

# Teaching Physics, Conservation Laws First



Webinar  
21 August 2015



# Teaching Physics, Conservation Laws First



**@eric\_mazur**

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

$T = 2\pi \sqrt{\frac{L}{g}}$  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  $f_{beat} = |f_1 - f_2|$   $I = \frac{\text{Power}}{\text{Area}} = \frac{P_s}{4\pi r^2}$   $I = \frac{1}{2} \rho v \omega^2 S_m^2$   $\sin \theta = \frac{v}{v_s}$   $\frac{v_s}{v} = \text{mach \#}$

$f = \frac{v}{\lambda}$   $\lambda = \frac{2L}{n}$   $n=1,2,3$   $f = \frac{nv}{4L}$   $n=1,2,3$   $f = \frac{nv}{4L}$   $n=1,2,3$   $f = \frac{nv}{4L}$   $n=1,2,3$   $f = \frac{nv}{4L}$   $n=1,2,3$

Interference  $\frac{\Delta L}{\lambda} = 0, 1/2$  fully constructive  $\frac{\Delta L}{\lambda} = 0.5, 1.5, 2.5$  fully destructive  $B = 3\alpha$   $Q = c \Delta T$  Heat capacity  $Q = cm \Delta T$  specific heat  $Q = L_m$  Heat of transformation  $W = \int_{v_1}^{v_2} p dv$   $B = (10) \log \frac{I}{I_0}$   $\log \frac{x}{y} = \log x - \log y$   $\log_0 x = y \Leftrightarrow 0^y = x$

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

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

vectors

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

$T = 2\pi \sqrt{\frac{L}{g}}$  simple pend  $\omega_d = \omega$  resonance  $\omega = \sqrt{\frac{k}{m}}$

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

critical damp  $b^2 = 4km$   
 underdamped  $b^2 < 4km$   
 overdamped  $b^2 > 4km$

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

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  $f = \frac{v}{\lambda} = \frac{v}{2L}$   $n=1,2,3$   $P_{ave} = \frac{1}{2} v \rho \omega^2 S_m^2$

$f = \frac{v}{\lambda} = \frac{v}{2L}$   $n=1,2,3$   $P_m^2 = 2PVI$   $P_m = v \rho \omega S_m$   $I = \frac{\text{Power}}{\text{Area}} = \frac{P_s}{4\pi r^2}$   $f_{beat} = |f_1 - f_2|$   $f = \frac{v}{4L}$  ( $n=1,2,3$ ) displacement antinodes at open, nodes at closed

interference  $\frac{\Delta L}{\lambda} = 0, 1/2$  fully constructive  $\theta = \frac{\Delta L}{\lambda} 2\pi$   $I = \frac{1}{2} \rho v \omega^2 S_m^2$   $\sin \theta = \frac{v}{v_s}$   $\frac{v_s}{v} = \text{mach } \#$   $I_0 = I_{max}$

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

$T_F = \frac{9}{5} T_C + 32$   $\Delta L = L \alpha \Delta T$   $\Delta V = V \beta \Delta T$   $Q = cm \Delta T$  specific heat  $Q = L_m$  Heat of transformation  $w = \int_{v_1}^{v_2} p dv$   $\log \frac{x}{y} = \log x - \log y$

$\Delta E_{int} = Q_{in} - W_{out}$   $P_{cond} = \frac{Q}{t} = k \alpha \frac{T_h - T_c}{L}$   $P_{radiation} = \sigma \epsilon AT^4$   $P_{net} = P_{obs} - P_{prod}$   $P_{obs} = \sigma \epsilon AT^4$

$n = \frac{\text{molecules}}{6.02 \times 10^{23}}$   $R = \frac{L}{k}$  Multi Slab  $P_{cond} = \frac{A(T_h - T_c)}{\sum L/k}$   $5.67 \times 10^{-8} \frac{w}{m^2 K^4}$

Adiabatic  $Q=0$   $\Delta E = -W$   $PV = nRT$



# Kinematics

# Vectors

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

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

$x(t) = x_m \cos(kx - \omega t)$   $y_m \sin(kx - \omega t)$  wave in pos direction  $k = \frac{2\pi}{\lambda}$   $v = \frac{\omega}{k} = \frac{\lambda}{T} = \lambda f$   $v = \sqrt{\frac{T}{\mu}}$

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  $f = \frac{v}{\lambda} = \frac{v}{2L}$   $n=1,2,3$   $f = \frac{v}{4L}$  ( $n=1,2,3$ ) displacement antinodes at open, nodes at closed

$f_m^2 = 2PVI$   $P_m = v \rho \omega S_m$   $I = \frac{\text{Power}}{\text{Area}} = \frac{P_s}{4\pi r^2}$   $I = \frac{1}{2} \rho v \omega^2 S_m^2$   $f_{beat} = |f_1 - f_2|$   $\sin \theta = \frac{v}{V_s}$   $\frac{V_s}{v} = \text{mach } \#$   $B = (10) \log \frac{I}{I_0}$   $I_0 = 10^{-12}$

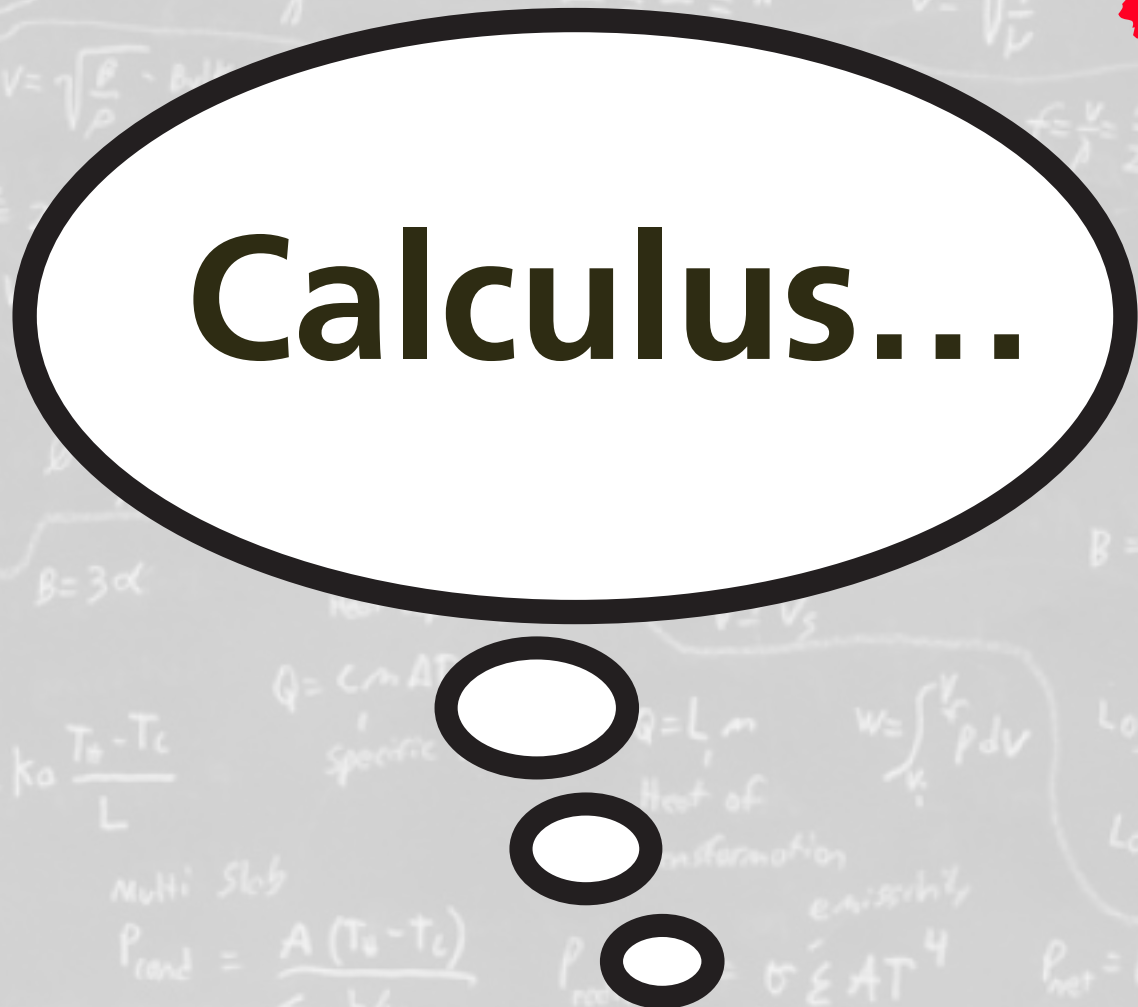
Interference  $\frac{\Delta L}{\lambda} = 0, 1/2$  fully constructive  $\theta = \frac{\Delta L}{\lambda} 2\pi$   $I = \frac{1}{2} \rho v \omega^2 S_m^2$   $\frac{\Delta L}{\lambda} = 0.5, 1.5, 2.5$  fully destructive  $B = 3\alpha$   $Q = c \Delta T$  Heat capacity  $Q = C_m \Delta T$  specific heat  $Q = L_m$  Heat of transformation  $w = \int_{v_1}^{v_2} p dv$   $\log \frac{x}{y} = \log x - \log y$   $\log_0 x = y \Leftrightarrow 0^y = x$

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

$n = \frac{\text{molecules}}{6.02 \times 10^{23}}$  Adiabatic  $Q=0$   $\Delta E = -W$   $PV = nRT$   $P_1 V_1^\gamma = P_2 V_2^\gamma$

kinematics

vectors



Calculus...





kinematics

vectors

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

momentum

Background content includes various physics formulas and notes:

- $F_d = -bv$
- $x(t) = x_m e^{-\frac{bt}{2m}} \cos(\omega t + \theta)$
- $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$
- $E(t) \sim \frac{1}{2} k x_m^2 e^{-\frac{bt}{m}}$
- $T = 2\pi \sqrt{\frac{L}{g}}$  simple pend
- $T = 2\pi \sqrt{\frac{m}{k}}$  physical pend
- $x(t) = x_m \cos(\omega t - \phi)$
- $\omega_d = \omega$  resonance
- critical damp  $b^2 = 4km$
- over damped  $b^2 > 4km$
- under damped  $b^2 < 4km$
- $v = \frac{\omega}{k} = \frac{\lambda}{T} = \lambda f$
- $v = \sqrt{\frac{T}{\mu}}$
- $\lambda = \frac{2L}{n}$   $n=1,2,3$
- $f = \frac{v}{\lambda} = \frac{nV}{2L}$   $n=1,2,3$
- $v = \sqrt{\frac{E}{\rho}}$  bulk modulus
- $\Delta P_m = v \rho \omega S_m$  displacement
- $f_m^2 = 2PVI$
- $f_m = v \rho \omega S_m$
- $f = \frac{|f_1 - f_2|}{2}$
- $f = \frac{nV}{4L}$  ( $n=1,2,3$ )
- interference
- $\frac{\Delta L}{\lambda} = 0, 1/2$  fully constructive
- $\frac{\Delta L}{\lambda} = 0.5, 1.5, 2.5$  fully destructive
- $\theta = \frac{\Delta L}{\lambda} 2\pi$
- $I = \frac{1}{2} \rho v \omega^2 S_m^2$
- $\frac{v_s}{v} = \text{mach } \#$
- $B = (10) \log \frac{I}{I_0}$
- $\log \frac{x}{y} = \log x - \log y$
- $\log_0 x = y \Leftrightarrow 0^y = x$
- $Q = L, m$  Heat of transformation
- $W = \int_{v_1}^{v_2} p dv$
- $Q = c \Delta T$  Heat capacity
- $B = 3\alpha$
- $\Delta L = L \alpha \Delta T$
- $\Delta v = v \beta \Delta T$
- $T_F = \frac{9}{5} T_C + 32$
- $\Delta E_{int} = Q_{in} - W_{out}$
- $n = \frac{\text{molecules}}{6.02 \times 10^{23}}$
- $R = \frac{L}{k}$
- Multi Slab
- $P_{cond} = \frac{A(T_h - T_c)}{\sum L/k}$
- $P_{radiation} = \sigma \epsilon AT^4$
- $P_{net} = P_{obs} - P_{rad}$
- $P_{abs} = \sigma \epsilon AT^4$
- $PV = nRT$
- Adiabatic  $Q=0$   $\Delta E = -W$
- $P_{obs} = \sigma \epsilon AT^4$

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

Background physics notes:

- $F_d = -bv$
- $x(t) = x_m e^{-\frac{bt}{2m}} \cos(\omega t + \theta)$
- $\omega = \sqrt{\frac{k}{m} - \frac{b^2}{4m^2}}$
- $E(t) \sim \frac{1}{2} k x_m^2 e^{-\frac{bt}{m}}$
- $T = 2\pi \sqrt{\frac{L}{g}}$  simple pend
- $T = 2\pi \sqrt{\frac{I}{\tau}}$  physical pend
- $x(t) = x_m \cos(\omega t + \phi)$
- $v = \sqrt{\frac{E}{\rho}}$  bulk modulus
- $\Delta P_m = \rho v^2 S_m$  pressure
- $f = \frac{v}{\lambda} = \frac{v}{2L}$
- $f = \frac{v}{\lambda} = \frac{v}{2L}$
- $\frac{\Delta L}{L} = 0.5, 1.5, 2.5$  fully destructive
- $\Delta L = L \alpha \Delta T$
- $\Delta V = V \beta \Delta T$
- $T_F = \frac{9}{5} T_C + 32$
- $\Delta E_{int} = Q_{in} - W_{out}$
- $n = \frac{\text{molecules}}{6.02 \times 10^{23}}$
- $R = \frac{L}{k}$
- $P_{cond} = \frac{A(T_h - T_c)}{\sum L/k}$
- $P_{radiation} = \sigma \epsilon A T^4$
- $P_{net} = P_{obs} - P_{rad}$
- $P_{abs} = \sigma \epsilon A T^4$
- $Q = L_m$  Heat of fusion
- $Q = L_v$  Heat of vaporization
- $Q = c \Delta T$  Heat capacity
- $Q = \frac{1}{2} \rho v \omega^2 S_m^2$
- $f = f \frac{v \pm v_d}{v \pm v_s}$
- $B = (10) \log \frac{I}{I_0}$
- $\log_0 x = y \Leftrightarrow 0^y = x$
- $P_{net} = P_{obs} - P_{rad}$
- $P_{abs} = \sigma \epsilon A T^4$
- $S_b T_{obs} = \frac{8}{15} \frac{w}{c}$
- $P_{obs} = \sigma \epsilon A T^4$
- $\log_0 x = y \Leftrightarrow 0^y = x$
- $P_{net} = P_{obs} - P_{rad}$
- $P_{abs} = \sigma \epsilon A T^4$
- $S_b T_{obs} = \frac{8}{15} \frac{w}{c}$
- $P_{obs} = \sigma \epsilon A T^4$



