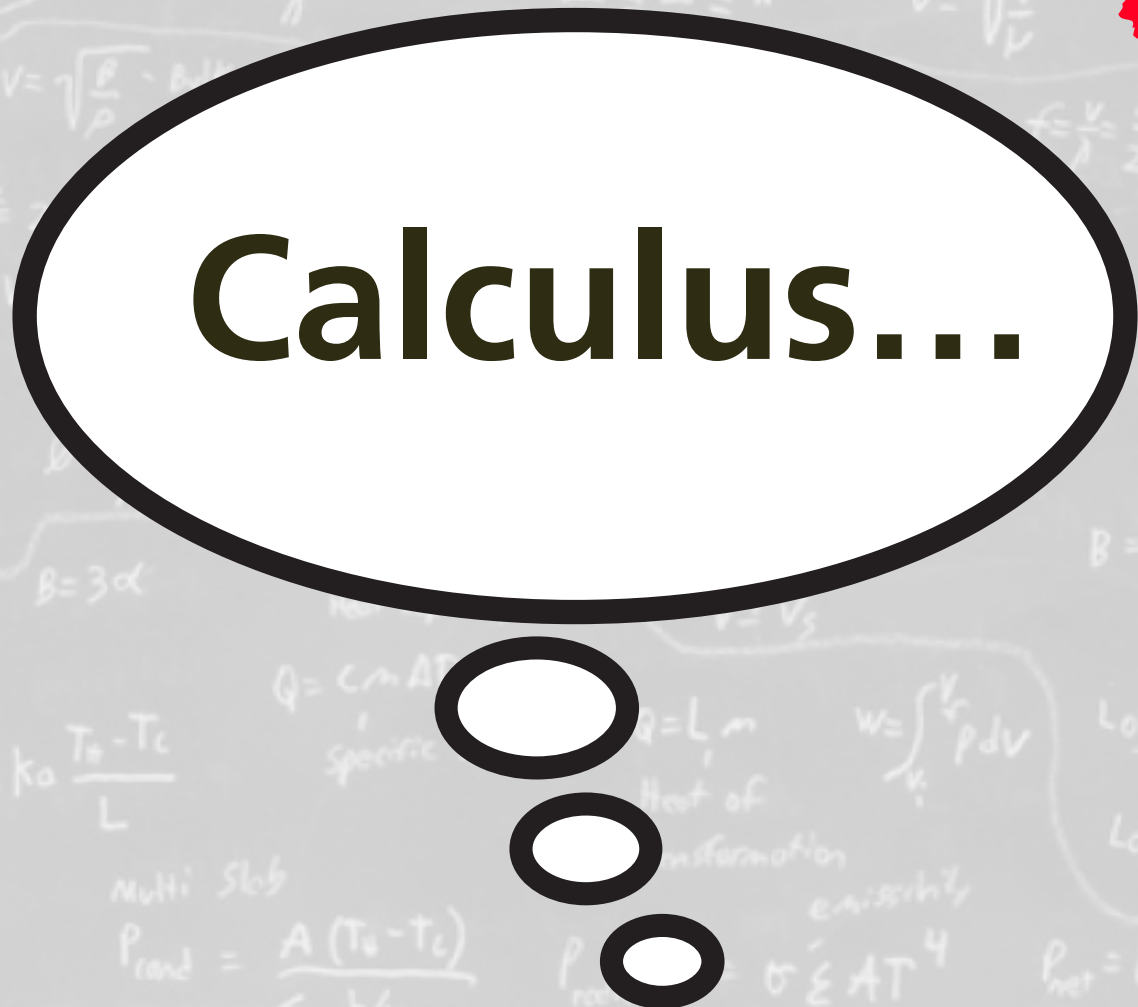
Kinematics

Vectors

$F_d = -bv$
 $x(t) = x_m e^{-\frac{bt}{2m}} \cos(\omega t + \theta)$
 $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$
 $E(t) \sim \frac{1}{2} k x_m^2 e^{-\frac{bt}{m}}$
 $T = 2\pi \sqrt{\frac{L}{g}}$ simple pend
 $T = 2\pi \sqrt{\frac{I}{\tau}}$ physical pend
 $x(t) = x_m \cos(\omega t - \phi)$
 $\omega_d = \omega$ resonance
 $y_m \sin(kx - \omega t)$ wave in pos direction
 $k = \frac{2\pi}{\lambda}$
 $v = \frac{\omega}{k} = \frac{\lambda}{T} = \lambda f$
 $v = \sqrt{\frac{\tau}{\mu}}$
 critical damp $b^2 = 4km$
 underdamped $b^2 < 4km$
 overdamped $b^2 > 4km$
 $\lambda = \frac{2L}{n}$ $n=1,2,3$
 $f = \frac{v}{\lambda} = \frac{nv}{2L}$ $n=1,2,3$
 $v = \sqrt{\frac{E}{\rho}}$ Bulk modulus
 $\Delta P_m = v \rho \omega S_m$ displacement
 $f_{beat} = |f_1 - f_2|$
 $I = \frac{\text{Power}}{\text{Area}} = \frac{P_s}{4\pi r^2}$
 $f = \frac{nv}{4L}$ ($n=1,2,3$)
 $\sin \theta = \frac{v}{v_s}$ $\frac{v_s}{v} = \text{mach \#}$
 $\frac{\Delta L}{L} = 0, 1/2$ fully constructive
 $\frac{\Delta L}{L} = 0.5, 1.5, 2.5$ fully destructive
 $\theta = \frac{\Delta L}{\lambda} 2\pi$
 $I = \frac{1}{2} \rho v \omega^2 S_m^2$
 $Q = c \Delta T$ Heat capacity
 $Q = C_m \Delta T$ specific heat
 $Q = L_m$ Heat of transformation
 $B = (10) \log \frac{I}{I_0}$
 $\log \frac{x}{y} = \log x - \log y$
 $\log_0 x = y \Leftrightarrow 0^y = x$
 $T_F = \frac{9}{5} T_C + 32$
 $\Delta L = L \alpha \Delta T$
 $\Delta V = V \beta \Delta T$
 $\Delta E_{int} = Q - W_{out}$
 $P_{cond} = \frac{Q}{t} = k a \frac{T_h - T_c}{L}$
 $R = \frac{L}{k}$
 Multi Slab
 $P_{cond} = \frac{A (T_h - T_c)}{\sum L/k}$
 $P_{radiation} = \sigma \epsilon A T^4$
 $P_{net} = P_{obs} - P_{prod}$
 $P_{abs} = \sigma \epsilon A T^4$
 $n = \frac{\text{molecules}}{6.02 \times 10^{23}}$
 Adiabatic $Q=0$ $\Delta E = -W$ $PV = nRT$
 $P_{obs} = \sigma \epsilon A T^4$
 $5.67 \times 10^{-8} \frac{W}{m^2 K^4}$

kinematics

vectors



Calculus...

Kinematics

Vectors

$$\vec{F} = m\vec{a}$$

(Background contains various physics notes and formulas)

Simple pendulum:
 $T = 2\pi\sqrt{\frac{L}{g}}$

Resonance:
 $\omega_d = \omega$

Wave in positive direction:
 $y = y_m \sin(kx - \omega t)$

Wave speed:
 $v = \frac{\omega}{k} = \frac{\lambda}{T} = \lambda f$

Standing waves:
 $\lambda = \frac{2L}{n}$ $n=1,2,3$

Interference:
 $\frac{\Delta L}{\lambda} = 0, 1, 2$ fully constructive
 $\frac{\Delta L}{\lambda} = 0.5, 1.5, 2.5$ fully destructive

Thermodynamics:
 $Q = C\Delta T$ Heat capacity
 $Q = cm\Delta T$ specific heat
 $Q = L_m$ Heat of transformation
 $P_{\text{rad}} = \sigma \epsilon A T^4$ radiation

Other formulas:
 $F_d = -bv$
 $x(t) = x_m e^{-\frac{bt}{2m}} \cos(\omega t + \phi)$
 $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$
 $E(t) = \frac{1}{2} k x_m^2 e^{-\frac{bt}{m}}$
 $k(\eta) = \frac{1}{2} m v^2$
 $E_{\text{Tot}} = U$
 $v = \sqrt{\frac{T}{\mu}}$
 $f = \frac{v}{\lambda} = \frac{v}{2L}$
 $f = \frac{v}{4L}$ ($n=1,2,3$)
 $B = (10) \log \frac{I}{I_0}$
 $\log \frac{x}{y} = \log x - \log y$
 $\log x = y \Leftrightarrow x = 10^y$
 $R = \frac{L}{k}$ Multi Slab
 $P_{\text{cond}} = \frac{A(T_h - T_c)}{\sum L/k}$
 $P_{\text{net}} = P_{\text{obs}} - P_{\text{prod}}$
 $P_{\text{abs}} = \sigma \epsilon A T^4$
 $P_{\text{rad}} = \sigma \epsilon A T^4$
 $P_{\text{net}} = P_{\text{obs}} - P_{\text{prod}}$
 $P_{\text{abs}} = \sigma \epsilon A T^4$

kinematics

vectors

$$\vec{F} = m\vec{a}$$

momentum

Background content includes:

- $F_d = -bv$
- $x(t) = x_m e^{-\frac{bt}{2m}} \cos(\omega t + \theta)$
- $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$
- $E(t) = \frac{1}{2} k x_m^2 e^{-\frac{bt}{m}}$
- $T = 2\pi \sqrt{\frac{L}{g}}$ simple pend
- $T = 2\pi \sqrt{\frac{m}{k}}$ physical pend
- $x(t) = x_m \cos(\omega t - \phi)$
- $k = \frac{2\pi}{\lambda}$
- $v = \frac{\omega}{k} = \frac{\lambda}{T} = \lambda f$
- $v = \sqrt{\frac{T}{\mu}}$
- critical damp $b^2 = 4km$
- over damped $b^2 < 4km$
- under damped $b^2 > 4km$
- $\omega_d = \omega$ resonance
- $y_m \sin(kx - \omega t)$ wave in pos direction
- $\lambda = \frac{2L}{n}$ $n=1,2,3$
- $v = \sqrt{\frac{E}{\rho}}$ bulk modulus
- $\Delta P_m = v \rho \omega S_m$ displacement
- $f_m^2 = 2PVI$
- $f_m = v \rho \omega S_m$
- $f = \frac{v}{\lambda} = \frac{v}{2L}$ $n=1,2,3$
- resonance $\lambda = \frac{2L}{n}$ $n=1,2,3$
- $f = \frac{v}{\lambda} = \frac{v}{2L}$ $n=1,2,3$
- interference $\frac{\Delta L}{\lambda} = 0, 1/2$ fully constructive
- $\frac{\Delta L}{\lambda} = 0.5, 1.5, 2.5$ fully destructive
- $\theta = \frac{\Delta L}{\lambda} 2\pi$
- $I = \frac{1}{2} \rho v \omega^2 S_m^2$
- $\frac{v_s}{v} = \text{mach } \#$
- $B = (10) \log \frac{I}{I_0}$
- $f = f \frac{v \pm v_d}{v \pm v_s}$
- $Q = L, m$ Heat of transformation
- $W = \int_{v_i}^{v_f} p dv$ enstrophy
- $\log \frac{x}{y} = \log x - \log y$
- $\log_x x = y \Leftrightarrow x^y = x$
- $Q = L, m$ Heat of transformation
- $P_{\text{radiation}} = \sigma \epsilon AT^4$
- $P_{\text{net}} = P_{\text{obs}} - P_{\text{prod}}$
- $P_{\text{abs}} = \sigma \epsilon AT^4$
- $R = \frac{L}{k}$ Multi Slab
- $P_{\text{cond}} = \frac{A(T_h - T_c)}{\sum L/k}$
- $P_{\text{net}} = P_{\text{obs}} - P_{\text{prod}}$
- $P_{\text{abs}} = \sigma \epsilon AT^4$
- $n = \frac{\text{molecules}}{6.02 \times 10^{23}}$
- $PV = nRT$
- Adiabatic $Q=0$ $\Delta E = -W$

kinematics

vectors

$$\vec{F} = m\vec{a}$$

momentum

collisions

kinematics

vectors

work

$$\vec{F} = m\vec{a}$$

momentum

collisions

kinematics

energy

vectors

work

$$\vec{F} = m\vec{a}$$

momentum

collisions

kinematics

energy

vectors

work

$$\vec{F} = m\vec{a}$$

momentum

collisions

$F_d = -bv$ $x(t) = x_m e^{-\frac{bt}{2m}} \cos(\omega t + \theta)$ $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$ $E(t) \sim \frac{1}{2} k x_m^2 e^{-\frac{bt}{m}}$ $v(t) = \frac{1}{2} m v^2$ $E_{tot} = U$

$T = 2\pi \sqrt{\frac{L}{g}}$ simple pend

$T = 2\pi \sqrt{\frac{I}{\tau}}$ physical pend

$x(t) = x_m \cos(\omega t + \phi)$ $v(t) = -\omega x_m \sin(\omega t + \phi)$ $a(t) = -\omega^2 x_m \cos(\omega t + \phi)$

resonance $\omega_d = \omega$ resonance

$\lambda = \frac{2L}{n}$ $n=1,2,3$ $v = \sqrt{\frac{E}{\rho}}$ bulk modulus

$f = \frac{v}{\lambda} = \frac{v}{2L}$ $n=1,2,3$ $f_m = \frac{v}{2L}$ $n=1,2,3$

interference $\frac{\Delta L}{\lambda} = 0, 0.5, 1, 1.5, 2, 2.5$ fully destructive

$\Delta L = L \alpha \Delta T$ $\Delta v = v \alpha \Delta T$

$T_F = \frac{9}{5} T_C + 32$

$\Delta E_{int} = Q_{in} - W_{out}$

$n = \frac{\text{molecules}}{6.02 \times 10^{23}}$

$R = \frac{L}{k}$ Multi Slab $P_{cond} = \frac{A(T_h - T_c)}{\sum L/k}$

$P_{radiation} = \sigma \epsilon A T^4$ $P_{net} = P_{obs} - P_{rad}$ $P_{abs} = \sigma \epsilon A T^4$

$Q = L m$ Heat of fusion $Q = c \Delta T$ Heat capacity

$f = f \frac{v \pm v_d}{v \pm v_s}$ $B = (10) \log \frac{I}{I_0}$ $\log_0 x = y \Leftrightarrow 0^y = x$

energy

$$\vec{F} = m\vec{a}$$

momentum

collisions

kinematics

$F_d = -bv$ $x(t) = x_m e^{-\frac{bt}{2m}} \cos(\omega t + \theta)$ $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$ $E(t) \sim \frac{1}{2} k x_m^2 e^{-\frac{bt}{m}}$ $v(t) = -\omega x_m e^{-\frac{bt}{2m}} \sin(\omega t + \theta)$ $a(t) = -\omega^2 x(t)$

$T = 2\pi \sqrt{\frac{L}{g}}$ simple pend

$F = 2\pi \sqrt{\frac{E}{mgh}}$ physical pend

$y(x,t) = y_m \sin(kx - \omega t)$ wave in pos direction

resonance $\lambda = \frac{2L}{n}$ $n=1,2,3$ $v = \sqrt{\frac{E}{\rho}}$ bulk modulus $\Delta P_m = v \rho \omega S_m$ displacement

$f = \frac{v}{\lambda} = \frac{v}{2L}$ $n=1,2,3$ $f_m^2 = 2PVI$ $f_{beat} = |f_1 - f_2|$ $f = \frac{v}{4L}$ ($n=1,2,3$) displacement antinodes

interference $\frac{\Delta L}{\lambda} = 0, 1/2$ fully constructive $\theta = \frac{\Delta L}{\lambda} 2\pi$ $I = \frac{1}{2} \rho v \omega^2 S_m^2$ $\frac{v_s}{v} = \text{mach } \#$

$\frac{\Delta L}{\lambda} = 0.5, 1.5, 2.5$ fully destructive $B = 3 \dots$ $Q = c \Delta T$ $f = f \frac{v \pm v_d}{v}$ $B = (10) \log \frac{I}{I_0}$

$T_F = \frac{9}{5} T_C + 32$ $\Delta L = L \alpha \Delta T$ $\Delta V = V \beta \Delta T$ $Q = c \Delta T$ $f = f \frac{v \pm v_d}{v}$ $B = (10) \log \frac{I}{I_0}$

$\Delta E_{int} = Q_{in} - W_{out}$ $P_{cond} = \frac{Q}{t} = k \alpha \frac{T_h - T_c}{L}$ $Q = c \Delta T$ $f = f \frac{v \pm v_d}{v}$ $B = (10) \log \frac{I}{I_0}$

$n = \frac{\text{molecules}}{6.02 \times 10^{23}}$ $R = \frac{L}{k}$ Multi Slab $P_{cond} = \frac{A(T_h - T_c)}{\sum L/k}$ $P_{radiation} = \sigma \epsilon AT^4$ $P_{net} = P_{obs} - P_{prod}$

Adiabatic $Q=0$ $\Delta E = -W$ $PV = nRT$ $P_{obs} = \sigma \epsilon AT^4$

vectors

$v = \sqrt{\frac{T}{\mu}}$ $v = \frac{\text{mass}}{\text{length}}$ $P_{ave} = \frac{1}{2} \mu v \omega^2$ $P_{ave} = \frac{1}{2} \mu v \omega^2$

critical damp $b^2 = 4km$
under damped $b^2 < 4km$
over damped $b^2 > 4km$

$E_{Tot} = U$
 $k(s) = \frac{1}{2} m v^2$

$\log_a x = y \Leftrightarrow a^y = x$

conservation of energy

conservation of momentum

$$\vec{F} = m\vec{a}$$

conservation of energy

Just algebra!

conservation of momentum

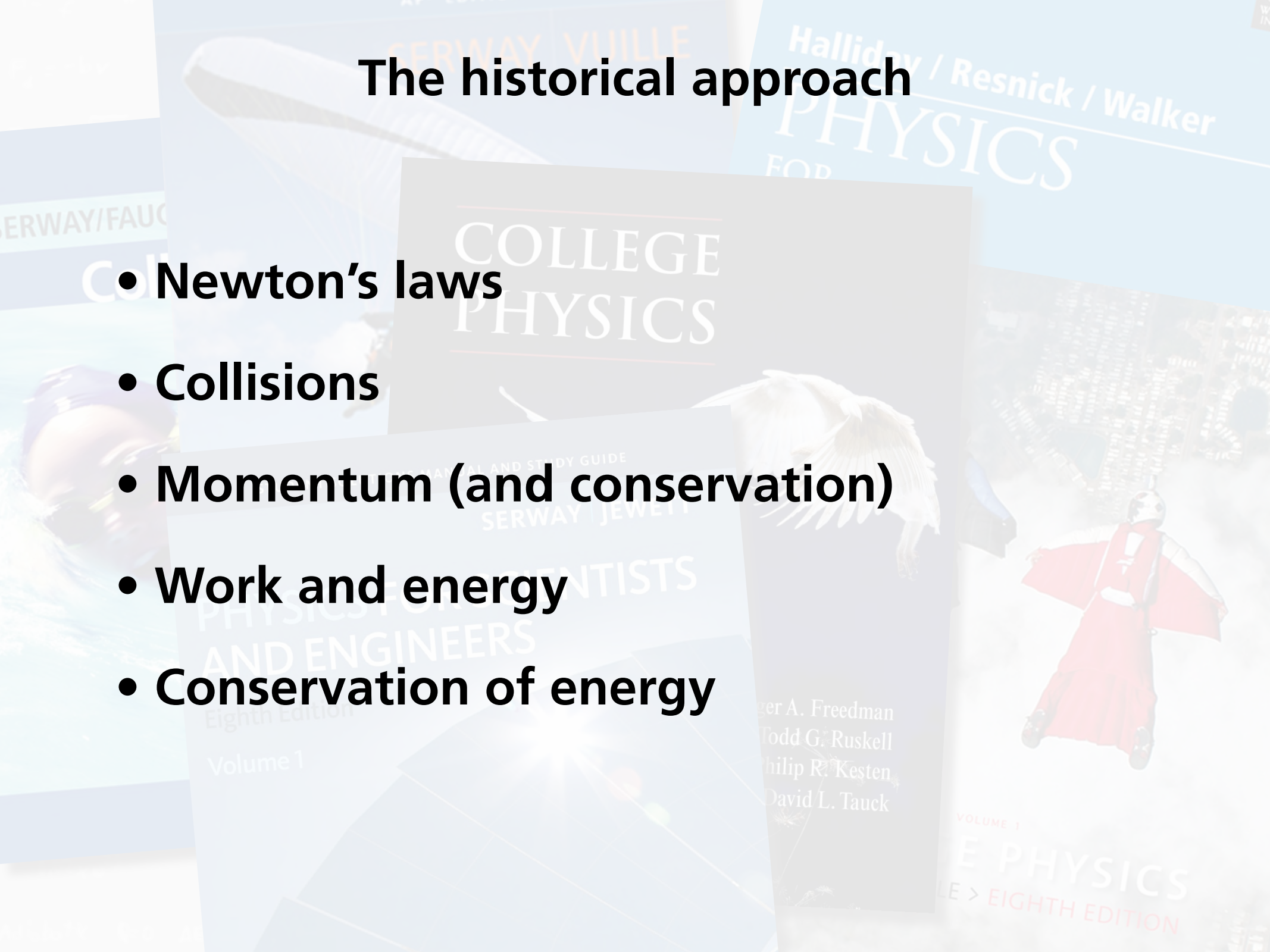
conservation of energy

Why not START
the easy way?

conservation of momentum

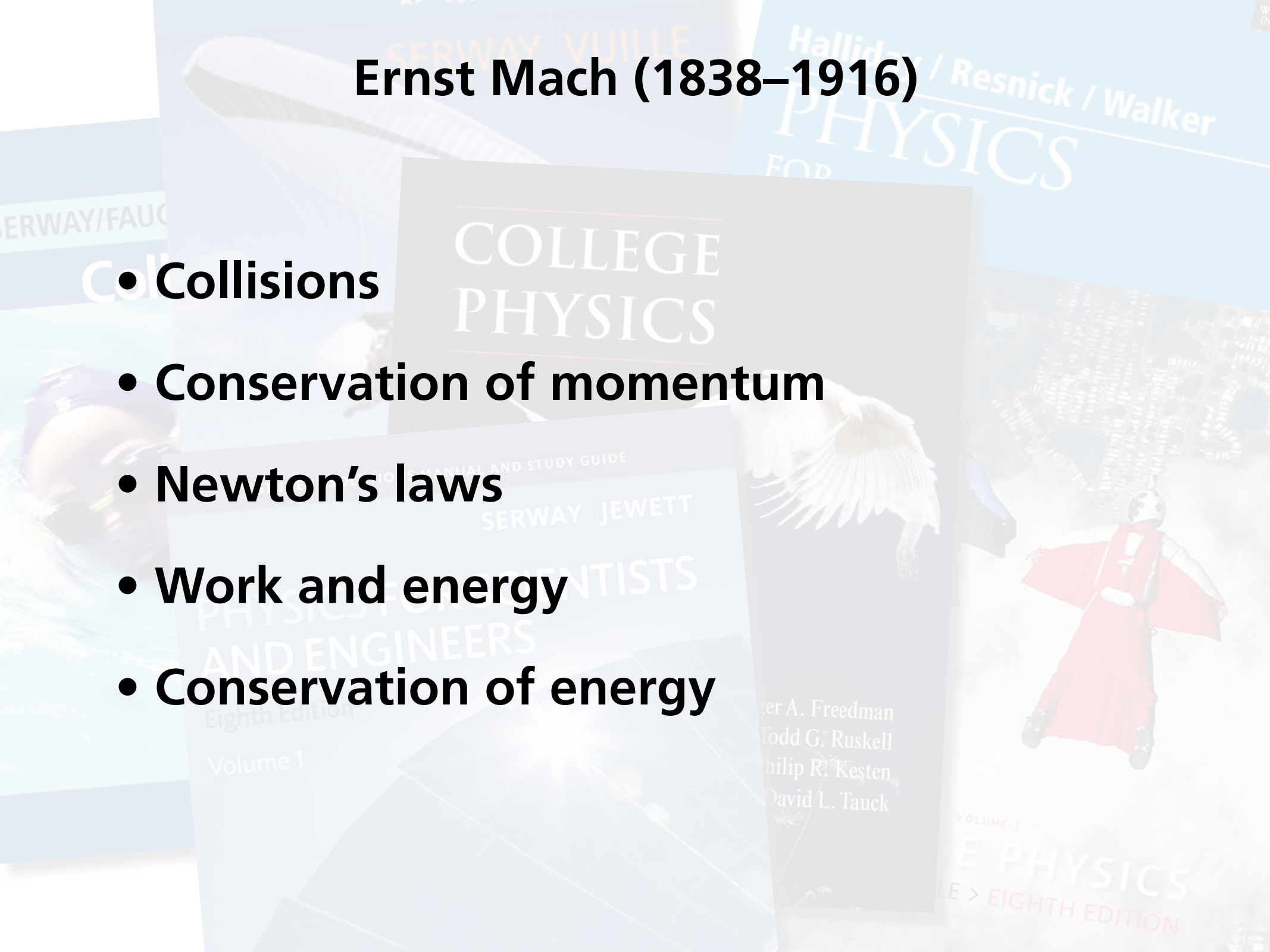
The historical approach

- Newton's laws
- Collisions
- Momentum (and conservation)
- Work and energy
- Conservation of energy



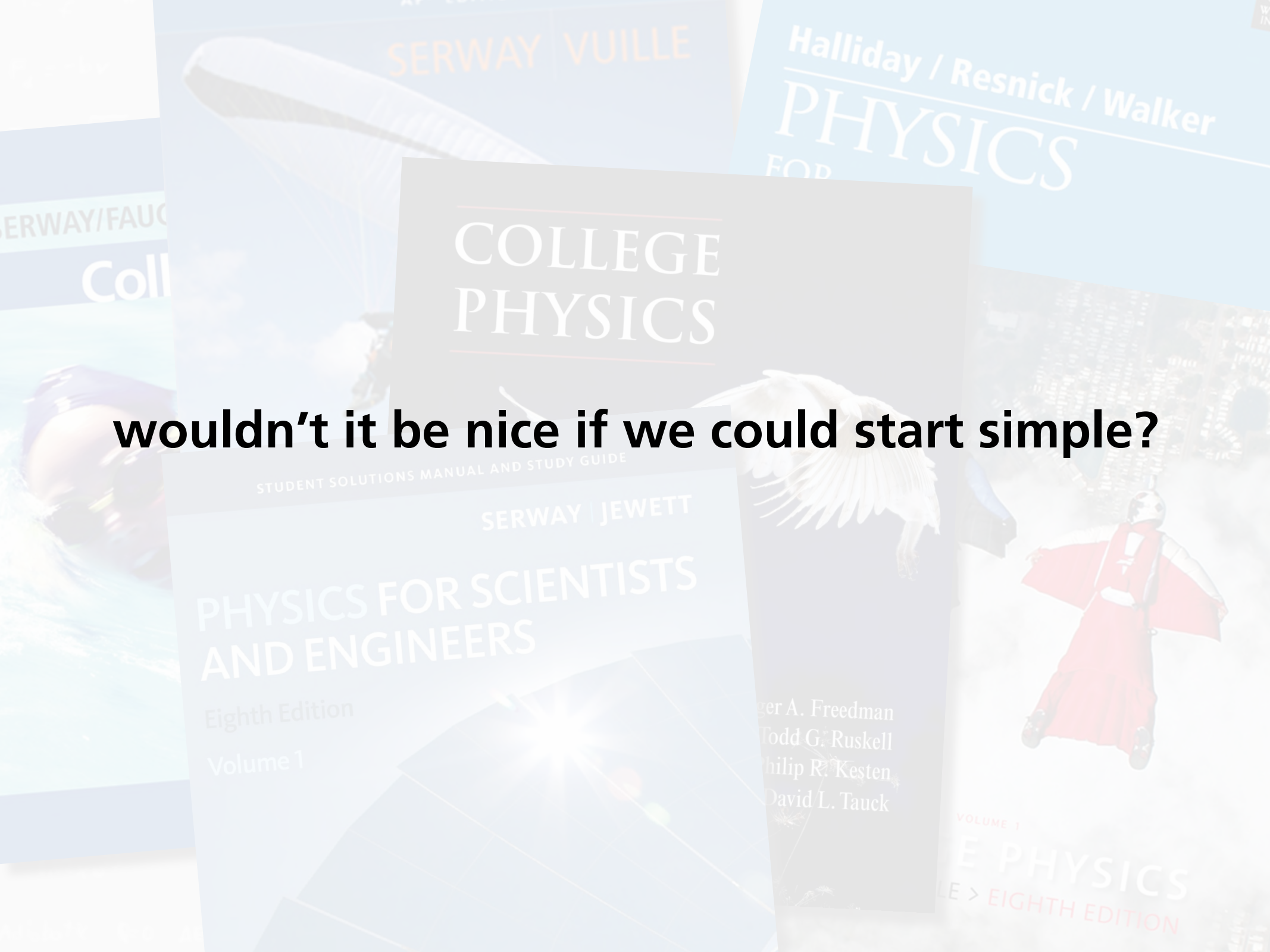
Ernst Mach (1838–1916)

- Collisions
- Conservation of momentum
- Newton's laws
- Work and energy
- Conservation of energy



Ernst Mach (1838–1916)

- Collisions (experimental)
- Conservation of momentum (experimental)
- Newton's laws
- Work and energy
- Conservation of energy



wouldn't it be nice if we could start simple?

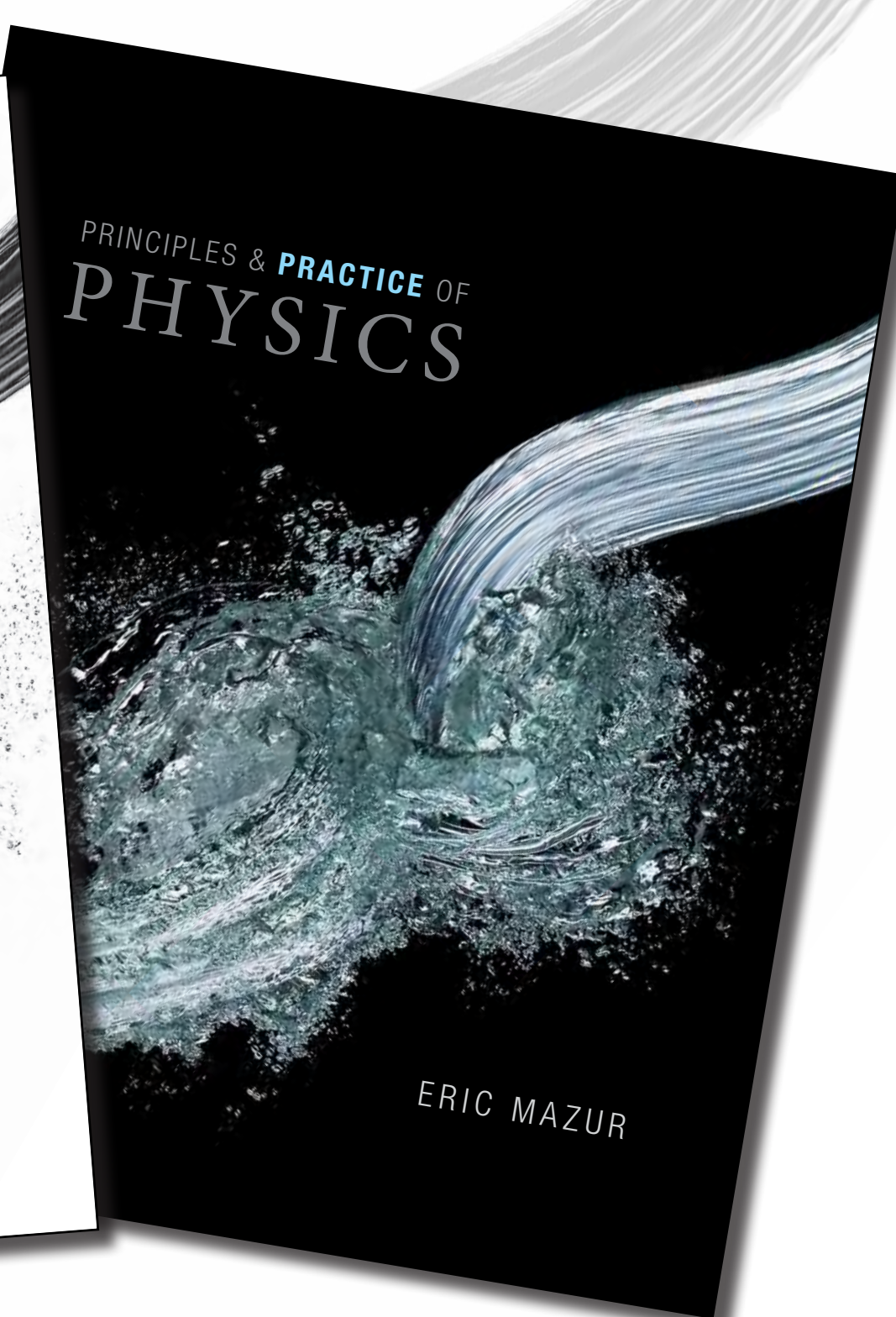
A dynamic, high-speed photograph of water splashing, creating a large, turbulent splash in the center. The water is captured in various stages of motion, with droplets and streams visible against a bright, white background. The overall effect is one of energy and movement.

we can!

A high-speed photograph of water splashing on a white background. The water is captured in mid-air, creating a complex, turbulent pattern of droplets and streams. The splash is centered and extends towards the bottom left and right corners of the frame.

PRINCIPLES & PRACTICE OF
PHYSICS

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A high-speed photograph of water splashing on a black background. The water is captured in mid-air, creating a complex, turbulent pattern of droplets and streams. The splash is centered and extends towards the bottom left and right corners of the frame.