# conservation of energy

# conservation of momentum

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

**conservation of energy**

**Just algebra!**

**conservation of momentum**



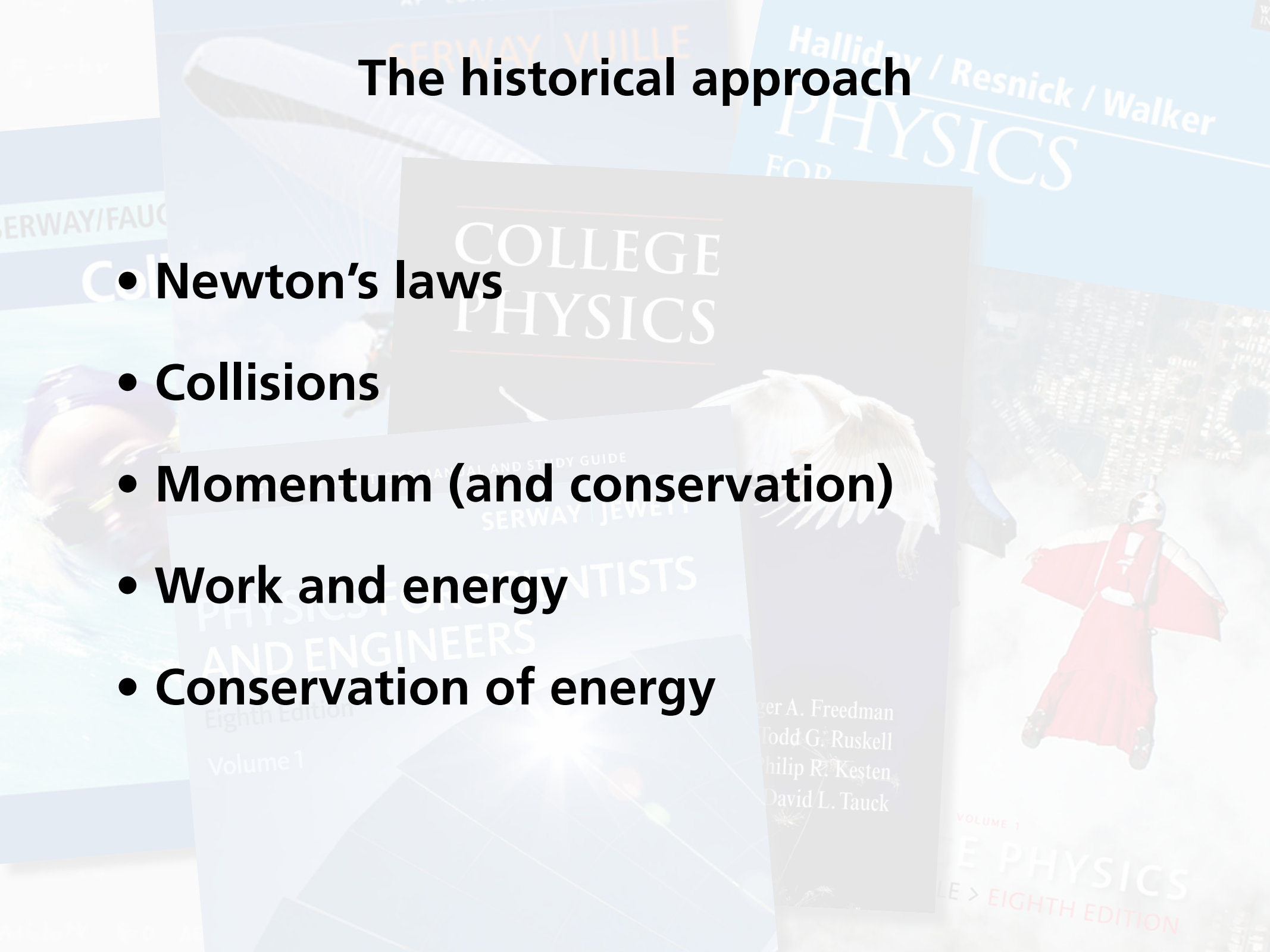
# conservation of energy

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

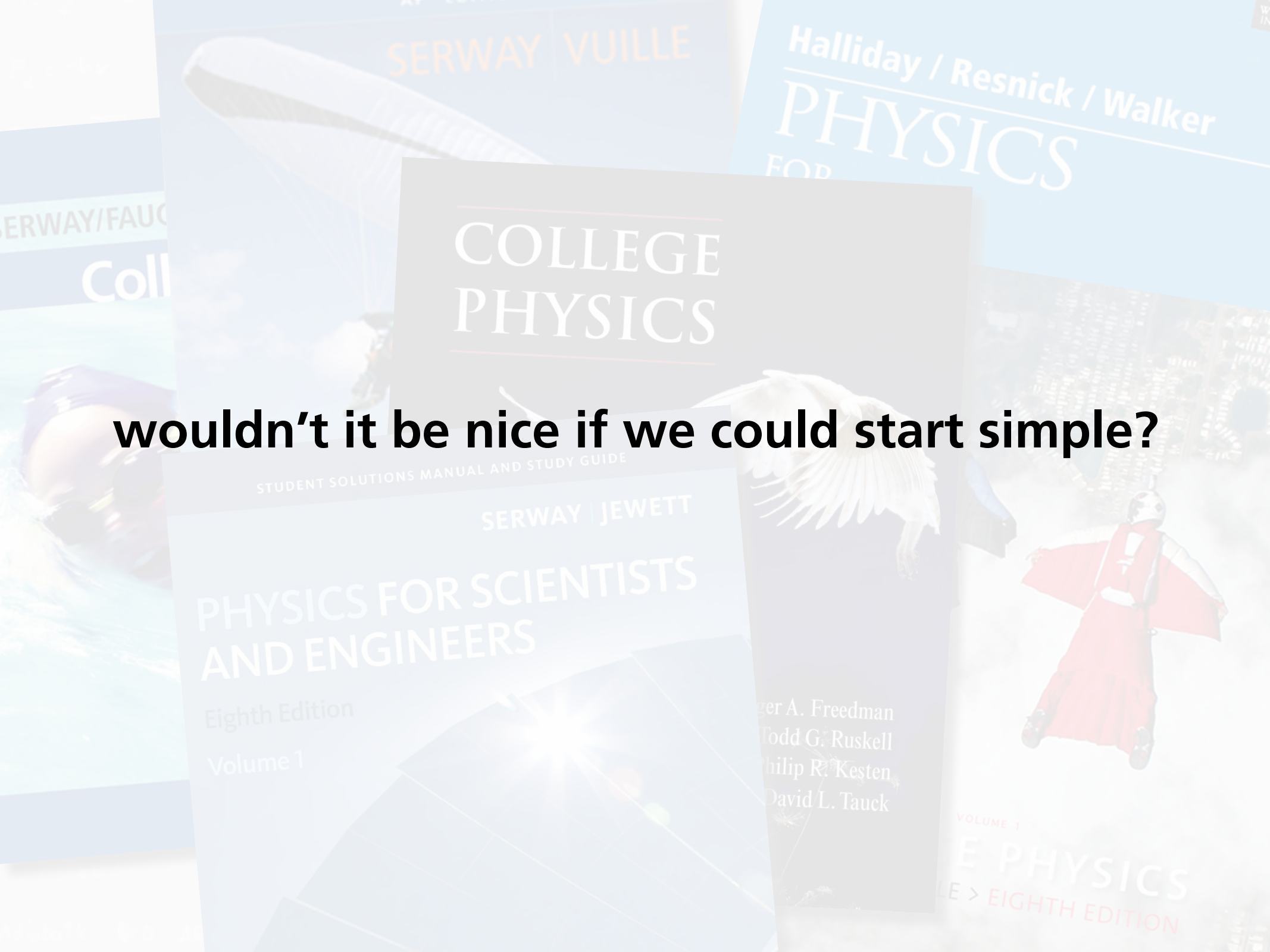
COLLEGE  
PHYSICS

Frederick A. Freedman  
Todd G. Ruskell  
Philip R. Kesten  
David L. Tauck

VOLUME 1  
PHYSICS  
EIGHTH EDITION

# 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?**

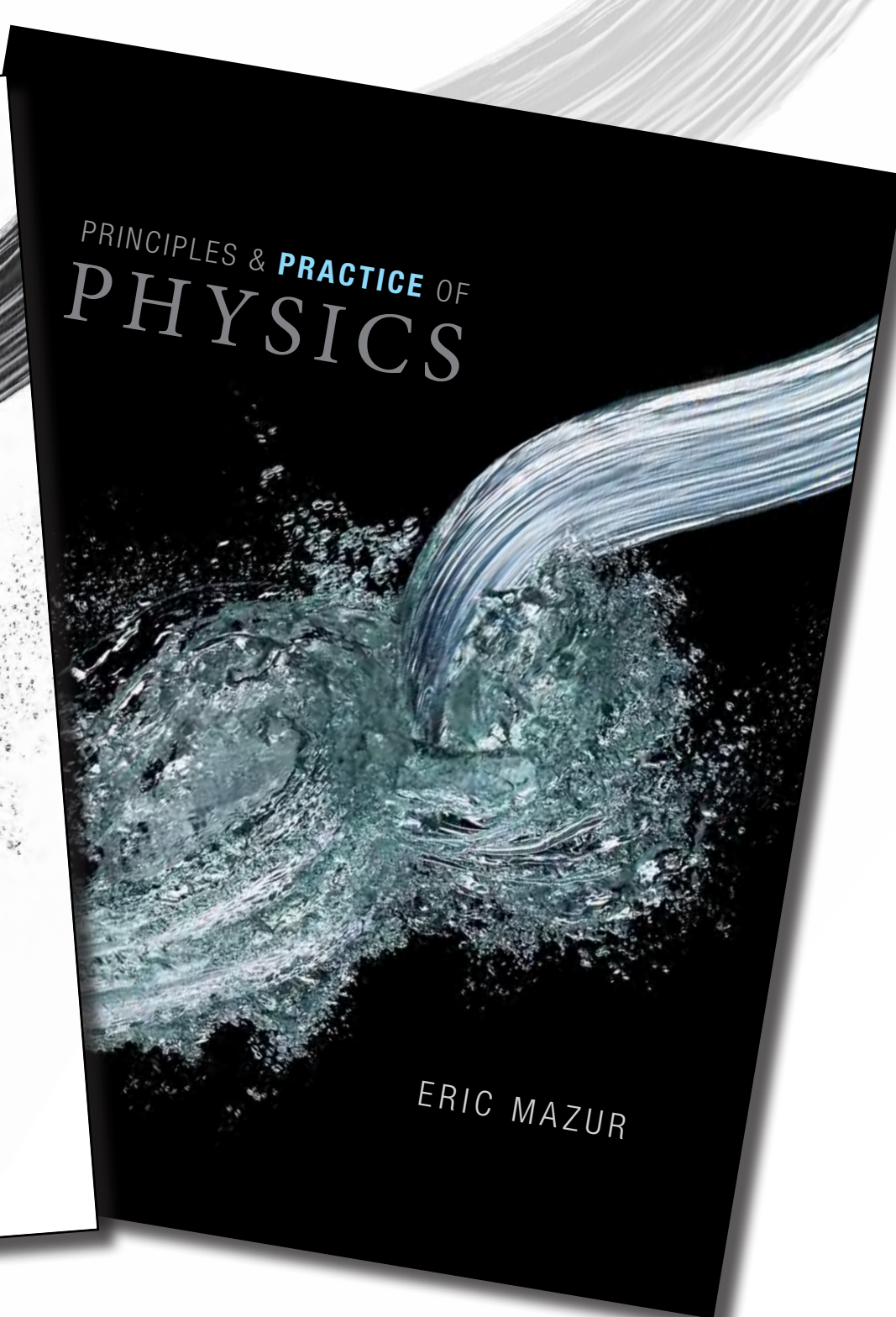
A dynamic, high-speed splash of water in shades of gray, creating a sense of movement and energy. The water is splashing upwards and outwards from the center, with many small droplets and bubbles visible. The background is a light, almost white, gradient.

**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 from the bottom left towards the top right.

PRINCIPLES & PRACTICE OF  
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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 from the bottom left towards the top right.

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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

*“Shouldn't engineers know about force?”*

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# Principles and Practice of Physics

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

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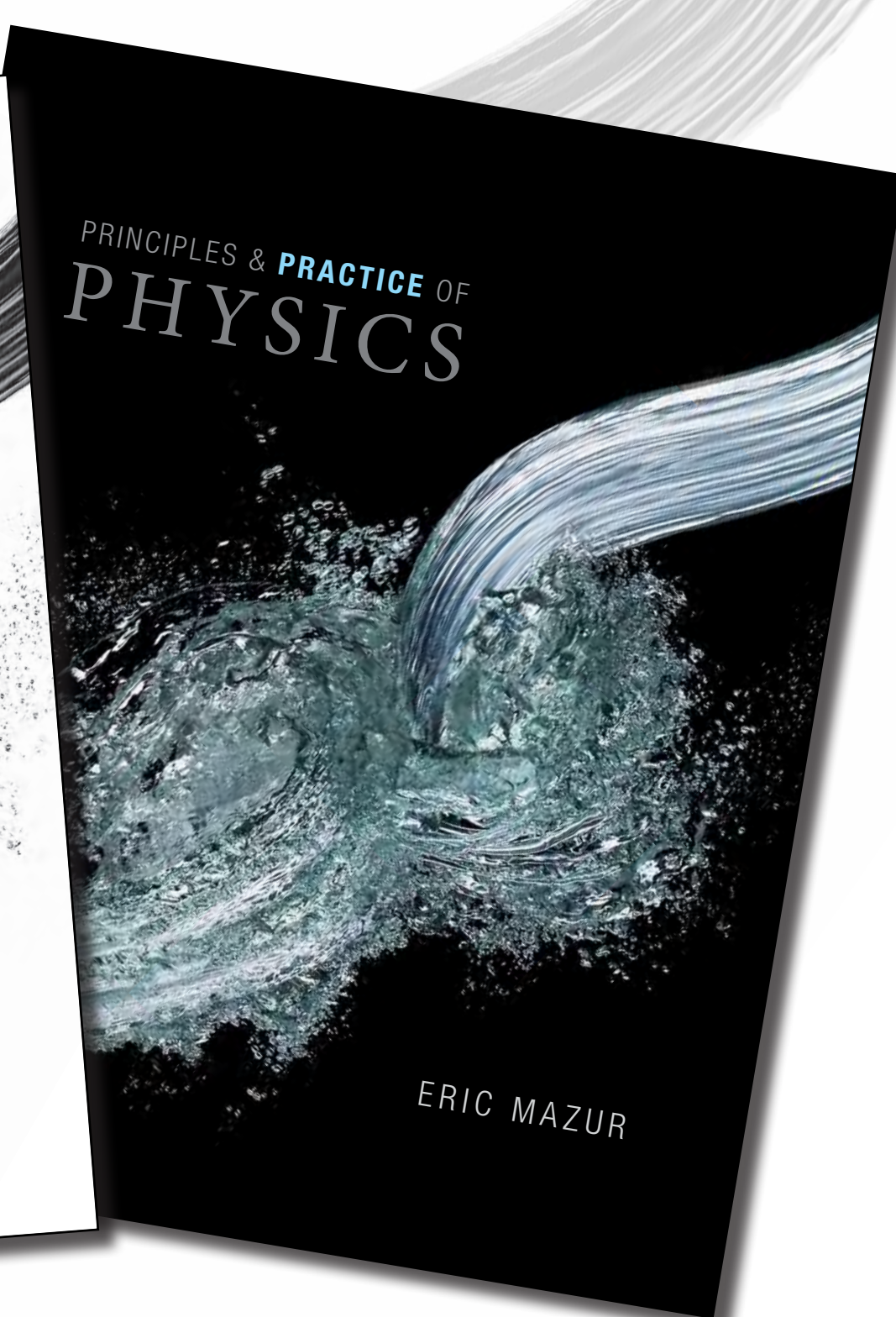
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A high-speed photograph of water splashing against a white background. The water is captured in mid-air, creating a complex, turbulent pattern of droplets and streams. The splash originates from the bottom left and moves towards the top right.

**PRINCIPLES** & PRACTICE OF  
**PHYSICS**

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A high-speed photograph of water splashing against a black background. The water is captured in mid-air, creating a complex, turbulent pattern of droplets and streams. The splash originates from the bottom left and moves towards the top right.

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1 architecture

2 content

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1 architecture

2 content

3 results

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**why 2 books?**

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**More logical!**

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

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**More practical!**

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

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PHYSICS

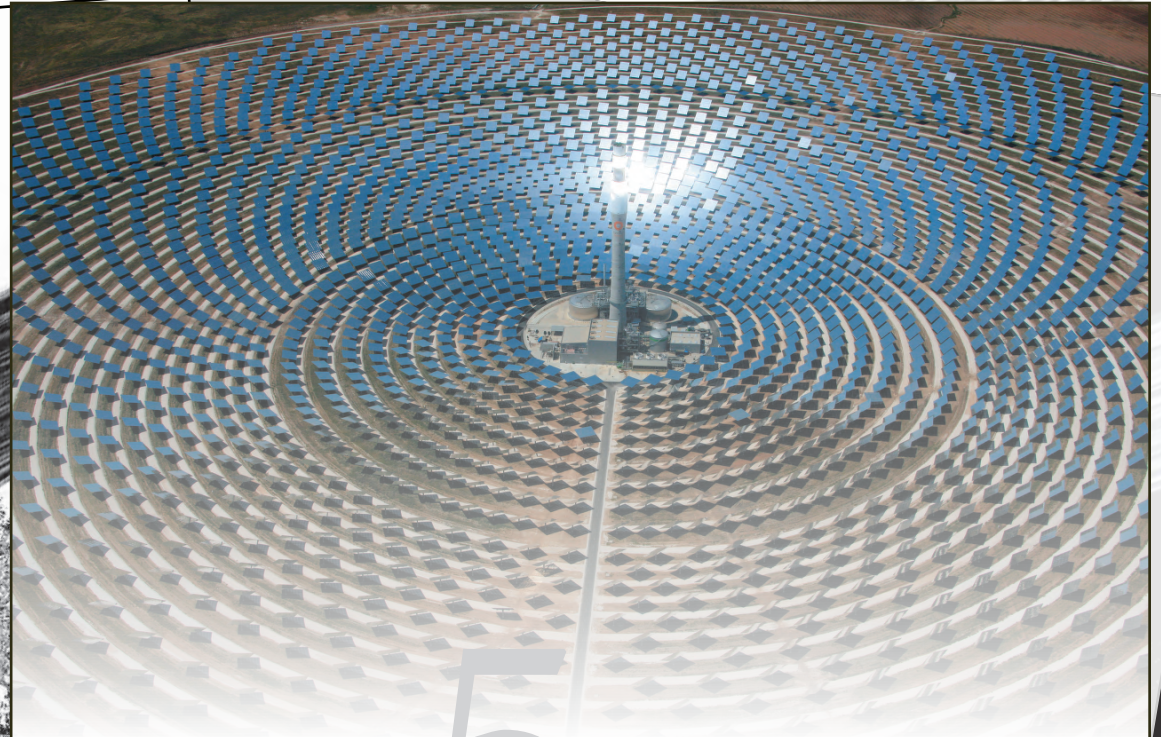
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# PRINCIPLES & PRACTICE OF PHYSICS

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## 5 Energy

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

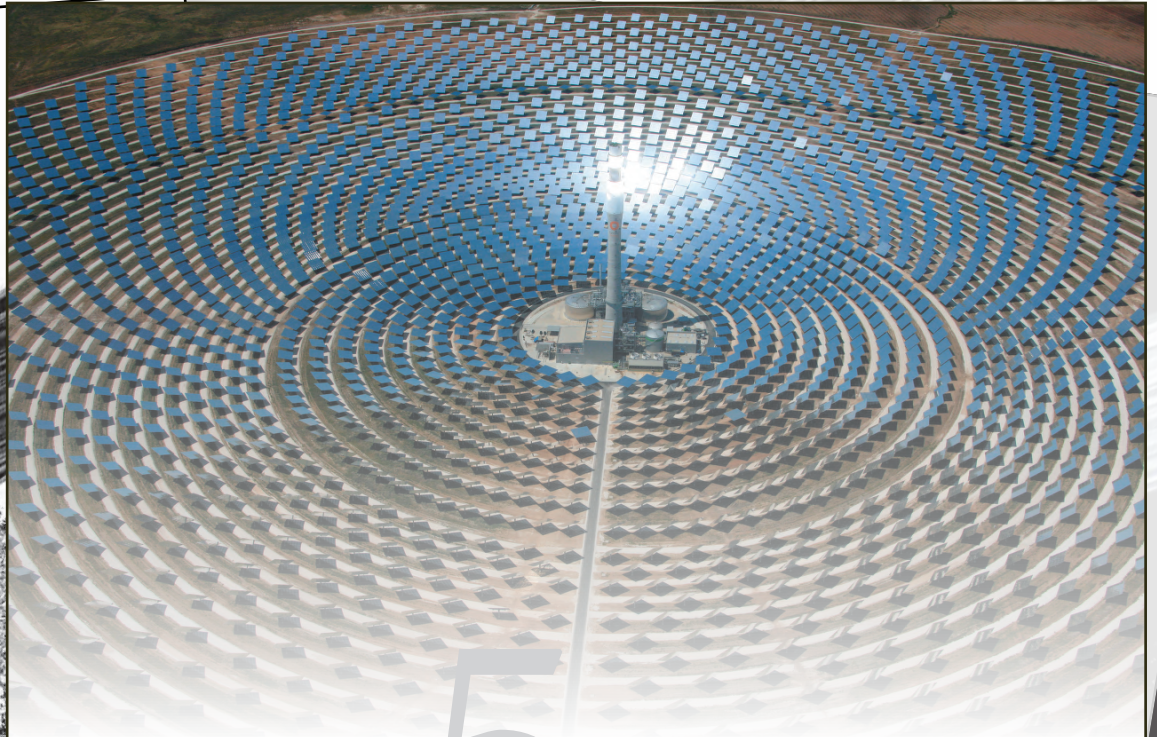
- 5.5 Elastic collisions
- 5.6 Inelastic collisions
- 5.7 Conservation of energy
- 5.8 Explosive separations

CONCEPTS

QUANTITATIVE TOOLS

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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

CONCEPTS

QUANTITATIVE TOOLS



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# 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





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# 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

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.

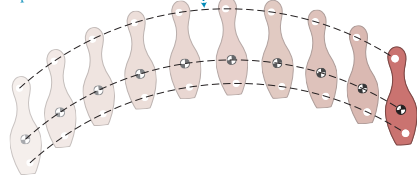
### 11.1 Circular motion at constant speed

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 puck 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.

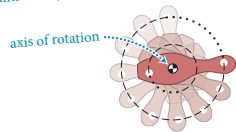
(a) Translational motion

All points on object follow identical trajectories.



(b) Rotational motion

All points on object trace circles centered on axis of rotation.



(c) Combined translation and rotation

Different points on object follow different trajectories.

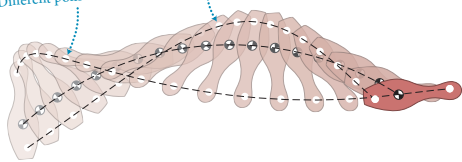
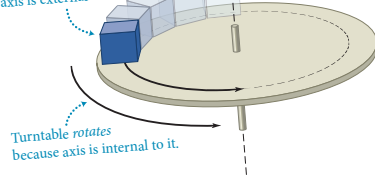


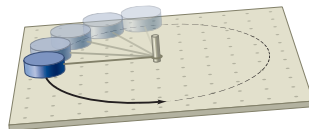
Figure 11.2 Examples of circular motion.

(a) Block revolves on rotating turntable

Block revolves because axis is external to it.



(b) Tethered puck revolves on air table



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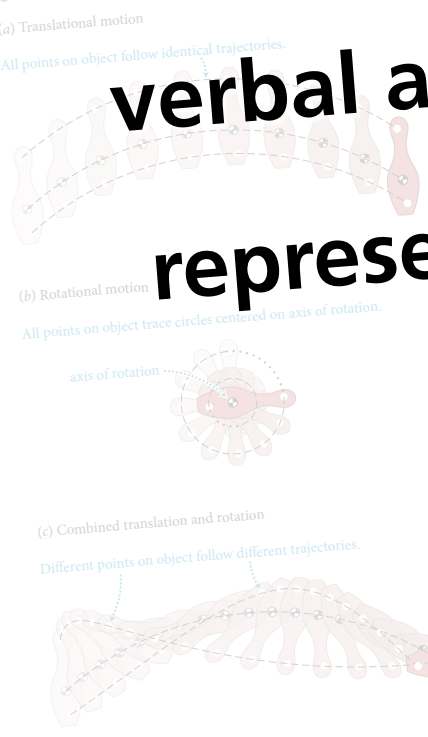
The motion we have been dealing with so far in this text is called **translational motion** (Figure 11.1a). This type of motion involves no change in an object's orientation; in other words, all the particles in the object move along identical parallel trajectories. During **rotational motion**, which 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.

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.

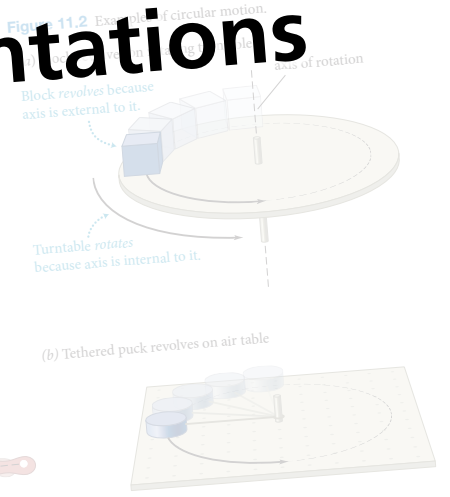
11.1 Circular motion at constant speed

Figure 11.2 shows two examples of circular motion: a block dragged along a circle by a rotating turntable and a puck dragged along a circle by a rotating turntable and a puck. Note that the center of each circular path, which they revolve is external to the block and puck 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, which is the axis of rotation, are said to *rotate*. 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.



# teach concepts using verbal and visual representations



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# 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

### 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).<sup>\*</sup> 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:

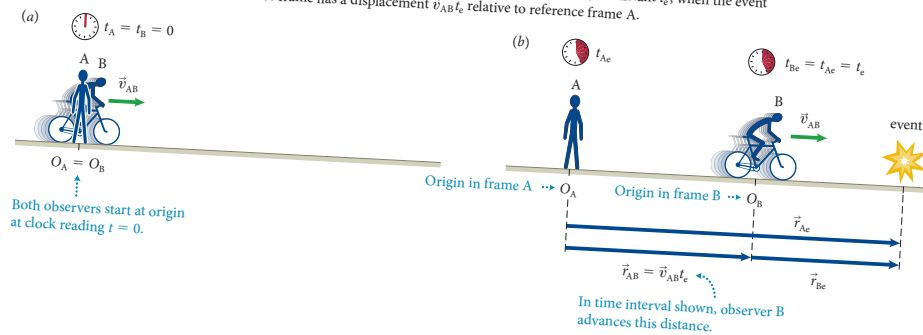
$$t_A = t_B = t. \quad (6.2)$$

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.



<sup>\*</sup>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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QUANTITATIVE TOOLS

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6.5 Galilean relativity

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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

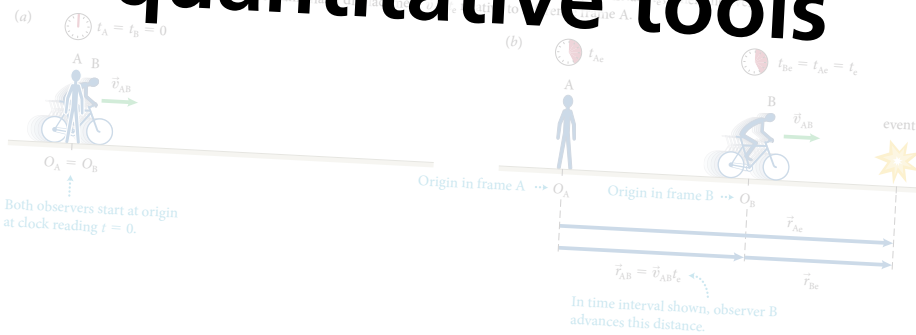
$$t_A = t_B = t. \quad (6.2)$$

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  $\vec{r}_{AB} = \vec{v}_{AB}t_e$  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 relate the position of the event in reference frame A to data obtained in reference frame B. Observer B 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. The origins of the two reference frames coincide at the instant the event occurs, the origin of the reference frame A. (a) Both observers start at origin at clock reading  $t = 0$ . (b) In time interval shown, observer B advances this distance.



<sup>\*</sup>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,  $F_{\text{sp}}^c$  must always be larger than  $F_{\text{Ep}}^G$  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  $45^\circ$ , the forces  $F_{\text{rp}}^c$  and  $F_{\text{Ep}}^G$  on your friend make the same angle with the force  $F_{\text{sp}}^c$ , and so  $F_{\text{rp}}^c$  and  $F_{\text{Ep}}^G$  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  $45^\circ$ ,  $F_{\text{rp}}^c$  is larger than  $F_{\text{Ep}}^G$ . In part c, because the vertical component of the force  $F_{\text{sp}}^c$  exerted by the seat on your friend always has to be equal to the force of gravity, adding a horizontal component makes  $F_{\text{sp}}^c$  larger than  $F_{\text{Ep}}^G$ , 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.

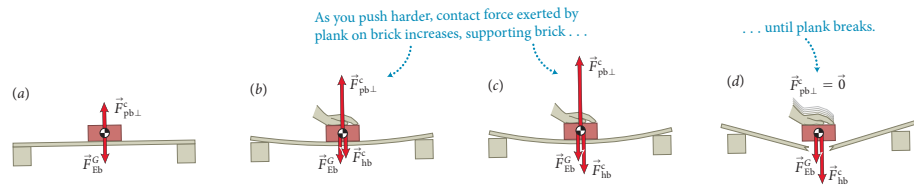
### 10.4 Friction

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  $F_{\text{pb}}^c$  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  $F_{\text{hb}}^c$ . 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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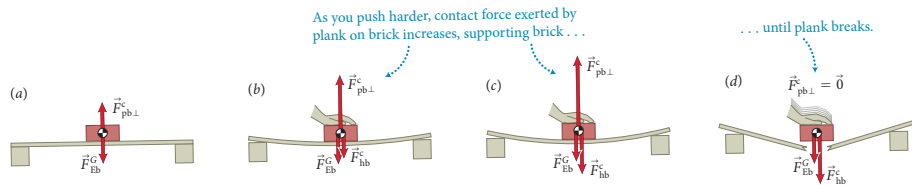
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CONCEPTS

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## 10.4 Friction

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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.

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**Figure 10.19** A demonstration of the normal force.

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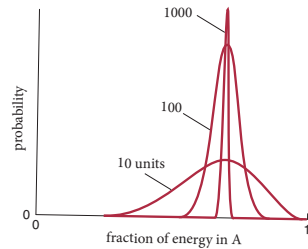
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CONCEPTS

QUANTITATIVE TOOLS

**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  $\Omega_A$  by  $\Omega_B$ :  $\Omega = \Omega_A \Omega_B$ .

The probability of each macrostate is obtained by dividing  $\Omega$ , the number of basic states associated with that macrostate, by  $\Omega_{\text{tot}}$ , the number of basic states associated with all macrostates ( $2.00 \times 10^7$ ; 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  $\Omega$  is the number of basic states of the system associated with the macrostate  $E_A$  and  $\Omega_{\text{tot}}$  is the total number of basic states associated with all macrostates ( $2.00 \times 10^7$ ; Table 19.2).

**2 DEVISE PLAN** To find the probability of a given macrostate  $E_A$ , I divide the value of  $\Omega$  for that macrostate given in Table 19.2 by  $\Omega_{\text{tot}} = 2.00 \times 10^7$ .

**3 EXECUTE PLAN** (a) For  $E_A = 1$ , Table 19.2 tells me that  $\Omega = 2.80 \times 10^4$ . The probability of macrostate  $E_A = 1$  is thus  $(2.80 \times 10^4)/(2.00 \times 10^7) = 1.40 \times 10^{-3}$ . ✓

(b) For the macrostate  $E_A = 7$ ,  $\Omega = 4.34 \times 10^6$ . So the probability of this macrostate occurring is  $(4.34 \times 10^6)/(2.00 \times 10^7) = 2.17 \times 10^{-1}$ . ✓

**4 EVALUATE RESULT** My result shows that the macrostate  $E_A = 7$  is more than 150 times more probable than the macrostate  $E_A = 1$ . This makes sense because, as we saw earlier, the macrostate  $E_A = 7$  is the equilibrium state for which there is an equipartitioning of energy.

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  $1 \text{ m}^3$  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.

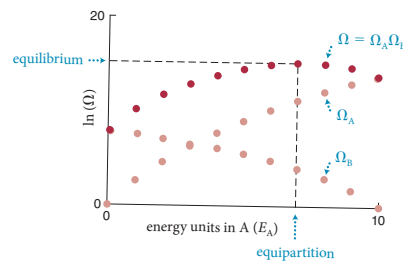
Figure 19.15 shows how the natural logarithms of  $\Omega_A$ ,  $\Omega_B$ , and  $\Omega$  vary with the number of energy units in compartment A in Figure 19.13. As you can see, the natural logarithm of the number of basic states changes much less rapidly than the number of basic states. Note that as  $E_A$  increases, the number of basic states  $\Omega_A$  increases. As  $E_A$  increases, however,  $E_B$  decreases and so  $\Omega_B$  decreases. The number of basic states  $\Omega$  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 ( $2.80 \times 10^4$ ) 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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CONCEPTS

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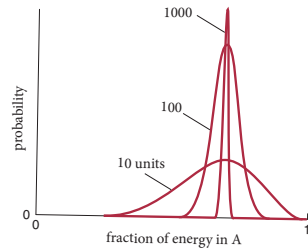
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CONCEPTS

QUANTITATIVE TOOLS

**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  $\Omega_A$  by  $\Omega_B$ :  $\Omega = \Omega_A \Omega_B$ .

The probability of each macrostate is obtained by dividing  $\Omega$ , the number of basic states associated with that macrostate, by  $\Omega_{\text{tot}}$ , the number of basic states associated with all macrostates ( $2.00 \times 10^7$ ; 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-particle 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  $\Omega$  is the number of basic states of the system associated with the macrostate  $E_A$  and  $\Omega_{\text{tot}}$  is the total number of basic states associated with all macrostates ( $2.00 \times 10^7$ ; Table 19.2).

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(b) For the macrostate  $E_A = 7$ ,  $\Omega = 4.34 \times 10^6$ . So the probability of this macrostate occurring is  $(4.34 \times 10^6)/(2.00 \times 10^7) = 2.17 \times 10^{-1}$ . ✓

**4 EVALUATE RESULT** My result shows that the macrostate  $E_A = 7$  is more than 150 times more probable than the macrostate  $E_A = 1$ . This makes sense because, as we saw earlier, the macrostate  $E_A = 7$  is the equilibrium state for which there is an equipartitioning of energy.