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Principles and Practice of Physics

- **Conservation of momentum**
- **Conservation of energy**
- **Interactions**
- **Force**
- **Work**

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Principles and Practice of Physics

- Conservation of momentum (experimental)
- Conservation of energy (experimental)
- Interactions
- Force
- Work

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Principles and Practice of Physics

- Conservation of momentum (experimental)
- Conservation of energy (experimental)
- Interactions
- Force
- Work

**What about
engineers?**

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Principles and Practice of Physics

- Conservation of momentum (experimental)
- Conservation of energy (experimental)
- Interactions
- Force
- Work

PRINCIPLES & PRACTICE OF
PHYSICS

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PRINCIPLES & PRACTICE OF
PHYSICS

ERIC MAZUR

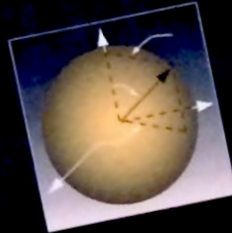
Principles and Practice of Physics

PRINCIPLES

P.H.C

- Conservation of Energy
- Conservation of Momentum
- Introduction to Mechanics
- Force and Motion
- Work and Energy

Conservation Principles and the Structure of Engineering Fifth Edition



Charles J. Glover
Kevin M. Lunsford
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College
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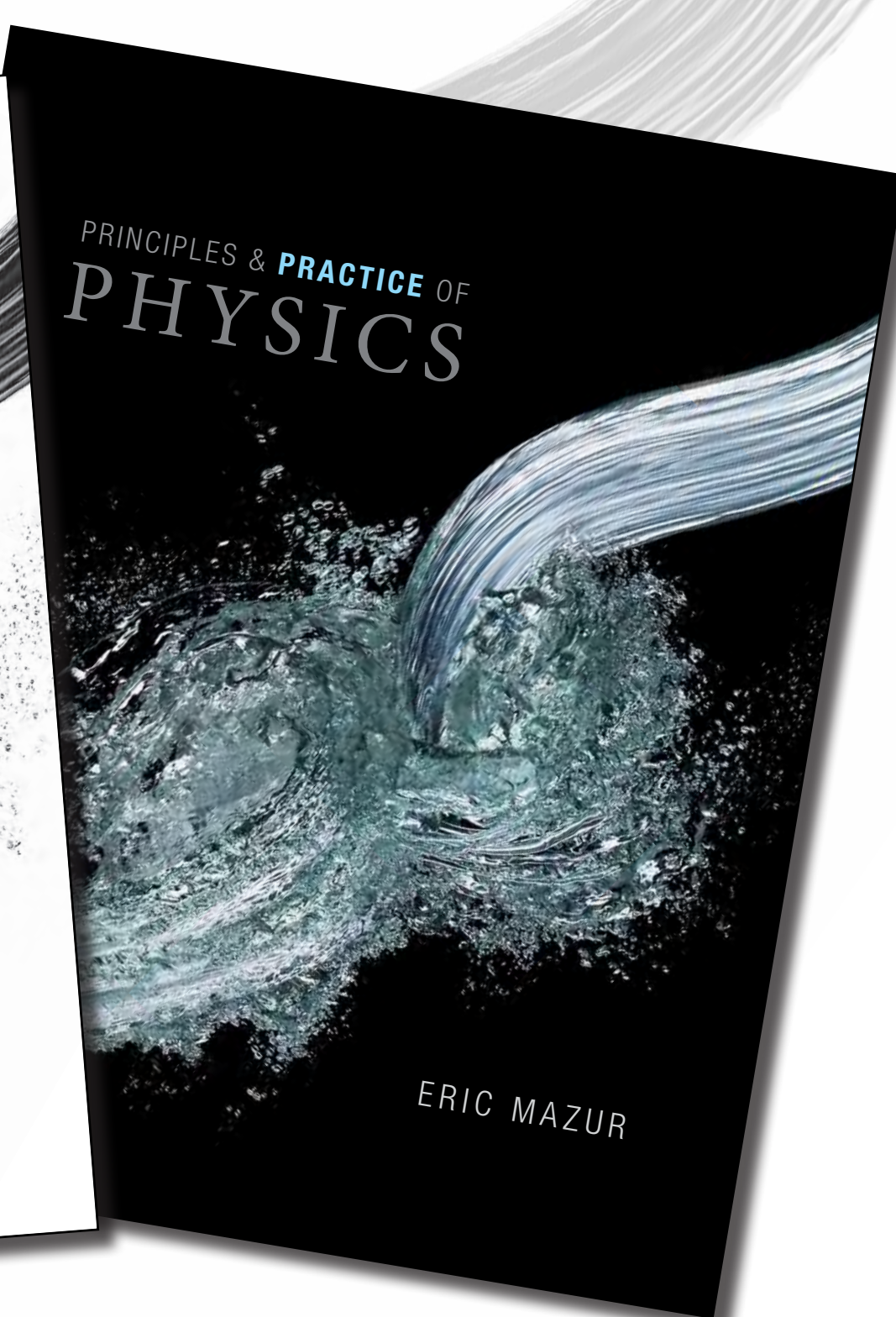
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OF
Experimental)

ntal)

A high-speed photograph of water splashing on a white background. The water is captured in mid-air, creating a complex, turbulent pattern of droplets and streams. The splash is centered and extends towards the bottom left corner of the frame.

PRINCIPLES & PRACTICE OF
PHYSICS

ERIC MAZUR

A high-speed photograph of water splashing on a black background. The water is captured in mid-air, creating a complex, turbulent pattern of droplets and streams. The splash is centered and extends towards the bottom right corner of the frame.

PRINCIPLES & **PRACTICE** OF
PHYSICS

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PRINCIPLES & PRACTICE OF
PHYSICS

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PRINCIPLES & PRACTICE OF
PHYSICS

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PRINCIPLES & PRACTICE OF
PHYSICS

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1 architecture

2 content

PRINCIPLES & PRACTICE OF
PHYSICS

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PRINCIPLES & PRACTICE OF
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More logical!

- **Unity**
- **Focus on physics**

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More practical!

- **Contexts different**
- **Lighter**

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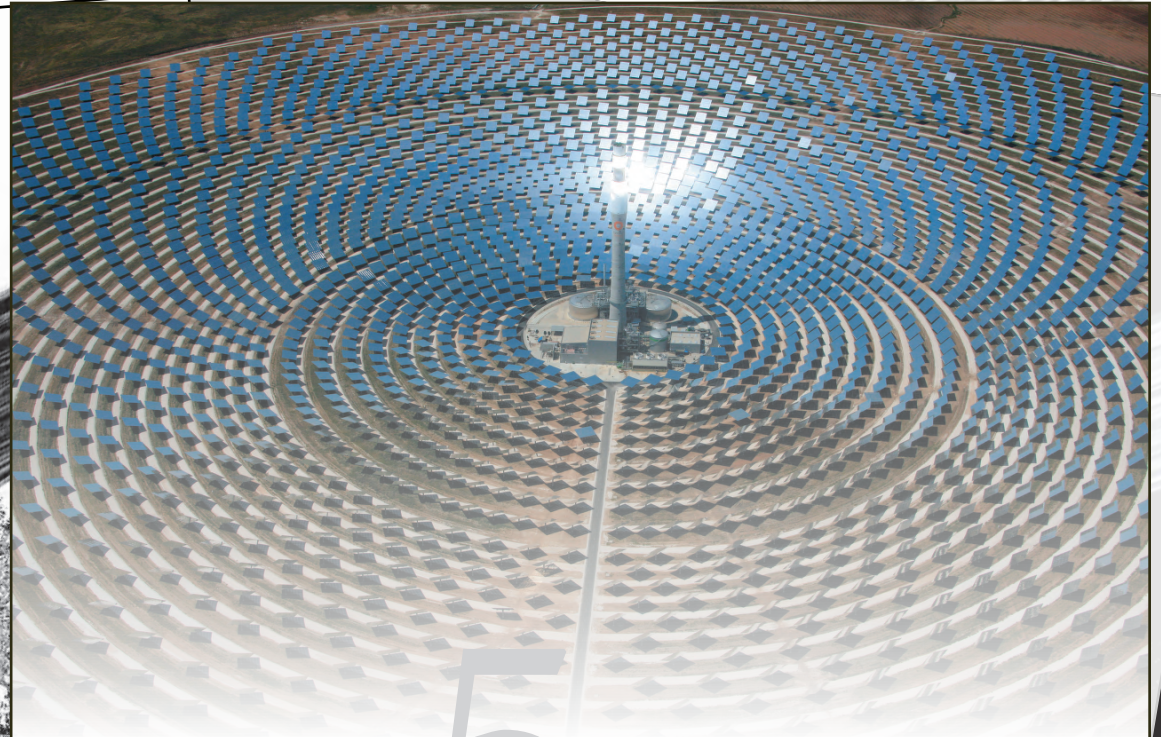
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5 Energy

- 5.1 Classification of collisions
- 5.2 Kinetic energy
- 5.3 Internal energy
- 5.4 Closed systems

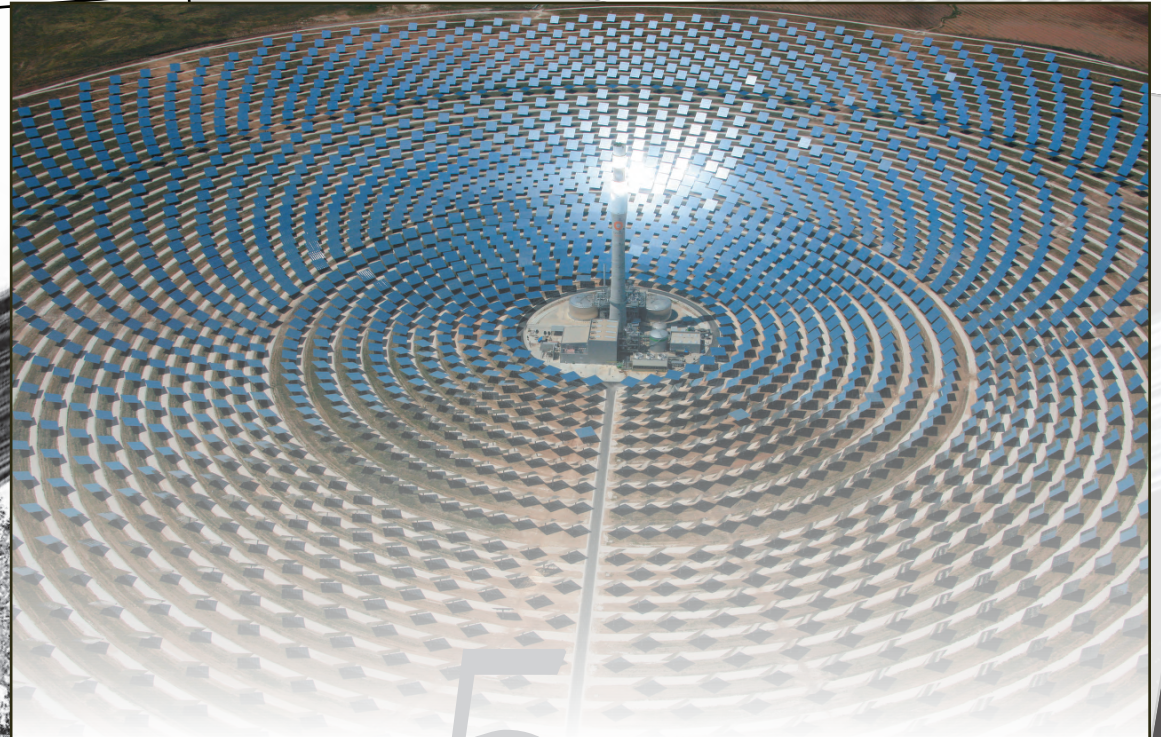
- 5.5 Elastic collisions
- 5.6 Inelastic collisions
- 5.7 Conservation of energy
- 5.8 Explosive separations

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The book cover features a black and white photograph of water splashing and forming a large, curved splash. The text 'PRINCIPLES & PRACTICE OF PHYSICS' is printed in a serif font, with 'PRINCIPLES' in red and the rest in black. The author's name 'ERIC' is visible at the bottom right of the cover.

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The motion we have been dealing with so far in this text is called **translational motion** (Figure 11.1a). This type of motion involves no change in an object's orientation; in other words, all the particles in the object move along identical parallel trajectories. During **rotational motion**, which we begin to study in this chapter, the orientation of the object changes, and the particles in an object follow different circular paths centered on a straight line called the *axis of rotation* (Figure 11.1b). Generally, the motion of rigid objects is a combination of these two types of motion (Figure 11.1c), but as we shall see in Chapter 12 this combined motion can be broken down into translational and rotational parts that can be analyzed separately. Because we already know how to describe translational motion, knowing how to describe rotational motion will complete our description of the motion of rigid objects.

As Figure 11.1b shows, each particle in a rotating object traces out a circular path, moving in what we call *circular motion*. We therefore begin our analysis of rotational motion by describing circular motion. Circular motion occurs all around us. A speck of dust stuck to a spinning CD, a stone being whirled around on a string, a person on a Ferris wheel—all travel along the perimeter of a circle, repeating their motion over and over. Circular motion takes place in a plane, and so in principle we have already developed all the tools required to describe it. To describe circular and rotational motion we shall follow an approach that is analogous to the one we followed for the description of translational motion. Exploiting this analogy, we can then use the same results and insights gained in earlier chapters to introduce a third conservation law.

11.1 Circular motion at constant speed

Figure 11.2 shows two examples of circular motion: a block dragged along a circle by a rotating turntable and a puck constrained by a string to move in a circle. The block and puck are said to *revolve* around the vertical axis through the center of each circular path. Note that the axis about which they revolve is external to the block and perpendicular to the plane of rotation. This is the definition of *revolve*—to move in circular motion around an *external* center. Objects that turn about an *internal* axis, such as the turntable in Figure 11.2a, are said to *rotate*. These two types of motion are closely related because a rotating object can be considered as a system of an enormous number of particles, each revolving around the axis of rotation.

Figure 11.1 Translational and rotational motion of a rigid object.

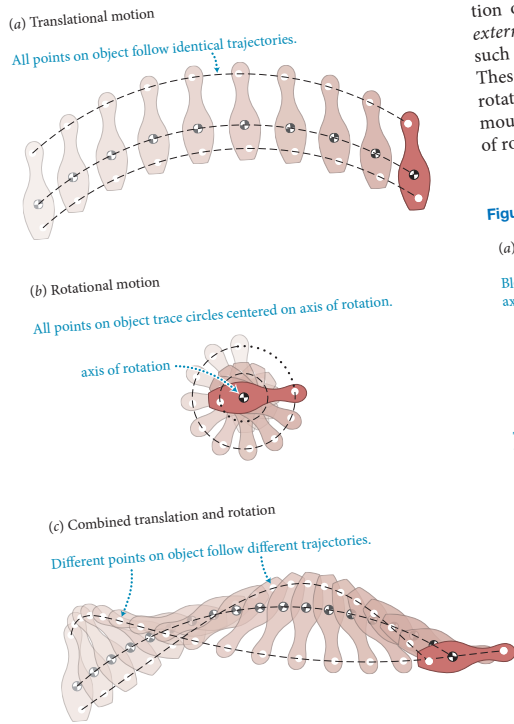
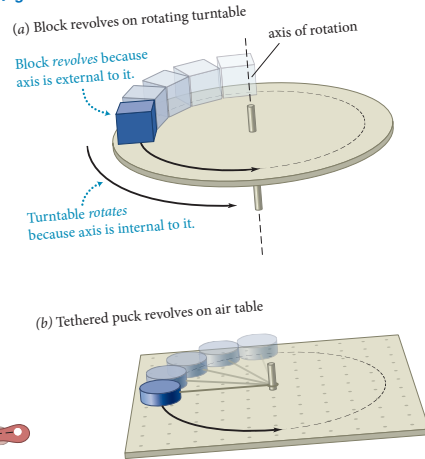


Figure 11.2 Examples of circular motion.



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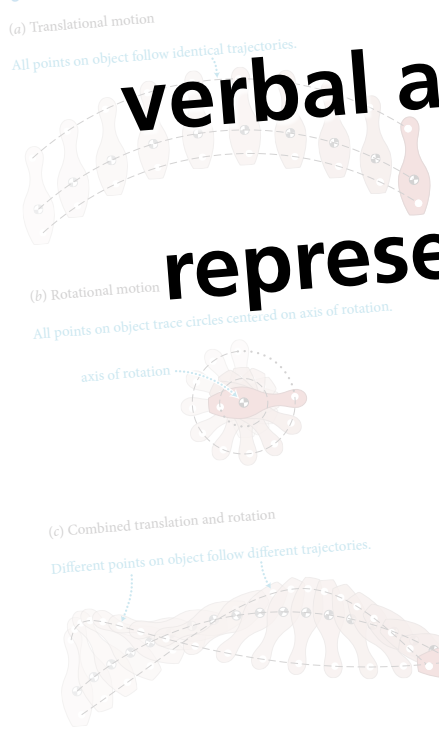
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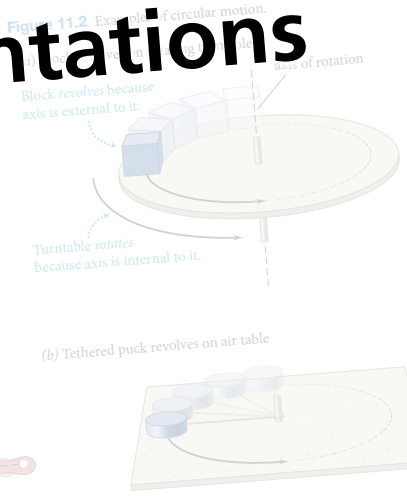
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Figure 11.1 Translational and rotational motion of a rigid object.



teach concepts using verbal and visual representations



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Self-quiz

- Two carts are about to collide head-on on a track. The inertia of cart 1 is greater than the inertia of cart 2, and the collision is elastic. The speed of cart 1 before the collision is higher than the speed of cart 2 before the collision. (a) Which cart experiences the greater acceleration during the collision? (b) Which cart has the greater change in momentum due to the collision? (c) Which cart has the greater change in kinetic energy during the collision?
- Which of the following deformations are reversible and which are irreversible: (a) the deformation of a tennis ball against a racquet, (b) the deformation of a car fender during a traffic accident, (c) the deformation of a balloon as it is blown up, (d) the deformation of fresh snow as you walk through it?
- Translate the kinetic energy graph in Figure 7.2 into three sets of energy bars: before the collision, during the collision, and after the collision. In each set, include a bar for K_1 , a bar for K_2 , and a bar for the internal energy of the system, and assume that the system is closed.
- Describe a scenario to fit the energy bars shown in Figure 7.22. What happens during the interaction?

Figure 7.22

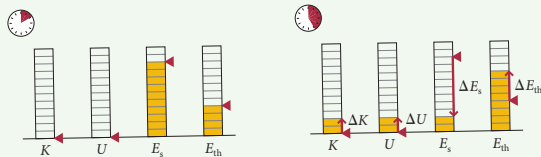
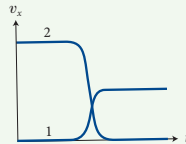


Figure 7.23

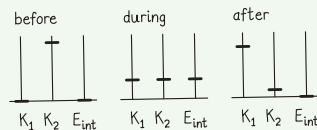


- Describe a scenario to fit the velocity-versus-time curves for two colliding objects shown in Figure 7.23. What happens to the initial energy of the system of colliding objects during the interaction?

Answers

- (a) The cart with the smaller inertia experiences the greater acceleration (see Figure 7.2). (b) The magnitude of $\Delta \vec{p}_1$ is the same as the magnitude of $\Delta \vec{p}_2$, but the changes are in opposite directions because the momentum of the system does not change during the collision. (c) $|\Delta K_1| = |\Delta K_2|$, but the changes are opposite in sign because the kinetic energy of the system before the elastic collision has to be the same as the kinetic energy of the system afterward.
- (a) Reversible. The ball returns to its original shape. (b) Irreversible. The fender remains crumpled. (c) Irreversible. The balloon does not completely return to its original shape after deflation. (d) Irreversible. Your footprints remain.
- See Figure 7.24. Before the collision $K_1 = 0$, K_2 is maximal, and $E_{int} = 0$; during the collision K_1 , K_2 , and E_{int} are all about one-third of the initial value of K_2 ; after the collision K_1 is about 7/8 of the initial value of K_1 , K_2 is about 1/8 of the initial value of K_1 , and $E_{int} = 0$. Because the system is closed, its energy is constant, which means the sum of the three bars is always the same.
- During the interaction, eight units of source energy is converted to two units of kinetic energy, two units of potential energy, and four units of thermal energy. One possible scenario is the vertical launching of a ball. Consider the system comprising you, the ball, and Earth from just before the ball is launched until after it has traveled some distance upward: The source energy goes down (you exert some effort), thermal energy goes up (in the process of exerting effort you heat up), kinetic energy goes up (the ball was at rest before the launch), and so does potential energy (the distance between the ground and the ball increases).
- The graph represents an inelastic collision because the relative velocity of the two objects decreases to about half its initial value. In order for the momentum of the system to remain constant, the inertia of object 1 must be twice that of object 2. Possible scenario: Object 2, inertia m , collides inelastically with object 1, inertia $2m$. The collision brings object 2 to rest and sets object 1 in motion. The interaction converts the initial kinetic energy of object 2 to kinetic energy of cart 1 and to thermal energy and/or incoherent configuration energy of both carts.

Figure 7.24



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SELF-QUIZ

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6.5 Galilean relativity

Consider two observers, A and B, moving at constant velocity relative to each other. Suppose they observe the same event and describe it relative to their respective reference frames and clocks (Figure 6.13). Let the origins of the two observers' reference frames coincide at $t = 0$ (Figure 6.13a). Observer A sees the event as happening at position \vec{r}_{Ae} at clock reading t_{Ae} (Figure 6.13b).^{*} Observer B sees the event at position \vec{r}_{Be} at clock reading t_{Be} . What is the relationship between these clock readings and positions?

If, as we discussed in Chapter 1, we assume time is absolute—the same everywhere—and if the two observers have synchronized their (identical) clocks, they both observe the event at the same clock readings, which means

$$t_{Ae} = t_{Be}. \quad (6.1)$$

Because the clock readings of the two observers always agree, we can omit the subscripts referring to the reference frames:

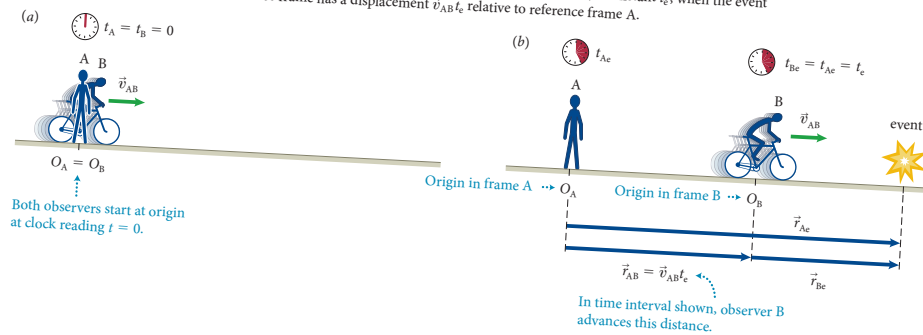
$$t_A = t_B = t. \quad (6.2)$$

From Figure 6.13 we see that the position \vec{r}_{AB} of observer B in reference frame A at instant t_e is equal to B's displacement over the time interval $\Delta t = t_e - 0 = t_e$, and so $\vec{r}_{AB} = \vec{v}_{AB} t_e$ because B moves at constant velocity \vec{v}_{AB} . Therefore

$$\vec{r}_{Ae} = \vec{r}_{AB} + \vec{r}_{Be} = \vec{v}_{AB} t_e + \vec{r}_{Be}. \quad (6.3)$$

Equations 6.2 and 6.3 allow us to relate event data collected in one reference frame to data on the same event e collected in a reference frame that moves at constant velocity relative to the first one (neither of these has to be at rest relative to Earth, but their origins must coincide at $t = 0$). To this end we rewrite these equations so that they give the values of time and position in reference frame B

Figure 6.13 Two observers moving relative to each other observe the same event. Observer B moves at constant velocity \vec{v}_{AB} relative to observer A. (a) The origins O of the two reference frames overlap at instant $t = 0$. (b) At instant t_e , when the event occurs, the origin of observer B's reference frame has a displacement $\vec{v}_{AB} t_e$ relative to reference frame A.



^{*}Remember our subscript form: The capital letter refers to the reference frame; the lowercase e is for "event." Thus the vector \vec{r}_{Ae} represents observer A's measurement of the position at which the event occurs.

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If, as we discussed in Chapter 1, we assume time is absolute—the same everywhere—and if the two observers have synchronized their (identical) clocks, they both observe the event at the same clock readings, which means

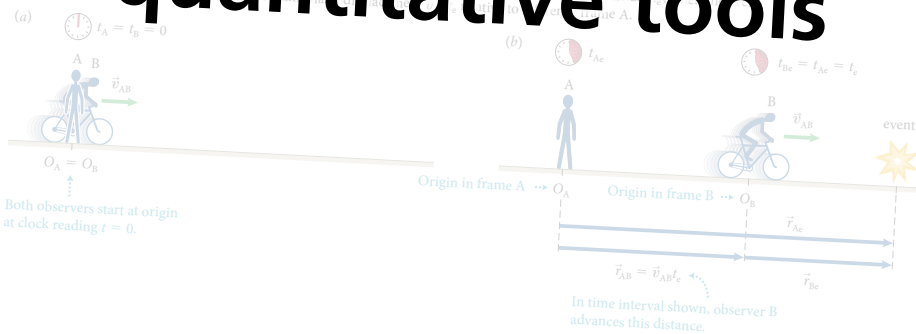
$$t_A = t_B = t. \quad (6.2)$$

From Figure 6.13b, the distance between the origin of reference frame A and the event is $\Delta x = \vec{r}_{Ae} - 0 = \vec{r}_{Ae}$, and so $\vec{r}_{Ae} = \vec{v}_{AB}t_e$ because B moves at constant velocity \vec{v}_{AB} . Therefore

$$\vec{r}_{Ae} = \vec{v}_{AB}t_e + \vec{r}_{Be}. \quad (6.3)$$

Equations 6.2 and 6.3 relate the data of the event in reference frame A to data of the event in reference frame B. The two frames move with constant velocity relative to the first one (neither of these has to be at rest relative to Earth, but their origins must coincide at $t = 0$). To this end we rewrite these equations so that they give the values of time and position in reference frame B

Figure 6.13 Two observers moving relative to each other observe the same event. Observer B moves at constant velocity \vec{v}_{AB} relative to observer A. (a) Both observers start at origin at clock reading $t = 0$. (b) In time interval shown, observer B advances this distance.



^{*}Remember our subscript form: The capital letter refers to the reference frame; the lowercase e is for "event." Thus the vector \vec{r}_{Ae} represents observer A's measurement of the position at which the event occurs.

build on conceptual underpinnings to effectively teach quantitative tools

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(b) From Figure 10.18 I see that $\tan \theta = |F_{\text{sp}x}^c|/|F_{\text{sp}y}^c|$. For $\theta < 45^\circ$, $\tan \theta < 1$, and so $|F_{\text{sp}x}^c| < |F_{\text{sp}y}^c|$. Because $|F_{\text{sp}y}^c| = F_{\text{Ep}}^G$ and $|F_{\text{sp}x}^c| = F_{\text{rp}}^c$, I find that for $\theta < 45^\circ$, $F_{\text{rp}}^c < F_{\text{Ep}}^G$. When $\theta > 45^\circ$, $\tan \theta > 1$, and so $|F_{\text{sp}x}^c| > |F_{\text{sp}y}^c|$ and $F_{\text{rp}}^c > F_{\text{Ep}}^G$. ✓

(c) $|F_{\text{sp}y}^c| = F_{\text{Ep}}^G$ and $F_{\text{sp}}^c = \sqrt{(F_{\text{sp}x}^c)^2 + (F_{\text{sp}y}^c)^2}$. Therefore, F_{sp}^c must always be larger than F_{Ep}^G when $\theta \neq 0$. ✓

4 EVALUATE RESULT I know from experience that you have to pull harder to move a swing farther from its equilibrium position, and so my answer to part *a* makes sense. With regard to part *b*, when the swing is at rest at 45° , the forces \vec{F}_{rp}^c and \vec{F}_{Ep}^G on your friend make the same angle with the force F_{sp}^c , and so \vec{F}_{rp}^c and \vec{F}_{Ep}^G should be equal in magnitude. The force of gravity is independent of the angle, but the force exerted by the rope increases with increasing angle, and so it makes sense that for angles larger than 45° , F_{rp}^c is larger than F_{Ep}^G . In part *c*, because the vertical component of the force F_{sp}^c exerted by the seat on your friend always has to be equal to the force of gravity, adding a horizontal component makes F_{sp}^c larger than F_{Ep}^G , as I found.

10.4 You decide to move a heavy file cabinet by sliding it across the floor. You push against the cabinet, but it doesn't budge. Draw a free-body diagram for it.

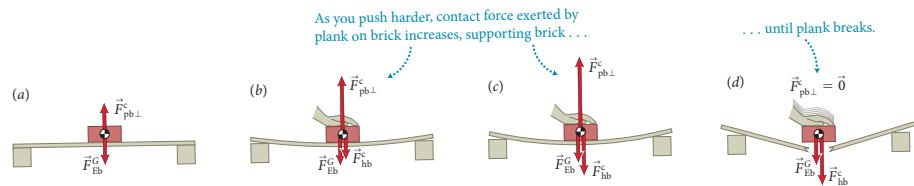
10.4 Friction

The force that opposes your push on the file cabinet in Checkpoint 10.4—the tangential component of the contact force exerted by the floor on the cabinet—has to do with friction. If the floor were very slick or if the cabinet had casters, there would be little friction and your push would easily move the cabinet. Instead, you have to lean against it with all your strength until, with a jerk, it suddenly begins to slide. Once you get the cabinet moving, you must keep pushing to keep it in motion. If you stop pushing, friction stops the motion.

10.5 (a) Suppose you push the file cabinet just enough to keep it moving at constant speed. Draw a free-body diagram for the cabinet while it slides at constant speed. (b) Suddenly you stop pushing. Draw a free-body diagram for the file cabinet at this instant.

Don't skip Checkpoint 10.5! It will be harder to understand the rest of this section if you haven't thought about these situations.

Figure 10.19 A demonstration of the normal force.



Even though the normal and tangential components of the contact force exerted by the floor on the cabinet belong to the same interaction, they behave differently and are usually treated as two separate forces: the normal component being called the **normal force** and the tangential component being called the **force of friction**.

To understand the difference between normal and frictional forces, consider a brick on a horizontal wooden plank supported at both ends (Figure 10.19a). Because the brick is at rest, the normal force $\vec{F}_{\text{pb}\perp}^c$ exerted by the plank on it is equal in magnitude to the gravitational force exerted on it. Now imagine using your hand to push down on the brick with a force \vec{F}_{hb}^c . Your downward push increases the total downward force exerted on the brick, and, like a spring under compression, the plank bends until the normal force it exerts on the brick balances the combined downward forces exerted by your hand and by Earth on the brick (Figure 10.19b). As you push down harder, the plank bends more, and the normal force continues to increase (Figure 10.19c) until you exceed the plank's capacity to provide support and it snaps, at which point the normal force suddenly disappears (Figure 10.19d). So, normal forces take on whatever value is required to prevent whatever is pushing down on a surface from moving through that surface—up to the breaking point of the supporting material.

Next imagine that instead of pushing down on the brick of Figure 10.19a, you gently push it to the right, as in Figure 10.20. As long as you don't push hard, the brick remains at rest. This tells you that the horizontal forces exerted on the brick add to zero, and so the plank must be exerting on the brick a horizontal frictional force that is equal in magnitude to your push but in the opposite direction. This horizontal force is caused by microscopic bonds between the surfaces in contact. Whenever two objects are placed in contact, such bonds form at the extremities of microscopic bumps on the surfaces of the objects. When you try to slide the surfaces past each other, these tiny bonds prevent sideways motion. As you push the brick to the right, the bumps resist bending and, like microscopic springs, each bump exerts a force to the left. The net effect of all these microscopic forces is to hold the brick in place. As you increase the force of your push, the bumps resist bending more and the tangential component of the contact force grows. This friction exerted by surfaces that are not moving relative to each other is called **static friction**.

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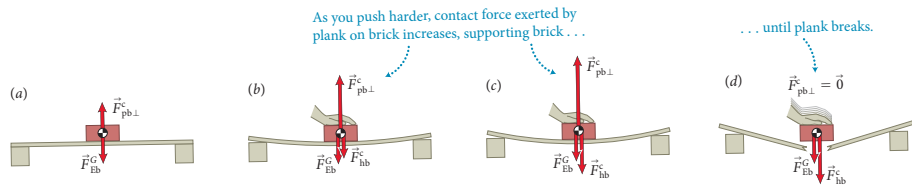
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Even though the normal and tangential components of the contact force exerted by the floor on the cabinet belong to the same interaction, they behave differently and are usually treated as two separate forces: the normal component being called the **normal force** and the tangential component being called the **force of friction**.

To understand the difference between normal and frictional forces, consider a brick on a horizontal wooden plank supported at both ends (Figure 10.19a). Because the brick is at rest, the normal force F_{pb}^c exerted by the plank on it is equal in magnitude to the gravitational force exerted on it. Now imagine using your hand to push down on the brick with a force F_{hb}^c . Your downward push increases the total downward force exerted on the brick, and, like a spring under compression, the plank bends until the normal force it exerts on the brick balances the combined downward forces exerted by your hand and by Earth on the brick (Figure 10.19b). As you push down harder, the plank bends more, and the normal force continues to increase (Figure 10.19c) until you exceed the plank's capacity to provide support and it snaps, at which point the normal force suddenly disappears (Figure 10.19d). So, normal forces take on whatever value is required to prevent whatever is pushing down on a surface from moving through that surface—up to the breaking point of the supporting material.

Next imagine that instead of pushing down on the brick of Figure 10.19a, you gently push it to the right, as in Figure 10.20. As long as you don't push hard, the brick remains at rest. This tells you that the horizontal forces exerted on the brick add to zero, and so the plank must be exerting on the brick a horizontal frictional force that is equal in magnitude to your push but in the opposite direction. This horizontal force is caused by microscopic bonds between the surfaces in contact. Whenever two objects are placed in contact, such bonds form at the extremities of microscopic bumps on the surfaces of the objects. When you try to slide the surfaces past each other, these tiny bonds prevent sideways motion. As you push the brick to the right, the bumps resist bending and, like microscopic springs, each bump exerts a force to the left. The net effect of all these microscopic forces is to hold the brick in place. As you increase the force of your push, the bumps resist bending more and the tangential component of the contact force grows. This friction exerted by surfaces that are not moving relative to each other is called **static friction**.

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10.4 Friction

The force that opposes your push on the file cabinet in Checkpoint 10.4—the tangential component of the contact force exerted by the floor on the cabinet—has to do with friction. If the floor were very slick or if the cabinet had casters, there would be little friction and your push would easily move the cabinet. Instead, you have to lean against it with all your strength until, with a jerk, it suddenly begins to slide. Once you get the cabinet moving, you must keep pushing to keep it in motion. If you stop pushing, friction stops the motion.



10.5 (a) Suppose you push the file cabinet just enough to keep it moving at constant speed. Draw a free-body diagram for the cabinet while it slides at constant speed. (b) Suddenly you stop pushing. Draw a free-body diagram for the file cabinet at this instant.

Don't skip Checkpoint 10.5! It will be harder to understand the rest of this section if you haven't thought about these situations.

Figure 10.19 A demonstration of the normal force.

As you push harder, con
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As you push harder, con
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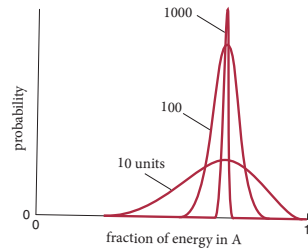
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Figure 19.14 Probability of finding a given fraction of the system's energy in compartment A of the box in Figure 19.13. As the number of energy units increases from 10 to 1000, the probability distribution becomes narrower but remains centered about the mean energy.



basic states available to the system is obtained by multiplying Ω_A by Ω_B : $\Omega = \Omega_A \Omega_B$.

The probability of each macrostate is obtained by dividing Ω , the number of basic states associated with that macrostate, by Ω_{tot} , the number of basic states associated with all macrostates (2.00×10^7 ; see Table 19.2). The table shows you that this probability is greatest for the macrostate $E_A = 7$, as you would expect. Given that there are 14 particles in A and six in B, on average each particle has half an energy unit, and so the $E_A = 7$ macrostate corresponds to an equipartitioning of the energy. The curve labeled 10 units in Figure 19.14 shows this probability as a function of the fraction of energy contained in A.

Example 19.6 Probability of macrostates

In Figure 19.13, after a very large number of particle-partition collisions have occurred, what is the probability of finding the system in (a) the macrostate $E_A = 1$ and (b) the macrostate $E_A = 7$?

1 GETTING STARTED Because all basic states are equally likely, the probability of finding the system in macrostate E_A is equal to the fraction $\Omega/\Omega_{\text{tot}}$, where Ω is the number of basic states of the system associated with the macrostate E_A and Ω_{tot} is the total number of basic states associated with all macrostates (2.00×10^7 ; Table 19.2).

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If we increase the number of energy units in the box of Figure 19.13 to 100 or 1000, the number of basic states grows exponentially, and if we plot the probability of each macrostate as a function of the fraction of energy in A, we obtain the two curves labeled 100 and 1000 in Figure 19.14. Just as we saw in Figure 19.7, the most probable macrostate doesn't change, but the probability peaks much more narrowly around this state. In other words, the most probable macrostate—the equilibrium state—is now even more likely than any other macrostate.

Note that the number of basic states is very large, even with just ten energy units and 20 particles. In a box of volume 1 m^3 containing air at atmospheric pressure and room temperature, there are on the order of 10^{25} particles and 10^{20} energy units per particle, and so the number of basic states becomes unimaginably large—on the order of ten raised to the power 10^{21} ! Because the number of basic states is so large, it is more convenient to work with the natural logarithm of that number. As you can see from the right-most column in Table 19.2, the natural logarithm of the number of basic states is indeed much more manageable.

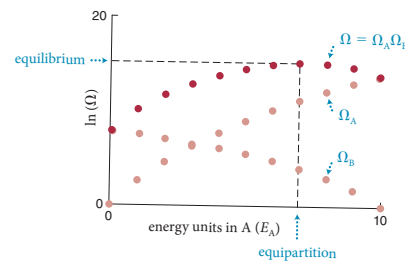
Figure 19.15 shows how the natural logarithms of Ω_A , Ω_B , and Ω vary with the number of energy units in compartment A in Figure 19.13. As you can see, the natural logarithm of the number of basic states changes much less rapidly than the number of basic states. Note that as E_A increases, the number of basic states Ω_A increases. As E_A increases, however, E_B decreases and so Ω_B decreases. The number of basic states Ω is maximum when $E_A = 7$ and $E_B = 3$, representing an equipartitioning of energy. The most probable macrostate (equilibrium) is achieved when there is equipartitioning of energy.



19.15 What is the average energy per particle in compartments A and B in Figure 19.13 (a) when there is one energy unit in A and (b) when the system is at equilibrium?

As you can see from Table 19.2, with $E_A = 1$ the number of basic states for the system (2.80×10^4) is more than 100 times smaller than it is at equilibrium ($E_A = 7$, $\Omega = 4.34 \times 10^6$). Collisions between the particles and the partition redistribute

Figure 19.15 Natural logarithm of the number of basic states for compartment A, for compartment B, and for the two compartments in Figure 19.13 combined. The number of basic states is maximal when the energy is equipartitioned (seven energy units in A).



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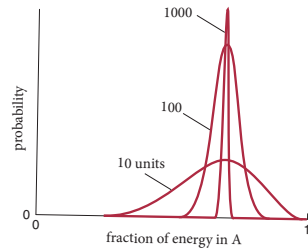
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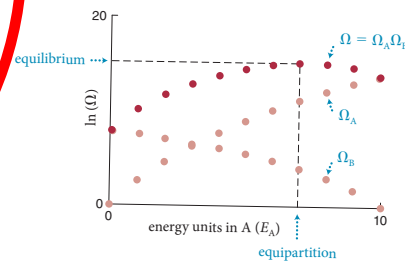
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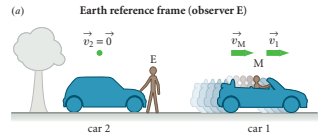
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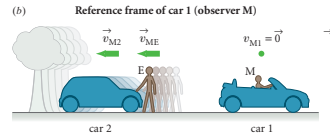
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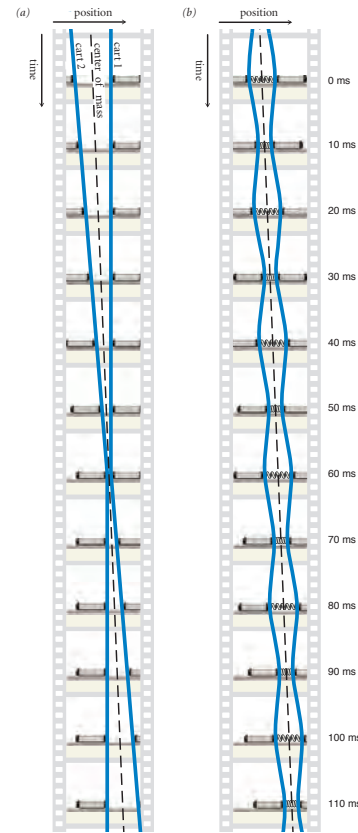
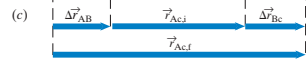
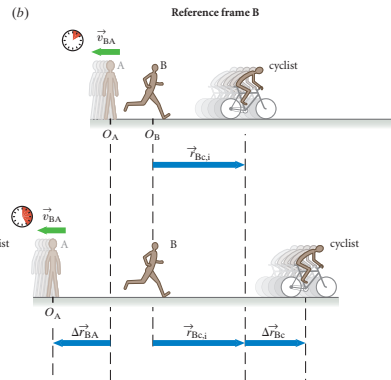
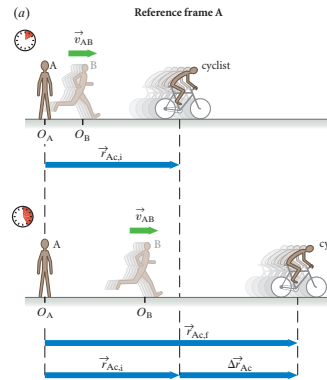
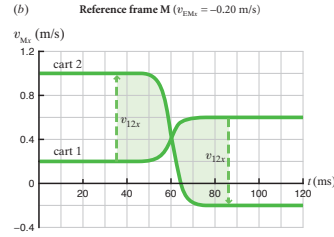
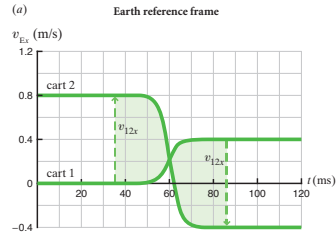
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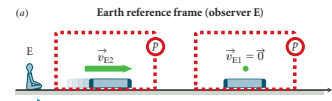
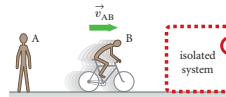
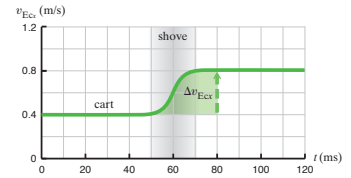
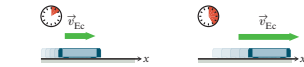
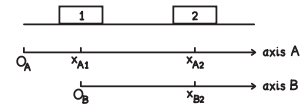
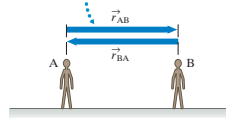
Relative to observer E, car 2 is at rest and car 1 moves to the right.



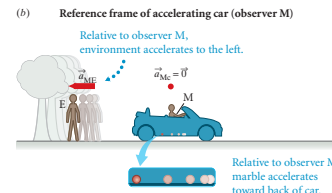
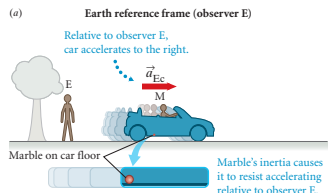
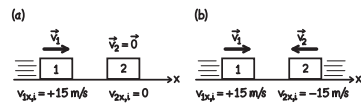
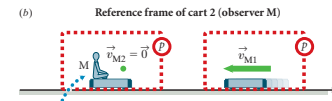
But relative to observer M, car 1 is at rest while car 2, observer E, and the earth move to the left.

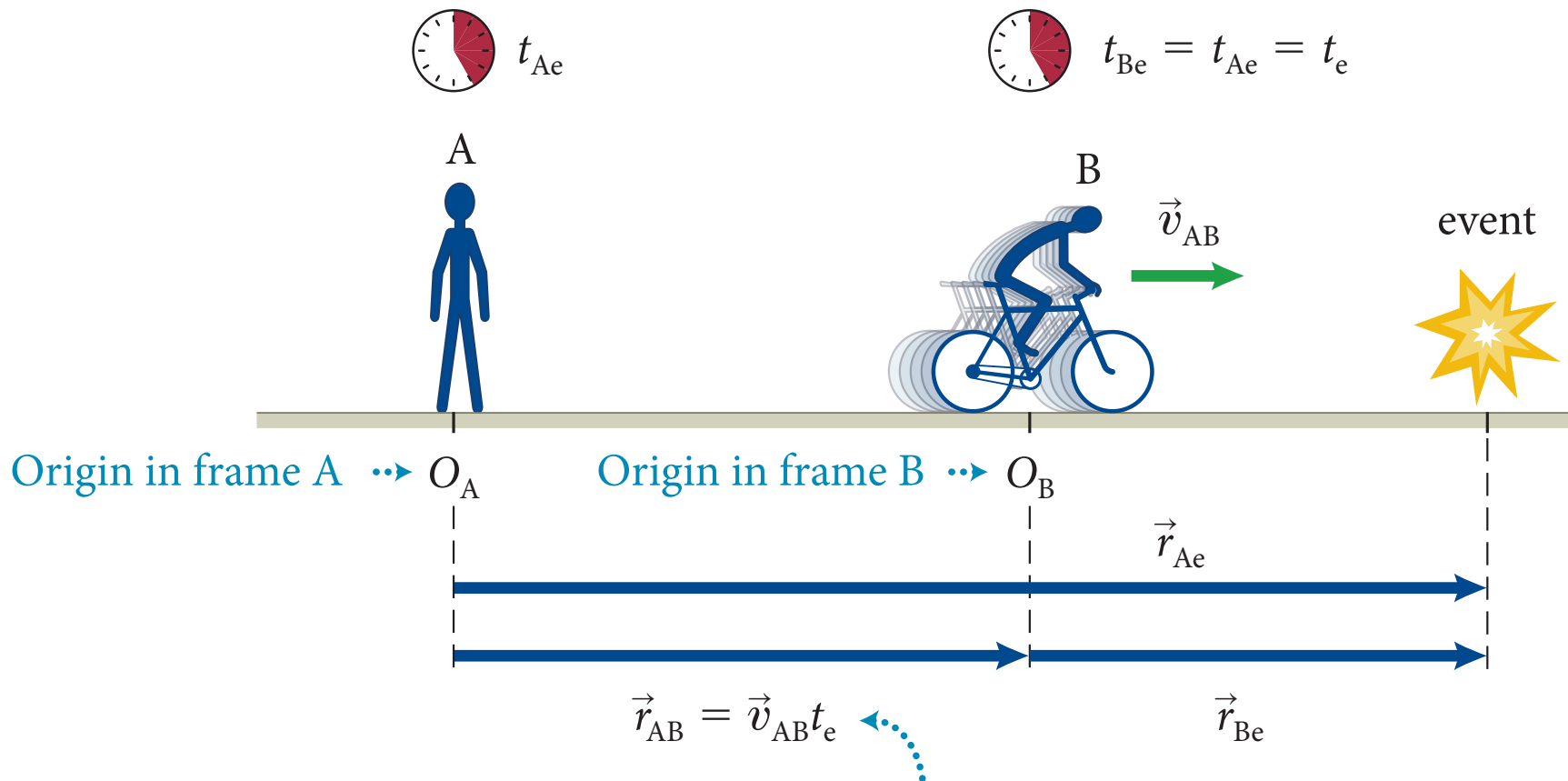


Position vectors are each other's opposites.



Observers E and M both see both carts as isolated and as having constant momentum.





In time interval shown, observer B advances this distance.

Visual representations: simple, effective, correct!



In time interval shown, observer B advances this distance.

PRINCIPLES VOLUME

- concepts before quantitative tools
- checkpoints to thinking
- 4-step worked examples
- research-based illustrations
- research-based pedagogy

Consider two observers, A and B, moving at constant velocity relative to each other. Suppose they observe the same event and describe it relative to their respective reference frames and clocks (Figure 6.13). Let the origins of the two observers' reference frames coincide at $t = 0$ (Figure 6.13a). Observer A sees the event as happening at position \vec{r}_{Ae} at clock reading t_{Ae} (Figure 6.13b).^{*} Observer B sees the event at position \vec{r}_{Be} at clock reading t_{Be} . What is the relationship between these clock readings and positions?

If, as we discussed in Chapter 1, we assume time is absolute—the same everywhere—and if the two observers have synchronized their (identical) clocks, they will observe the same time for the event. In other words, $t_{Ae} = t_{Be} = t_e$. (6.1)

Because the clock readings of the two observers always agree, we can omit the subscripts referring to the reference frames:

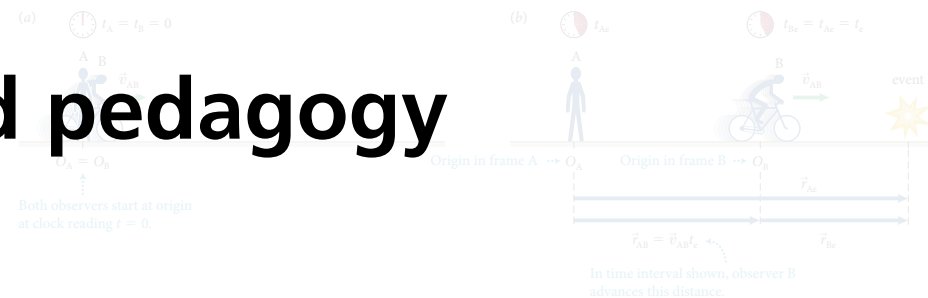
$$\vec{r}_{Ae} = \vec{r}_{AB} + \vec{r}_{Be} \quad (6.2)$$

Position \vec{r}_{AB} of observer B in reference frame A at instant t_e is equal to the displacement over the time interval $\Delta t = t_e - 0 = t_e$, and so $\vec{r}_{AB} = \vec{v}_{AB} t_e$ because B moves at constant velocity \vec{v}_{AB} . Therefore

$$\vec{r}_{Ae} = \vec{r}_{AB} + \vec{r}_{Be} = \vec{v}_{AB} t_e + \vec{r}_{Be}. \quad (6.3)$$

Figure 6.13 illustrates the relationship between the two reference frames. Data collected in one reference frame to data on the same event collected in a reference frame that moves at constant velocity relative to the first one (neither of these has to be at rest relative to Earth, but their origins must coincide at $t = 0$). To this end we rewrite these equations so that they give the values of time and position in reference frame B

Figure 6.13 illustrates the relationship between the two reference frames. Observer B moves at constant velocity \vec{v}_{AB} relative to reference frame A. (a) At instant $t = 0$, when the event occurs, the origin of observer B's reference frame has a displacement $\vec{v}_{AB} t_e$ relative to reference frame A.



^{*}Remember our subscript form: The capital letter refers to the reference frame; the lowercase e is for

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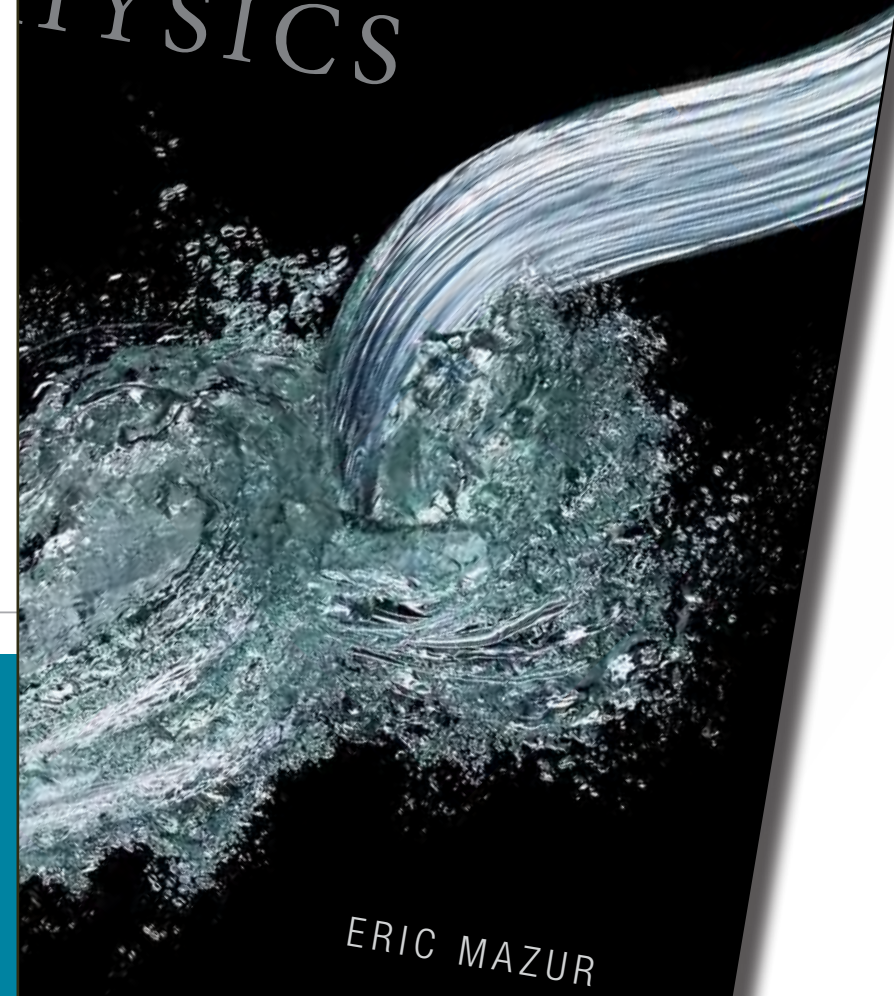
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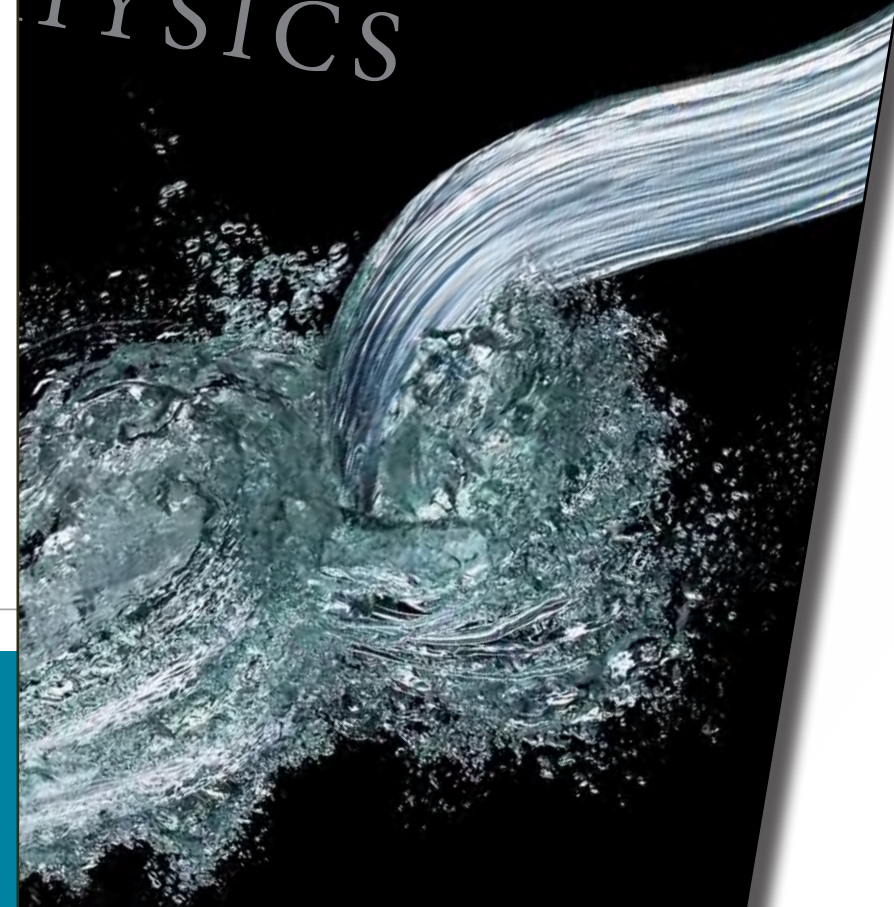
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PRINCIPLES & PRACTICE OF
PHYSICS

ERIC MAZUR

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Waves in Two and Three Dimensions

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Developing a Feel

Make an order-of-magnitude estimate of each of the following quantities. Letters in parentheses refer to hints below. Use them as needed to guide your thinking.

1. The speed v of a point on the equator as Earth rotates (D, P)
2. The rotational inertia of a bowling ball about an axis tangent to its surface (A, R, X)
3. Your rotational inertia as you turn over in your sleep (V, C)
4. The angular momentum around the axle of a wheel/tire combination on your car as you cruise on the freeway (E, I, O, AA, S)
5. The angular momentum of a spinning ice skater with each arm held out to the side and parallel to the ice (G, X, N, U)
6. The speed you would need to orbit Earth in a low orbit (F, P)
7. The magnitude of the force exerted by the Sun on Earth to hold Earth in orbit (B, L, T, Z)
8. The kinetic energy associated with Earth's rotation (Z, P, D)
9. The angular momentum, about a vertical axis through your house, of a large car driving down your street (H, Y, M)
10. The kinetic energy of a spinning yo-yo (K, W, J, Q)

Hints

If needed, see Key for answers to these guiding questions.

- A. What is the inertia of a bowling ball?
- B. How long a time interval is needed for Earth to make one revolution around the Sun?
- C. What simple geometric shape is an appropriate model for a sleeping person?
- D. What is Earth's rotational speed?
- E. What is the combined inertia of the wheel and tire?
- F. What is the relationship between force and acceleration for this orbit?
- G. How can you model the skater's shape during her spin?
- H. What is the inertia of a midsize car?
- I. What is the radius of the tire?
- J. How many turns are needed to rewind the yo-yo?
- K. What is the yo-yo's rotational inertia?
- L. What is the radius of Earth's orbit?
- M. What is the perpendicular distance from the house to the car's line of motion?
- N. What is the skater's rotational inertia with arms held out?
- O. How can you model the combined rotational inertia of the wheel and tire?
- P. What is Earth's radius?
- Q. What is the final rotational speed?
- R. What is the radius of a bowling ball?
- S. What is the rotational speed of the tire?
- T. What is the required centripetal acceleration?
- U. What is the skater's initial rotational speed?
- V. What is your inertia?
- W. When thrown, how long a time interval does the yo-yo take to reach the end of the string?
- X. What is needed in addition to the formulas in Principles Table 11.3 in order to determine this quantity?
- Y. What is a typical speed for a car moving on a city street?
- Z. What is Earth's inertia?
- AA. What is a typical freeway cruising speed?

Key (all values approximate)

A. 7 kg; B. $1 \text{ y} = 3 \times 10^7 \text{ s}$; C. solid cylinder of radius 0.2 m; D. period = 24 h, so $\omega = 7 \times 10^{-5} \text{ s}^{-1}$; E. 10^3 kg ; F. from Eqs. 8.6, 8.17, and 11.16, $\sum \vec{F} = m\vec{a}$, so $mg = mv^2/r$; G. a solid cylinder with two thin-rod arms of inertia 4 kg held out perpendicularly; H. $2 \times 10^3 \text{ kg}$; I. 0.3 m; J. 2×10^4 turns; K. $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$ (with yo-yo modeled as solid cylinder); L. $2 \times 10^{11} \text{ m}$; M. $2 \times 10^4 \text{ m}$; N. $4 \text{ kg} \cdot \text{m}^2$; O. between MR^2 (cylindrical shell representing tire) and $MR^2/2$ (solid cylinder representing wheel)—say, $3MR^2/4$; P. $6 \times 10^6 \text{ m}$; Q. about twice the average rotational speed, or $\omega = 5 \times 10^2 \text{ s}^{-1}$; R. 0.1 m; S. no slipping, so $\omega = v/r \approx 10^2 \text{ s}^{-1}$; T. $8 \times 10^{-3} \text{ m/s}^2$; U. $\omega \approx 10 \text{ s}^{-1}$; V. $7 \times 10^4 \text{ kg}$; W. 0.5 s; X. the parallel-axis theorem; Y. $3 \times 10^4 \text{ mi/h}$; Z. $6 \times 10^{24} \text{ kg}$; AA. $3 \times 10^4 \text{ m/s}$

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Developing a Feel

Make an order-of-magnitude estimate of each of the following quantities. Letters in parentheses refer to hints below. Use them as needed to guide your thinking:

1. The speed v of a point on the equator as Earth rotates (D, P)
2. The rotational inertia of a bowling ball about an axis tangent to its surface (A, R, X)
3. Your rotational inertia as you turn over in your sleep (V, C)
4. The angular momentum around the axle of a wheel/tire combination on your car as you cruise on the freeway (E, I, O, AA, S)
5. The angular momentum of a spinning ice skater with each arm held out to the side and parallel to the ice (G, X, N, U)
6. The speed you would need to orbit Earth in a low orbit (F, P)
7. The magnitude of the force exerted by the Sun on Earth to hold Earth in orbit (B, L, T, Z)
8. The kinetic energy associated with Earth's rotation (Z, P, D)
9. The angular momentum, about a vertical axis through your house, of a large car driving down your street (H, Y, M)
10. The kinetic energy of a spinning yo-yo (K, W, J, Q)

Hints

If needed, see Key for answers to these guiding questions.

- A. What is the inertia of a bowling ball?
- B. How long a time interval is needed for Earth to make one revolution around the Sun?
- C. What simple geometric shape is an appropriate model for a sleeping person?
- D. What is Earth's rotational speed?
- E. What is the combined inertia of the wheel and tire?
- F. What is the relationship between force and acceleration for this orbit?
- G. How can you model the skater's shape during her spin?
- H. What is the inertia of a midsize car?
- I. What is the radius of the tire?
- J. How many turns are needed to rewind the yo-yo?
- K. What is the yo-yo's rotational inertia?
- L. What is the radius of Earth's orbit?
- M. What is the perpendicular distance from the house to the car's line of motion?
- N. What is the skater's rotational inertia with arms held out?
- O. How can you model the combined rotational inertia of the wheel and tire?
- P. What is Earth's radius?
- Q. What is the final rotational speed?
- R. What is the radius of a bowling ball?
- S. What is the rotational speed of the tire?
- T. What is the required centripetal acceleration?
- U. What is the skater's initial rotational speed?
- V. What is your inertia?
- W. When thrown, how long a time interval does the yo-yo take to reach the end of the string?
- X. What is needed in addition to the formulas in *Principles* Table 11.3 in order to determine this quantity?
- Y. What is a typical speed for a car moving on a city street?
- Z. What is Earth's inertia?
- AA. What is a typical freeway cruising speed?

Key (all values approximate)

A. 7 kg; B. 1 y = 3×10^7 s; C. solid cylinder of radius 0.2 m; D. period = 24 h, so $\omega = 7 \times 10^{-5} \text{ s}^{-1}$; E. 10^3 kg; F. from Eqs. 8.6, 8.17, and 11.16, $\sum \vec{F} = m\vec{a}$, so $mg = mv^2/r$; G. a solid cylinder with two thin-rod arms of inertia 4 kg held out perpendicularly; H. 2×10^3 kg; I. 0.3 m; J. 2×10^4 turns; K. $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$ (with yo-yo modeled as solid cylinder); L. 2×10^{11} m; M. 2×10^4 m; N. 4 kg \cdot m²; O. between MR^2 (cylindrical shell representing tire) and $MR^2/2$ (solid cylinder representing wheel)—say, $3MR^2/4$; P. 6×10^6 m; Q. about twice the average rotational speed, or $\omega = 5 \times 10^2 \text{ s}^{-1}$; R. 0.1 m; S. no slipping, so $\omega = v/r \approx 10^2 \text{ s}^{-1}$; T. $8 \times 10^{-3} \text{ m/s}^2$; U. $\omega \approx 10 \text{ s}^{-1}$; V. 7×10^4 kg; W. 0.5 s; X. the parallel-axis theorem; Y. 3×10^4 mi/h; Z. 6×10^{24} kg; AA. 3×10^4 m/s

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6. The speed you would need to orbit Earth in a low orbit (F, P)
7. The magnitude of the force exerted by the Sun on Earth to hold Earth in orbit (B, L, T, Z)
8. The kinetic energy associated with Earth's rotation (Z, P, D)
9. The angular momentum, about a vertical axis through your house, of a large car driving down your street (H, Y, M)
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Hints

If needed, see Key for answers to these guiding questions.

- A. What is the inertia of a bowling ball?
- B. How long a time interval is needed for Earth to make one revolution around the Sun?
- C. What simple geometric shape is an appropriate model for a sleeping person?
- D. What is Earth's rotational speed?
- E. What is the combined inertia of the wheel and tire?
- F. What is the relationship between force and acceleration for this orbit?
- G. How can you model the skater's shape during her spin?
- H. What is the inertia of a midsize car?
- I. What is the radius of the tire?
- J. How many turns are needed to rewind the yo-yo?
- K. What is the yo-yo's rotational inertia?
- L. What is the radius of Earth's orbit?
- M. What is the perpendicular distance from the house to the car's line of motion?
- N. What is the skater's rotational inertia with arms held out?
- O. How can you model the combined rotational inertia of the wheel and tire?
- P. What is Earth's radius?
- Q. What is the final rotational speed?
- R. What is the radius of a bowling ball?
- S. What is the rotational speed of the tire?
- T. What is the required centripetal acceleration?
- U. What is the skater's initial rotational speed?
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Key (all values approximate)

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Developing a Feel

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Hints

If needed, see Key for answers to these guiding questions.

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- C. What simple geometric shape is an appropriate model for a sleeping person?
- D. What is Earth's rotational speed?
- E. What is the combined inertia of the wheel and tire?
- F. What is the relationship between force and acceleration for this orbit?
- G. How can you model the skater's shape during her spin?
- H. What is the inertia of a midsize car?
- I. What is the radius of the tire?
- J. How many turns are needed to rewind the yo-yo?
- K. What is the yo-yo's rotational inertia?
- L. What is the radius of Earth's orbit?
- M. What is the perpendicular distance from the house to the car's line of motion?
- N. What is the skater's rotational inertia with arms held out?
- O. How can you model the combined rotational inertia of the wheel and tire?
- P. What is Earth's radius?
- Q. What is the final rotational speed?
- R. What is the radius of a bowling ball?
- S. What is the rotational speed of the tire?
- T. What is the required centripetal acceleration?
- U. What is the skater's initial rotational speed?
- V. What is your inertia?
- W. When thrown, how long a time interval does the yo-yo take to reach the end of the string?
- X. What is needed in addition to the formulas in Principles Table 11.3 in order to determine this quantity?
- Y. What is a typical speed for a car moving on a city street?
- Z. What is Earth's inertia?
- AA. What is a typical freeway cruising speed?

Key (all values approximate)

A. 7 kg; B. $1 \text{ yr} = 3 \times 10^7 \text{ s}$; C. solid cylinder of radius 0.2 m; D. period = 24 h, so $\omega = 7 \times 10^{-5} \text{ s}^{-1}$; E. 10^3 kg ; F. from Eqs. 8.6, 8.17, and 11.16, $\Sigma F = m\bar{a}$, so $mg = mv^2/r$; G. a solid cylinder with two thin-rod arms of inertia 4 kg held out perpendicularly; H. $2 \times 10^3 \text{ kg}$; I. 0.3 m; J. 2×10^4 turns; K. $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$ (with yo-yo modeled as solid cylinder); L. $2 \times 10^{11} \text{ m}$; M. $2 \times 10^4 \text{ m}$; N. $4 \text{ kg} \cdot \text{m}^2$; O. between MR^2 (cylindrical shell representing tire) and $MR^2/2$ (solid cylinder representing wheel)—say, $3MR^2/4$; P. $6 \times 10^6 \text{ m}$; Q. about twice the average rotational speed, or $\omega = 5 \times 10^2 \text{ s}^{-1}$; R. 0.1 m; S. no slipping, so $\omega = v/r \approx 10^2 \text{ s}^{-1}$; T. $8 \times 10^{-3} \text{ m/s}^2$; U. $\omega \approx 10 \text{ s}^{-1}$; V. $7 \times 10^4 \text{ kg}$; W. 0.5 s; X. the parallel-axis theorem; Y. $3 \times 10^4 \text{ mi/h}$; Z. $6 \times 10^{24} \text{ kg}$; AA. $3 \times 10^7 \text{ m/s}$

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- A. What is the inertia of a bowling ball?
- B. How long a time interval is needed for Earth to make one revolution around the Sun?
- C. What simple geometric shape is an appropriate model for a sleeping person?
- D. What is Earth's rotational speed?
- E. What is the combined inertia of the wheel and tire?
- F. What is the relationship between force and acceleration for this orbit?
- G. How can you model the skater's shape during her spin?
- H. What is the inertia of a midsize car?
- I. What is the radius of the tire?
- J. How many turns are needed to rewind the yo-yo?
- K. What is the yo-yo's rotational inertia?
- L. What is the radius of Earth's orbit?
- M. What is the perpendicular distance from the house to the car's line of motion?
- N. What is the skater's rotational inertia with arms held out?
- O. How can you model the combined rotational inertia of the wheel and tire?
- P. What is Earth's radius?
- Q. What is the final rotational speed?
- R. What is the radius of a bowling ball?
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- V. What is your inertia?
- W. When thrown, how long a time interval does the yo-yo take to reach the end of the string?
- X. What is needed in addition to the formulas in Principles Table 11.3 in order to determine this quantity?
- Y. What is a typical speed for a car moving on a city street?
- Z. What is Earth's inertia?
- AA. What is a typical freeway cruising speed?

Key (all values approximate)

A. 7 kg; B. $1 \text{ y} = 3 \times 10^7 \text{ s}$; C. solid cylinder of radius 0.2 m; D. period = 24 h, so $\omega = 7 \times 10^{-5} \text{ s}^{-1}$; E. 10^3 kg ; F. from Eqs. 8.6, 8.17, and 11.16, $\Sigma \vec{F} = m\vec{a}$, so $mg = mv^2/r$; G. a solid cylinder with two thin-rod arms of inertia 4 kg held out perpendicularly; H. $2 \times 10^3 \text{ kg}$; I. 0.3 m; J. 2×10^4 turns; K. $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$ (with yo-yo modeled as solid cylinder); L. $2 \times 10^{11} \text{ m}$; M. $2 \times 10^4 \text{ m}$; N. $4 \text{ kg} \cdot \text{m}^2$; O. between MR^2 (cylindrical shell representing tire) and $MR^2/2$ (solid cylinder representing wheel)—say, $3MR^2/4$; P. $6 \times 10^6 \text{ m}$; Q. about twice the average rotational speed, or $\omega = 5 \times 10^2 \text{ s}^{-1}$; R. 0.1 m; S. no slipping, so $\omega = v/r \approx 10^2 \text{ s}^{-1}$; T. $8 \times 10^{-3} \text{ m/s}^2$; U. $\omega \approx 10 \text{ s}^{-1}$; V. $7 \times 10^4 \text{ kg}$; W. 0.5 s; X. the parallel-axis theorem; Y. $3 \times 10^4 \text{ mi/h}$; Z. $6 \times 10^{24} \text{ kg}$; AA. $3 \times 10^4 \text{ m/s}$

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9. The angular momentum, about a vertical axis through your house, of a large car driving down your street (H, Y, M)
10. The kinetic energy of a spinning yo-yo (K, W, J, Q)

Hints

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- A. What is the inertia of a bowling ball?
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- F. What is the relationship between force and acceleration for this orbit?
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- H. What is the inertia of a midsize car?
- I. What is the radius of the tire?
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- M. What is the perpendicular distance from the house to the car's line of motion?
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Key (all values approximate)

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8. The kinetic energy associated with Earth's rotation (C, Y)
9. The angular momentum, about a vertical axis through the center of a house, of a large car driving down your street (Y, S, W)
10. The kinetic energy of a yo-yo (Y, W)

Hints

If needed, see Key for answers to these guiding questions.

- A. What is the inertia of a bowling ball?
- B. How long a time interval is needed for Earth to make one rotation around the Sun?
- C. What simple geometric shape is a good approximation of a sleeping person?
- D. What is Earth's radius?
- E. What is the relationship between the wheel/tire combination on your car and the relationship between the wheel/tire combination on a car moving on a city street?
- F. How long a time interval does it take for a yo-yo to make one full rotation?
- G. What is the relationship between the wheel/tire combination on your car and the relationship between the wheel/tire combination on a car moving on a city street?
- H. How long a time interval does it take for a yo-yo to make one full rotation?
- I. How many turns are needed to rewind the yo-yo?
- J. What is the yo-yo's rotational inertia?
- K. What is the radius of Earth's orbit?
- L. What is the perpendicular distance from the house to the car's line of motion?
- M. What is the skater's rotational inertia with arms held out?
- N. How can you model the combined rotational inertia of the wheel and tire?
- O. How can you model the combined rotational inertia of the wheel and tire?
- P. What is Earth's radius?
- Q. What is the final rotational speed?
- R. What is the radius of a bowling ball?
- S. What is the rotational speed of the tire?
- T. What is the required centripetal acceleration?
- U. What is the rotational speed of the tire?
- V. What is the rotational speed of the tire?
- W. How long a time interval does the yo-yo take to make one full rotation?
- X. What is needed in addition to the formulas in *Principles of Physics*, 7e, Table 11.3 in order to determine this quantity?
- Y. What is a typical speed for a car moving on a city street?
- Z. What is Earth's inertia?
- AA. What is a typical freeway cruising speed?