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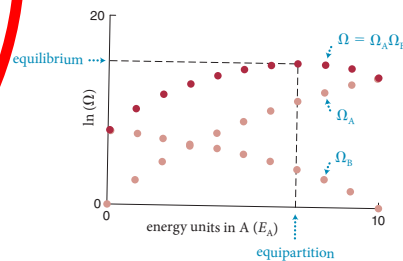
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**CONCEPTS**

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**CONCEPTS**

**QUANTITATIVE TOOLS**

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CONCEPTS

QUANTITATIVE TOOLS

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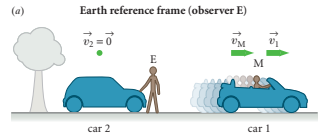
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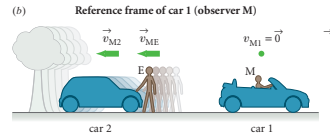
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CONCEPTS

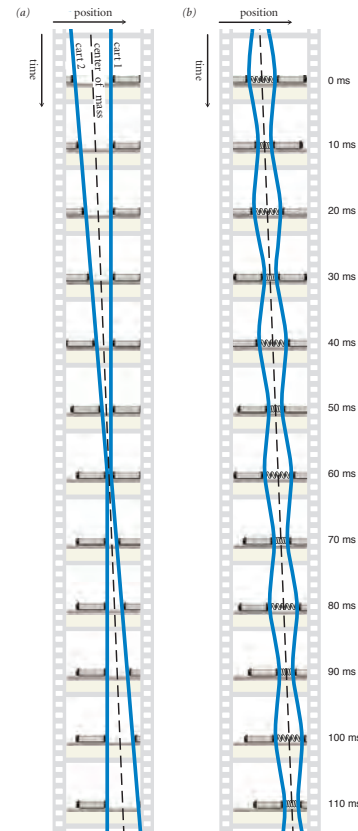
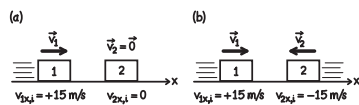
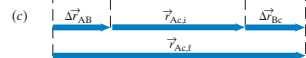
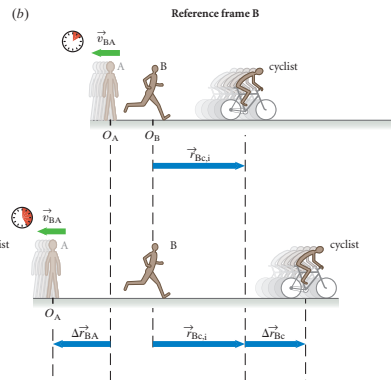
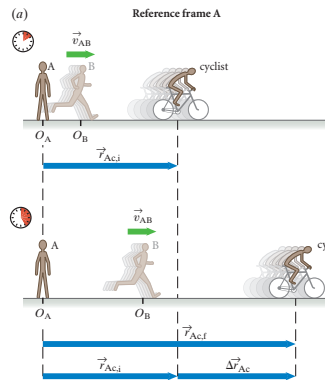
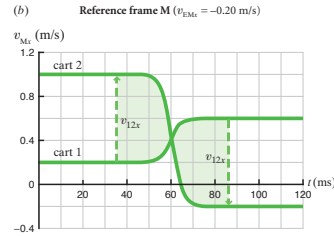
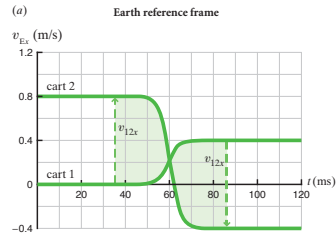
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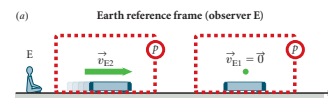
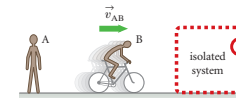
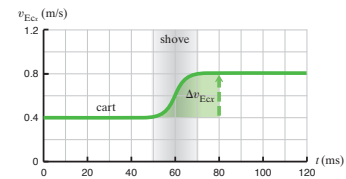
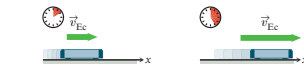
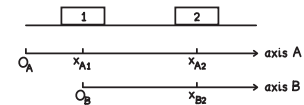
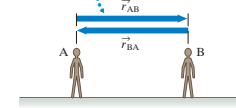
Relative to observer E, car 2 is at rest and car 1 moves to the right.



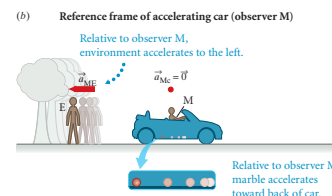
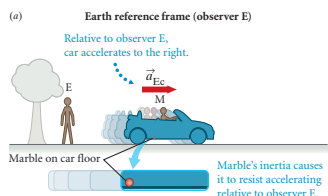
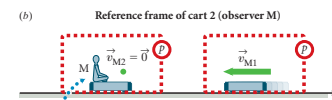
But relative to observer M, car 1 is at rest while car 2, observer E, and the earth move to the left.

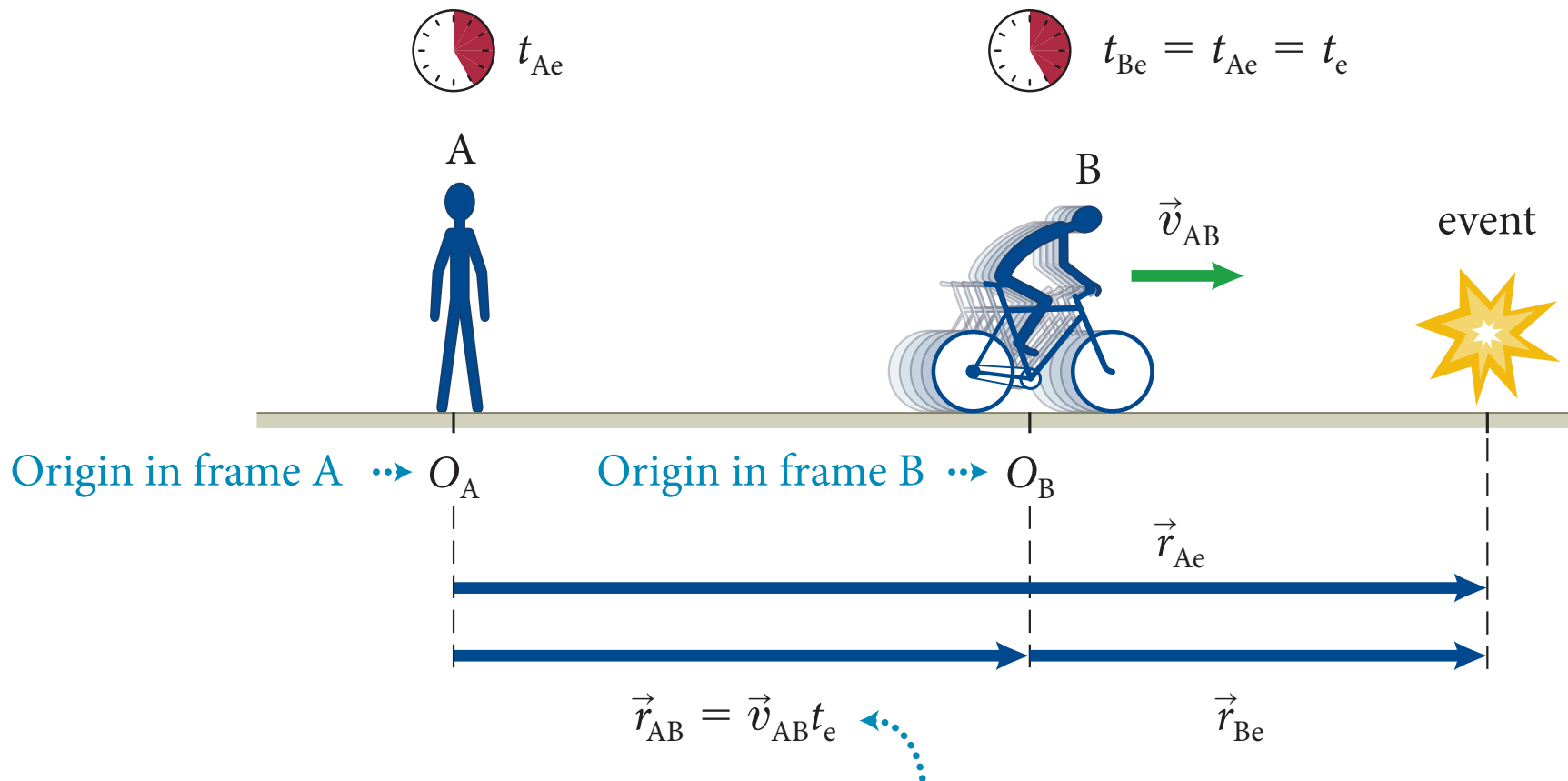


Position vectors are each other's opposites.



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).<sup>\*</sup> 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:

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

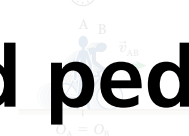
The displacement  $\vec{r}_{AB}$  of observer B in reference frame A at instant  $t_e$  is equal to the displacement over the time interval  $\Delta t = t_e - 0 = t_e$ , and so  $\vec{r}_{AB} = \vec{v}_{AB} t_e$  because B moves at constant velocity  $\vec{v}_{AB}$ . Therefore

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

Figure 6.13 illustrates the relationship between the two reference frames. The 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

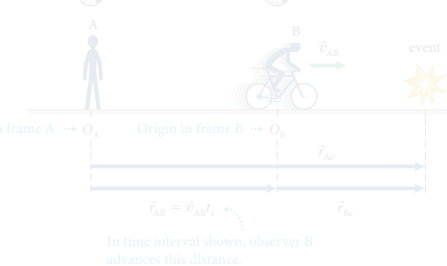
Figure 6.13 illustrates the relationship between the two reference frames. Observer B moves at constant velocity  $\vec{v}_{AB}$  relative to reference frame A. (a) At instant  $t = 0$ , when the event occurs, the origin of observer B's reference frame has a displacement  $\vec{v}_{AB} t_e$  relative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

(a)  $t_A = t_B = 0$



Both observers start at origin at clock reading  $t = 0$ .

(b)  $t_{Ae} = t_{Be} = t_e$



In time interval shown, observer B advances this distance.

<sup>\*</sup>Remember our subscript form: The capital letter refers to the reference frame; the lowercase e is for

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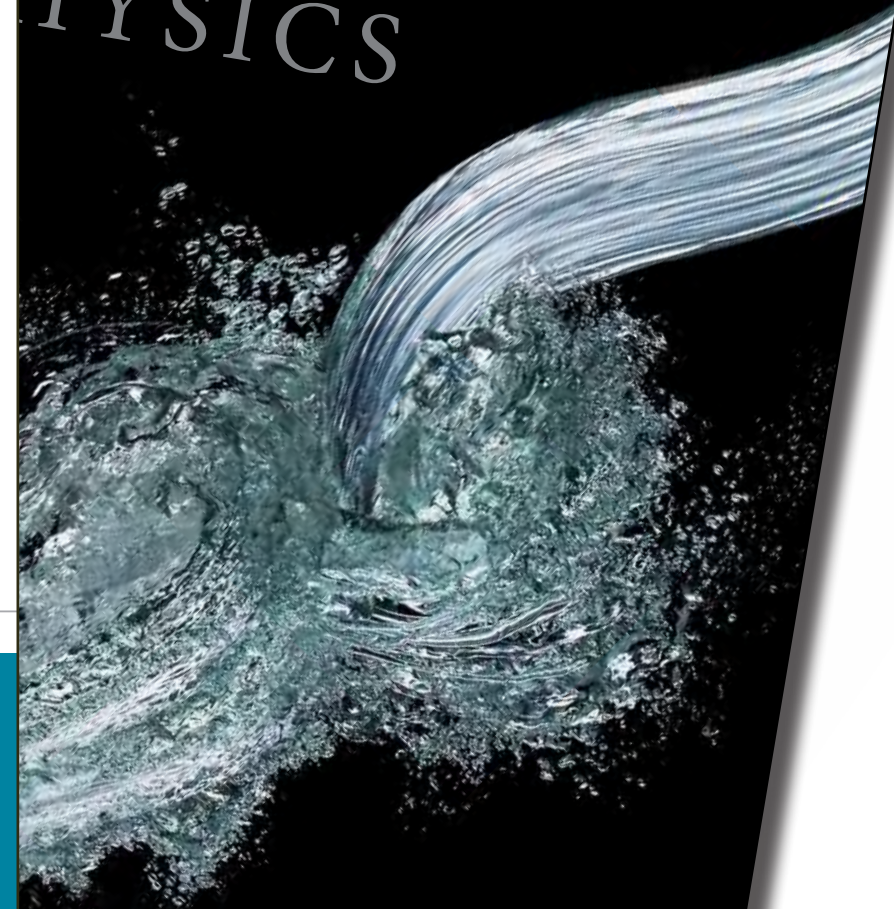
# 17

**PRACTICE**  
**Waves in Two and  
Three Dimensions**

Chapter Summary	304
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

PRACTICE

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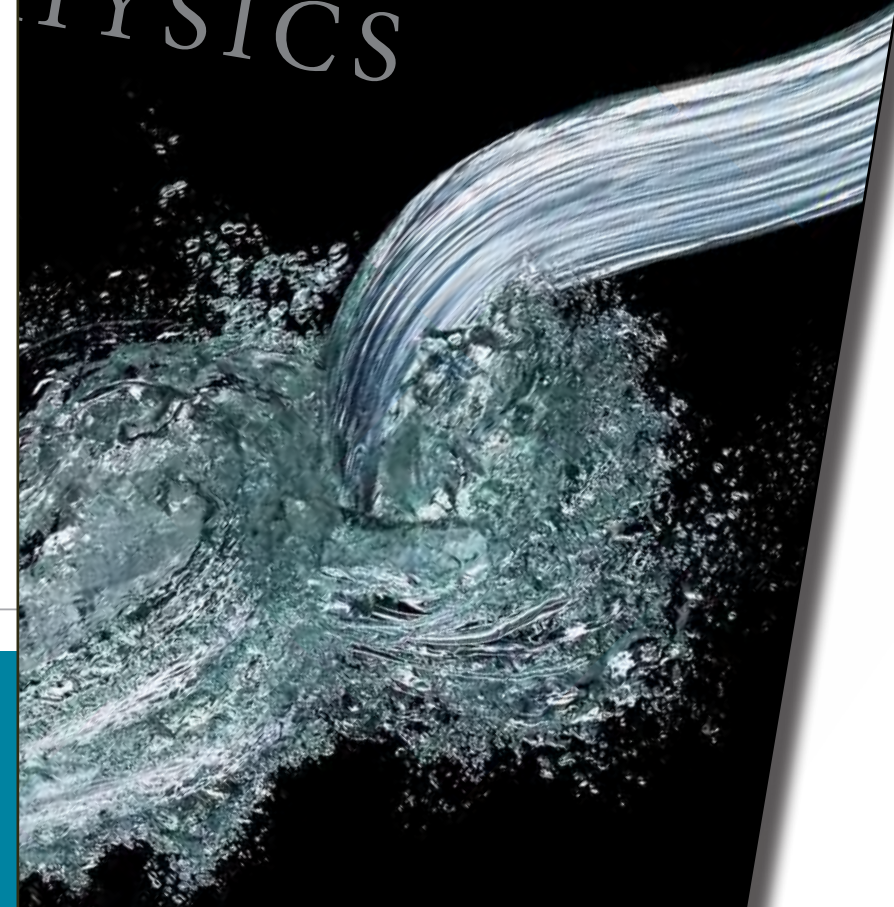
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Chapter Summary	304
Review Questions	305
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Worked and Guided Problems	307
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Answers to Review Questions	316
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PRACTICE

PRINCIPLES & PRACTICE OF  
PHYSICS



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Chapter Summary	304
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

PRACTICE

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Chapter Summary	304
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

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PHYSICS

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# PRACTICE

# Waves in Two Three Dimens

Chapter Summary 304

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

## 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 =  $3 \times 10^7$  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.  $2 \times 10^3$  kg; I. 0.3 m; J.  $2 \times 10^4$  turns; K.  $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$  (with yo-yo modeled as solid cylinder); L.  $2 \times 10^{11}$  m; M.  $2 \times 10^4$  m; N. 4 kg  $\cdot$  m<sup>2</sup>; O. between  $MR^2$  (cylindrical shell representing tire) and  $MR^2/2$  (solid cylinder representing wheel)—say,  $3MR^2/4$ ; P.  $6 \times 10^6$  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.  $7 \times 10^4$  kg; W. 0.5 s; X. the parallel-axis theorem; Y.  $3 \times 10^4$  mi/h; Z.  $6 \times 10^{24}$  kg; AA.  $3 \times 10^4$  m/s