Key (all values approximate)

A. 7 kg; B. 1 y = 3×10^7 s; C. solid cylinder of radius 0.2 m; D. period = 24 h, so $\omega = 7 \times 10^{-5} \text{ s}^{-1}$; E. 10^4 kg; F. from Eqs. 8.6, 8.17, and 11.16, $\Sigma \vec{F} = m\vec{a}$, so $mg = mv^2/r$; G. a solid cylinder with two thin-rod arms of inertia 4 kg held out perpendicularly; H. 2×10^3 kg; I. 0.3 m; J. 2×10^4 turns; K. $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$ (with yo-yo modeled as solid cylinder); L. 2×10^{11} m; M. 2×10^4 m; N. 4 kg \cdot m²; O. between MR^2 (cylindrical shell representing tire) and $MR^2/2$ (solid cylinder representing wheel)—say, $3/4$; P. 6×10^6 m; Q. about twice the average rotational speed, or $\omega = 5 \times 10^2 \text{ s}^{-1}$; R. 0.1 m; S. no slipping, so $\omega = v/r \approx 10^2 \text{ s}^{-1}$; T. $8 \times 10^{-3} \text{ m/s}^2$; U. $\omega \approx 10 \text{ s}^{-1}$; V. 7×10^4 kg; W. 0.5 s; X. the parallel-axis theorem; Y. 3×10^4 mi/h; Z. 6×10^{24} kg; AA. $3 \times 10^8 \text{ m/s}$

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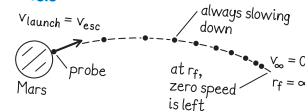
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Worked Problem 13.3 Escape at last

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Figure WG13.3



2 DEVISE PLAN We can use conservation of energy because the probe has all of the needed kinetic energy at the beginning, as it is shot from a cannon. As the probe travels, this kinetic energy is converted to gravitational potential energy of the Mars-probe system. We want to know the initial speed of the probe acquired at launch. The initial potential energy is the value when the probe is still near the Martian surface. The final state of the probe is zero speed at an infinite distance from Mars. The *Principles* volume analyzes a similar situation in Section 13.7, leading to Eq. 13.23, so there is no need to derive this result again here. We begin with Eq. 13.23, solving this version of an energy conservation equation for $v_i = v_{esc}$ in terms of the known quantities.

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- Describe the problem in your own words. Are there similarities to Worked Problem 13.3?
- Draw a diagram showing the initial and final states. What is the spacecraft’s situation in the final state?
- How does the spacecraft gain the necessary escape speed?

2 DEVISE PLAN

- What law of physics should you invoke?

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Notice that this speed does not depend on the mass of the probe. A probe of any other size shot from the cannon would need the same minimum speed to break free of Mars’s gravitational pull.

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An escape speed of 18,000 km/h is smaller than (but on the order of) the escape speed from Earth, and so the answer is not unreasonable.

We assumed that the initial Mars-probe separation distance is equal to the planet’s radius. Of course, the length of the cannon may be tens of meters, but this tiny difference would have no impact on the numerical answer. We ignored the rotation of Mars, which could supply a small amount of the needed kinetic energy. We also ignored the effect of the Sun, which is fine for getting away from the surface of Mars, but we would need to account for it if the destination was another star.

- As the spring is compressed, is the gravitational potential energy of the Earth-spacecraft system affected? If so, can you ignore this effect?
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3 EXECUTE PLAN

- What is your target unknown quantity? Algebraically isolate it on one side of your equation.
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- Is your algebraic expression for the compression plausible for how the compression changes as the spring constant and Earth’s mass and radius change?
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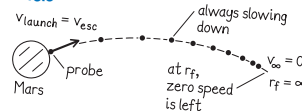
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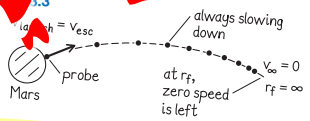
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4-Step Problem Solving

Worked Problem 13.3 Escape at last

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2 DEVISE PLAN

4. What law of physics should you invoke?

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7. What is your target unknown quantity? Algebraically isolate it on one side of your equation.
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9. Is your algebraic expression for the compression plausible for how the compression changes as the spring constant and Earth's mass and radius change?
10. If you were the head of a design team, would you recommend pursuing this launch method?

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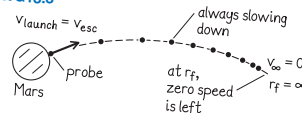
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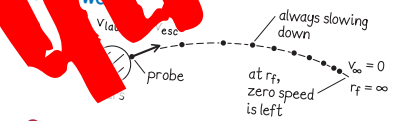
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4. What law of physics should you invoke?

3 EXECUTE PLAN Let us set up the initial Mars-probe system with the center-to-center separation distance of $r_i = R_M$ for the initial separation distance, R_M for Mars's radius, and m_M for the mass of Mars. We will use Eq. 13.23 to solve for v_i for $r_f = \infty$.

$$E_{Mars-probe} = \frac{1}{2} m_p v_i^2 - G \frac{m_p m_M}{R_M} = 0$$
$$\frac{1}{2} v_{esc}^2 = G \frac{m_M}{R_M}$$
$$v_{esc} = \sqrt{2G \frac{m_M}{R_M}}$$
$$v_{esc} = \sqrt{2(6.67 \times 10^{-11} \text{ N} \cdot \text{m}^2/\text{kg}^2) \frac{6.42 \times 10^{23} \text{ kg}}{3.40 \times 10^6 \text{ m}}}$$
$$= 5.02 \times 10^3 \text{ m/s} = 5 \text{ km/s} \checkmark$$

Notice that this speed does not depend on the mass of the probe. A probe of any other size shot from the cannon would need the same minimum speed to break free of Mars's gravitational pull.

4 EVALUATE RESULT Our algebraic expression for the escape speed is plausible because it involves the mass of Mars, the initial center-to-center radial separation distance of our two objects (which is Mars's radius), and G . We expect v_{esc} to increase with m_M because the gravitational pull increases with increasing mass. We also expect v_{esc} to decrease as the distance between the launch position and Mars's center increases because the gravitational force exerted by the planet on the probe decreases with increasing separation distance. All this is just what our result predicts.

An escape speed of 18,000 km/h is smaller than (but on the order of) the escape speed from Earth, and so the answer is not unreasonable. We assumed that the initial Mars-probe separation distance is equal to the planet's radius. Of course, the length of the cannon may be tens of meters, but this tiny difference would have no impact on the numerical answer. We ignored the rotation of Mars, which could supply a small amount of the needed kinetic energy. We also ignored the effect of the Sun, which is fine for getting away from the surface of Mars, but we would need to account for it if the destination was another star.

5. As the spring is compressed, is the gravitational potential energy of the Earth-spacecraft system affected? If so, can you ignore this effect?
6. What equation allows you to relate the initial and final states?

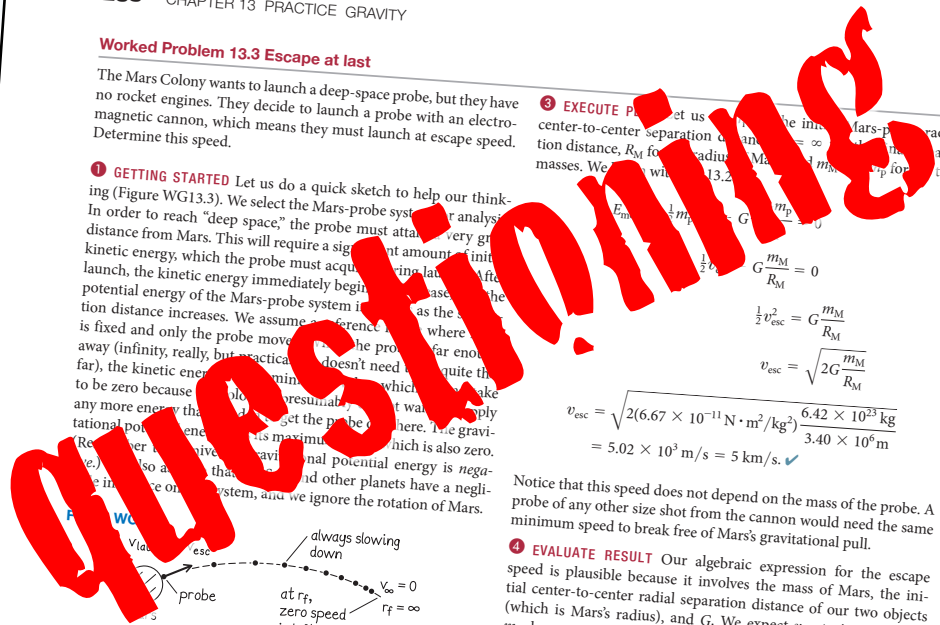
3 EXECUTE PLAN

7. What is your target unknown quantity? Algebraically isolate it on one side of your equation.
8. Substitute the numerical values you know to get a numerical answer.

4 EVALUATE RESULT

9. Is your algebraic expression for the compression plausible for how the compression changes as the spring constant and Earth's mass and radius change?
10. If you were the head of a design team, would you recommend pursuing this launch method?

PRACTICE



PRACTICE Waves in Two and Three Dimensions

PRACTICE VOLUME

- not just end-of-chapter material
- many innovative features
- teaches authentic problem solving

Chapter 13 Practice Volume

Review Questions 305

Developing a Feel 306

Worked and Guided Problems 307

Questions and Problems 311

Answers to Review Questions 316

Answers to Guided Problems 316

Worked Problem 13.3 Escape at last

The Mars Colony wants to launch a deep-space probe, but they have no rocket engines. They decide to launch a probe from a cannon. In order to reach "deep space," the probe must attain a very great distance from Mars. This will require a significant amount of initial kinetic energy, which the probe must acquire during launch. After launch, the kinetic energy immediately begins to decrease, and the potential energy of the Mars-probe system increases as the separation distance increases. We assume a reference frame where Mars is fixed and only the probe moves. When the probe is far enough away (infinity, really, but practically it doesn't need to go quite this far), the kinetic energy has its minimum value, which is zero. (Remember that universal gravitational potential energy is negative.) We also assume that the Sun and other planets have a negligible influence on our system, and we ignore the rotation of Mars.

Figure WG13.3



DEVELOP PLAN We can use conservation of energy because the probe has all of the needed kinetic energy at the beginning, as it is shot from a cannon. As the probe travels, this kinetic energy is converted into gravitational potential energy. The kinetic energy is zero at infinite distance from Mars. The *Principles* volume analyzes a similar situation in Section 13.7, leading to Eq. 13.23, so there is no need to derive this result again here. We begin with Eq. 13.23, solving this version of an energy conservation equation for $v_i = v_{\text{esc}}$ in terms of the known quantities.

Guided Problem 13.4 Spring to the stars

Suppose that, instead of using chemical rockets, NASA decided to use a compressed spring to launch a spacecraft. If the spring constant is 100,000 N/m and the mass of the spacecraft is 10,000 kg, how far must the spring be compressed in order to launch the craft to a position outside Earth's gravitational influence?

- GETTING STARTED**
1. Describe the problem in your own words. Are there similarities to Worked Problem 13.3?
 2. Draw a diagram showing the initial and final states. What is the spacecraft's situation in the final state?
 3. How does the spacecraft gain the necessary escape speed?

DEVELOP PLAN

4. What law of physics should you invoke?

EXECUTE PLAN Let us use r_i for the initial Mars-probe radial center-to-center separation distance, $r_f = \infty$ for the final separation distance, R_M for the radius of Mars, and m_M and m_p for the two masses. We begin with Eq. 13.23:

$$E_{\text{mech}} = \frac{1}{2} m_p v_{\text{esc}}^2 - G \frac{m_M m_p}{R_M} = 0$$
$$\frac{1}{2} v_{\text{esc}}^2 - G \frac{m_M}{R_M} = 0$$
$$\frac{1}{2} v_{\text{esc}}^2 = G \frac{m_M}{R_M}$$
$$v_{\text{esc}} = \sqrt{2G \frac{m_M}{R_M}} = \sqrt{2(6.42 \times 10^{23} \text{ kg}) / (3.40 \times 10^6 \text{ m})}$$
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EXECUTE PLAN

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EVALUATE RESULT

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PRACTICE

PRINCIPLES & PRACTICE OF
PHYSICS

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PHYSICS

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1 architecture

2 content

PRINCIPLES & PRACTICE OF
PHYSICS

conservation principles *before* force laws?

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1 architecture

2 content



Foundations

- 1.1 The scientific method
- 1.2 Symmetry
- 1.3 Matter and the universe
- 1.4 Time and change
- 1.5 Representations

- 1.6 Physical quantities and units
- 1.7 Significant digits
- 1.8 Solving problems
- 1.9 Developing a feel

CONCEPTS

QUANTITATIVE TOOLS



- 1.1 The scientific method**
- 1.2 Symmetry**
- 1.3 Matter and the universe**
- 1.4 Time and change**
- 1.5 Representations**

- 1.6 Physical quantities and units**
- 1.7 Significant digits**
- 1.8 Solving problems**
- 1.9 Developing a feel**



2

Motion in Two Dimensions

CONCEPTS

- 2.1 From reality to model
- 2.2 Position and displacement
- 2.3 Representing motion
- 2.4 Average speed and average velocity

QUANTITATIVE TOOLS

- 2.5 Scalars and vectors
- 2.6 Position and displacement vectors
- 2.7 Velocity as a vector
- 2.8 Motion at constant velocity
- 2.9 Instantaneous velocity



3

Acceleration

CONCEPTS

- 3.1 Changes in velocity
- 3.2 Acceleration due to gravity
- 3.3 Projectile motion
- 3.4 Motion diagrams

QUANTITATIVE TOOLS

- 3.5 Motion with constant acceleration
- 3.6 Free-fall equations
- 3.7 Inclined planes
- 3.8 Instantaneous acceleration



4 Momentum

- 4.1 Friction
- 4.2 Inertia
- 4.3 What determines inertia?
- 4.4 Systems

- 4.5 Inertial standard
- 4.6 Momentum
- 4.7 Isolated systems
- 4.8 Conservation of momentum

CONCEPTS

QUANTITATIVE TOOLS

1 architecture

2 content



4.1 Friction

4.2 Inertia

4.3 What determines inertia?

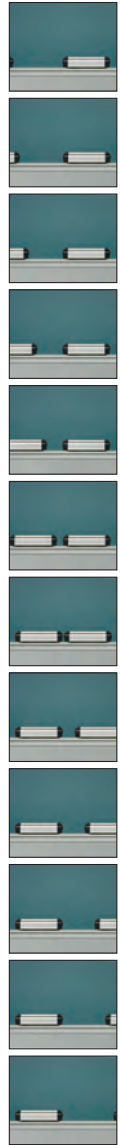
4.4 Systems

4.5 Inertial standard

4.6 Momentum

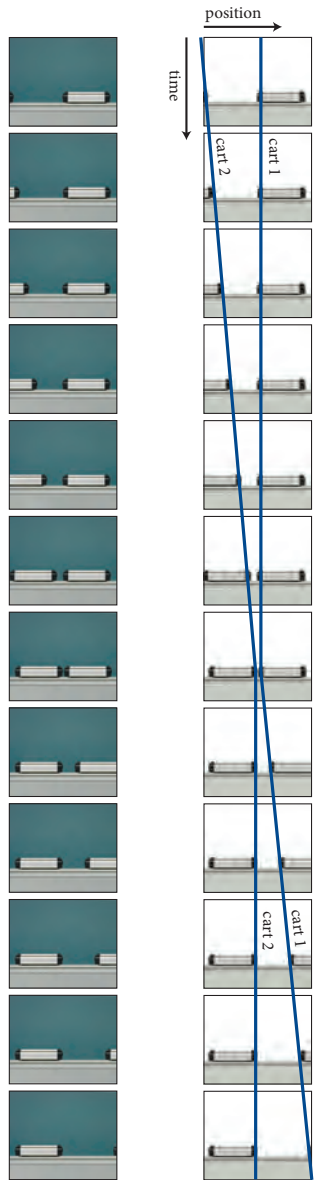
4.7 Isolated systems

4.8 Conservation of momentum



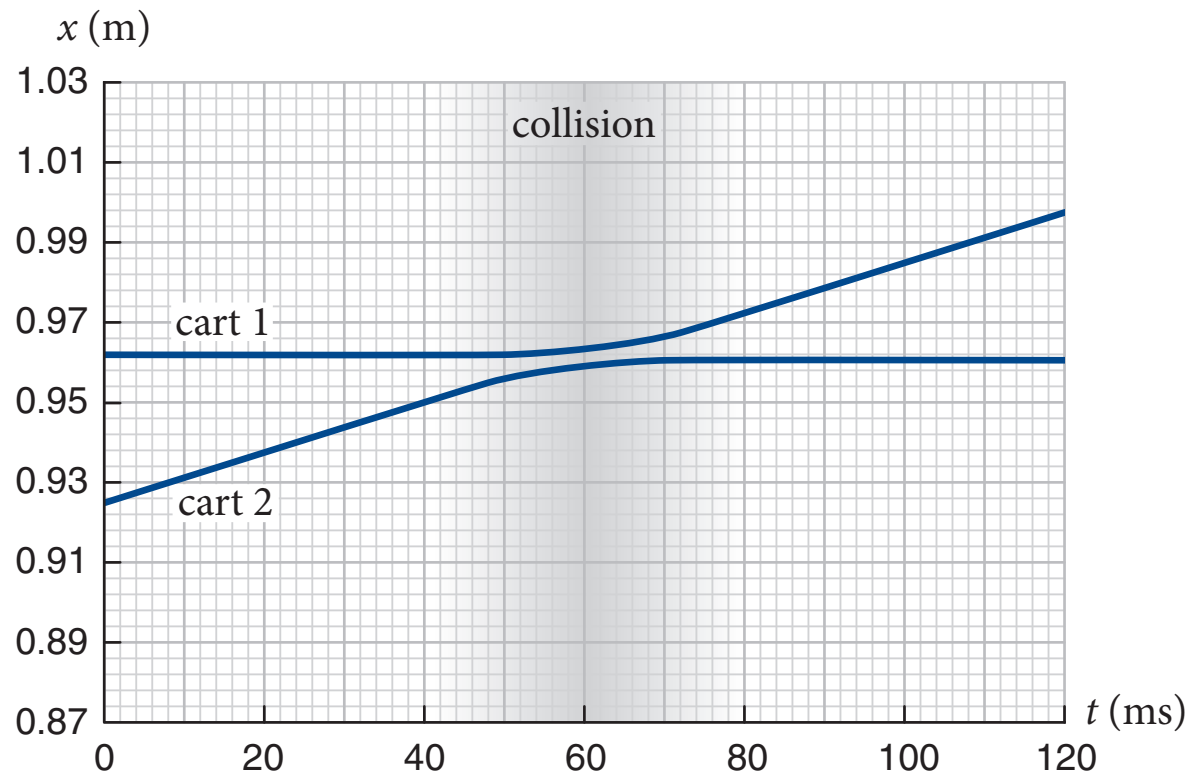
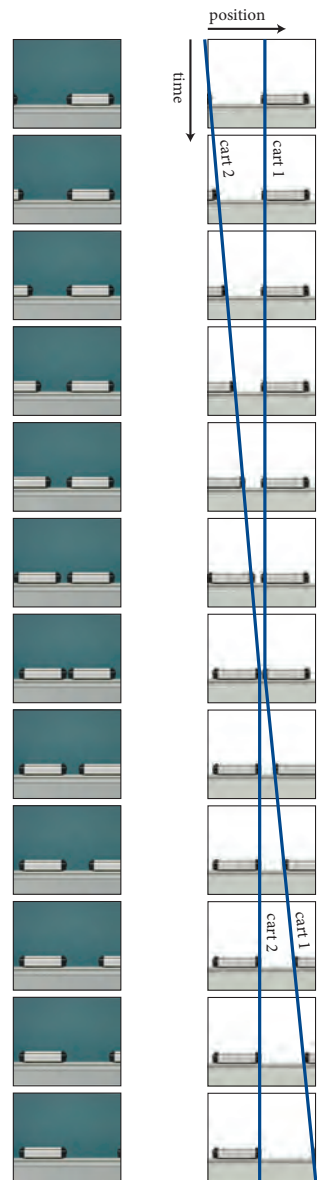
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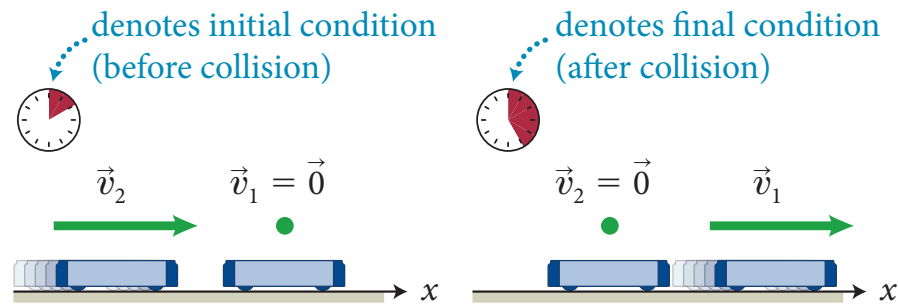
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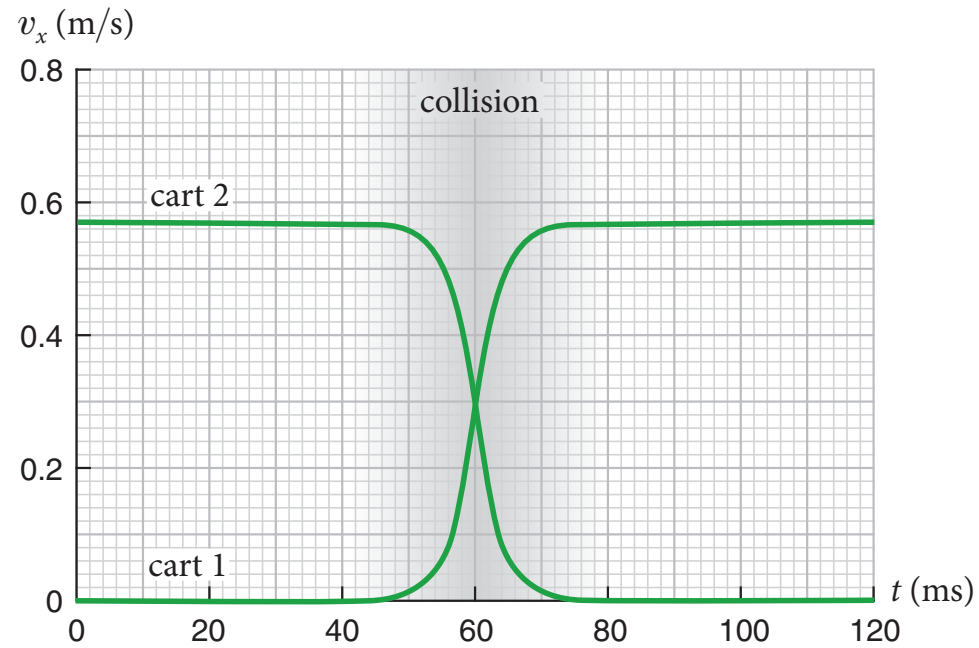
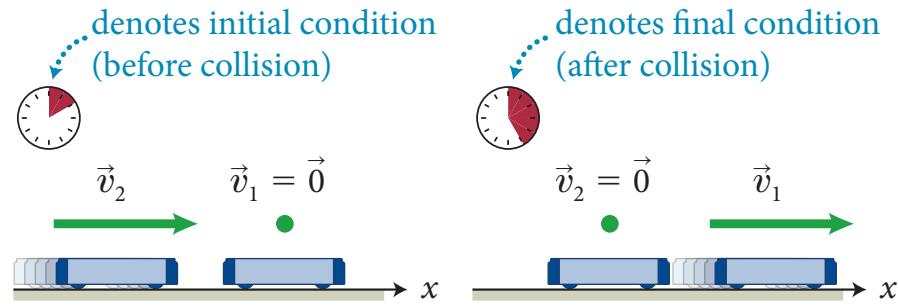


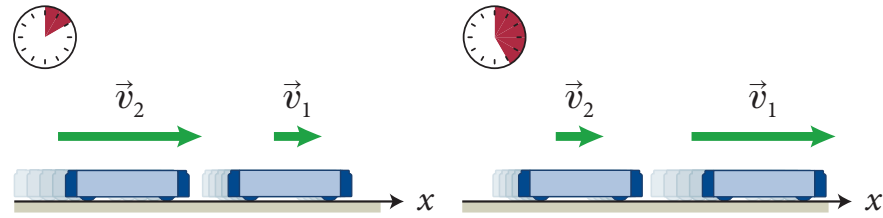
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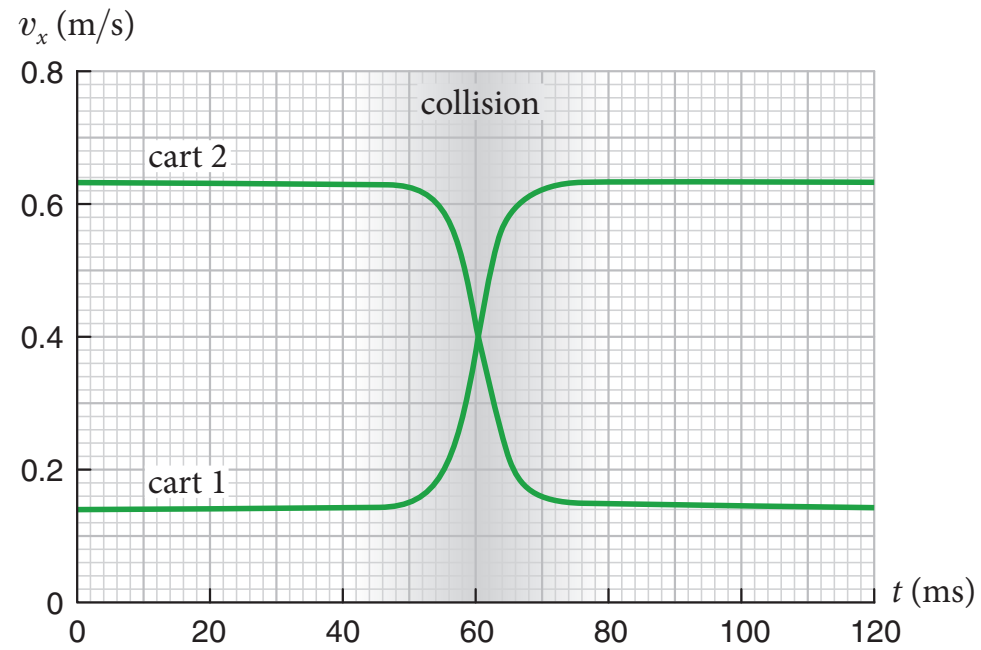
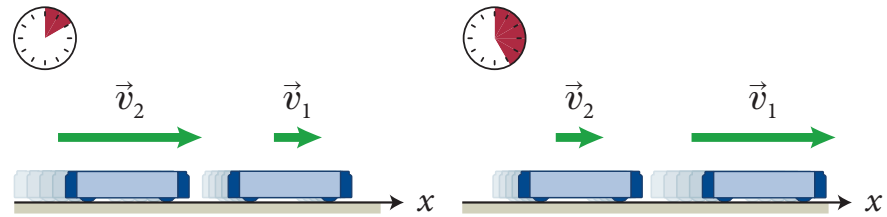


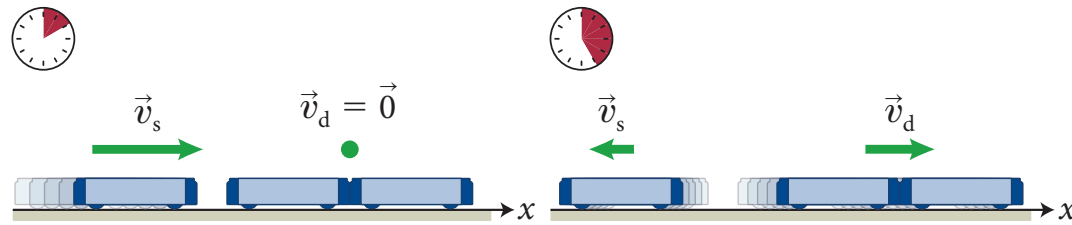


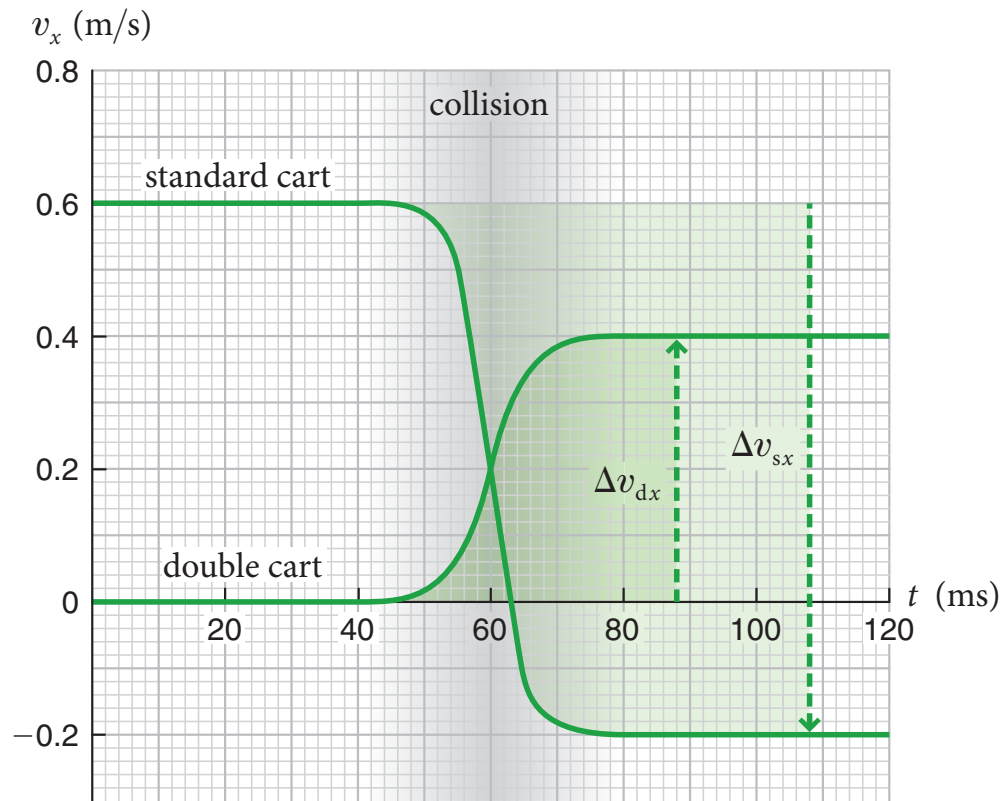
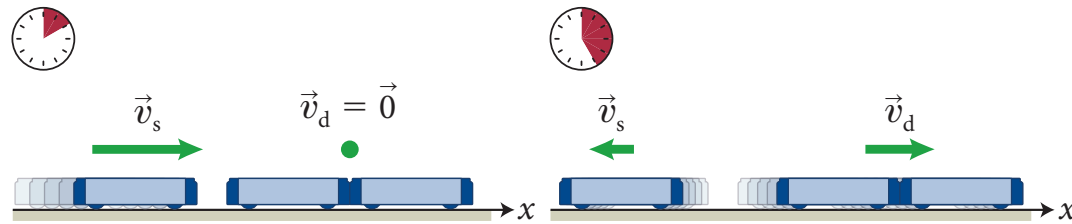


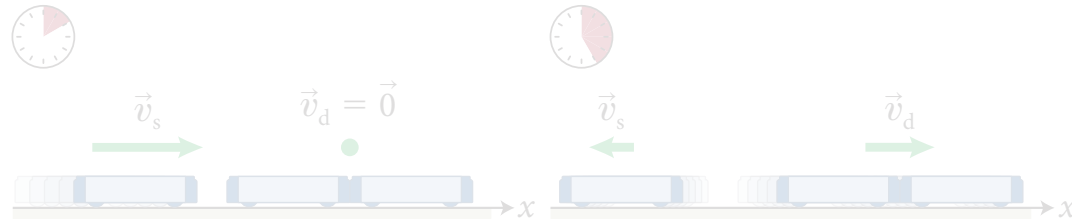
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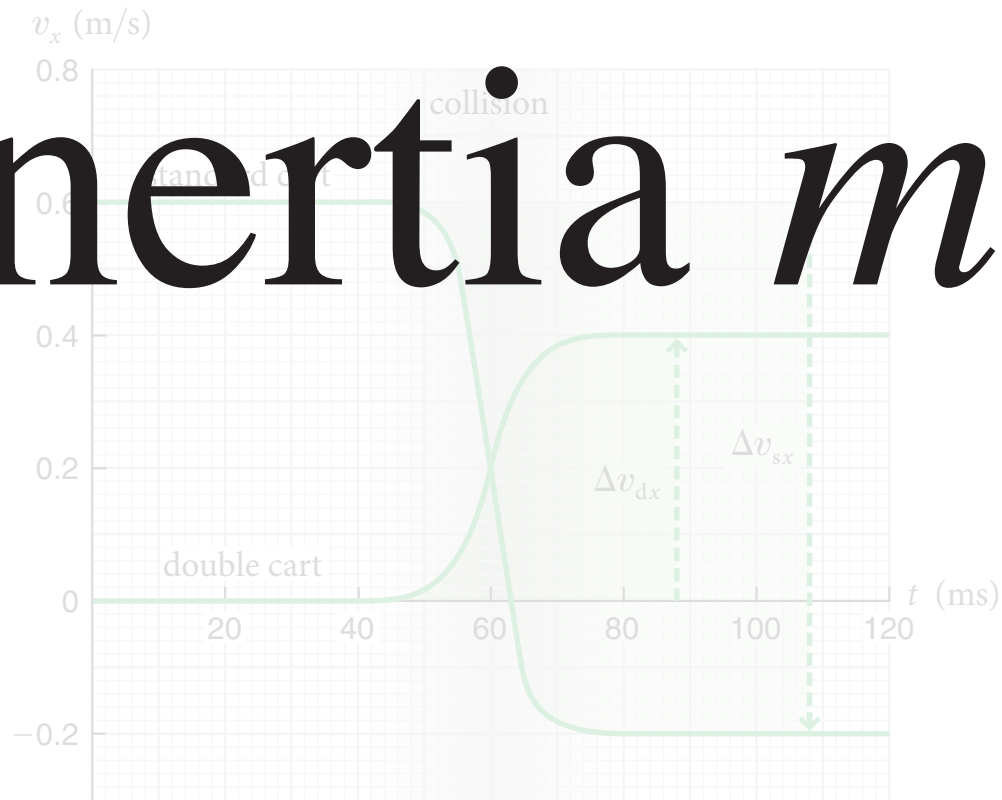








inertia m

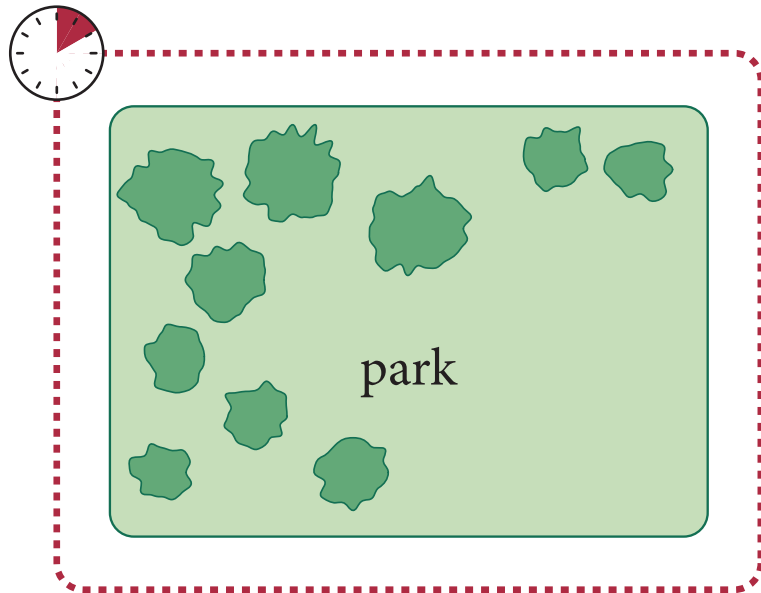


systems & extensive quantities

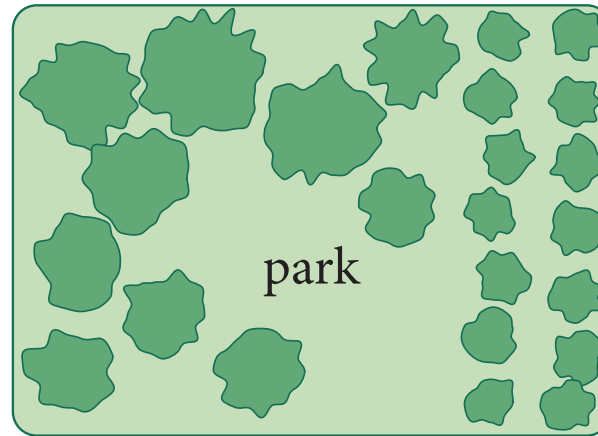
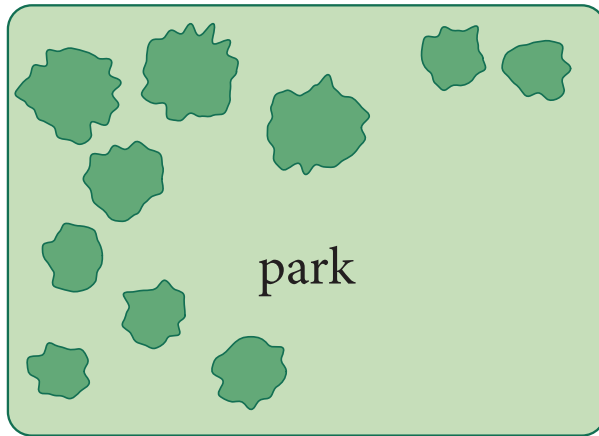
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systems & extensive quantities



systems & extensive quantities



systems & extensive quantities



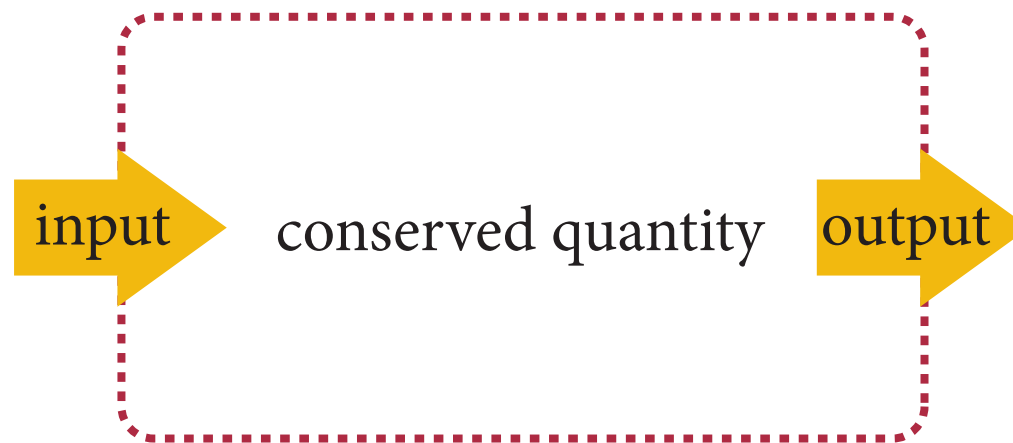
systems & extensive quantities



systems & extensive quantities



systems & extensive quantities



systems & extensive quantities

conserved quantity

systems & extensive quantities

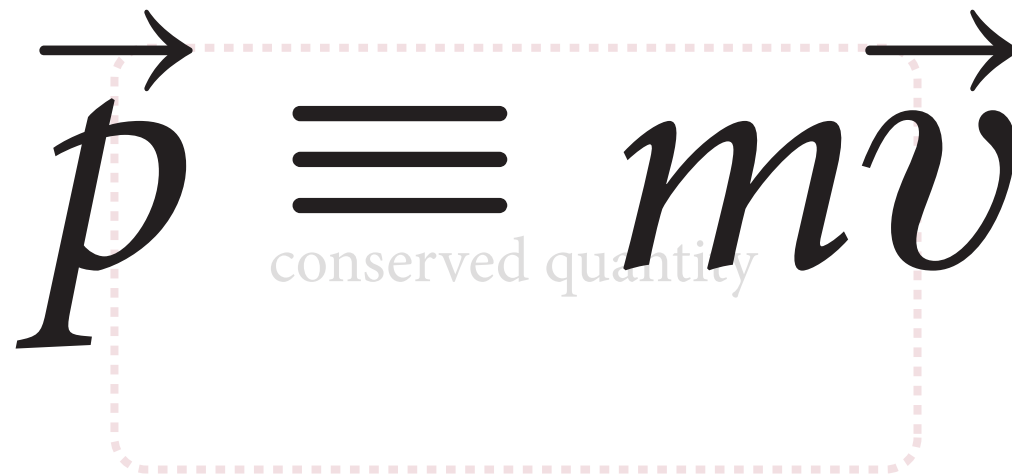
conserved quantity in isolated system

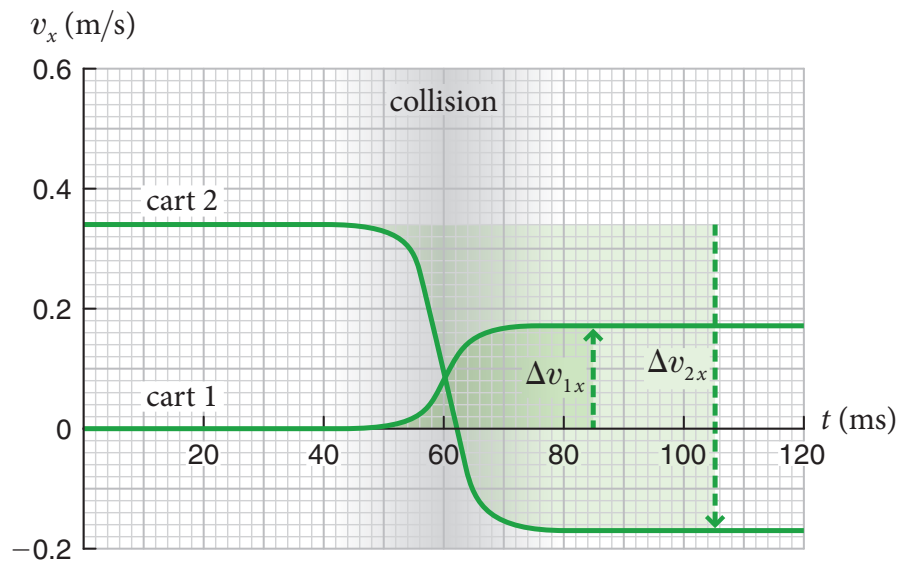
conserved quantity
can't change (constant)

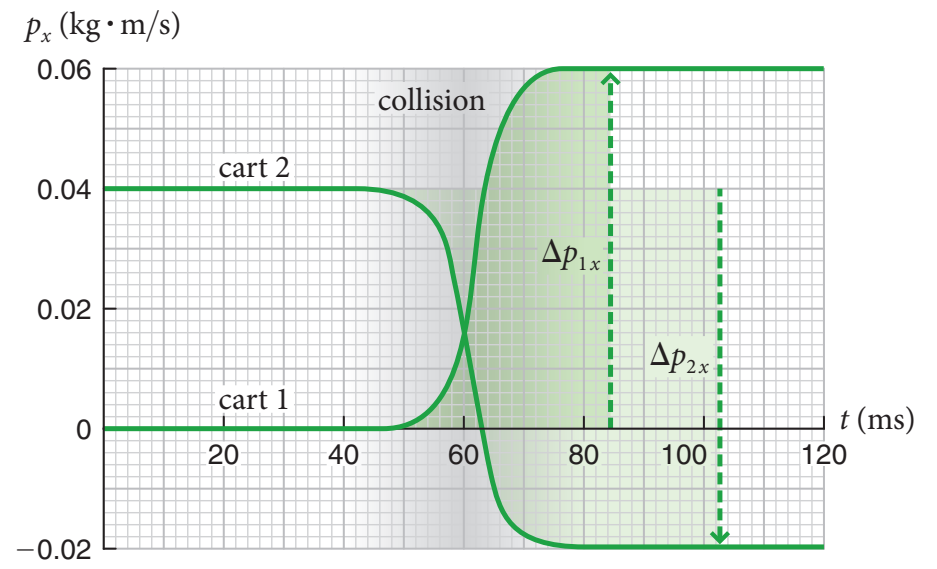
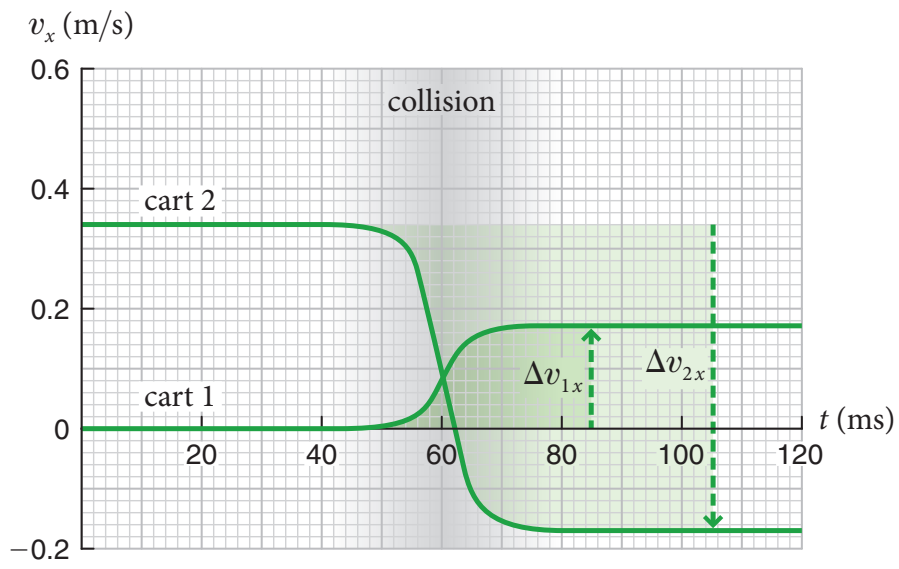
systems & extensive quantities

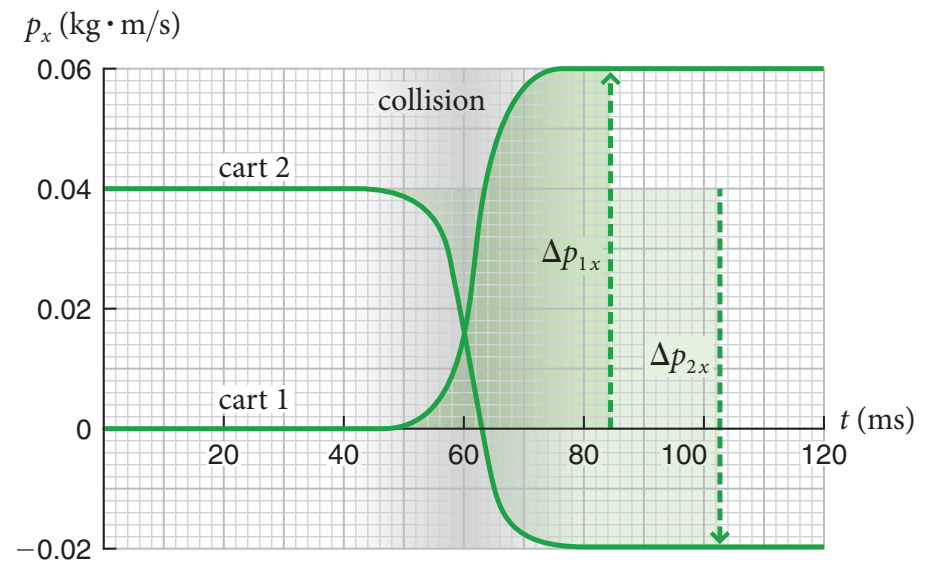
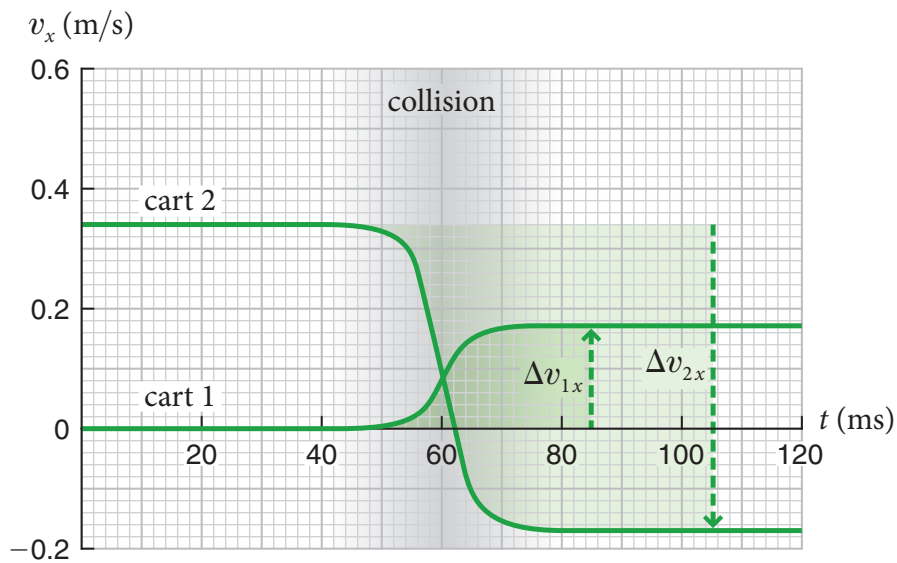
$$\vec{p} \equiv m\vec{v}$$

conserved quantity

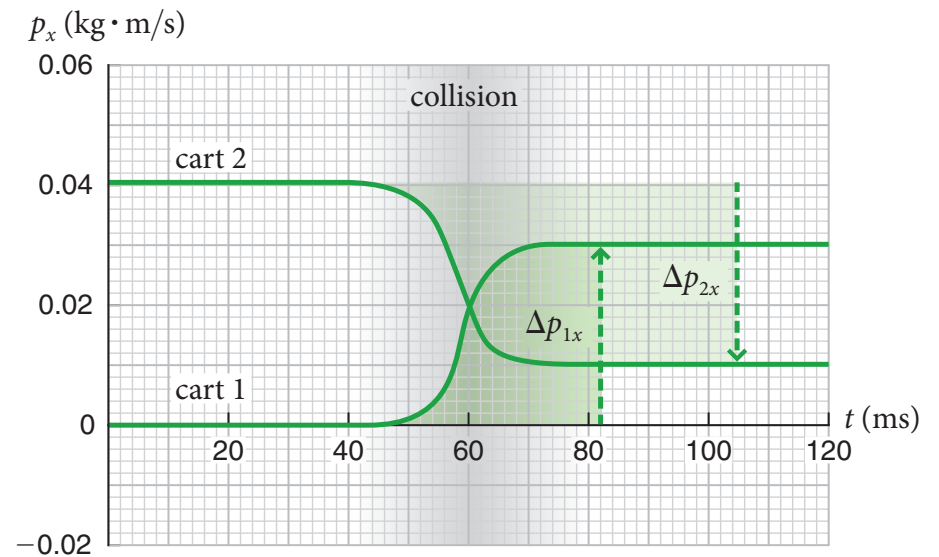
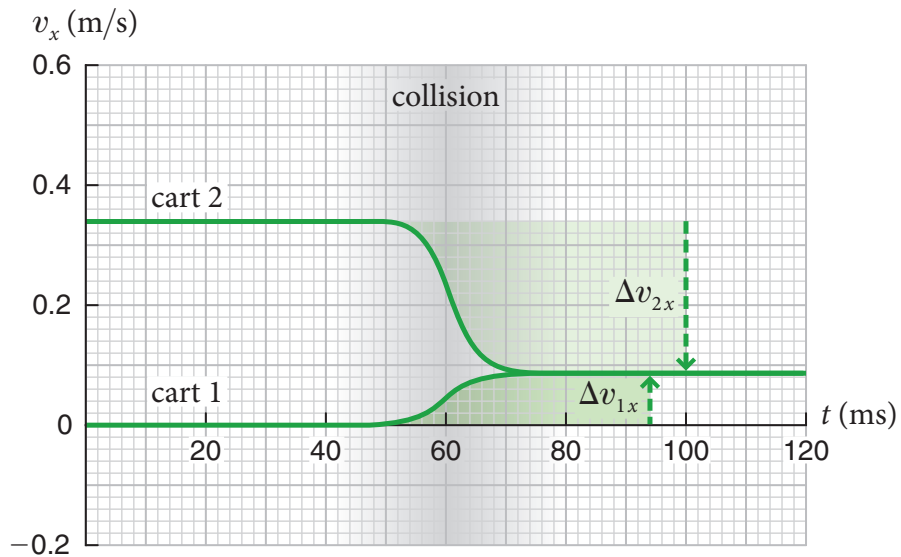




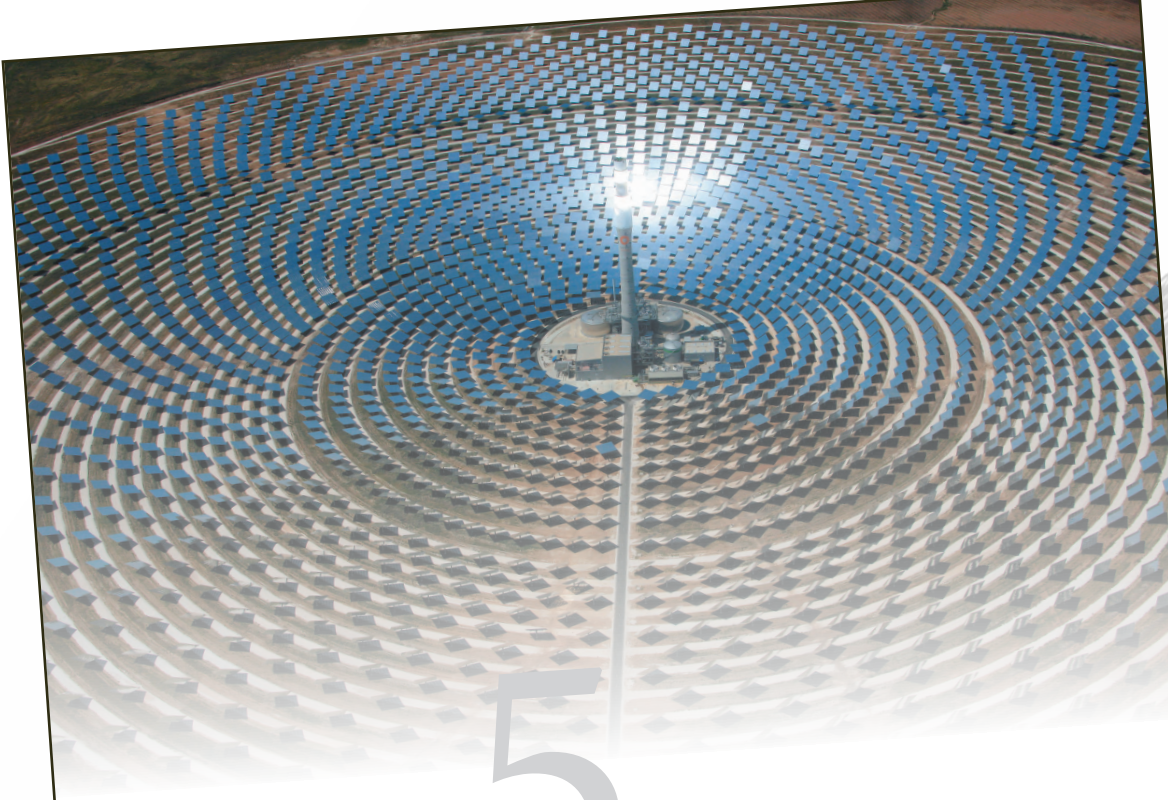




$$\Delta \vec{p} \equiv \Delta \vec{p}_1 + \Delta \vec{p}_2 = \vec{0}.$$



$$\Delta \vec{p} \equiv \Delta \vec{p}_1 + \Delta \vec{p}_2 = \vec{0}.$$



5

Energy

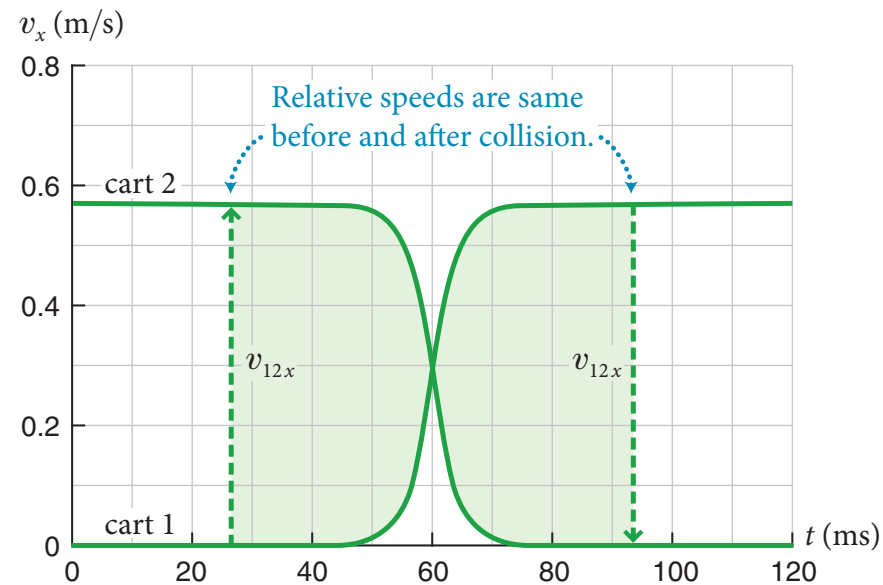
- 5.1 Classification of collisions
- 5.2 Kinetic energy
- 5.3 Internal energy
- 5.4 Closed systems

- 5.5 Elastic collisions
- 5.6 Inelastic collisions
- 5.7 Conservation of energy
- 5.8 Explosive separations

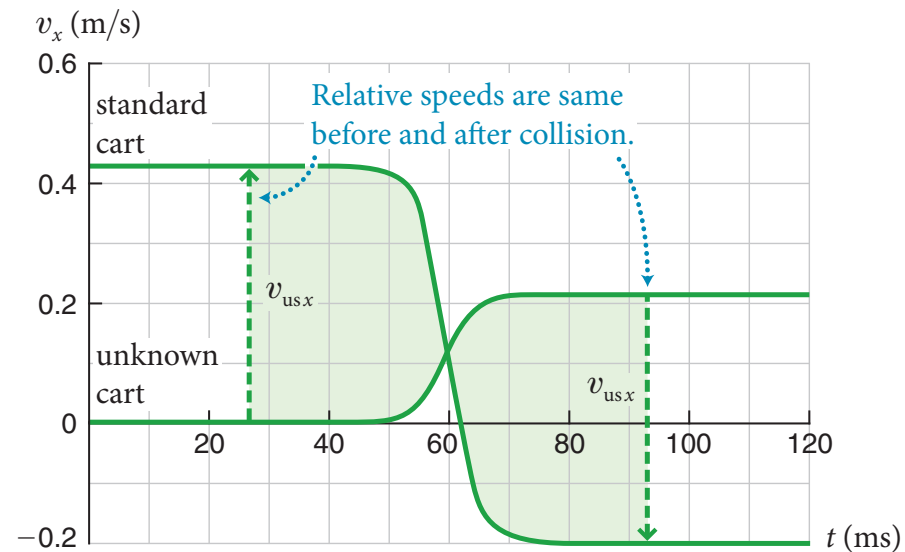
CONCEPTS

QUANTITATIVE TOOLS

elastic: relative speed unchanged

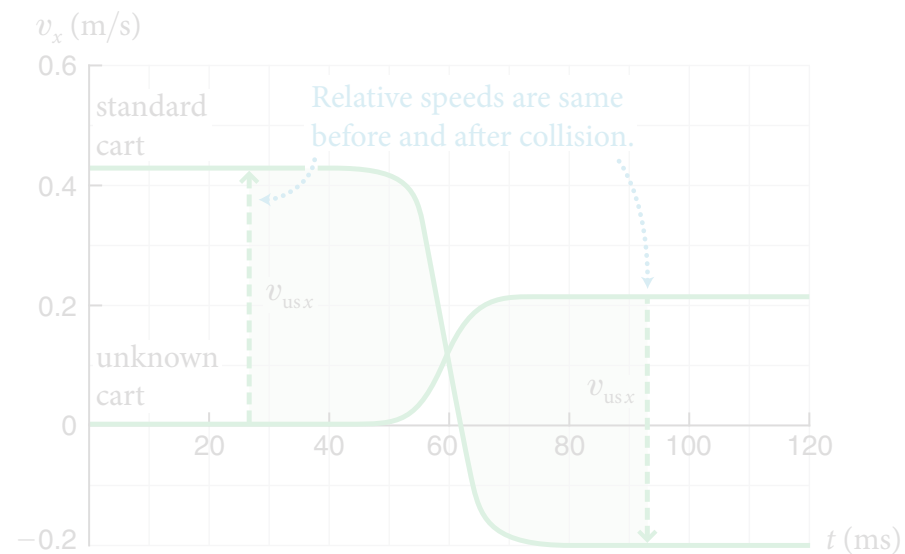


elastic: relative speed unchanged



elastic: relative speed unchanged

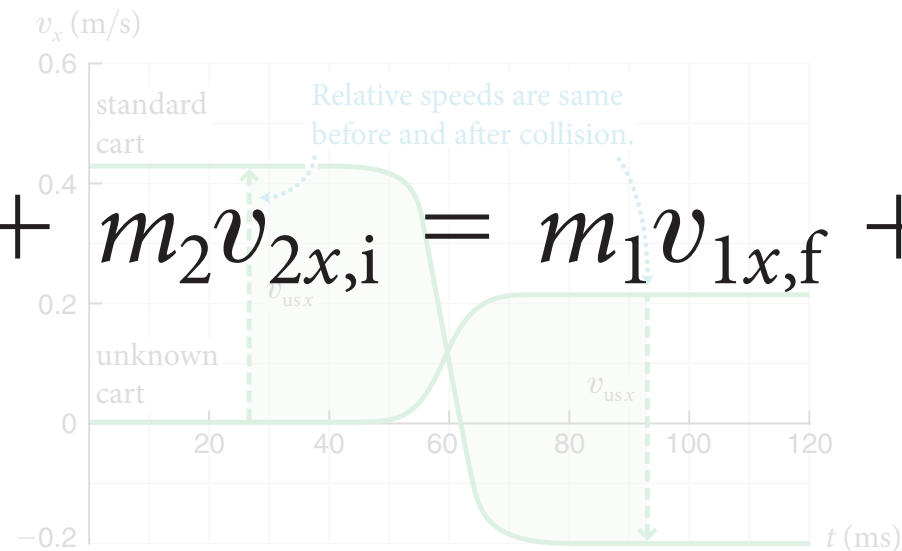
$$v_{12i} = v_{12f}$$



elastic: relative speed unchanged

$$v_{12i} = v_{12f}$$

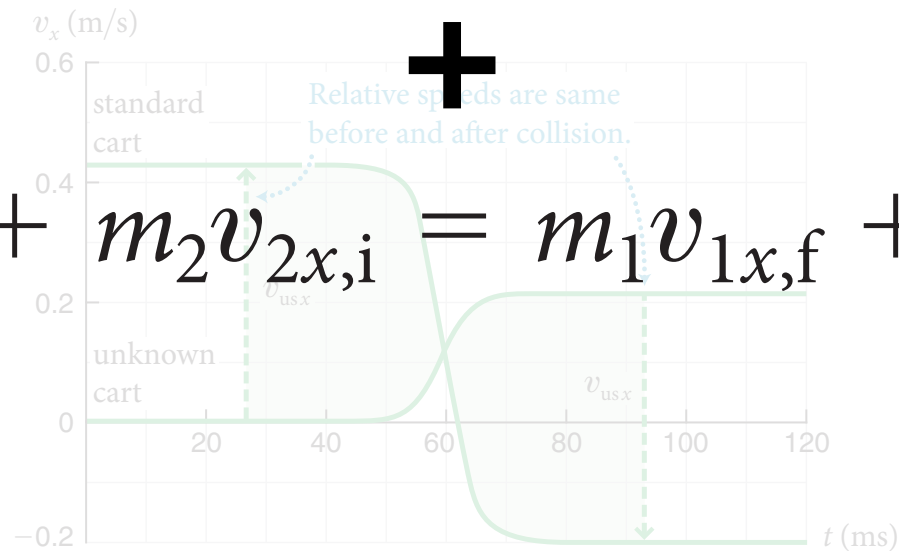
$$m_1 v_{1x,i} + m_2 v_{2x,i} = m_1 v_{1x,f} + m_2 v_{2x,f}$$



elastic: relative speed unchanged

$$v_{12i} = v_{12f}$$

$$m_1 v_{1x,i} + m_2 v_{2x,i} = m_1 v_{1x,f} + m_2 v_{2x,f}$$

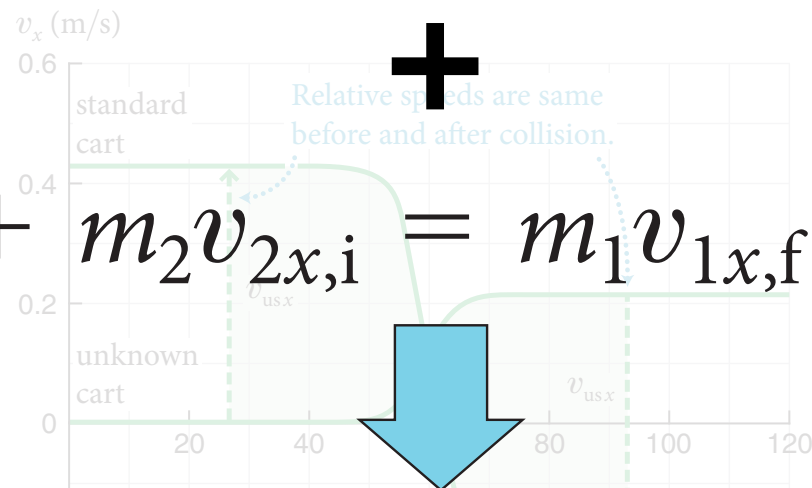


elastic: relative speed unchanged

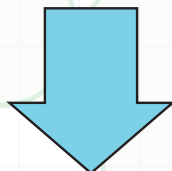
$$v_{12i} = v_{12f}$$

$$m_1 v_{1x,i} + m_2 v_{2x,i} = m_1 v_{1x,f} + m_2 v_{2x,f}$$

$$\frac{1}{2} m_1 v_{1i}^2 + \frac{1}{2} m_2 v_{2i}^2 = \frac{1}{2} m_1 v_{1f}^2 + \frac{1}{2} m_2 v_{2f}^2$$



+



elastic vs. inelastic



elastic vs. inelastic



before or after?



elastic vs. inelastic



elastic: reversible

inelastic: irreversible



elastic vs. inelastic

type	relative speed	state
elastic	unchanged	unchanged
inelastic	changed	changed

elastic vs. inelastic

type	relative speed	state
elastic	unchanged	unchanged
inelastic	changed	changed

$$\Delta K$$

elastic vs. inelastic

type	relative speed	state
elastic	unchanged	unchanged
inelastic	changed	changed

ΔK ΔE_{int}

conservation of energy

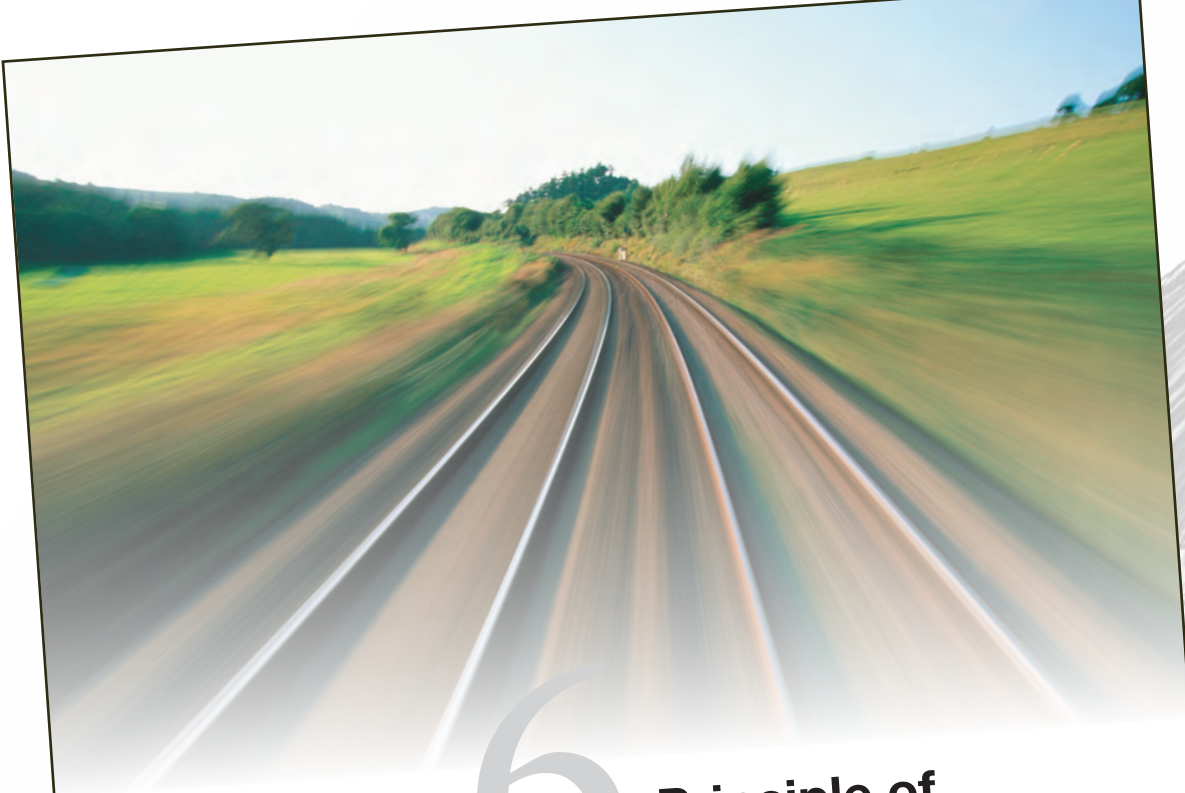
$$E = K + E_{\text{int}}$$

conservation of energy

$$E = K + E_{\text{int}}$$

closed system:

$$\Delta E = 0$$



6 Principle of Relativity

- 6.1 Relativity of motion
- 6.2 Inertial reference frames
- 6.3 Principle of relativity
- 6.4 Zero-momentum reference frame

- 6.5 Galilean relativity
- 6.6 Center of mass
- 6.7 Convertible kinetic energy
- 6.8 Conservation laws and relativity