# PRACTICE

# Waves in Two Three Dimens

Chapter Summary 304

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

## 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 =  $3 \times 10^7$  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.  $2 \times 10^3$  kg; I. 0.3 m; J.  $2 \times 10^4$  turns; K.  $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$  (with yo-yo modeled as solid cylinder); L.  $2 \times 10^{11}$  m; M.  $2 \times 10^4$  m; N. 4 kg  $\cdot$  m<sup>2</sup>; O. between  $MR^2$  (cylindrical shell representing tire) and  $MR^2/2$  (solid cylinder representing wheel)—say,  $3MR^2/4$ ; P.  $6 \times 10^6$  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.  $7 \times 10^4$  kg; W. 0.5 s; X. the parallel-axis theorem; Y.  $3 \times 10^4$  mi/h; Z.  $6 \times 10^{24}$  kg; AA.  $3 \times 10^4$  m/s

# PRACTICE

# Waves in Two Three Dimens

Chapter Summary 304

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

## 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 =  $3 \times 10^7$  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.  $2 \times 10^3$  kg; I. 0.3 m; J.  $2 \times 10^4$  turns; K.  $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$  (with yo-yo modeled as solid cylinder); L.  $2 \times 10^{11}$  m; M.  $2 \times 10^4$  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.  $6 \times 10^6$  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.  $7 \times 10^4$  kg; W. 0.5 s; X. the parallel-axis theorem; Y.  $3 \times 10^4$  mi/h; Z.  $6 \times 10^{24}$  kg; AA.  $3 \times 10^3$  m/s

# PRACTICE

# Waves in Two Three Dimens

Chapter Summary 304

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

## 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.  $1 \text{ yr} = 3 \times 10^7 \text{ s}$ ; C. solid cylinder of radius 0.2 m; D. period = 24 h, so  $\omega = 7 \times 10^{-5} \text{ s}^{-1}$ ; E.  $10^3 \text{ kg}$ ; F. from Eqs. 8.6, 8.17, and 11.16,  $\Sigma F = ma$ , 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.  $2 \times 10^4$  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.  $3 \times 10^4 \text{ m/s}$

# PRACTICE

# Waves in Two Three Dimens

Chapter Summary 304

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

## 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 (I, C)
4. The angular momentum around the axle of a wheel/tire combination on your car as you cruise on the freeway (E, 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, Y, 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.  $10^3 \text{ kg}$ ; 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.  $2 \times 10^4$  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.  $3 \times 10^4 \text{ m/s}$

# PRACTICE

# Waves in Two Three Dimens

Chapter Summary 304

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

## 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 (I, C)
4. The angular momentum around the axle of a wheel/tire combination on your car as you cruise on the freeway (E, S, 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, Y, 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 =  $3 \times 10^7$  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,  $\Sigma \vec{F} = m\vec{a}$ , so  $mg = mv^2/r$ ; G. a solid cylinder with two thin-rod arms of inertia 4 kg held out perpendicularly; H.  $2 \times 10^3$  kg; I. 0.3 m; J.  $2 \times 10^4$  turns; K.  $6 \times 10^{-5} \text{ kg} \cdot \text{m}^2$  (with yo-yo modeled as solid cylinder); L.  $2 \times 10^{11}$  m; M.  $2 \times 10^4$  m; N. 4 kg  $\cdot$  m<sup>2</sup>; O. between  $MR^2$  (cylindrical shell representing tire) and  $MR^2/2$  (solid cylinder representing wheel)—say,  $3/4$ ; P.  $6 \times 10^6$  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.  $7 \times 10^4$  kg; W. 0.5 s; X. the parallel-axis theorem; Y.  $3 \times 10^4$  mi/h; Z.  $6 \times 10^{24}$  kg; AA.  $3 \times 10^4$  m/s

# PRACTICE

## Waves in Two Three Dimens

Chapter Summary	304
Review Questions	305
Developing a Feel	
Worked and Guided Problems	307
Questions and Problems	311
Answers to Review Questions	316
Answers to Guided Problems	316

### 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 (Y, C)
4. The angular momentum around the axle of a wheel/tire combination on your car as you cruise on the freeway (E, S, 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, Y, 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 (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's tire?
- F. How long a time interval is needed for a yo-yo to make one rotation?
- G. What is the radius of Earth's orbit?
- H. What is the perpendicular distance from the house to the car's line of motion?
- I. What is the yo-yo's rotational inertia?
- J. What is the radius of Earth's orbit?
- K. What is the skater's rotational inertia with arms held out?
- L. How can you model the combined rotational inertia of the wheel and tire?
- M. What is Earth's radius?
- N. What is the final rotational speed?
- O. What is the radius of a bowling ball?
- P. What is the rotational speed of the tire?
- Q. What is the required centripetal acceleration?
- 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 the yo-yo's inertia?
- W. How long a time interval does the yo-yo take to make one rotation?
- X. What is needed in addition to the formulas in *Principles of Physics*, 7e, 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<sup>7</sup> s; C. solid cylinder of radius 0.2 m; D. period = 24 h, so  $\omega = 7 \times 10^{-5} \text{ s}^{-1}$ ; E. 10<sup>3</sup> 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<sup>3</sup> kg; I. 0.3 m; J. 2 × 10<sup>4</sup> turns; K. 6 × 10<sup>-5</sup> kg · m<sup>2</sup> (with yo-yo modeled as solid cylinder); L. 2 × 10<sup>11</sup> m; M. 2 × 10<sup>4</sup> m; N. 4 kg · m<sup>2</sup>; O. between  $MR^2$  (cylindrical shell representing tire) and  $MR^2/2$  (solid cylinder representing wheel)—say,  $3/4$ ; P. 6 × 10<sup>6</sup> 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 × 10<sup>-3</sup> m/s<sup>2</sup>; U.  $\omega \approx 10 \text{ s}^{-1}$ ; V. 7 × 10<sup>4</sup> kg; W. 0.5 s; X. the parallel-axis theorem; Y. 3 × 10<sup>4</sup> mi/h; Z. 6 × 10<sup>24</sup> kg; AA. 3 × 10<sup>8</sup> m/s

## PRACTICE

# Waves in Two and Three Dimensions

Chapter Summary 304

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

PRACTICE

PRINCIPLES & PRACTICE OF  
PHYSICS

ERIC MAZUR

# PRACTICE

# Waves in Two and Three Dimensions

Chapter Summary 304

Review Questions 305

Developing a Feel 306

Worked and Guided Problems 307

Questions and Problems 311

Answers to Review Questions 316

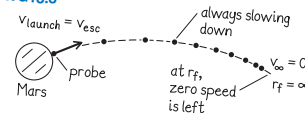
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Figure WG13.3



**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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- 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?

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- What law of physics should you invoke?

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PRACTICE



# PRACTICE

# Waves in Two and Three Dimensions

Chapter Summary 304

Review Questions 305

Developing a Feel 306

Worked and Guided Problems 307

Questions and Problems 311

Answers to Review Questions 316

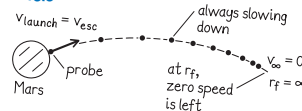
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# PRACTICE

# Waves in Two and Three Dimensions

Chapter Summary 304

Review Questions 305

Developing a Feel 306

Worked and Guided Problems 307

Questions and Problems 311

Answers to Review Questions 316

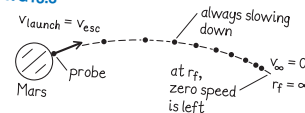
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PRACTICE



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## Waves in Two and Three Dimensions

Chapter 13  
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

# PRACTICE VOLUME

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

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PRACTICE

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1 architecture

2 content

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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





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# 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



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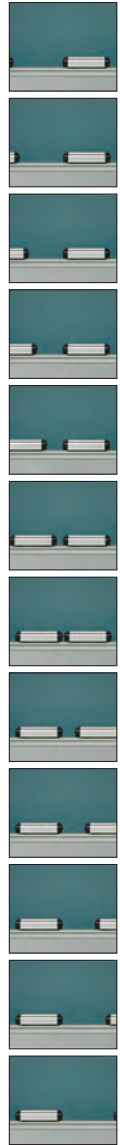
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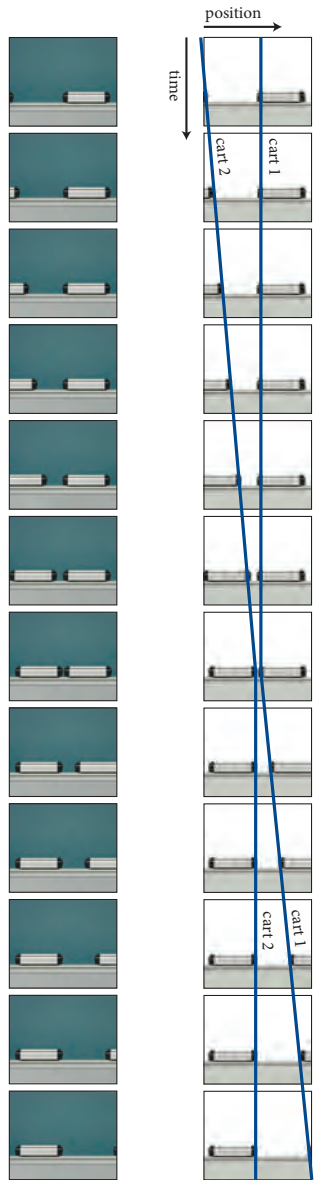
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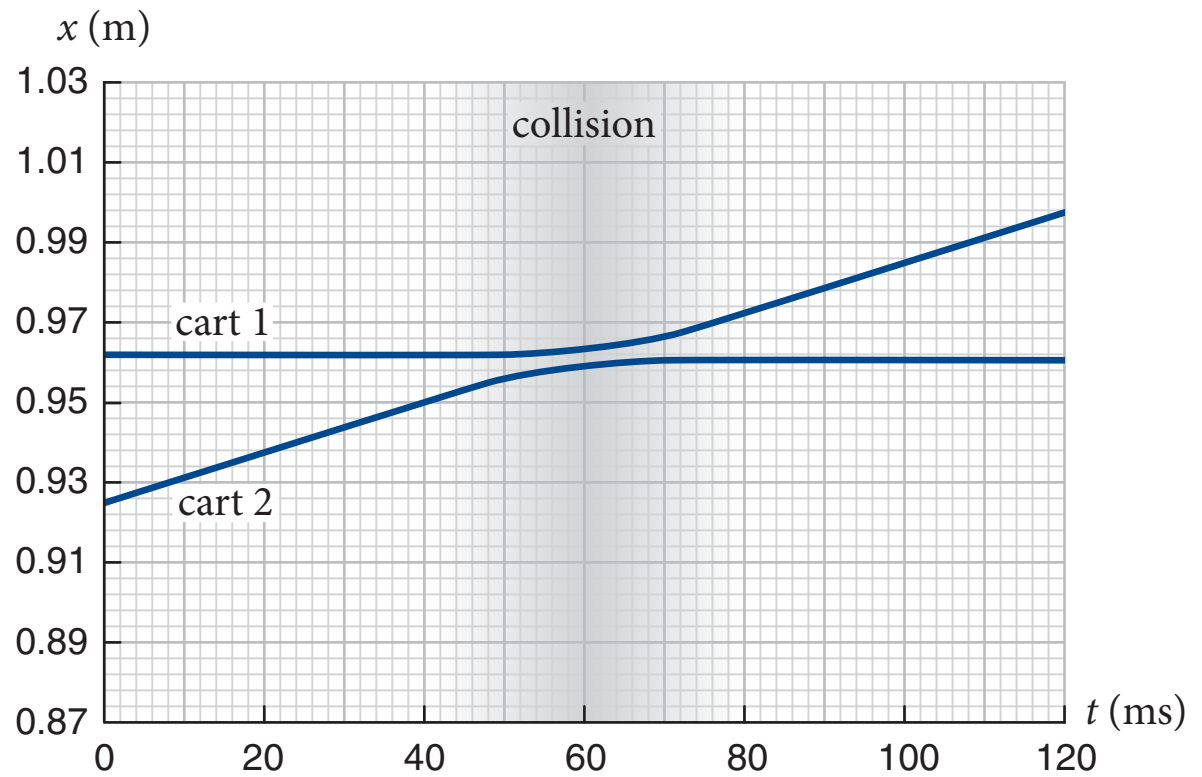
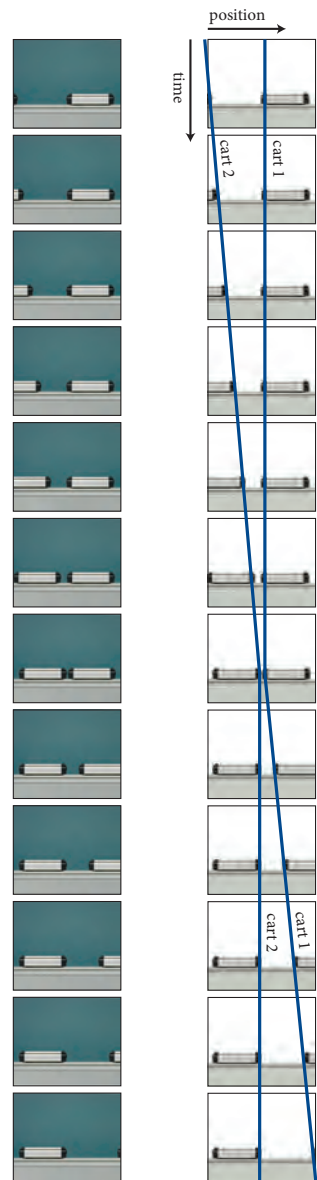
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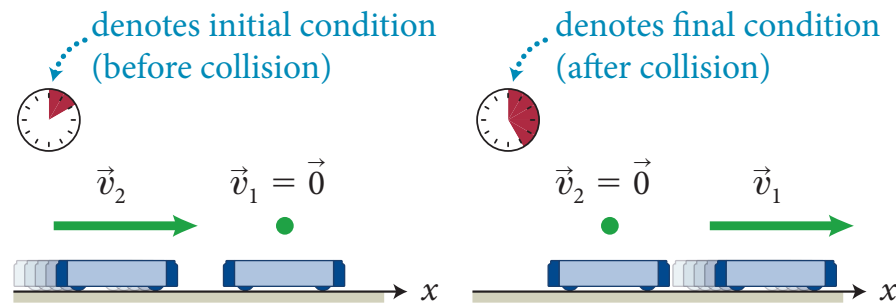
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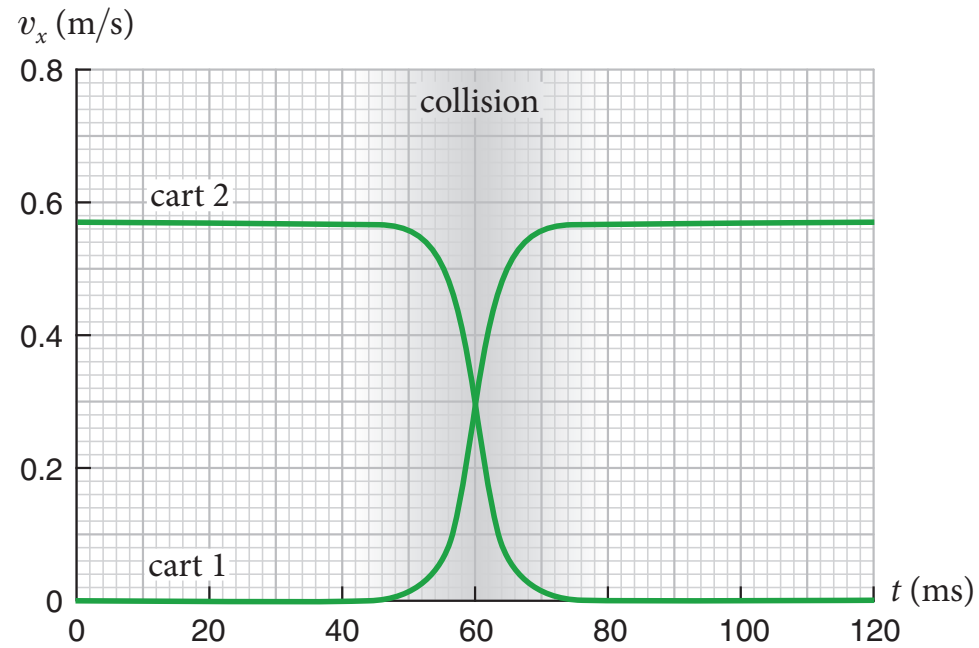
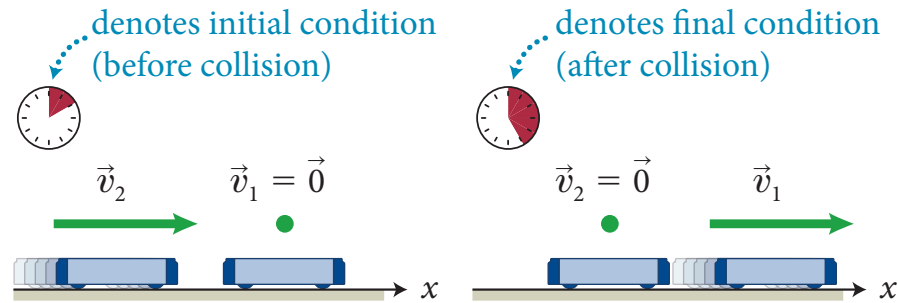
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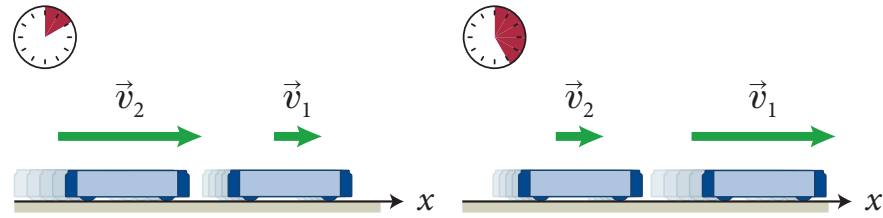
2 content