CONCEPTS

QUANTITATIVE TOOLS

inertial reference frames

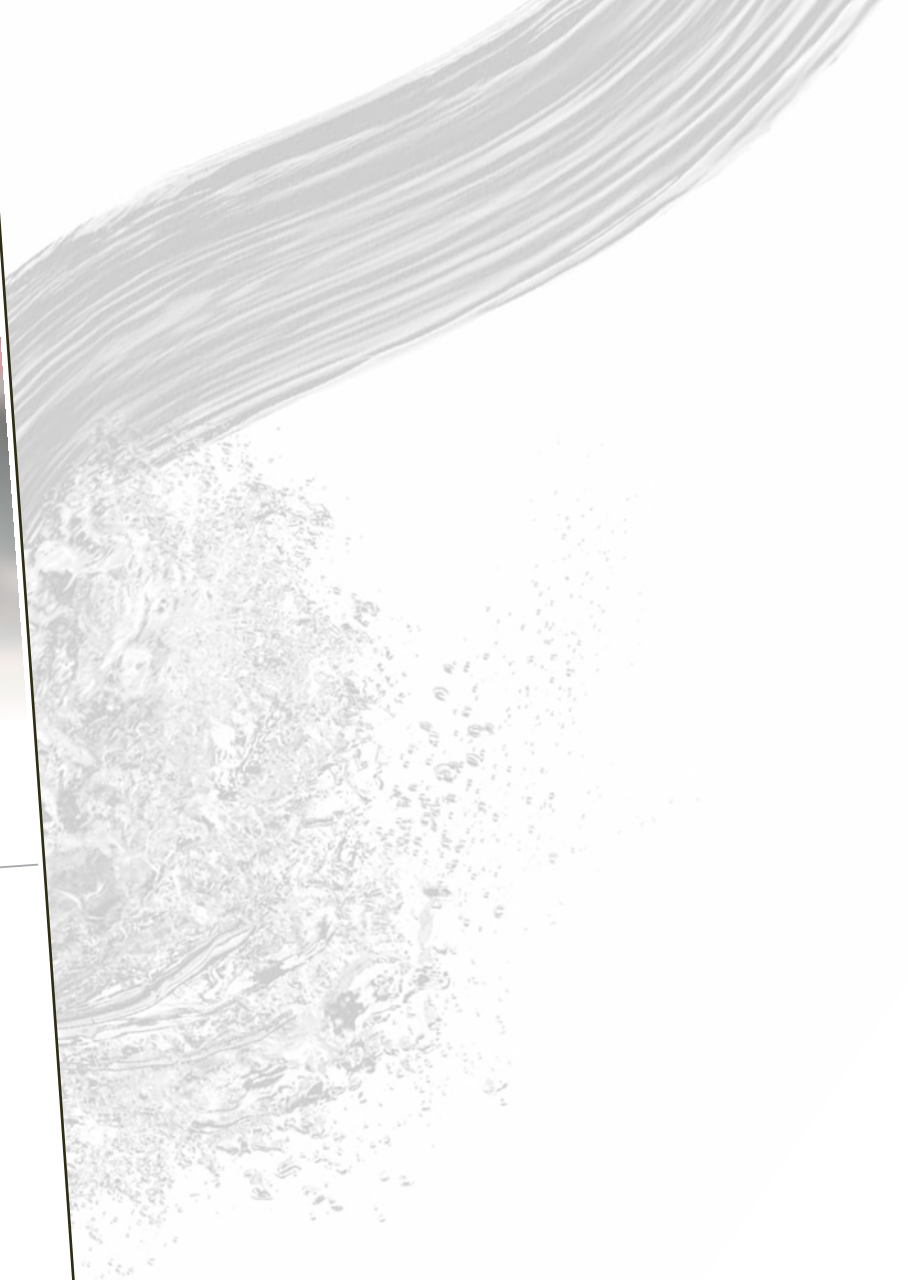
6 Principle of Galilean relativity

- 6.1 Relativity of motion
- 6.2 Inertial reference frames
- 6.3 Principle of relativity
- 6.4 Zero-momentum reference frame

- 6.5 Galilean relativity
- 6.6 Center of mass
- 6.7 Convertible kinetic energy
- 6.8 Conservation laws and relativity

CONCEPTS

QUANTITATIVE TOOLS



7


Interactions

CONCEPTS

- 7.1 The effects of interactions
- 7.2 Potential energy
- 7.3 Energy dissipation
- 7.4 Source energy
- 7.5 Interaction range
- 7.6 Fundamental interactions

QUANTITATIVE TOOLS

- 7.7 Interactions and accelerations
- 7.8 Nondissipative interactions
- 7.9 Potential energy near Earth's surface
- 7.10 Dissipative interactions

- 
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 - 7.2 Potential energy**
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- 7.10 Dissipative interactions**

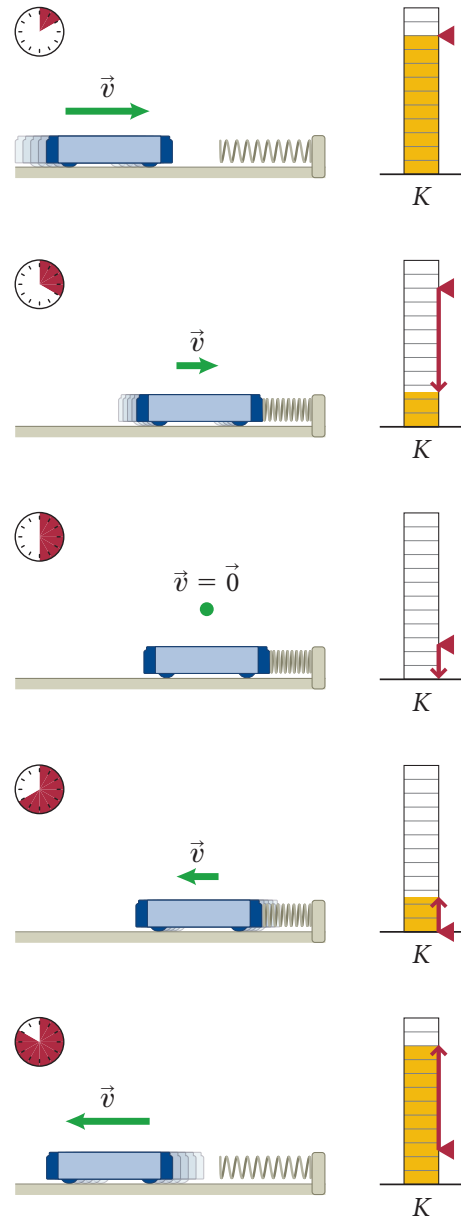
CONCEPTS

- 7.1 The effects of interactions
- 7.2 Potential energy
- 7.3 Energy dissipation
- 7.4 Source energy
- 7.5 Interaction range
- 7.6 Fundamental interactions

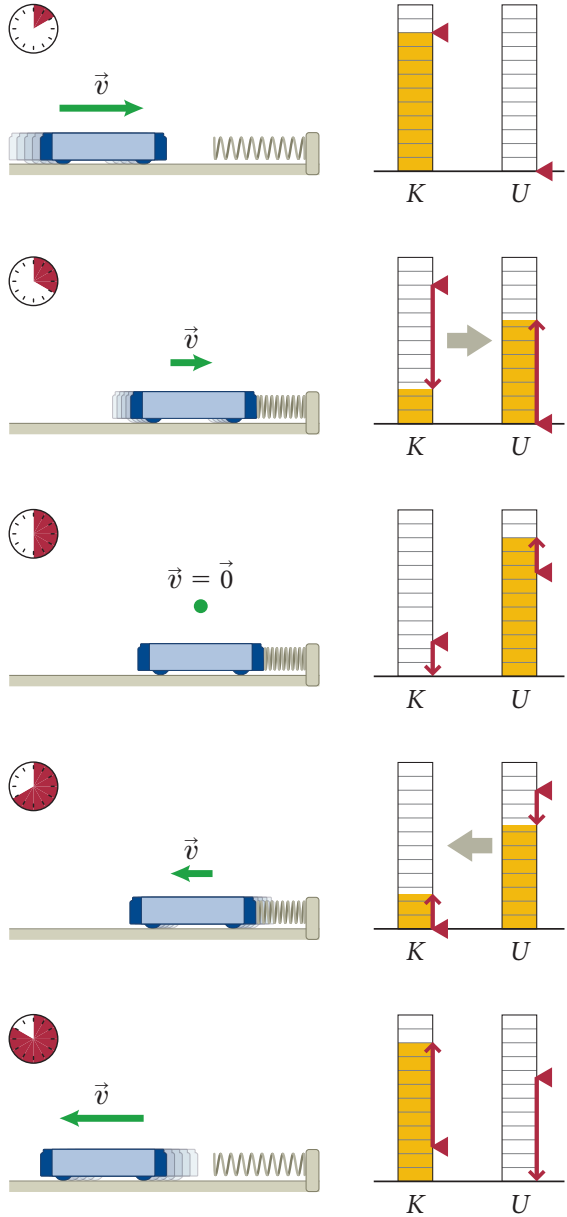
QUANTITATIVE TOOLS

- 7.7 Interactions and accelerations
- 7.8 Nondissipative interactions
- 7.9 Potential energy near Earth's surface
- 7.10 Dissipative interactions

potential energy

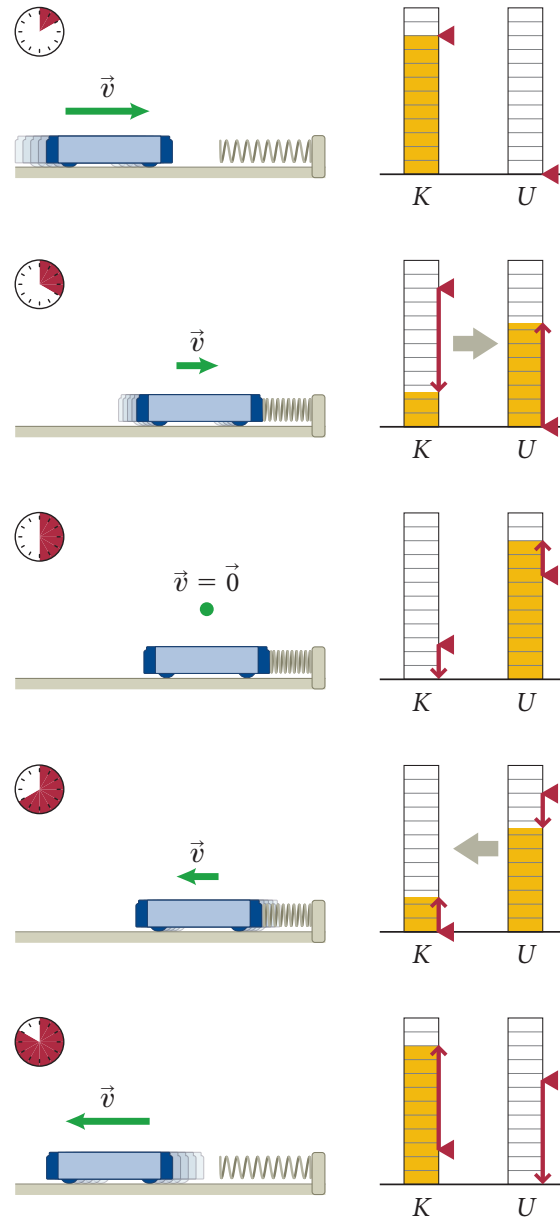


potential energy



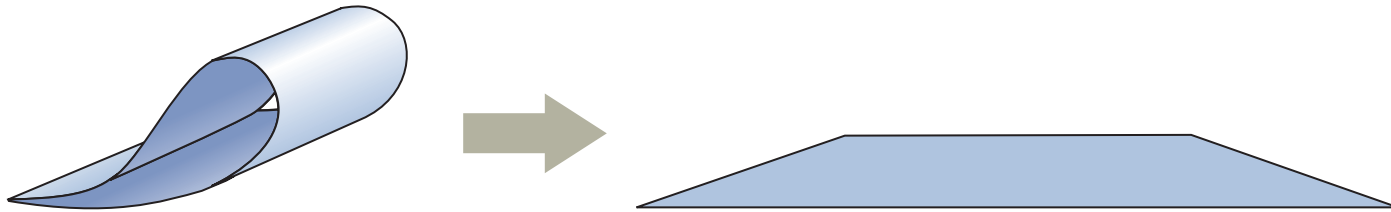
potential energy

reversible state change

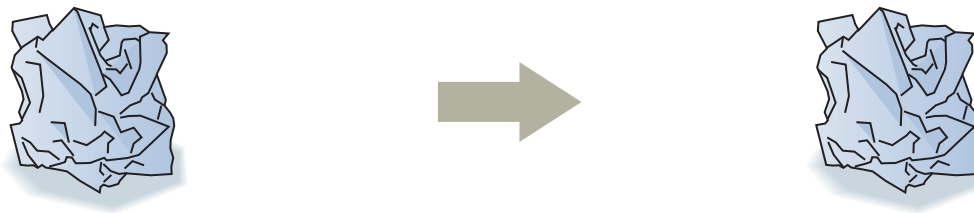


reversible and irreversible state changes

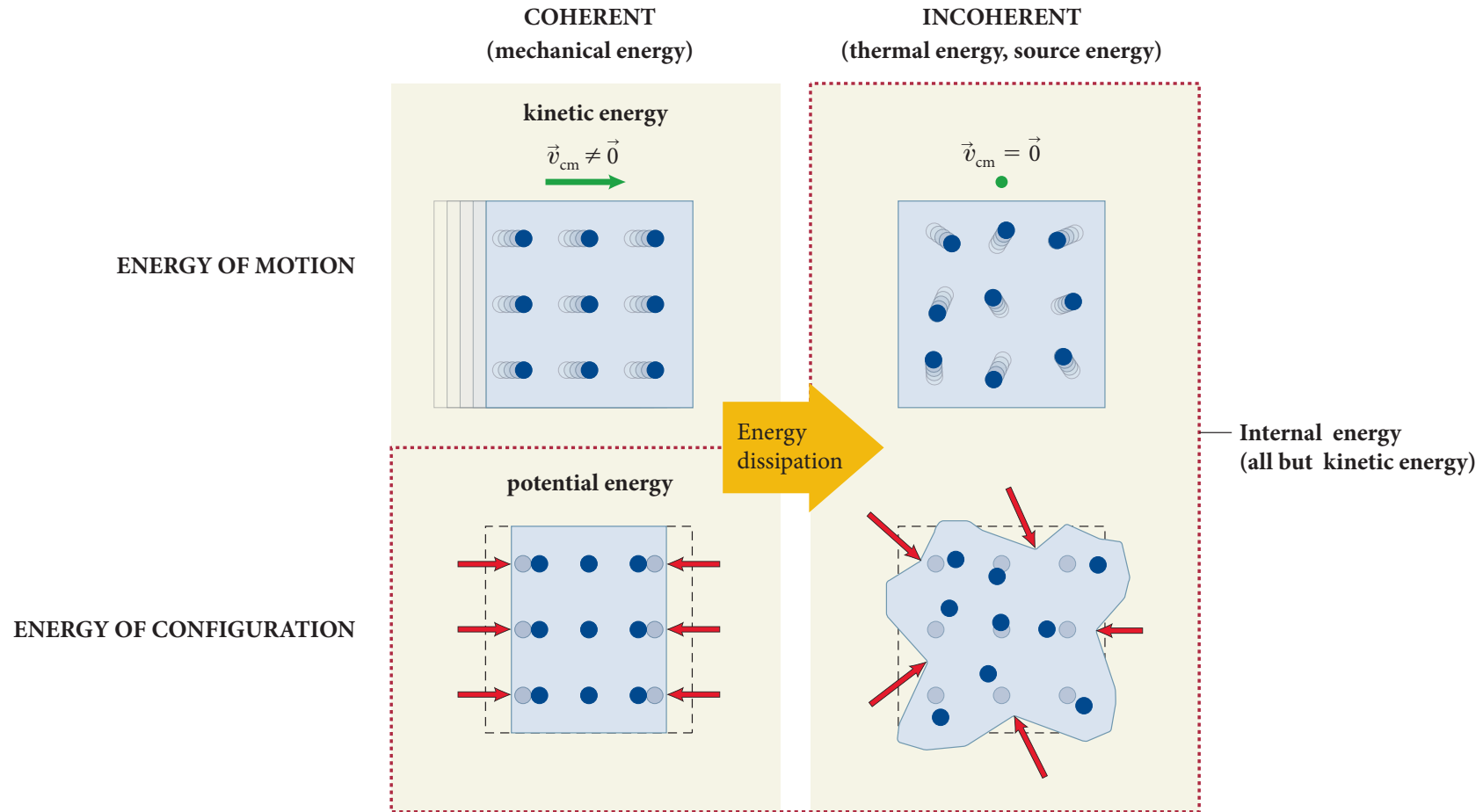
(a) Coherent deformation: reversible



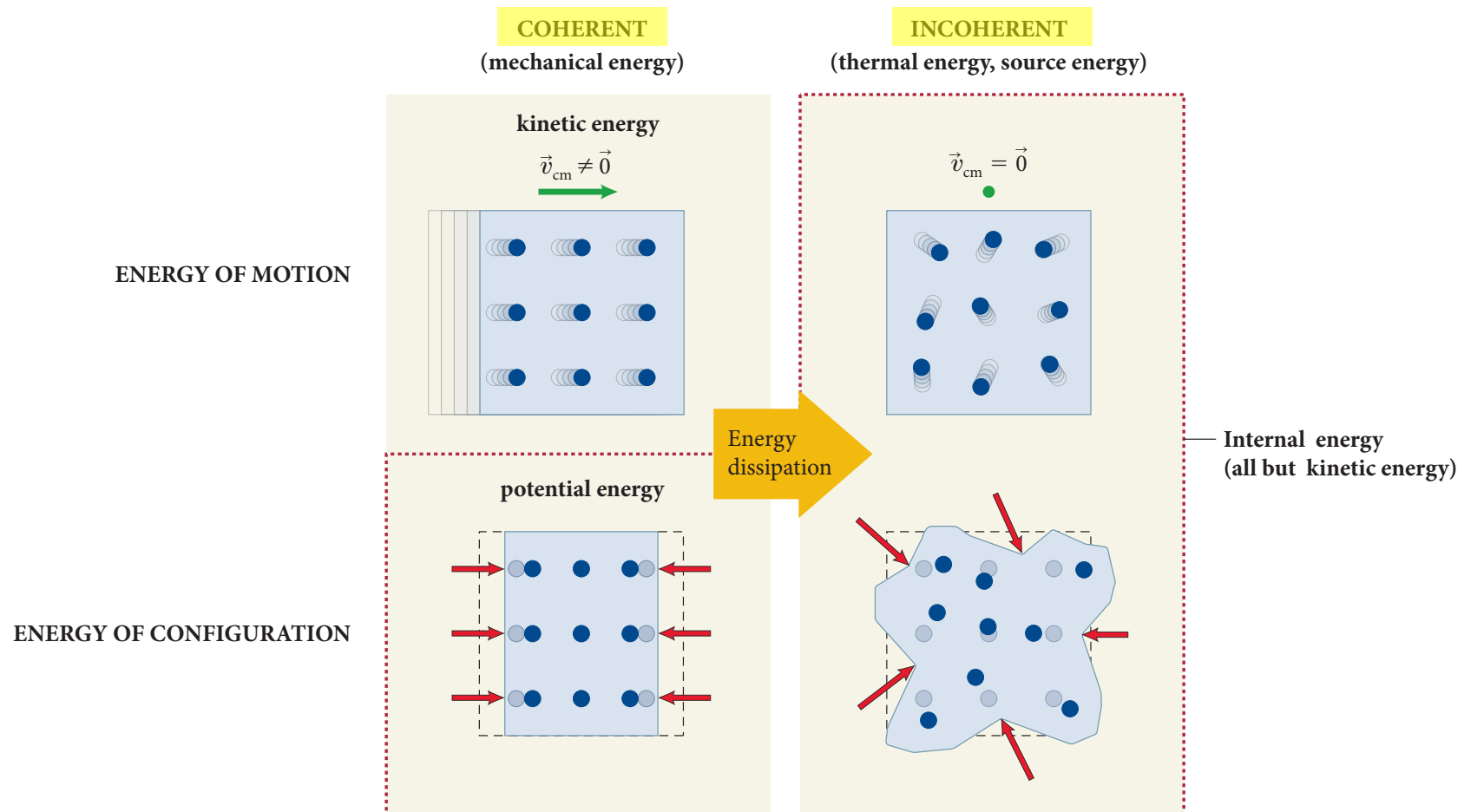
(b) Incoherent deformation: irreversible



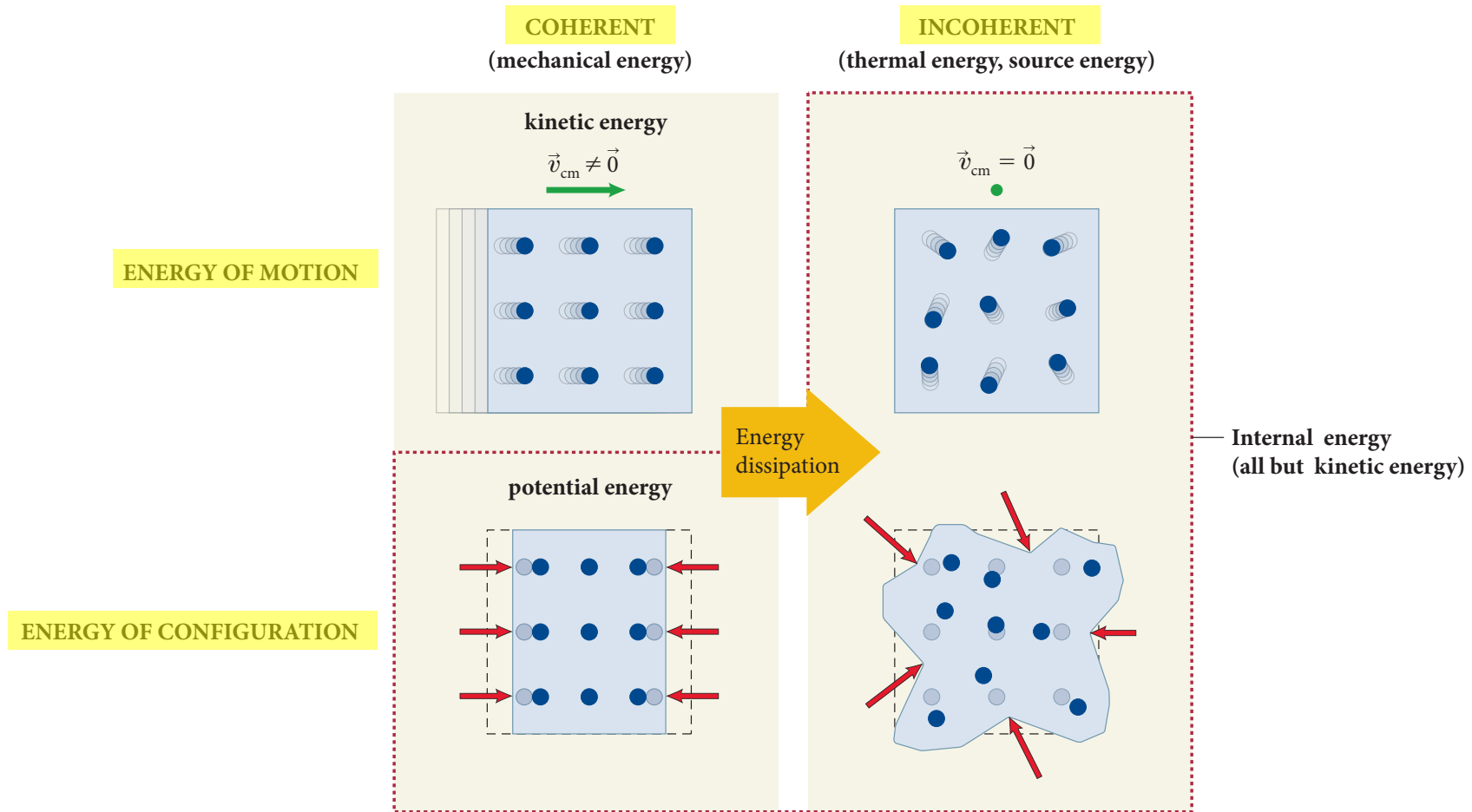
classification of energy



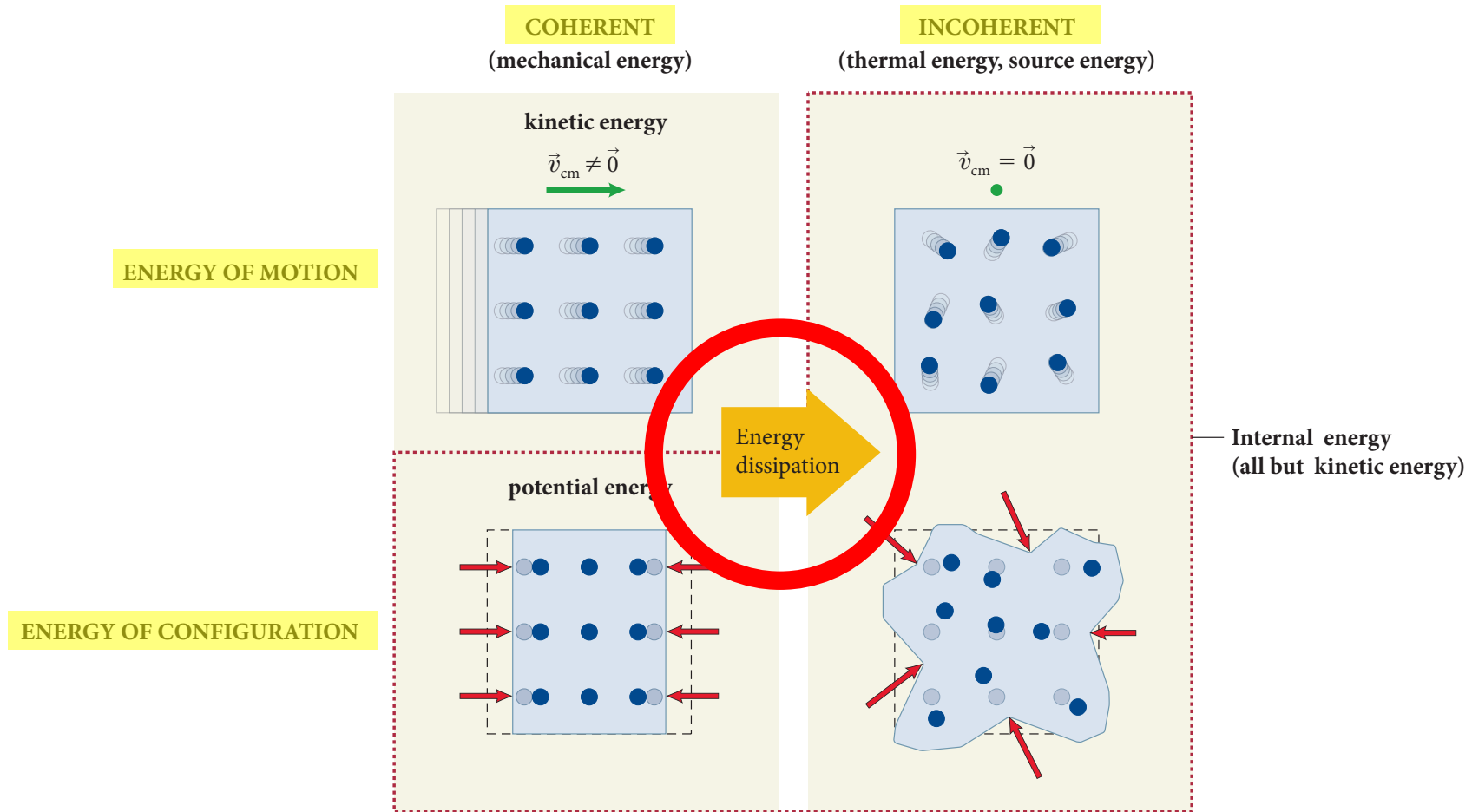
classification of energy



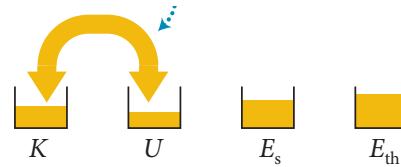
classification of energy



classification of energy

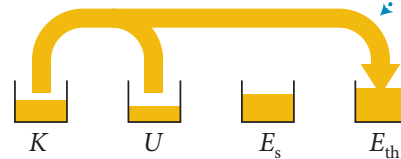


energy conversions

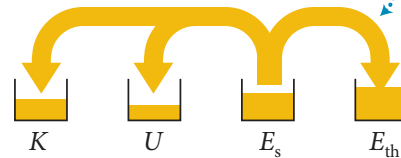


NONDISSIPATIVE
(reversible)

Friction dissipates mechanical energy irreversibly to thermal energy.

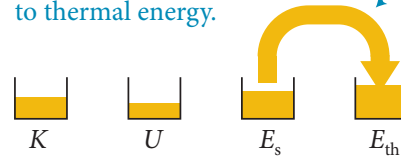


When source energy is converted to mechanical energy, some dissipates irreversibly to thermal energy.

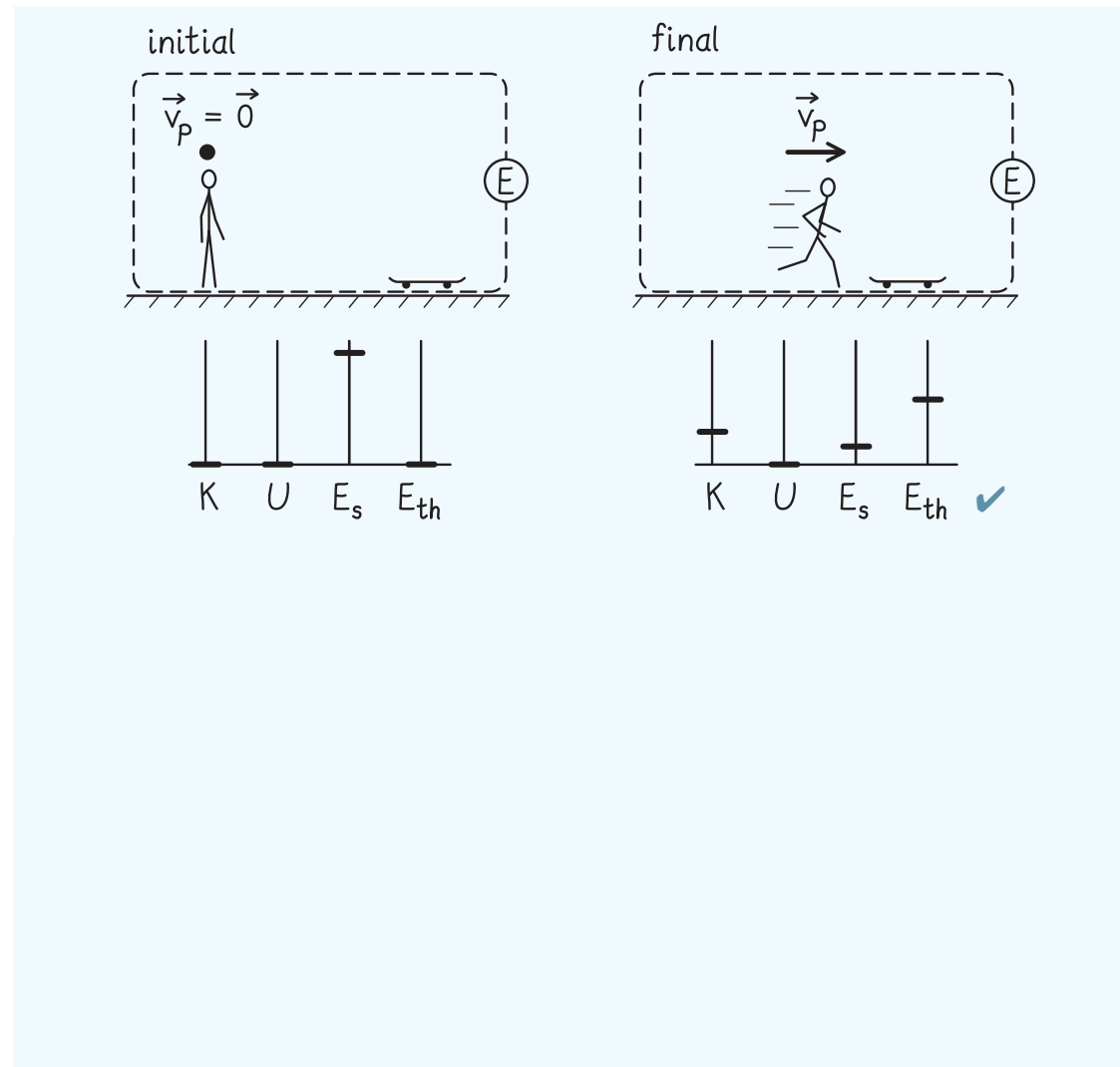


DISSIPATIVE
(irreversible)

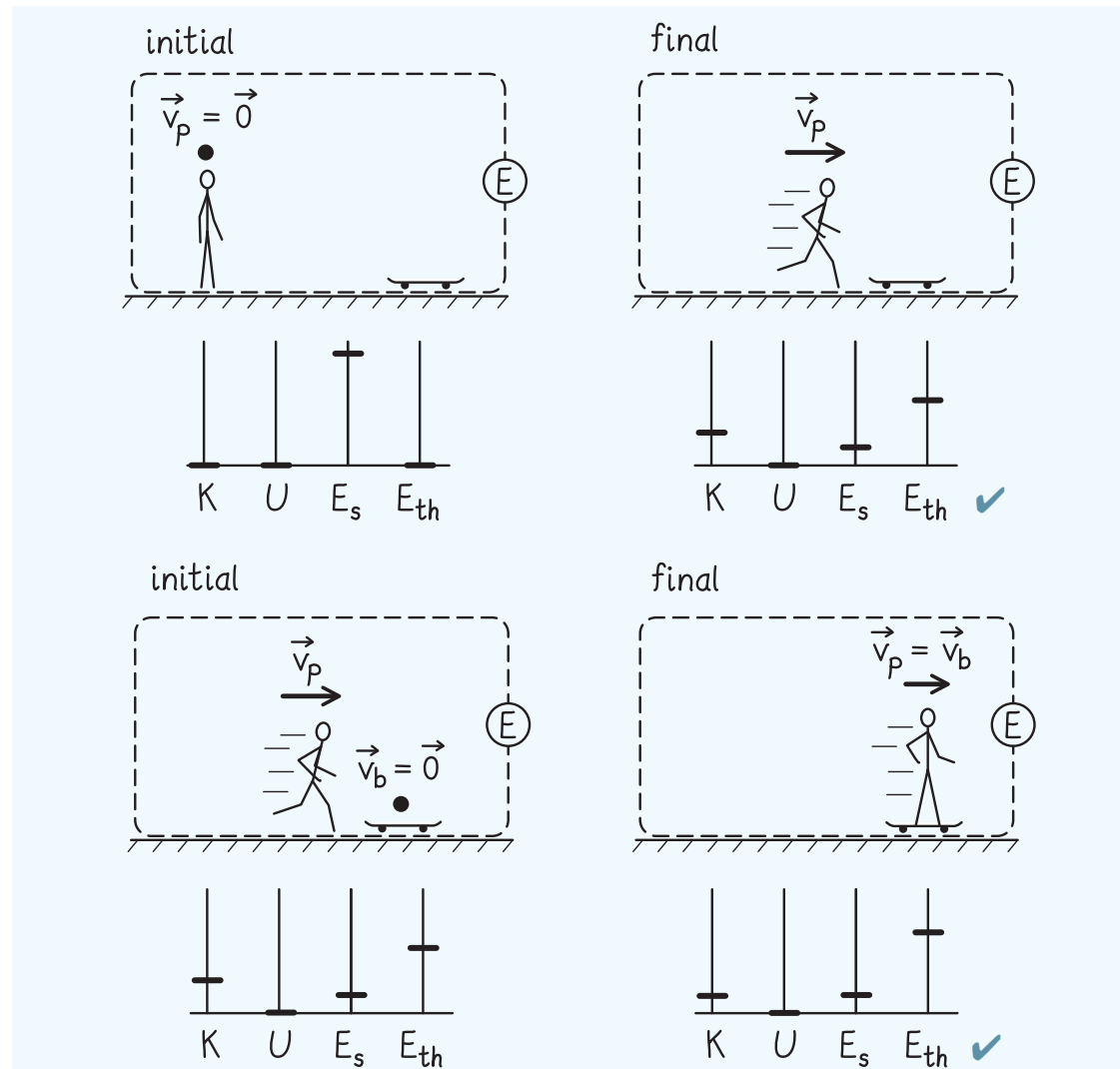
Source energy can be converted completely and irreversibly to thermal energy.



energy conversions



energy conversions





8

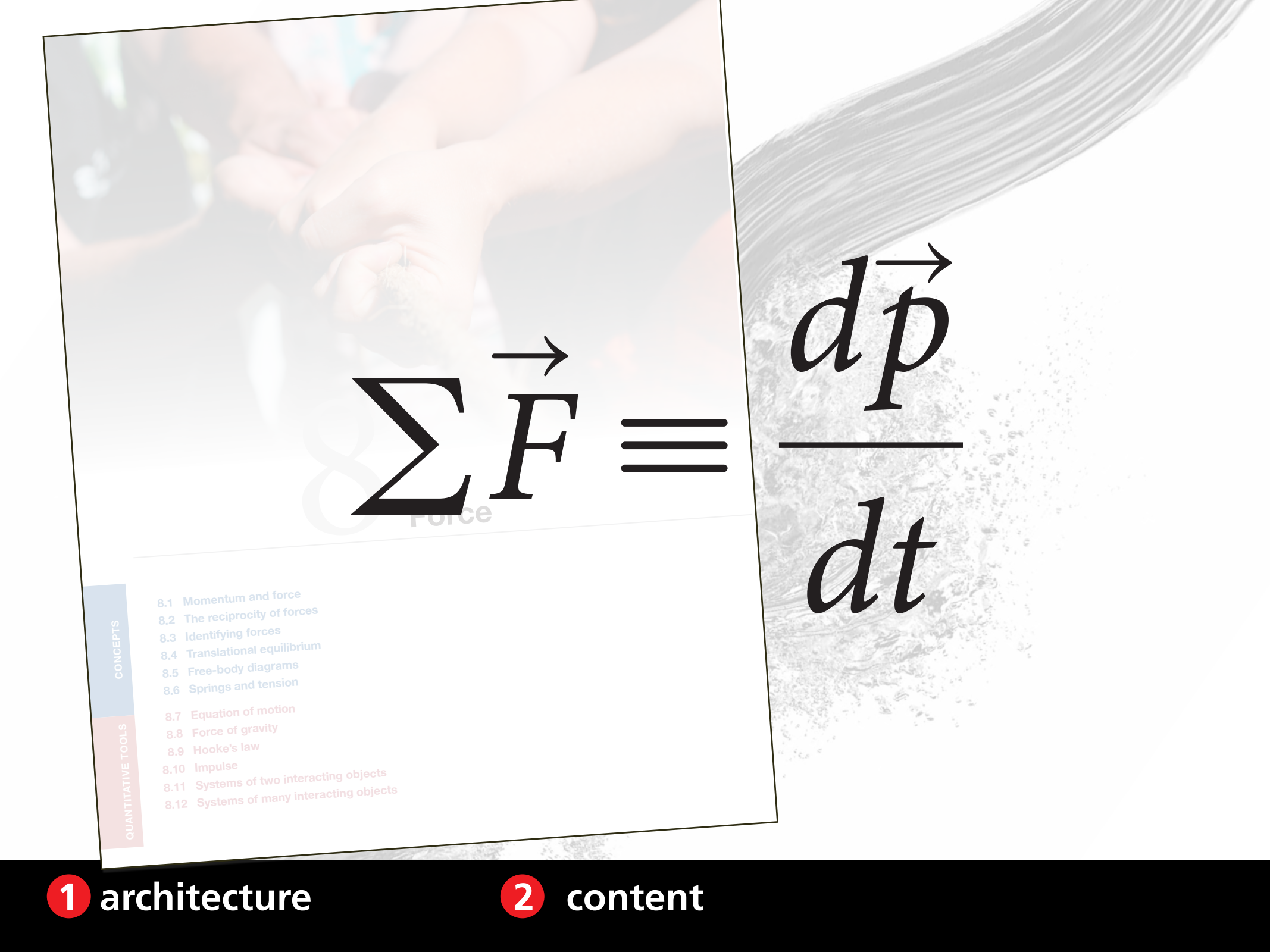
Force

CONCEPTS

- 8.1 Momentum and force
- 8.2 The reciprocity of forces
- 8.3 Identifying forces
- 8.4 Translational equilibrium
- 8.5 Free-body diagrams
- 8.6 Springs and tension

QUANTITATIVE TOOLS

- 8.7 Equation of motion
- 8.8 Force of gravity
- 8.9 Hooke's law
- 8.10 Impulse
- 8.11 Systems of two interacting objects
- 8.12 Systems of many interacting objects


$$\Sigma \vec{F} \equiv$$

$$\frac{d\vec{p}}{dt}$$

CONCEPTS

- 8.1 Momentum and force
- 8.2 The reciprocity of forces
- 8.3 Identifying forces
- 8.4 Translational equilibrium
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8.1 Momentum and force

8.2 The reciprocity of forces

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8.5 Free-body diagrams

8.6 Springs and tension

8.7 Equation of motion

8.8 Force of gravity

8.9 Hooke's law

8.10 Impulse

8.11 Systems of two interacting objects

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CONCEPTS

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QUANTITATIVE TOOLS

8.7 Equation of motion
8.8 Force of gravity
8.9 Hooke's law
8.10 Impulse
8.11 Systems of two interacting objects
8.12 Systems of many interacting objects



9

Work

CONCEPTS

- 9.1 Force displacement
- 9.2 Positive and negative work
- 9.3 Energy diagrams
- 9.4 Choice of system

QUANTITATIVE TOOLS

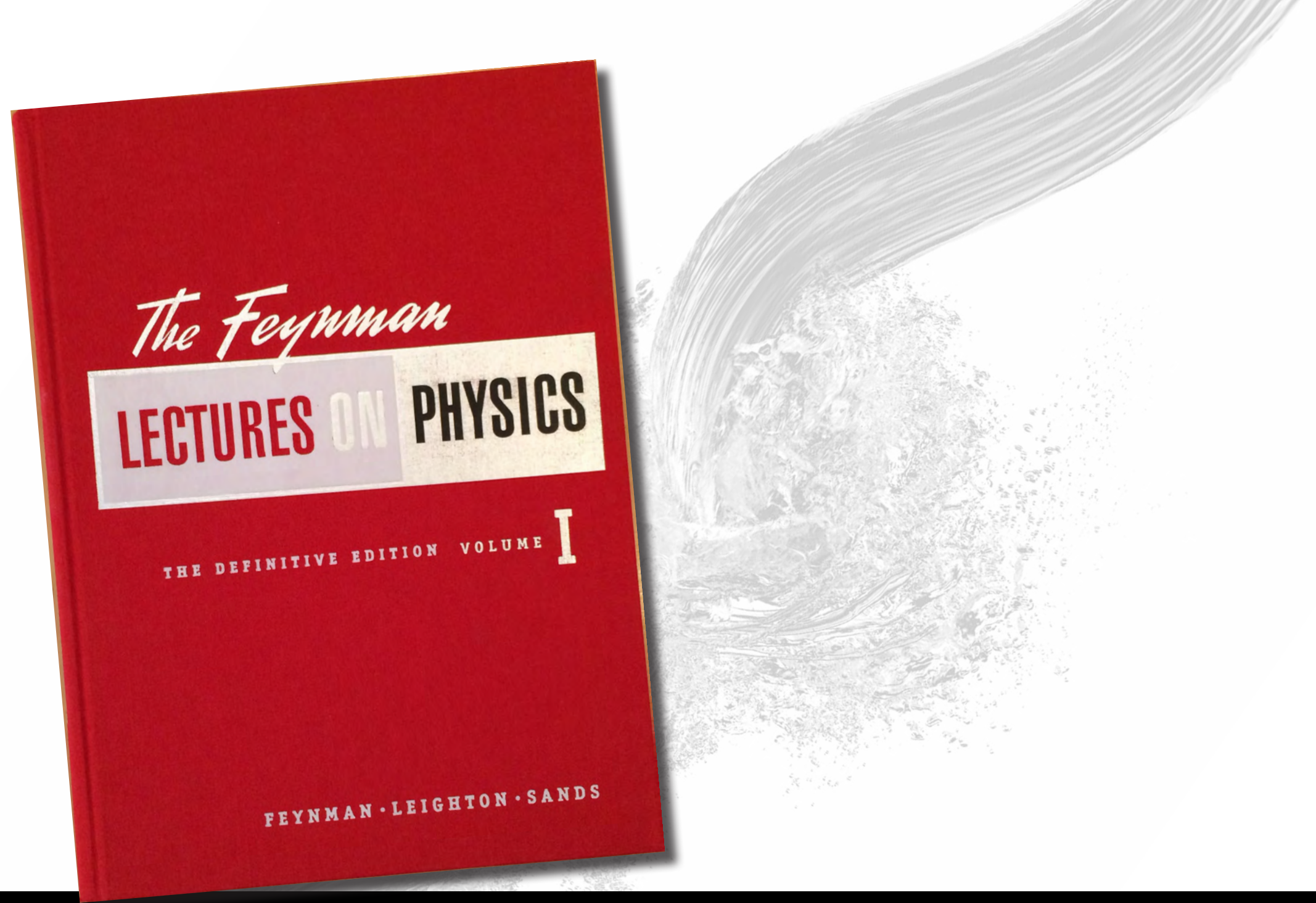
- 9.5 Work done on a single particle
- 9.6 Work done on a many-particle system
- 9.7 Variable and distributed forces
- 9.8 Power

A high-speed photograph of water splashing, creating a dynamic, textured background. The water is captured in mid-air, with many small droplets and larger, swirling eddies. The overall tone is light gray and white, giving it a clean, modern feel.

**how much work is it
to switch?**

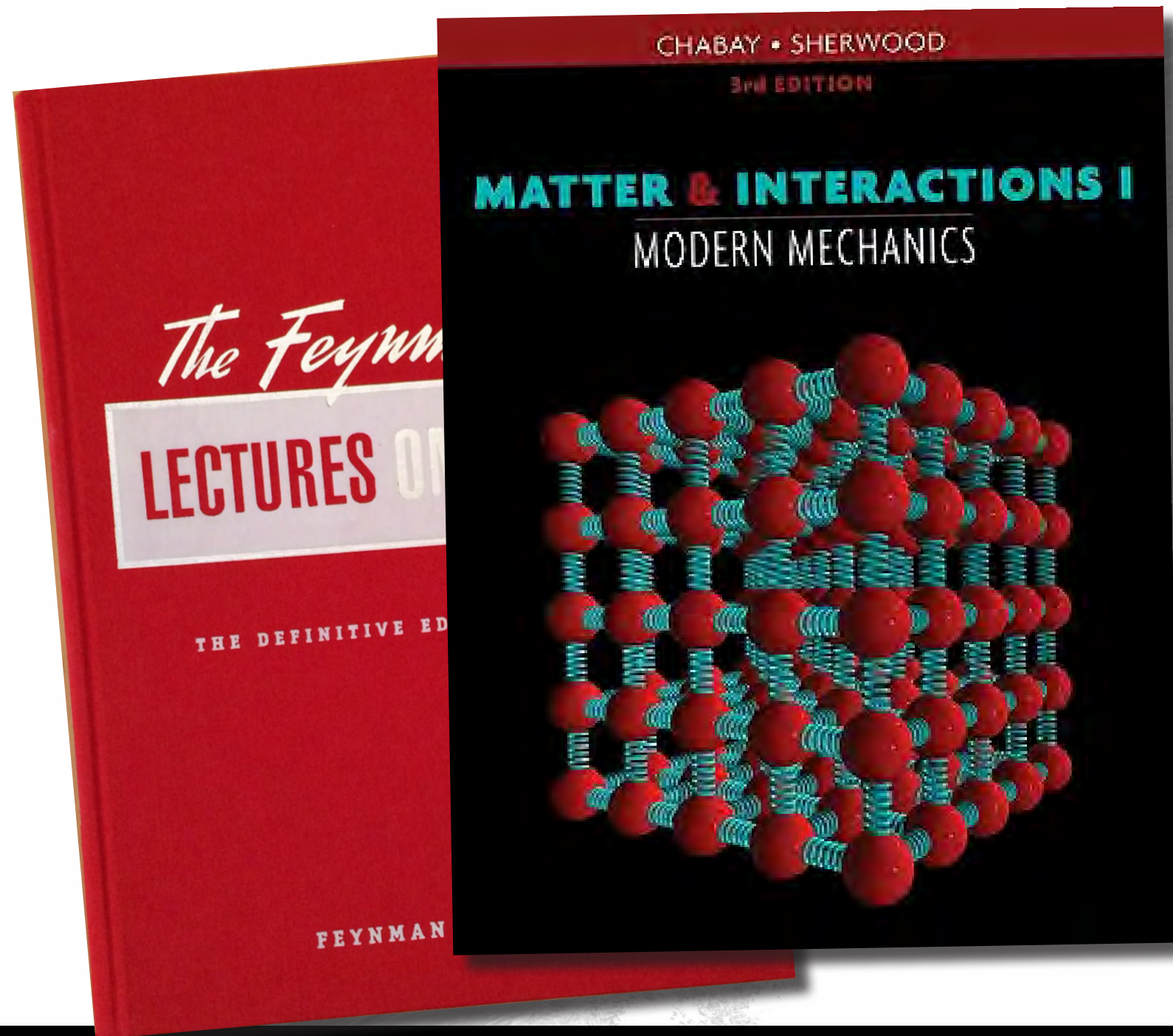
1 architecture

2 content



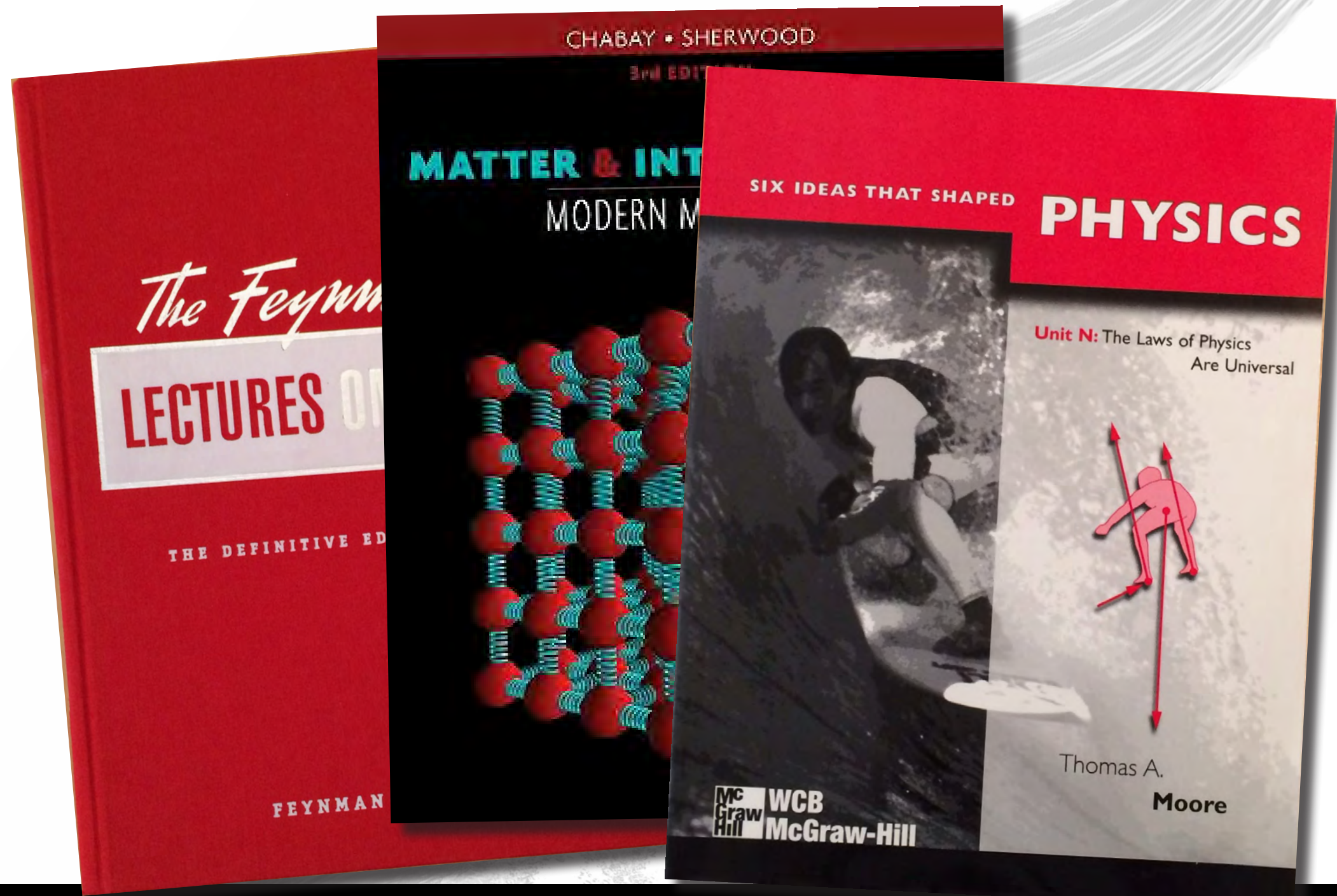
1 architecture

2 content



1 architecture

2 content



1 architecture

2 content

Traditional

1. Physics and measurement
2. Motion in one dimension
3. Vectors
4. Motion in two dimensions
5. The laws of motion
6. Circular motion
7. Work and kinetic energy
8. Potential energy and CoE
9. Momentum and collisions
10. Rotation about a fixed axis
11. Rolling motion and angular momentum
12. Static equilibrium and elasticity
13. Oscillatory motion
14. The law of gravity
15. Fluid mechanics
16. Wave motion
17. Sound waves
18. Superposition and standing waves

Principles and Practice

1. Foundations
2. Motion in one dimension
3. Acceleration
4. Momentum
5. Energy
6. Principle of relativity
7. Interactions
8. Force
9. Work
10. Motion in a plane
11. Motion in a circle
12. Torque
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1D

3D

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3D

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3D

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3D

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Principles and Practice

1. Foundations
2. Motion in one dimension
3. Acceleration
4. Momentum
5. Energy **conservation**
6. Principle of relativity
7. Interactions
8. Force **dynamics**
9. Work
10. Motion in a plane
11. Motion in a circle
12. Torque
13. Gravity
14. Special Relativity
15. Periodic Motion
16. Waves in one dimension
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Principles and Practice

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18. Fluids

rotation

Traditional

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17. Waves in 2 and 3 dimensions
18. Fluids

periodic

A dynamic background image showing a splash of water with a thick, grey brushstroke-like trail curving across the top right. The water droplets and bubbles are rendered in shades of grey and white, creating a sense of motion and energy.

**mostly minor
rearrangements!**

1 architecture

2 content

easily custom tailored

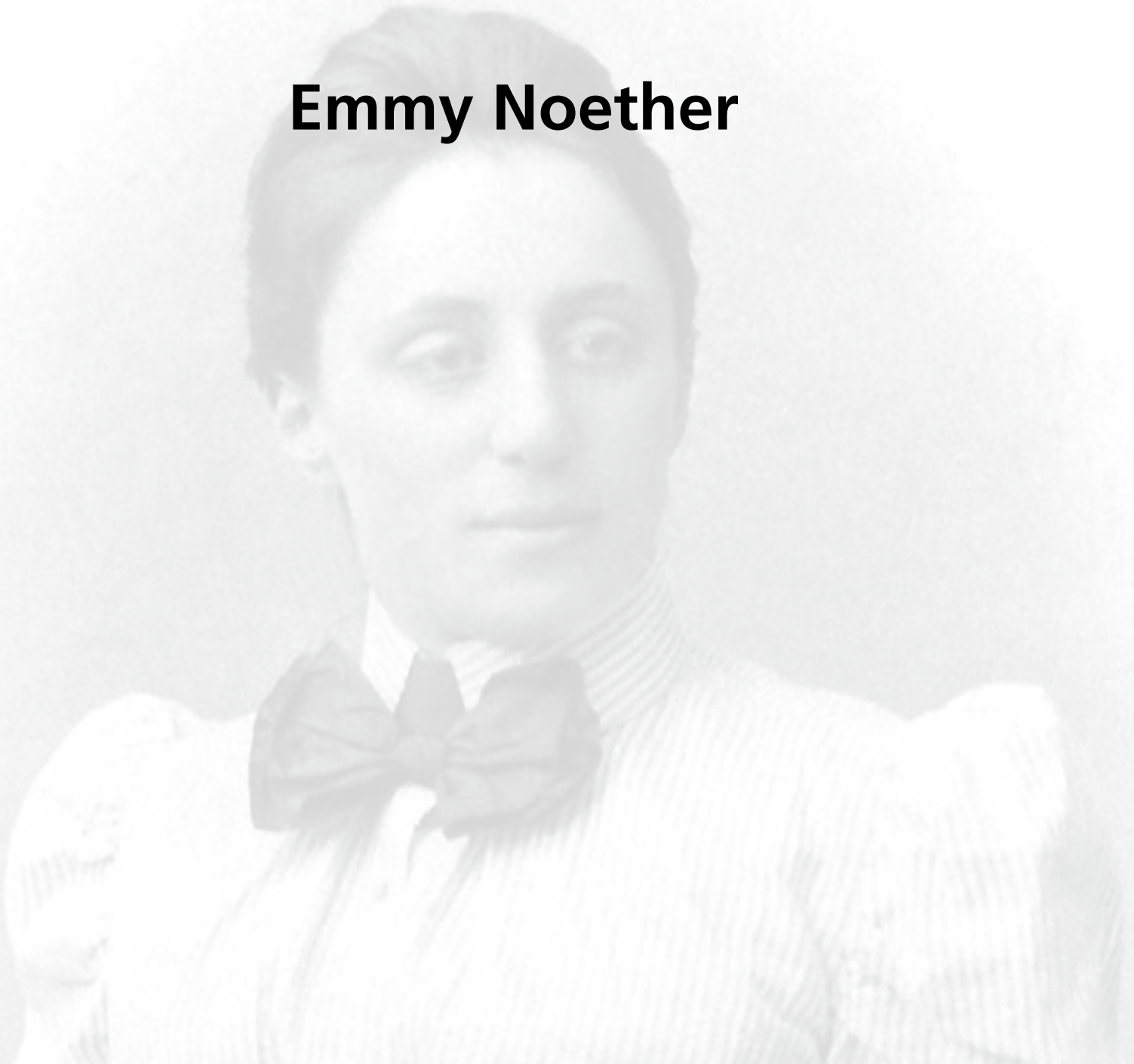
TO THE INSTRUCTOR

VII

Table 1 Scheduling matrix

Topic	Chapters	Can be inserted after chapter...	Chapters that can be omitted without affecting continuity
Mechanics	1–14		6, 13–14
Waves	15–17	12	16–17
Fluids	18	9	
Thermal Physics	19–21	10	21
Electricity & Magnetism	22–30	12 (but 17 is needed for 29–30)	29–30
Circuits	31–32	26 (but 30 is needed for 32)	32
Optics	33–34	17	34

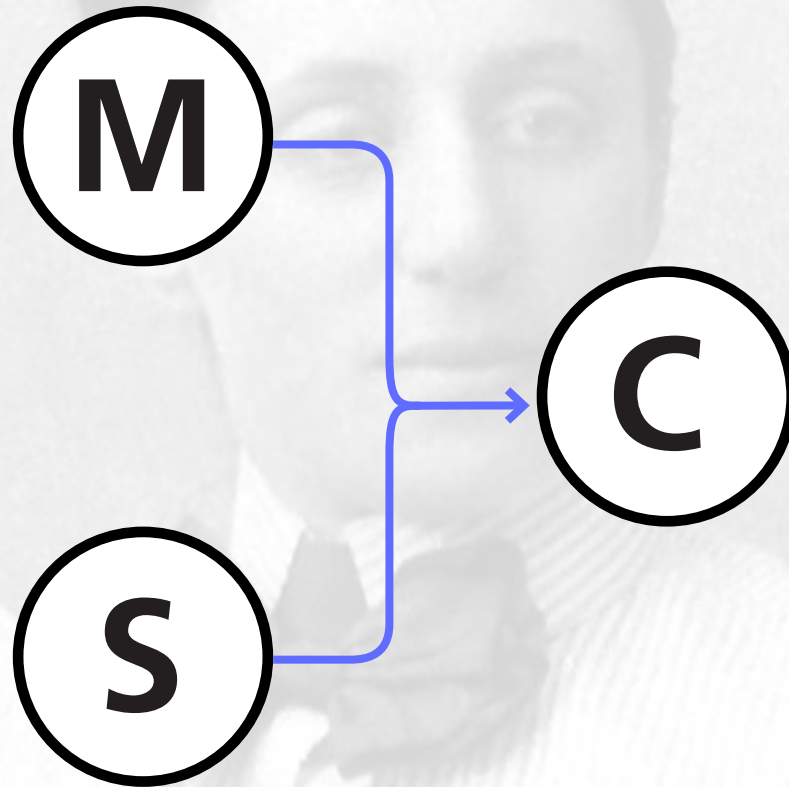
Emmy Noether



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2 content

Emmy Noether



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Emmy Noether

M

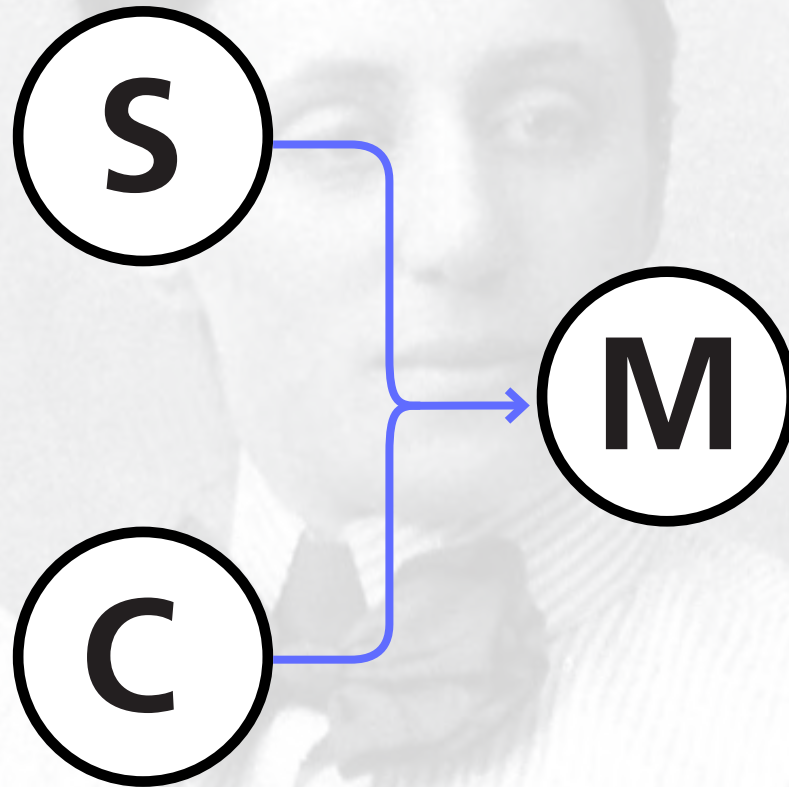
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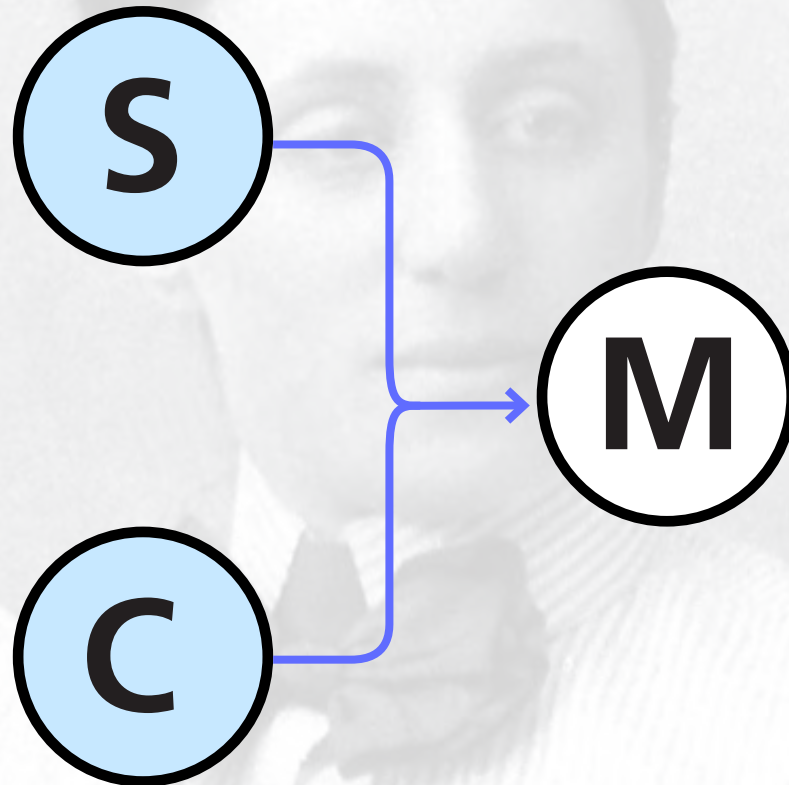
Noether inverted



1 architecture

2 content

aesthetically more appealing



1 architecture

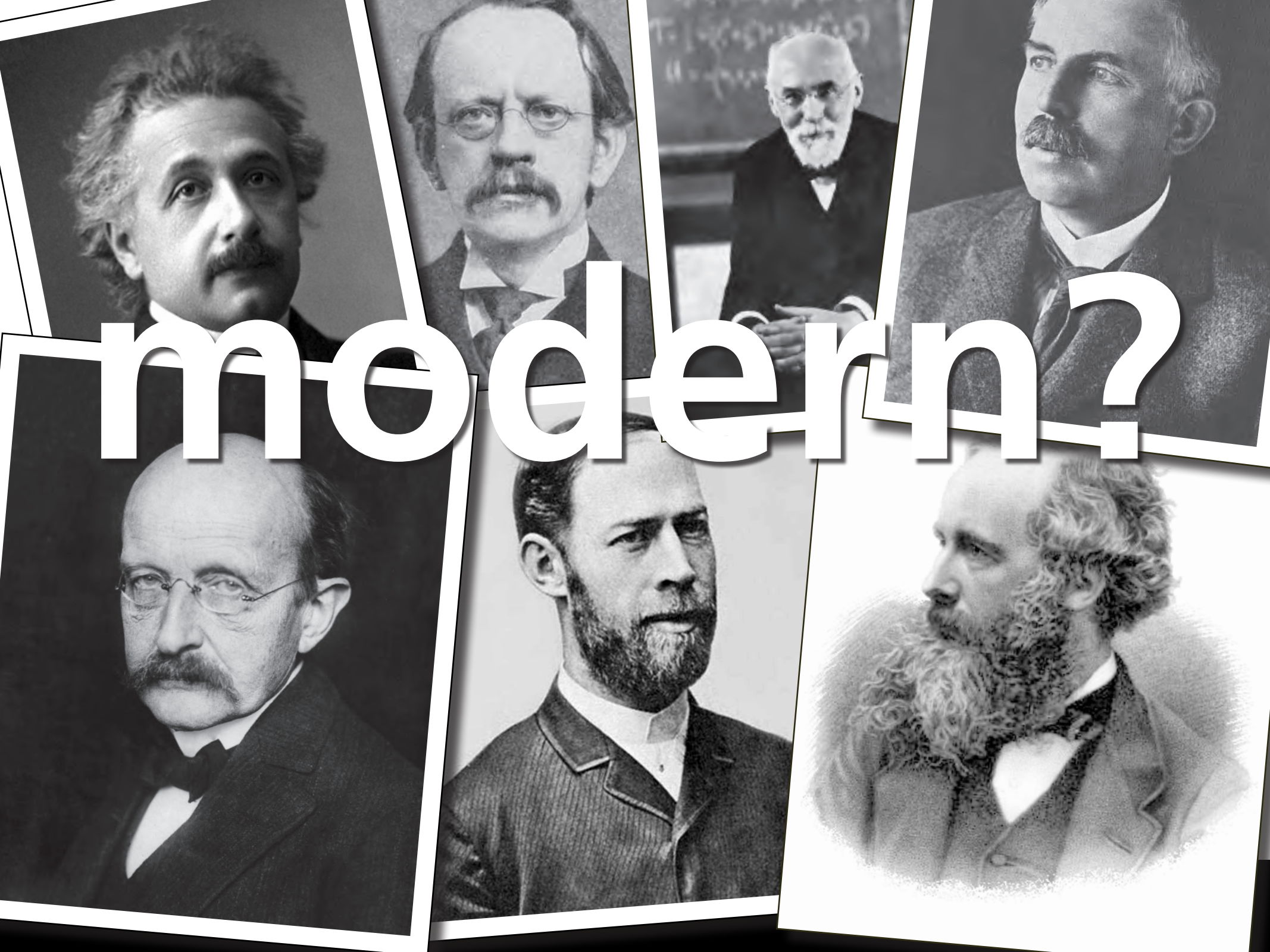
2 content



where is modern physics?

1 architecture

2 content



modern?

where is modern physics?

ALL physics is modern!

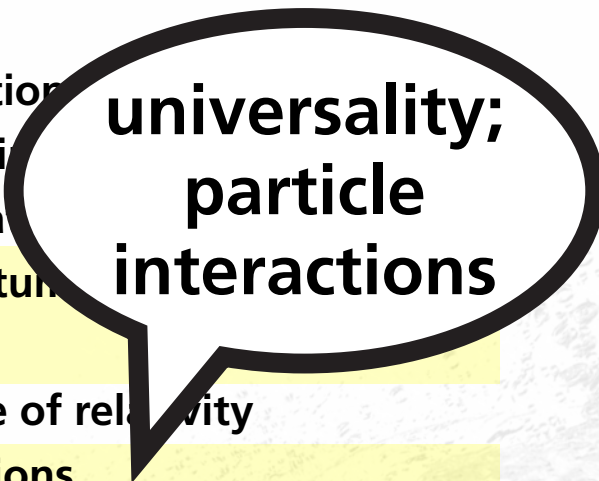
1 architecture

2 content



**conservation
as modern
foundation**

1. Foundations
2. Motion in one dimension
3. Acceleration
4. Momentum
5. Energy
6. Principle of relativity
7. Interactions
8. Force
9. Work
10. Motion in a plane
11. Motion in a circle
12. Torque
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19. Entropy
20. Energy transferred thermally
21. Degradation of energy
22. Electric interactions
23. The electric field
24. Gauss's law
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26. Charge separation and storage
27. Magnetic interactions
28. Magnetic fields of charged particles in motion
29. Changing magnetic fields
30. Changing electric fields
31. Electric circuits
32. Electronics
33. Ray optics
34. Wave and particle optics



**universality;
particle
interactions**

1. Foundation
2. Motion in one dimension
3. Acceleration
4. Momentum
5. Energy
6. Principle of relativity
7. Interactions
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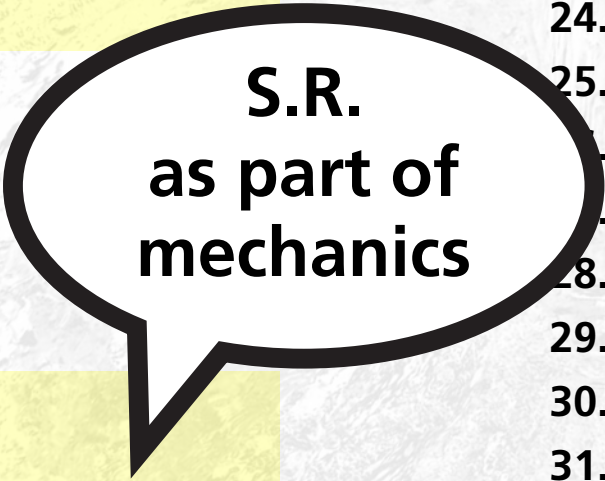
1. Foundations
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**concepts of
general
relativity**

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**S.R.
as part of
mechanics**

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**statistical
foundation
for thermo**

1. Foundations
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**relativistic
E&M
connection**

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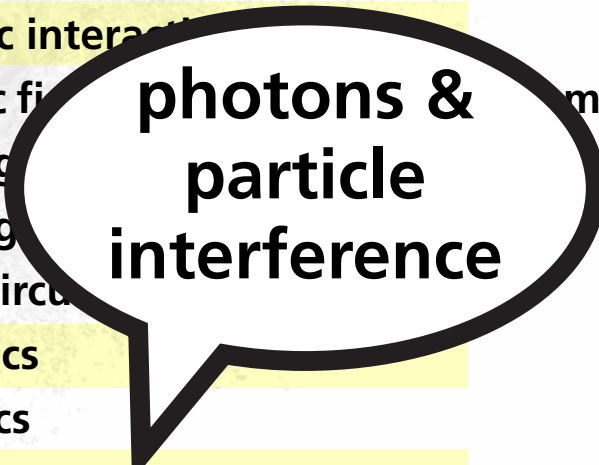
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**semiconductors
transistors
logic gates**

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**photons &
particle
interference**

CHAPTER

1

Foundations

Strategy

This book is developed with the goal of engaging students in developing a conceptual framework for the topics presented in introductory physics and to develop in students the reasoning and problem-solving skills that will help them in and beyond the study of physics. Throughout this book, the focus is on change, the transition from one state to another. Conservation principles naturally become the focus as they arise from those properties that are observed to remain unchanged. The mathematics requirements are initially minimized to allow students to develop a better grasp of the physics without getting sidetracked by mathematics. For that reason, the first nine chapters only deal with physics in one dimension. Once students have a solid grasp of physics in one dimension, they can better begin to explore two- and three-dimensional problems. This also gives students an opportunity to develop the required math skills in a concurrent mathematics course. Taking mathematics concurrent to physics, rather than as a prerequisite, can increase students' understanding of the mathematical concepts. Further, some concepts are often so transparent to an instructor that they are not taught explicitly, creating difficulty for students who do not have the same background. These foundational ideas, such as symmetry, and tools, such as representations, are spelled out so that students can explicitly engage in their use. Language is used and developed very carefully to avoid introducing confusion. Although they may sometimes seem formal or wordy, these choices have been carefully made to avoid common misconceptions by students.