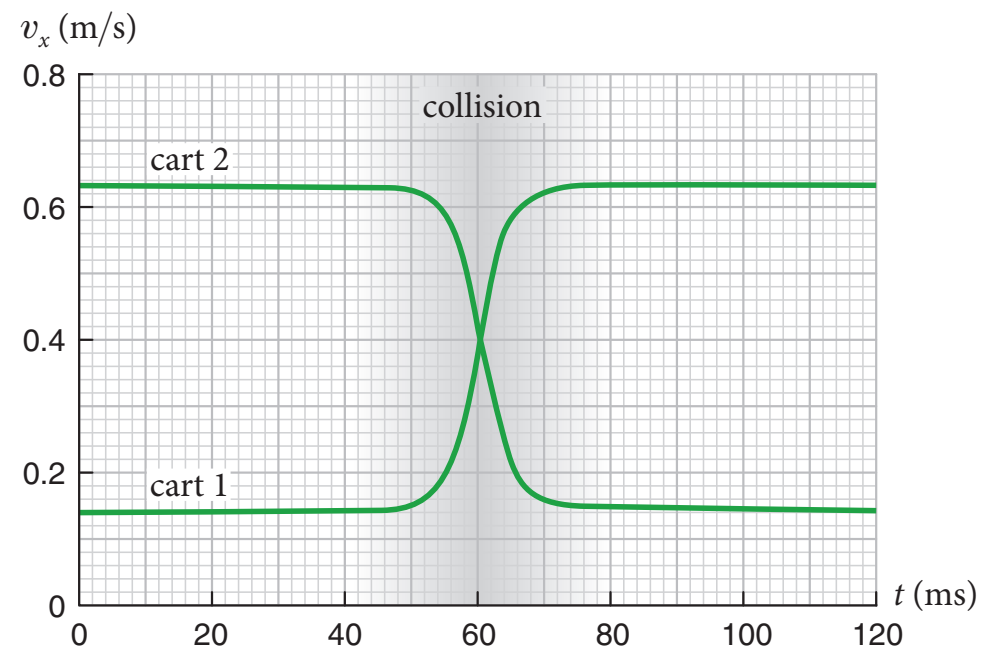
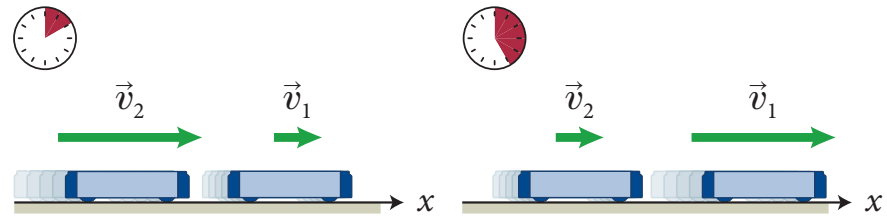


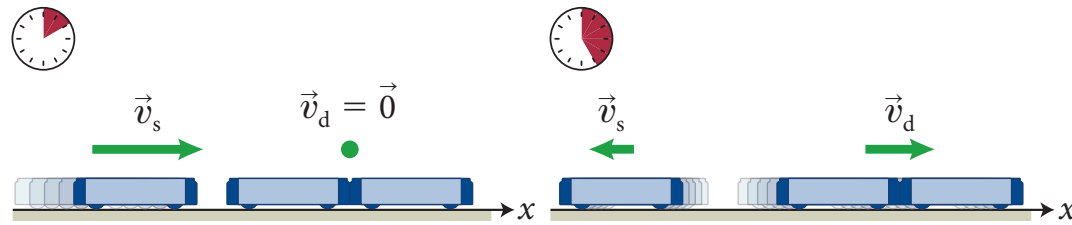


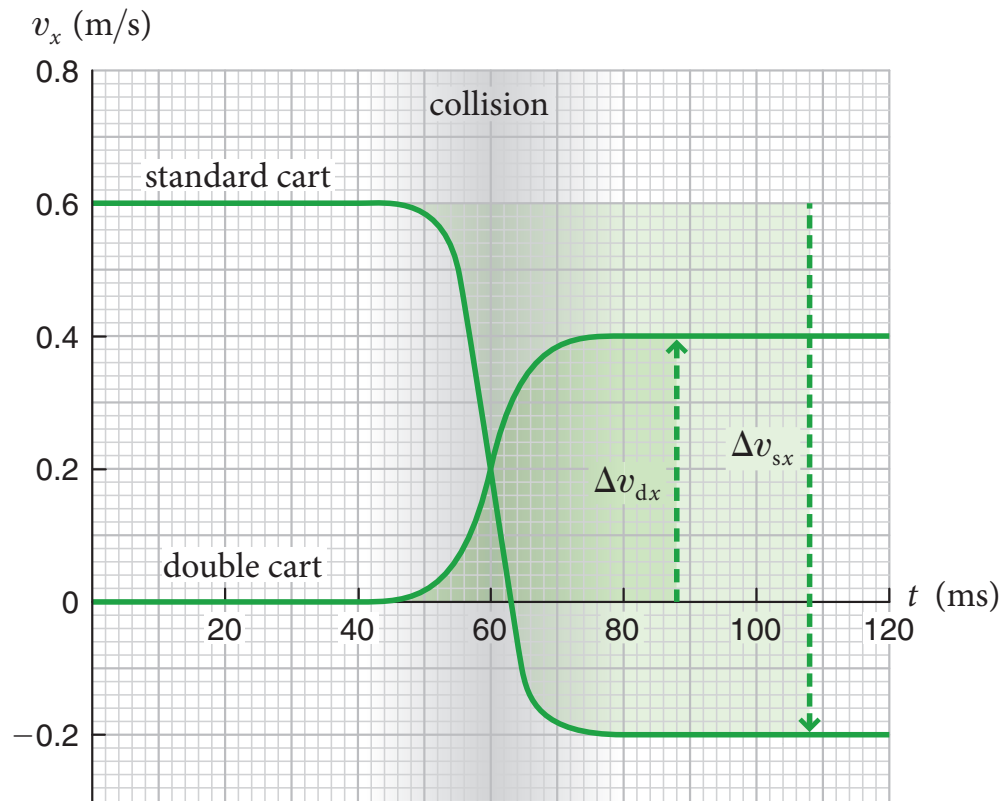
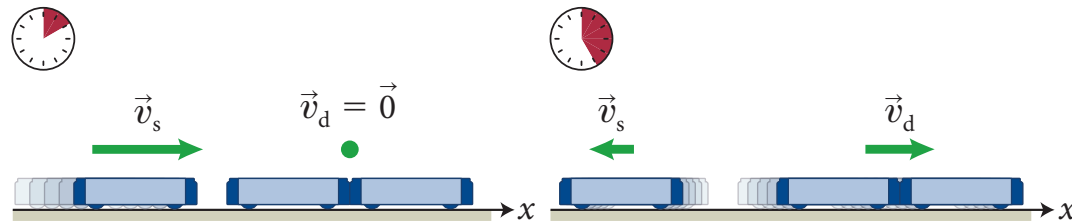


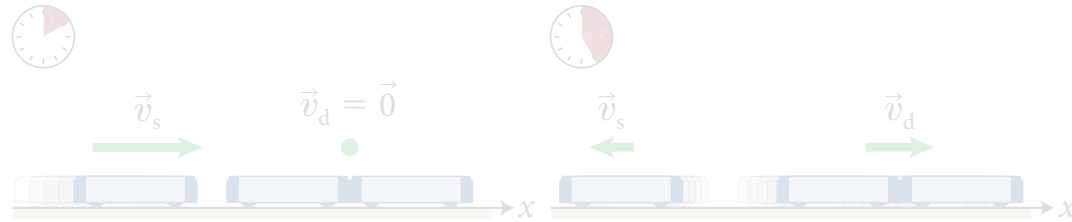
1 architecture

2 content

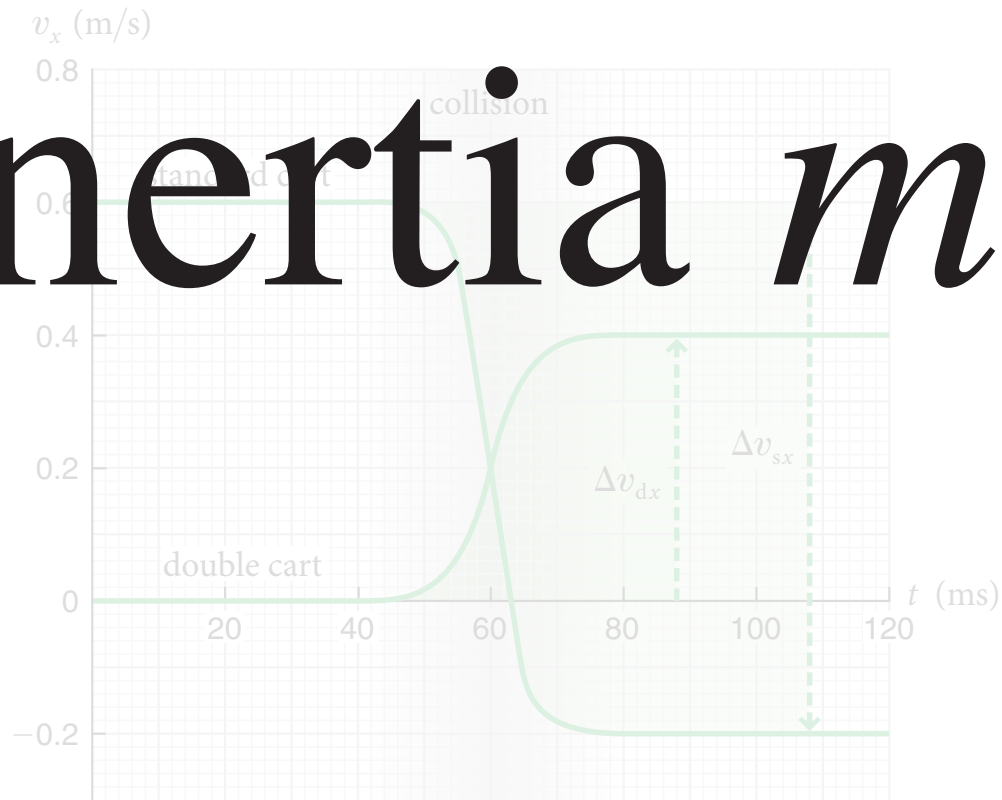








# inertia $m$

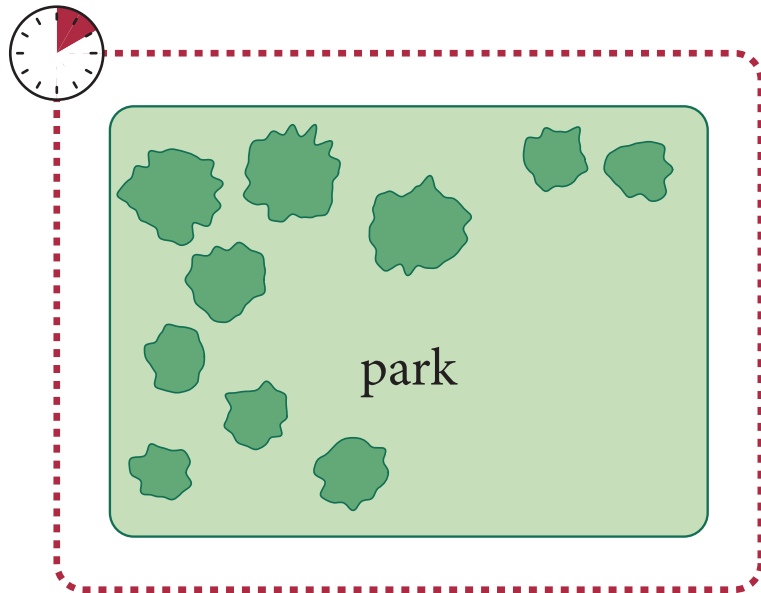


# systems & extensive quantities

1 architecture

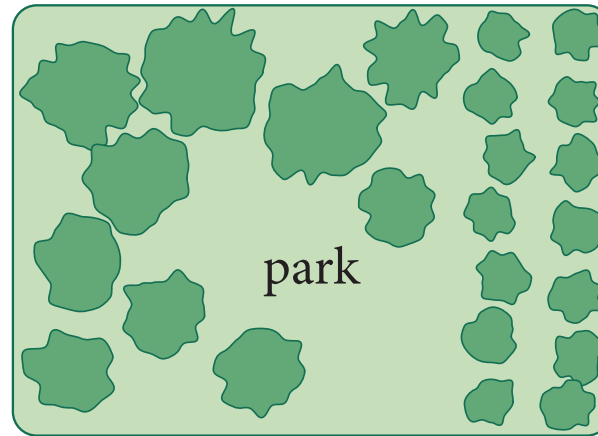
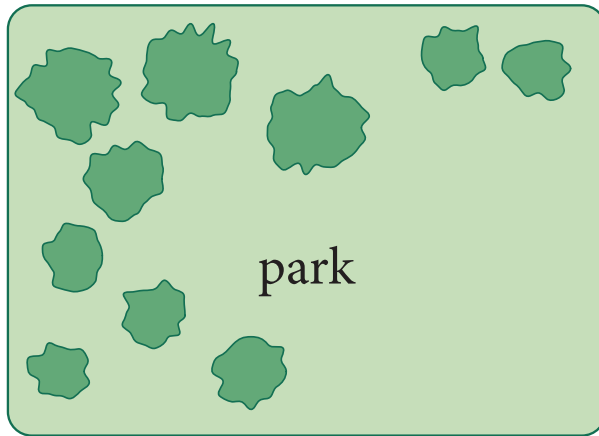
2 content