Overview

The presentation of physics begins by defining it and its scope of the study of "all there is in the universe." The skills developed in studying physics to other aspects of life also is discussed. This chapter launches with a discussion of the concepts of physics that are taught in grade school.

CHAPTER

1

Foundations

- **Strategy**
- **Overview**
- **Topics that are not covered**
- **Terminology**
- **Notation and visual representations**
- **Cautionary notes**
- **Common student difficulties and concerns**
- **Sample recommendations from Practice Vol**

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Eric Mazur | Harvard University | Log out

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Courses Questions Classrooms Tour Help Student view

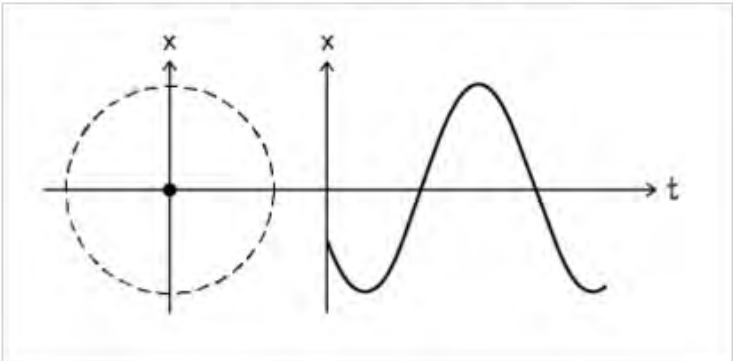
My Courses > AP50a F2013 > Chapters 14-15 in class

Start session Edit Review results Create PDF Delete module

Jump to 1 2 3 4 5 6 7 8 9 10

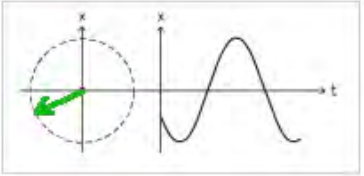
3. direction

In the reference circle on the left, draw a phasor representing the oscillation shown on the right.



The diagram shows a reference circle on the left and a graph of displacement x versus time t on the right. The reference circle is a dashed circle centered at the origin of a coordinate system with a vertical x -axis and a horizontal t -axis. The graph shows a sinusoidal wave starting at a negative value at $t=0$, reaching a minimum, crossing the t -axis, reaching a maximum, and crossing the t -axis again.

Answer



The answer diagram shows the same reference circle and graph as above, but with a green arrow (phasor) drawn from the center of the circle to the left edge, representing the initial phase of the oscillation.

1 architecture

2 content

PRINCIPLES & PRACTICE OF
PHYSICS

ERIC MAZUR

PRINCIPLES & PRACTICE OF
PHYSICS

ERIC MAZUR

1 architecture

2 content

3 results

PRINCIPLES & PRACTICE OF
PHYSICS

for students

ERIC MAZUR

PRINCIPLES & PRACTICE OF
PHYSICS

ERIC MAZUR

1 architecture

2 content

3 results

PRINCIPLES & PRACTICE OF
PHYSICS

implementation of a better practice

ERIC MAZUR

PRINCIPLES & PRACTICE OF
PHYSICS

ERIC MAZUR

1 architecture

2 content

3 results

PRINCIPLES & PRACTICE OF
PHYSICS

implementation of a better practice

impact on learning

ERIC MAZUR

PRINCIPLES & PRACTICE OF
PHYSICS

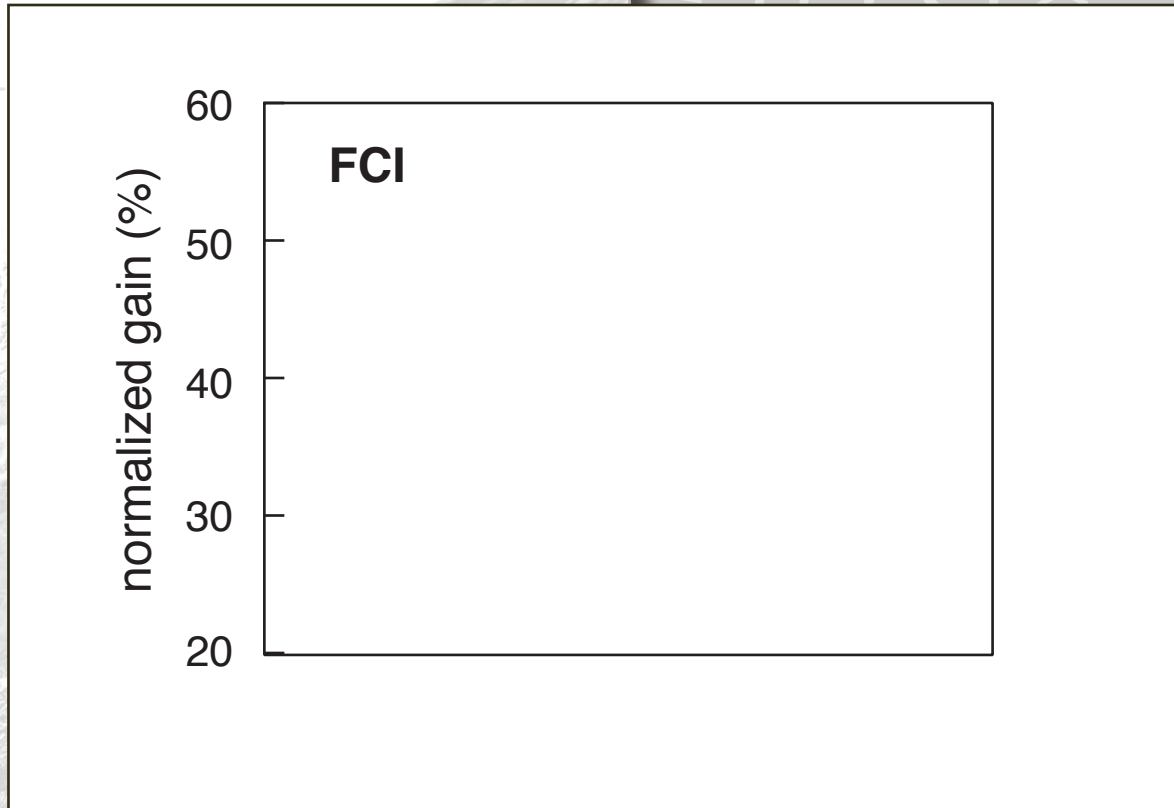
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1 architecture

2 content

3 results

AP50: no lectures, students read book only

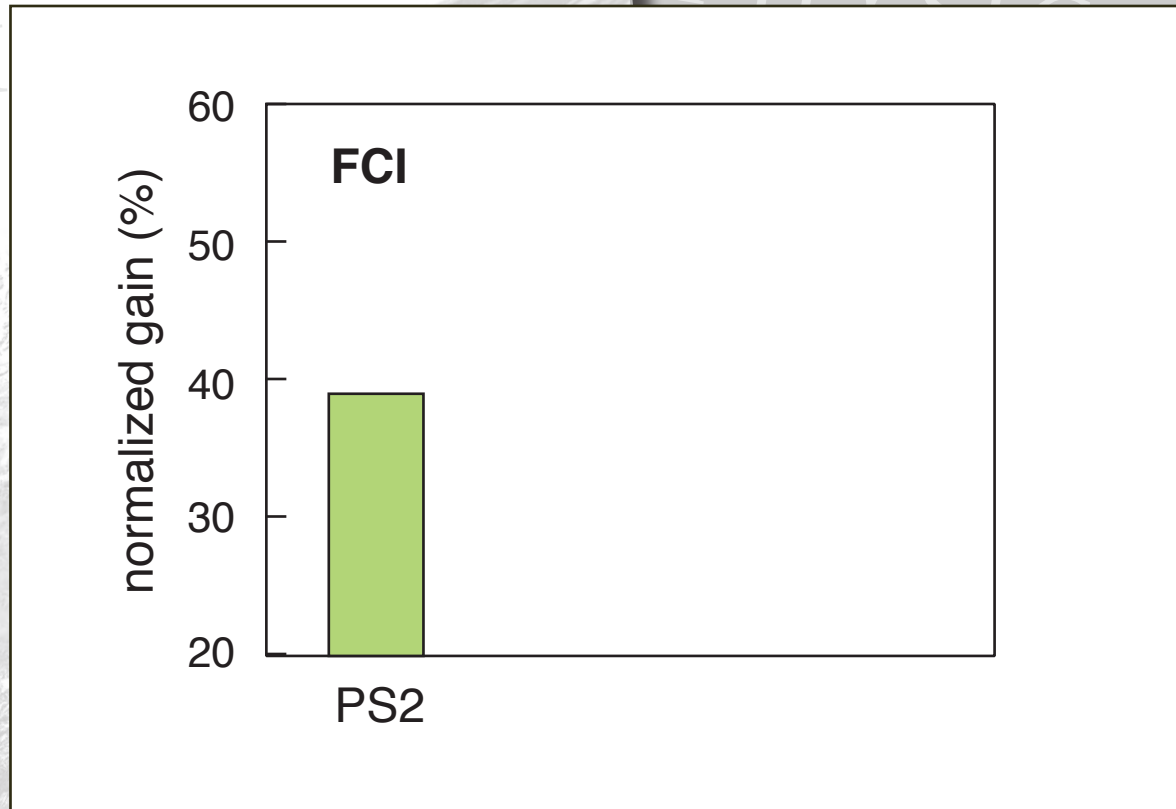


1 architecture

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AP50: no lectures, students read book only



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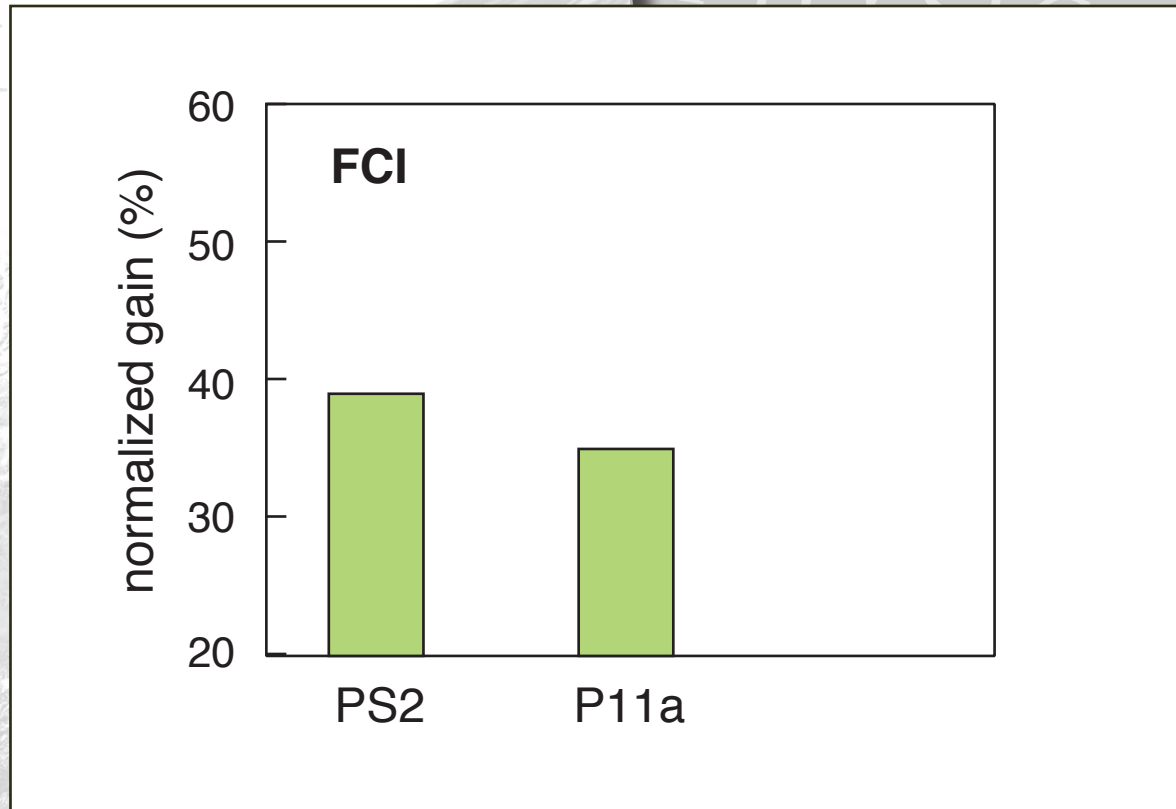
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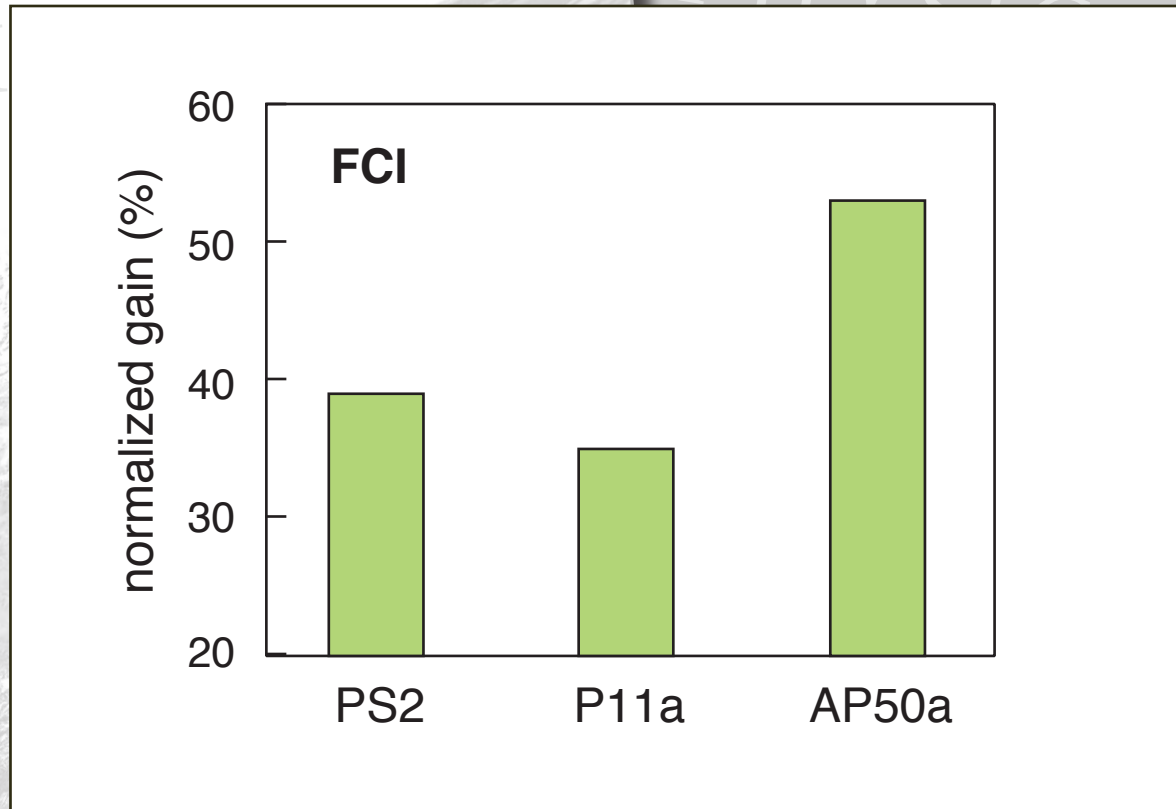


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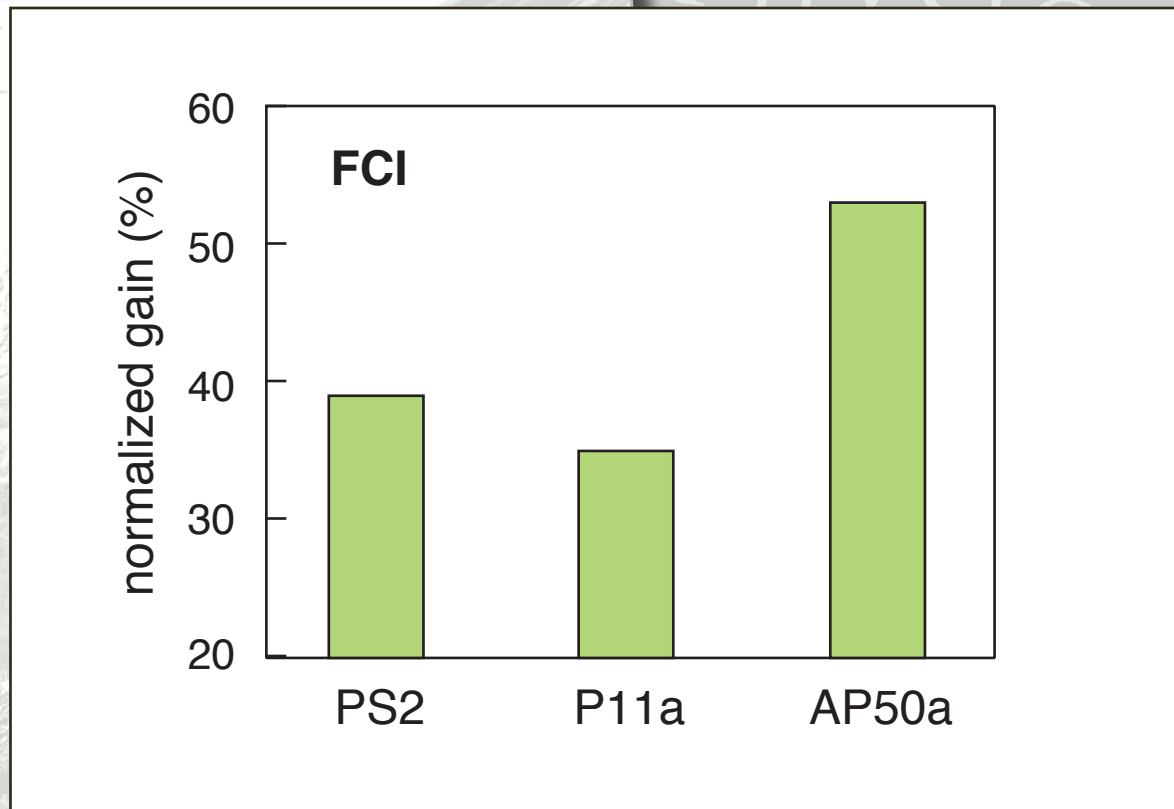


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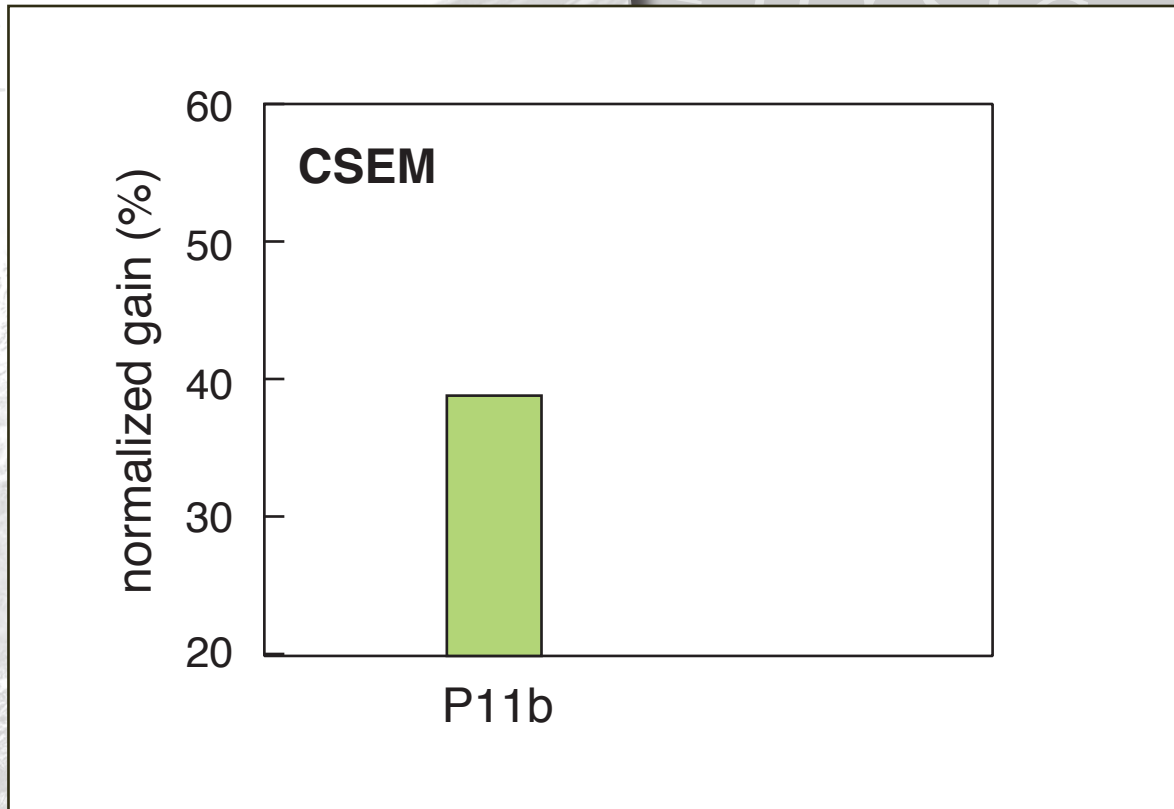
largest conceptual gain in *any* course past 6 yrs!

1 architecture

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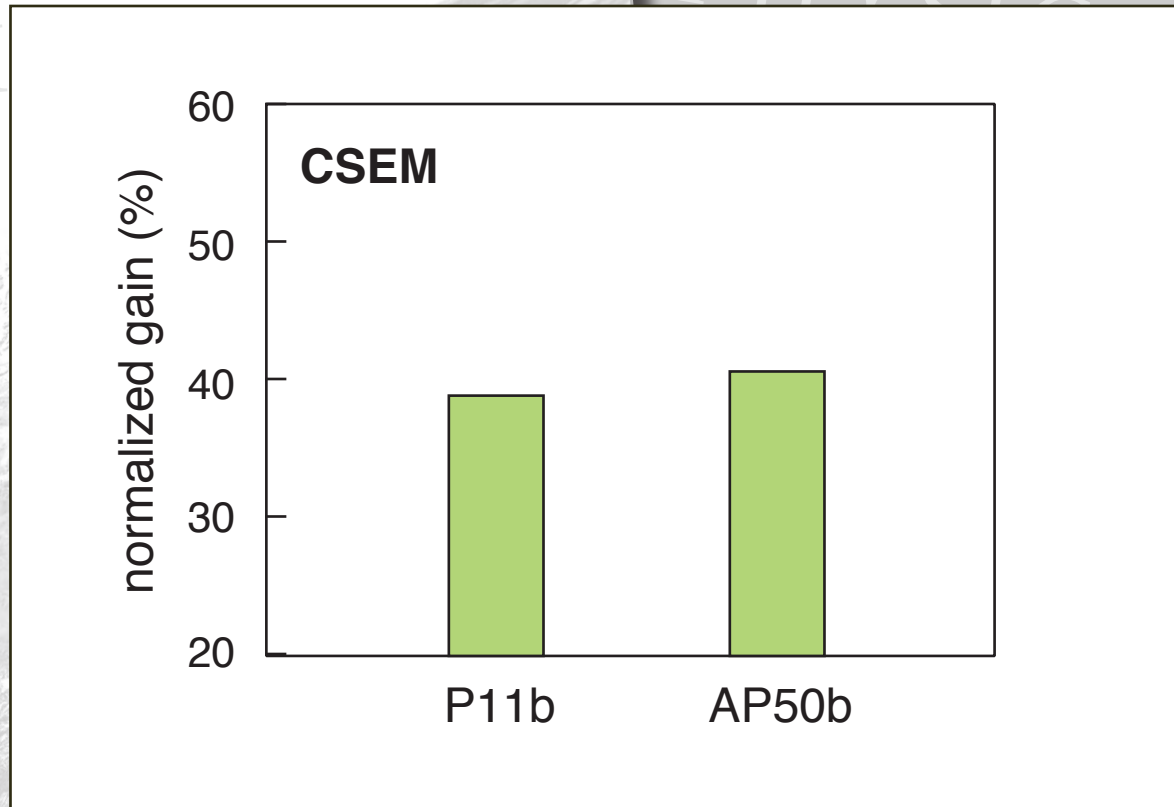


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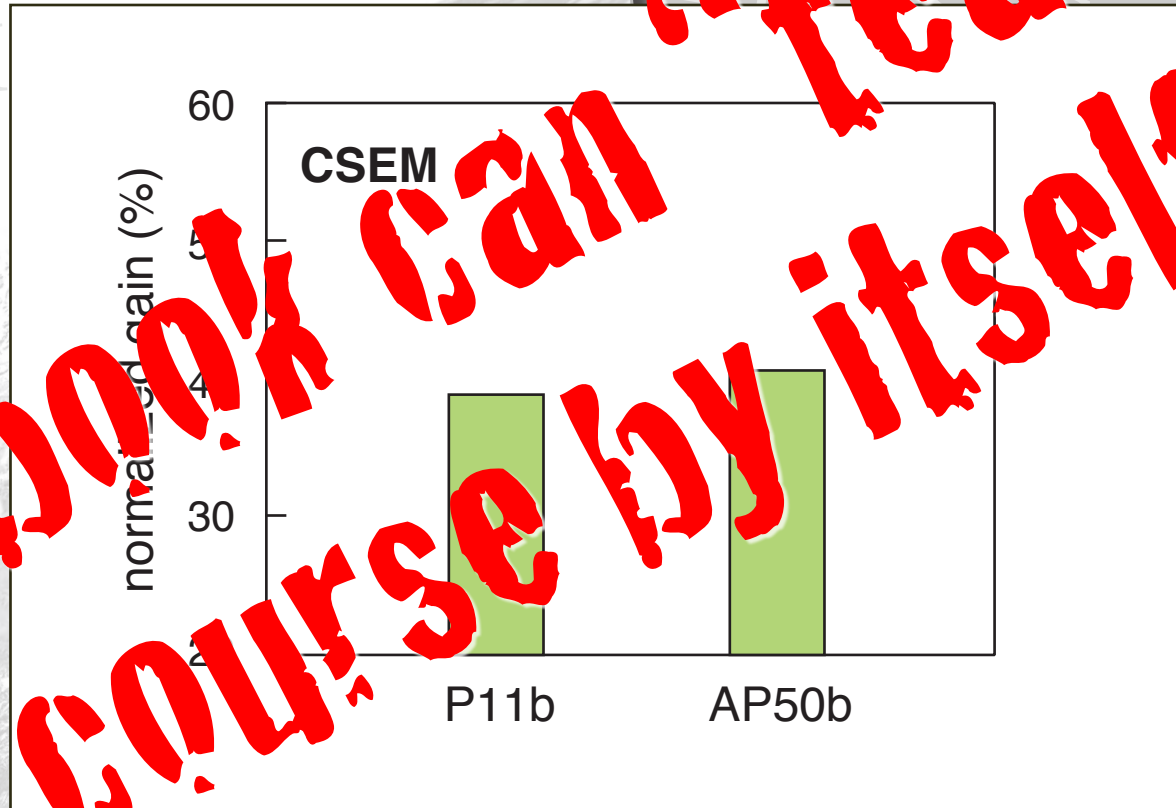
as good as when I do my best teaching!

1 architecture

2 content

3 results

AP50: no lectures, students read book only



this book can "teach" the course by itself...

as good as when I do my best teaching!

- 1 architecture
- 2 content
- 3 results

University of Arkansas

PRINCIPLES & PRACTICE OF
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PHYSICS

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**course revision based on
preliminary version of manuscript:**

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PRINCIPLES & PRACTICE OF
PHYSICS

PRINCIPLES & PRACTICE OF
PHYSICS

**course revision based on
preliminary version of manuscript:
normalized FCI gain DOUBLED**

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Ladue Horton Watkins High School

"I recently completed post-testing for my AP Physics classes. As I have done for 15 years, I've collected pre-/post- FCI scores for my kids. This years normalized gain was 0.7, a significant improvement over past years (typically in the 0.55–0.6 range). While we only used the textbook for part of the year, I think your text was one of the reasons for the jump this year."

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Richard Witt, Teacher

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Current Adoptions

Abilene Christian University
Bellingham Technical College
Bethany Lutheran College
Chaffey College
Eastfield College
Embry-Riddle Aera Universit–Prescott
Evergreen State College
Florida State University
Gallaudet University
Gogebic Community College
Harvard University
Highline Community College
Hope College
Ithaca College
James Madison University
Laramie County Community College
Louisiana State University
Monmouth Univiversity
Normandale Community College
Northeastern University
Otterbein University

Penn State University
Siena College
Southwestern Illinois College
Spokane Falls Community College
St Olaf College
Suffolk University
University of Arkansas
University of Central Florida
University of Connecticut–Storrs
University of Maine at Orono
University of Minnesota
University of Pennsylvania
University of Washington
Victoria College
Virginia Tech University
Washington University
Williams College

McMaster University
Mount Saint Vincent University
University of Toronto

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Northeastern University

Otterbein University

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Penn State University

Siena College

Southwestern Illinois College

Spokane Falls Community College

St Olaf College

Suffolk University

University of Arkansas

University of Central Florida

University of Connecticut–Storrs

University of Maine at Orono

University of Minnesota

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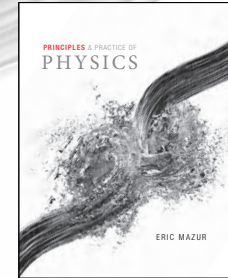
3 results

approach

before class

in class

traditional



1 architecture

2 content

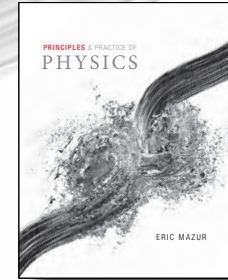
3 results

approach

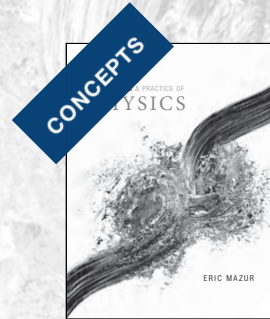
before class

in class

traditional



partially flipped



1 architecture

2 content

3 results

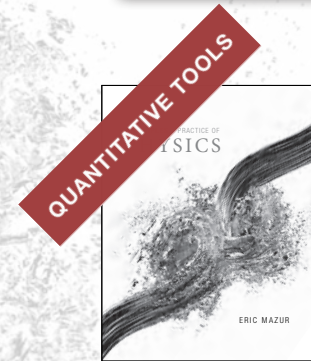
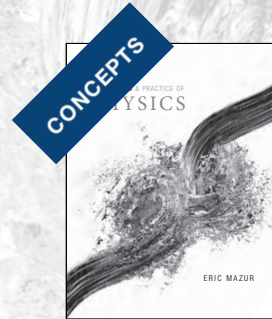
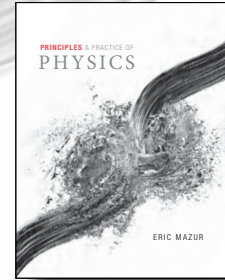
approach

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in class

traditional

partially flipped



1 architecture

2 content

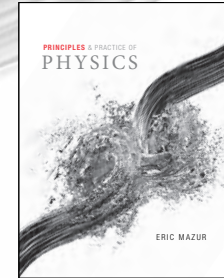
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approach

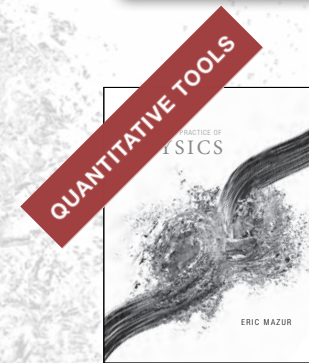
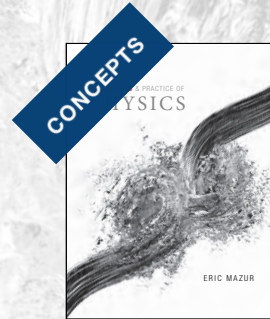
before class

in class

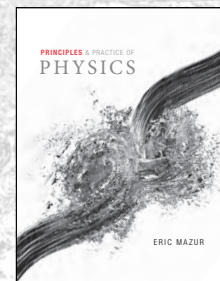
traditional



partially flipped



fully flipped



1 architecture

2 content

3 results

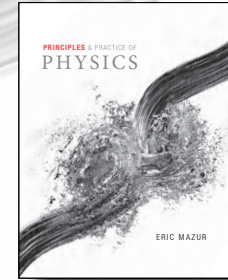
approach

before class

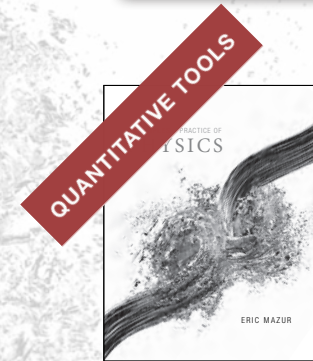
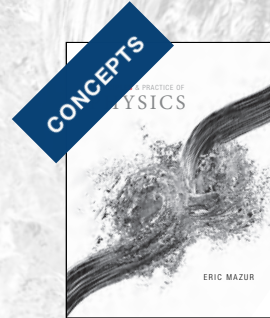
in class

traditional

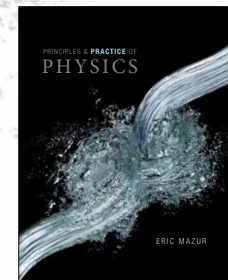
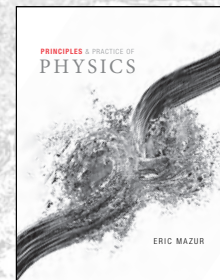
—



partially flipped



fully flipped



1 architecture

2 content

3 results



physics can be fun!



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ericmazur.com

Textbook info/copies:

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