# systems & extensive quantities





# systems & extensive quantities



# systems & extensive quantities



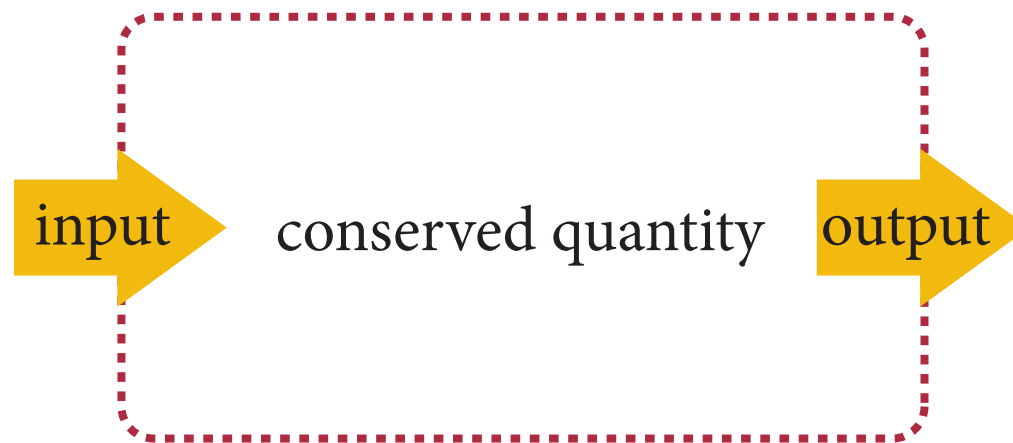
# systems & extensive quantities



# 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

conserved quantities

can't change

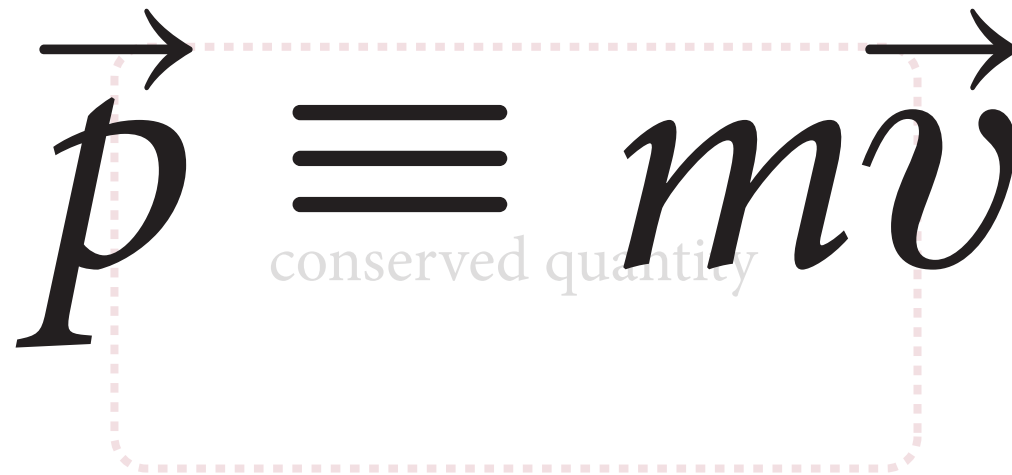
*"When do you address systems that are not closed/isolated?"*

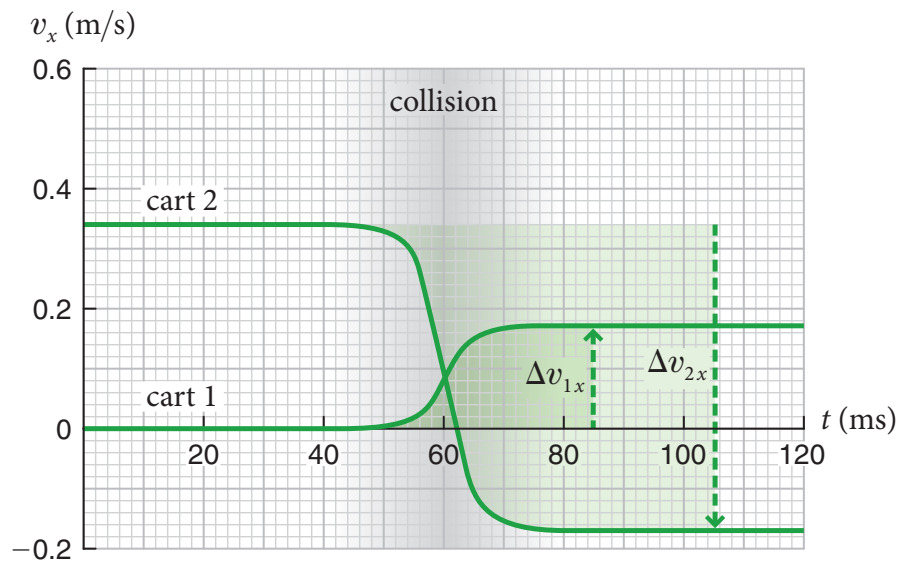


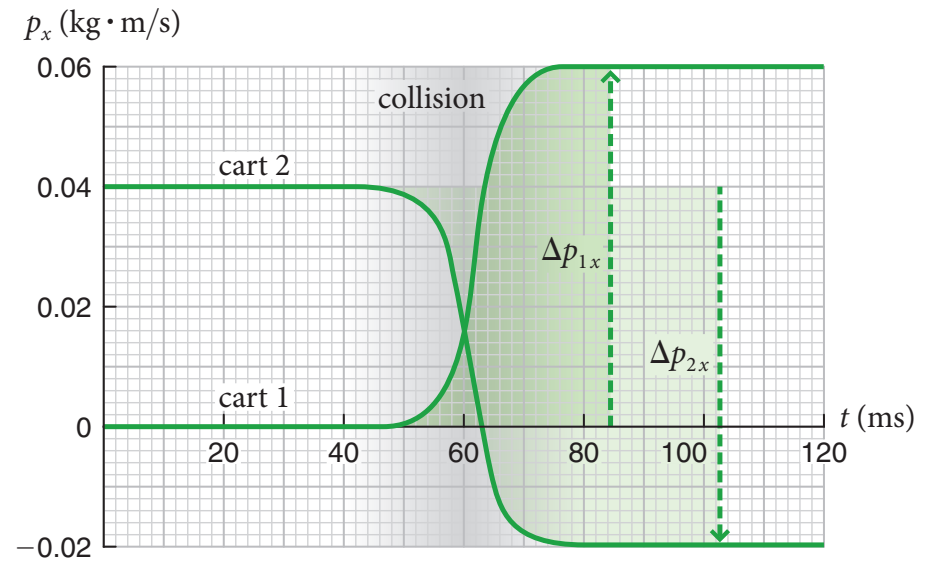
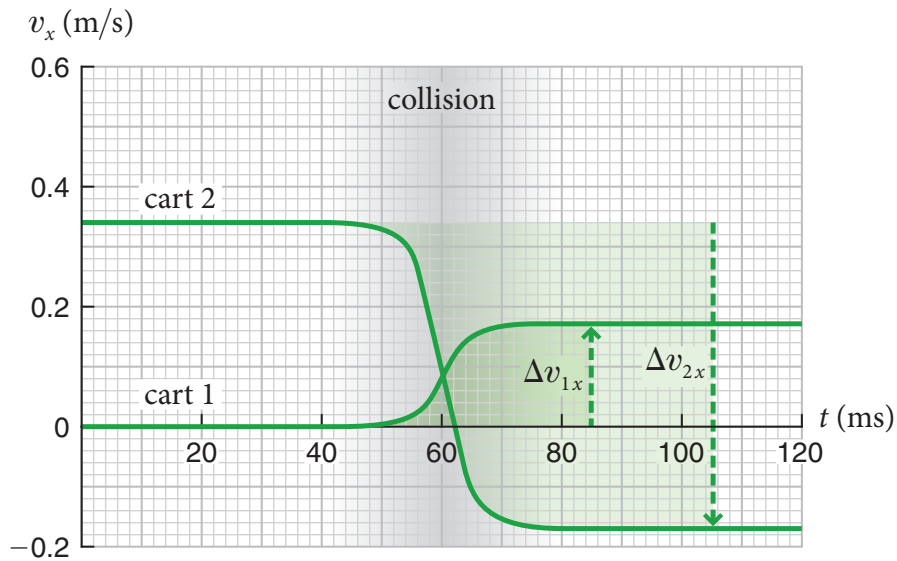
# systems & extensive quantities

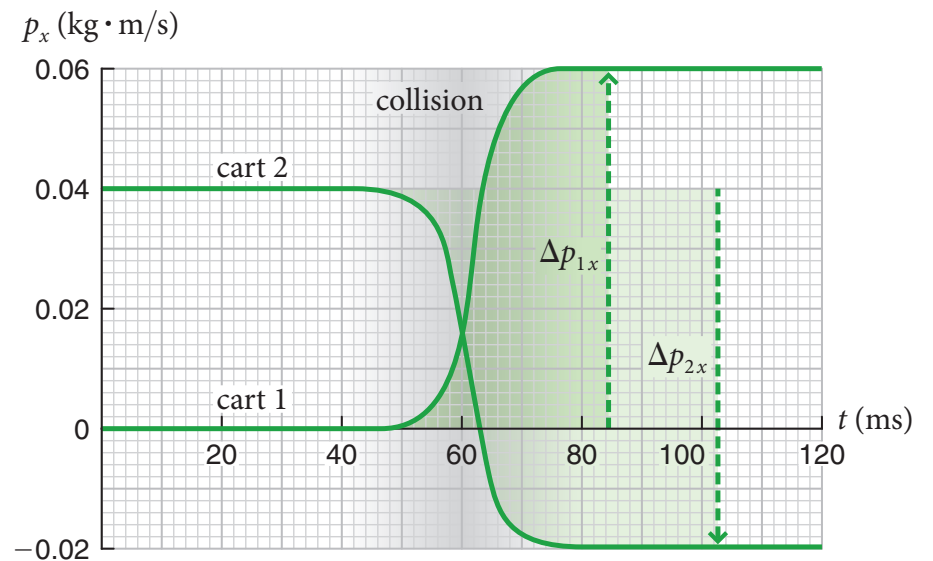
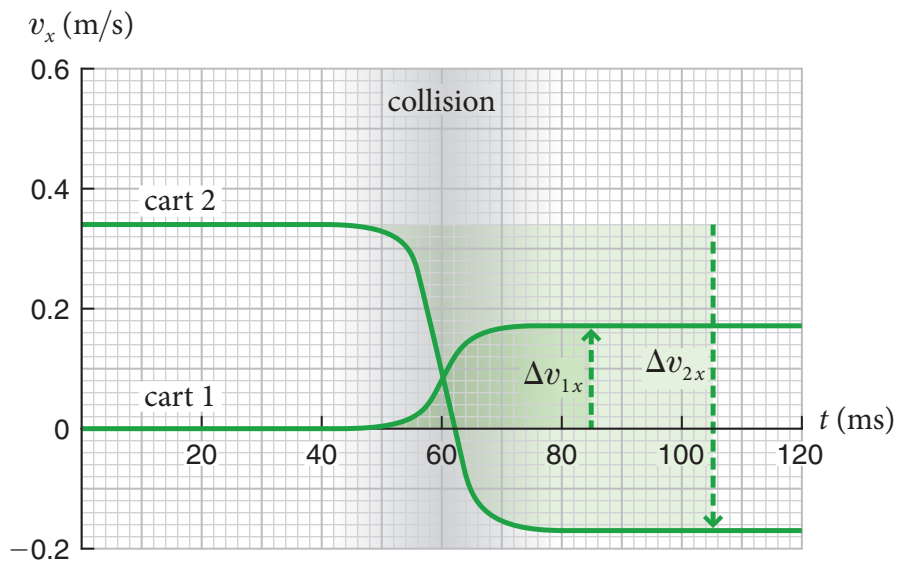
$$\vec{p} \equiv m\vec{v}$$

conserved quantity

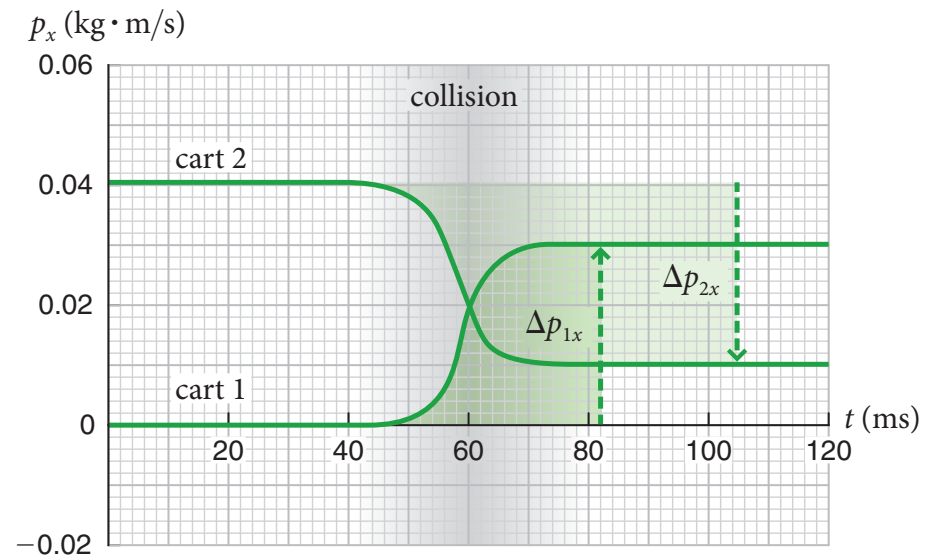
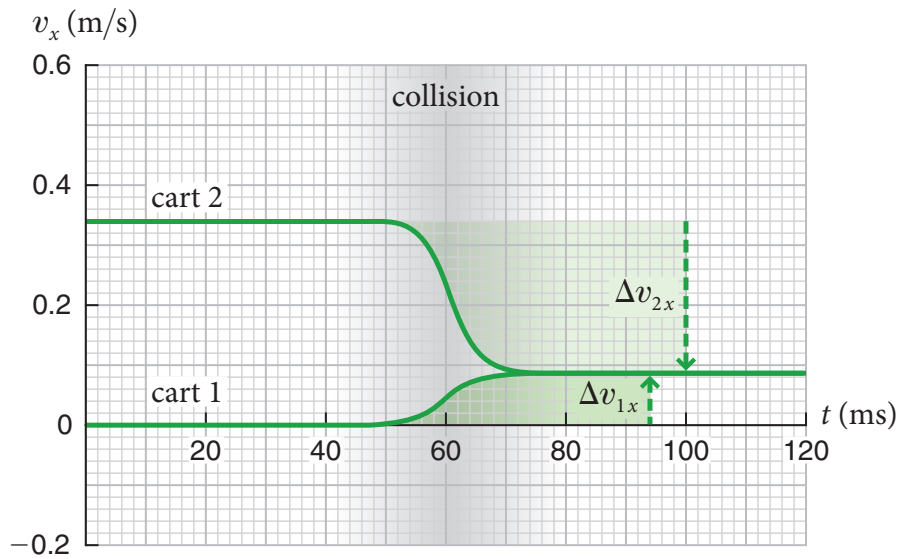




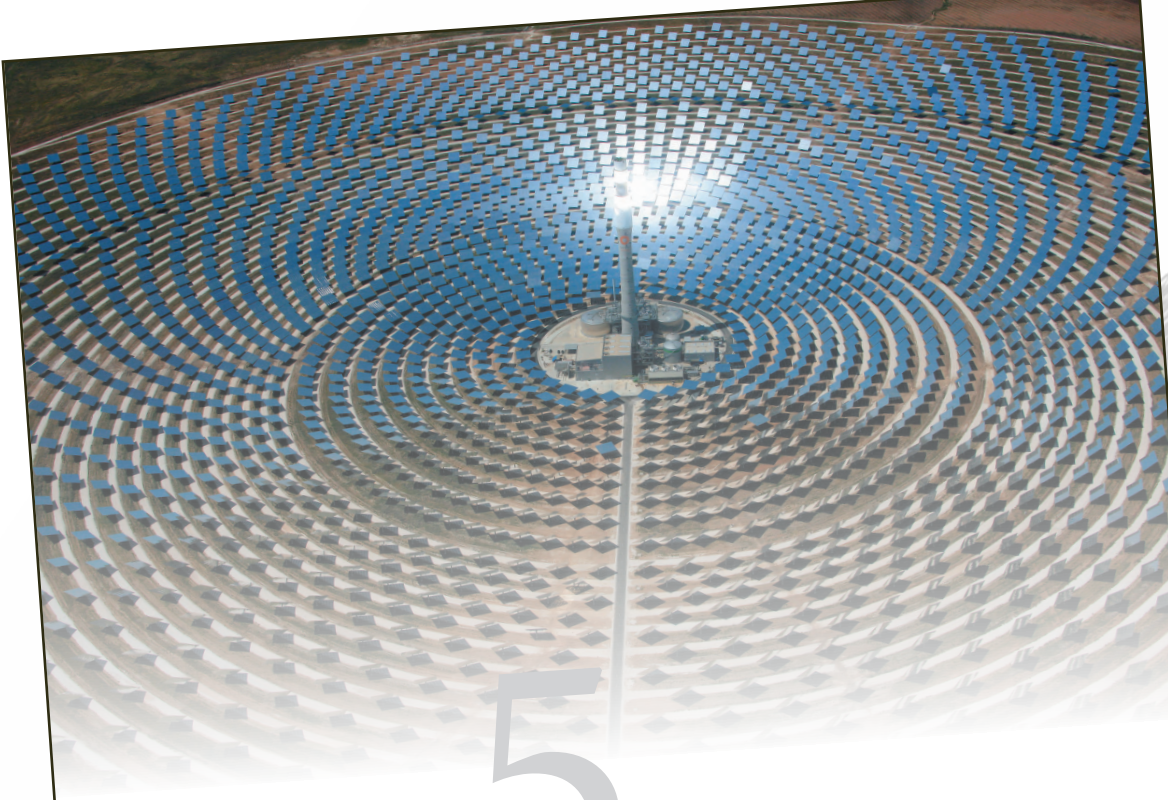




$$\Delta \vec{p} \equiv \Delta \vec{p}_1 + \Delta \vec{p}_2 = \vec{0}.$$



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



# 5

## Energy

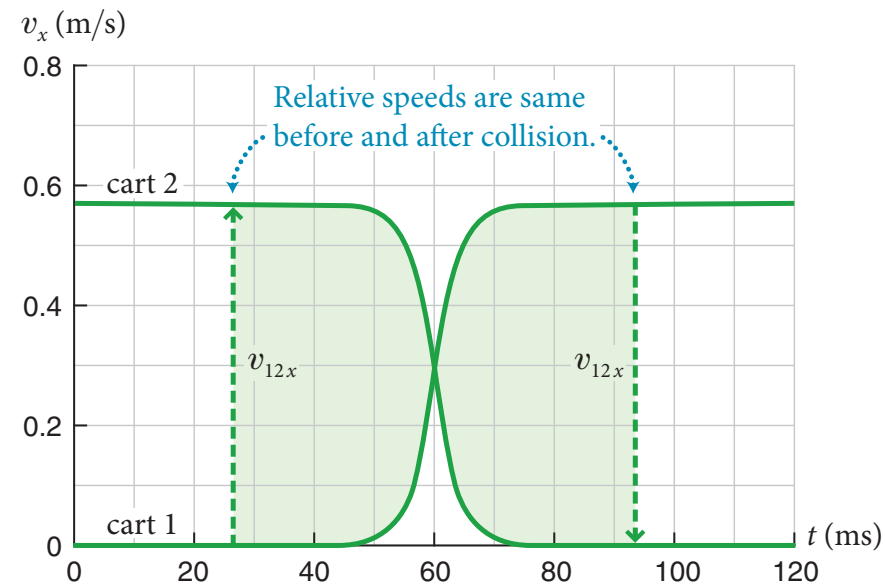
- 5.1 Classification of collisions
- 5.2 Kinetic energy
- 5.3 Internal energy
- 5.4 Closed systems

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

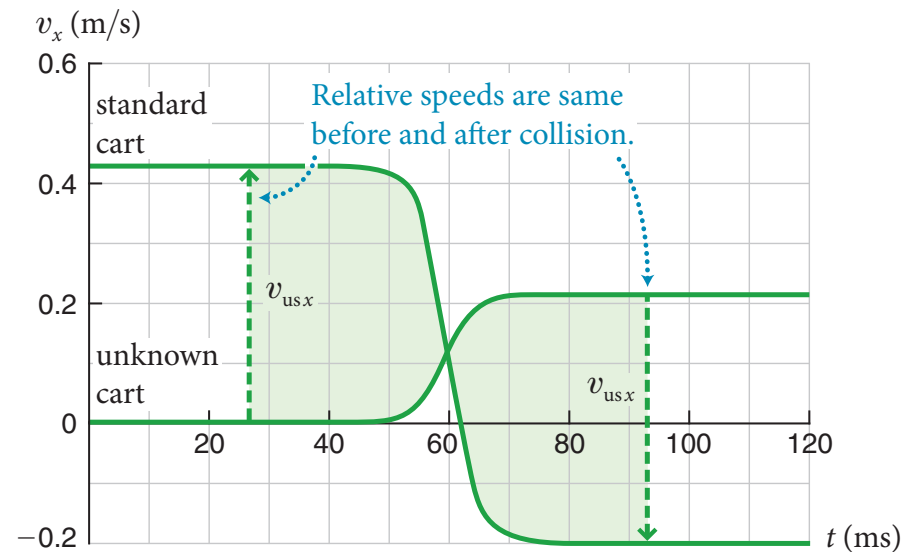
CONCEPTS

QUANTITATIVE TOOLS

# elastic: relative speed unchanged



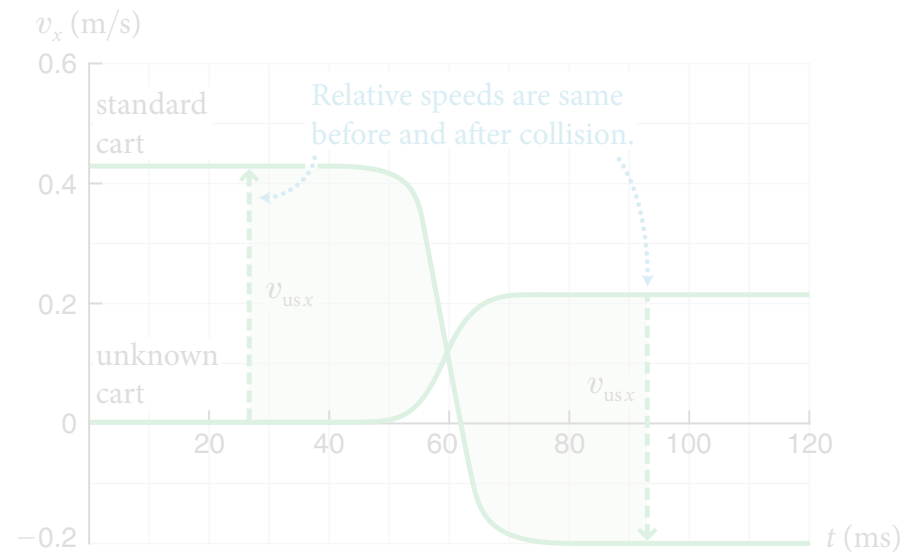
# elastic: relative speed unchanged





# elastic: relative speed unchanged

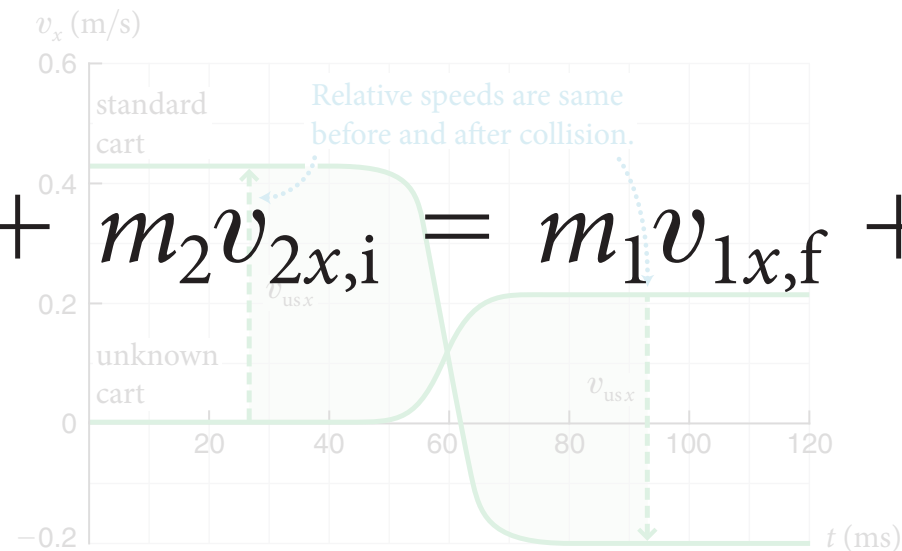
$$v_{12i} = v_{12f}$$



# elastic: relative speed unchanged

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

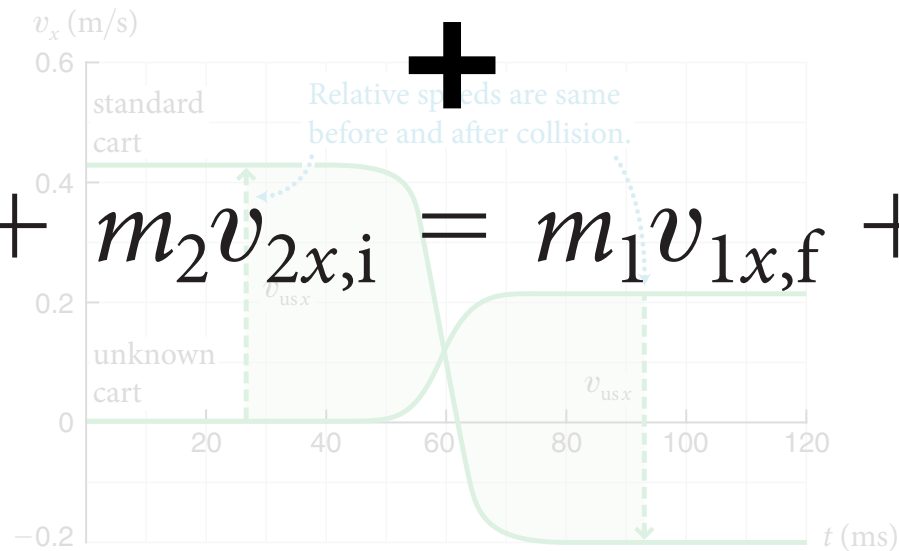
$$m_1 v_{1x,i} + m_2 v_{2x,i} = m_1 v_{1x,f} + m_2 v_{2x,f}$$



# elastic: relative speed unchanged

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

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

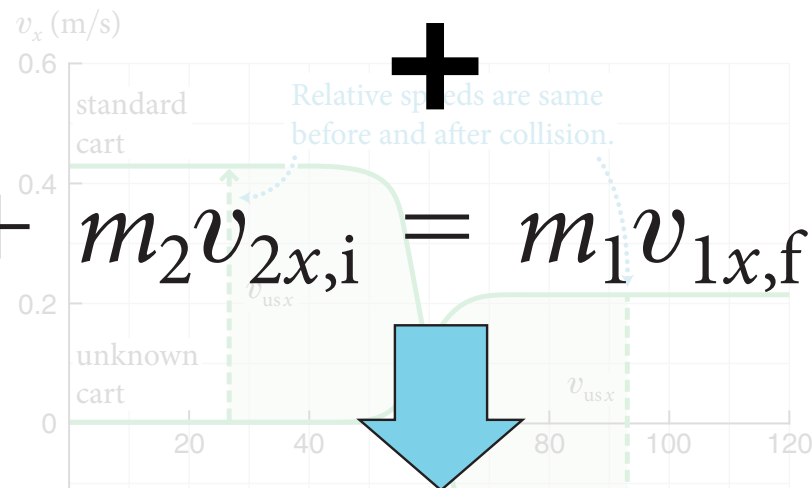


# elastic: relative speed unchanged

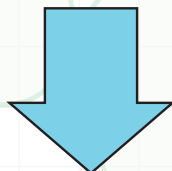
$$v_{12i} = v_{12f}$$

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

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



+



# 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

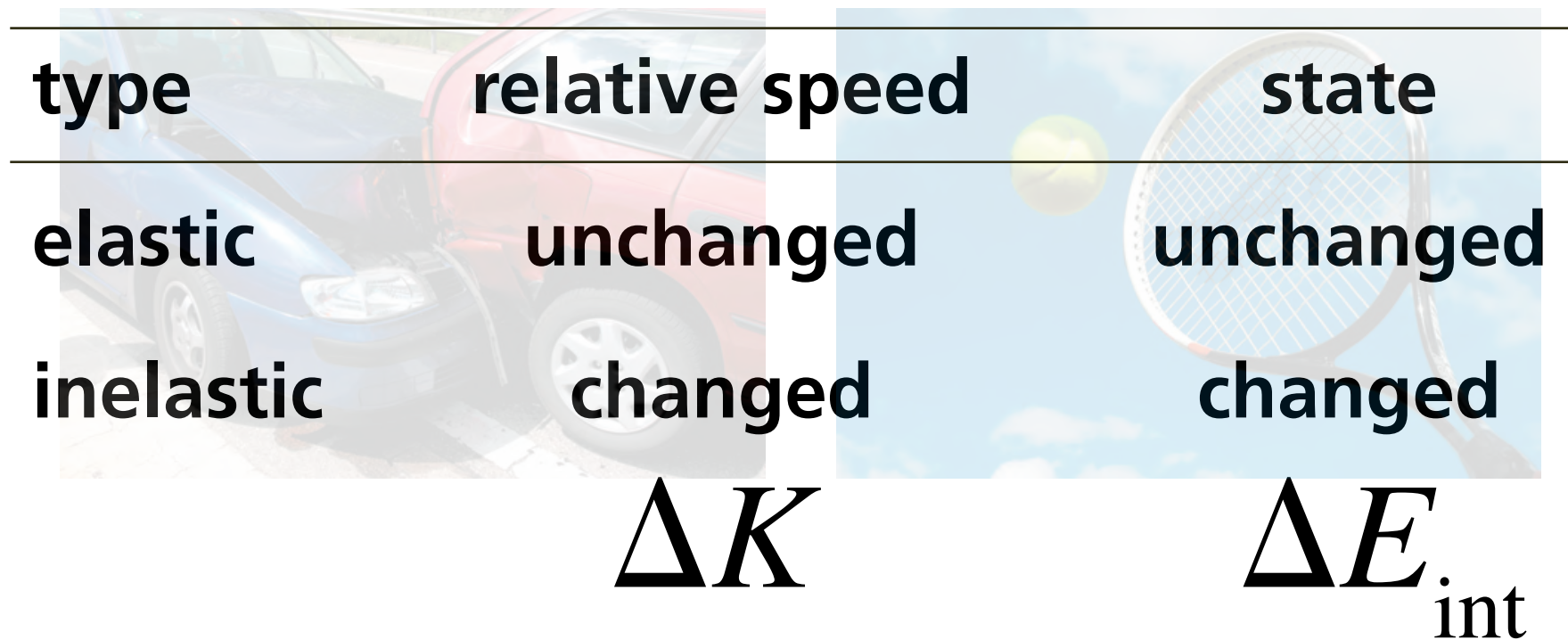


# elastic vs. inelastic

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

$\Delta K$                        $\Delta E_{\text{int}}$

## conservation of energy

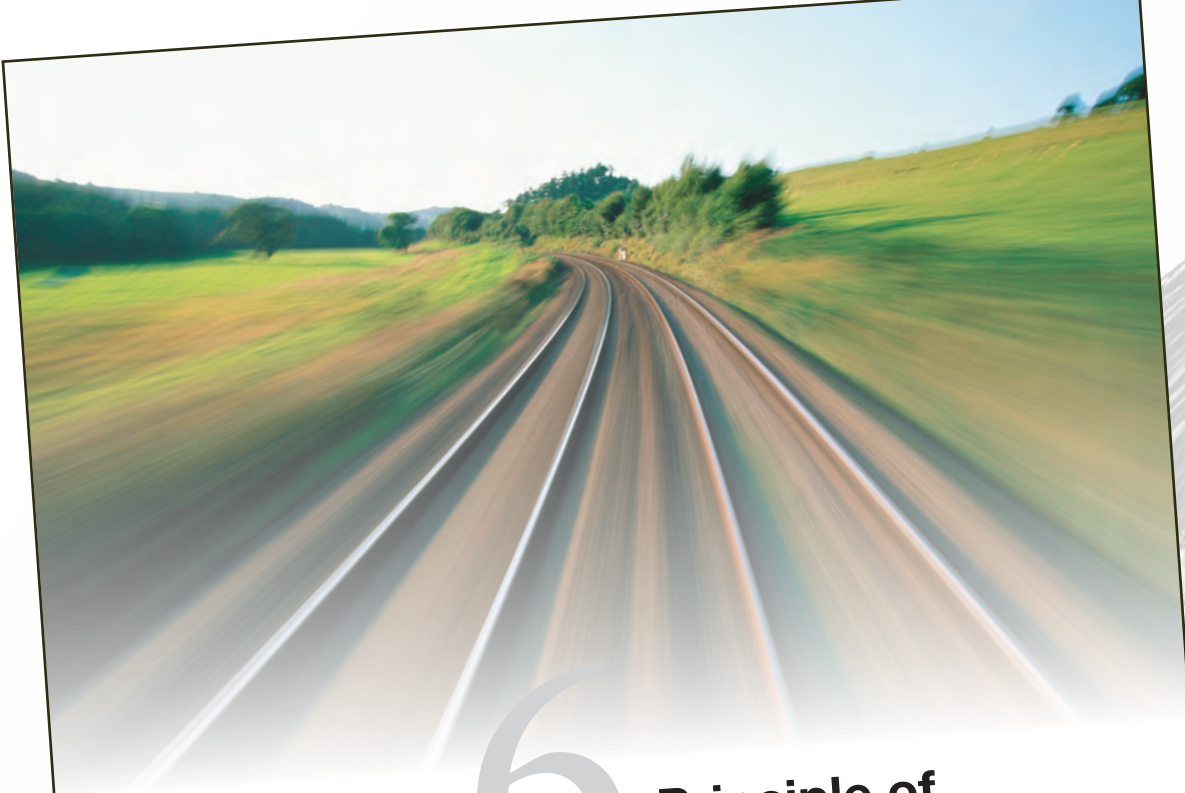
$$E = K + E_{\text{int}}$$

**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

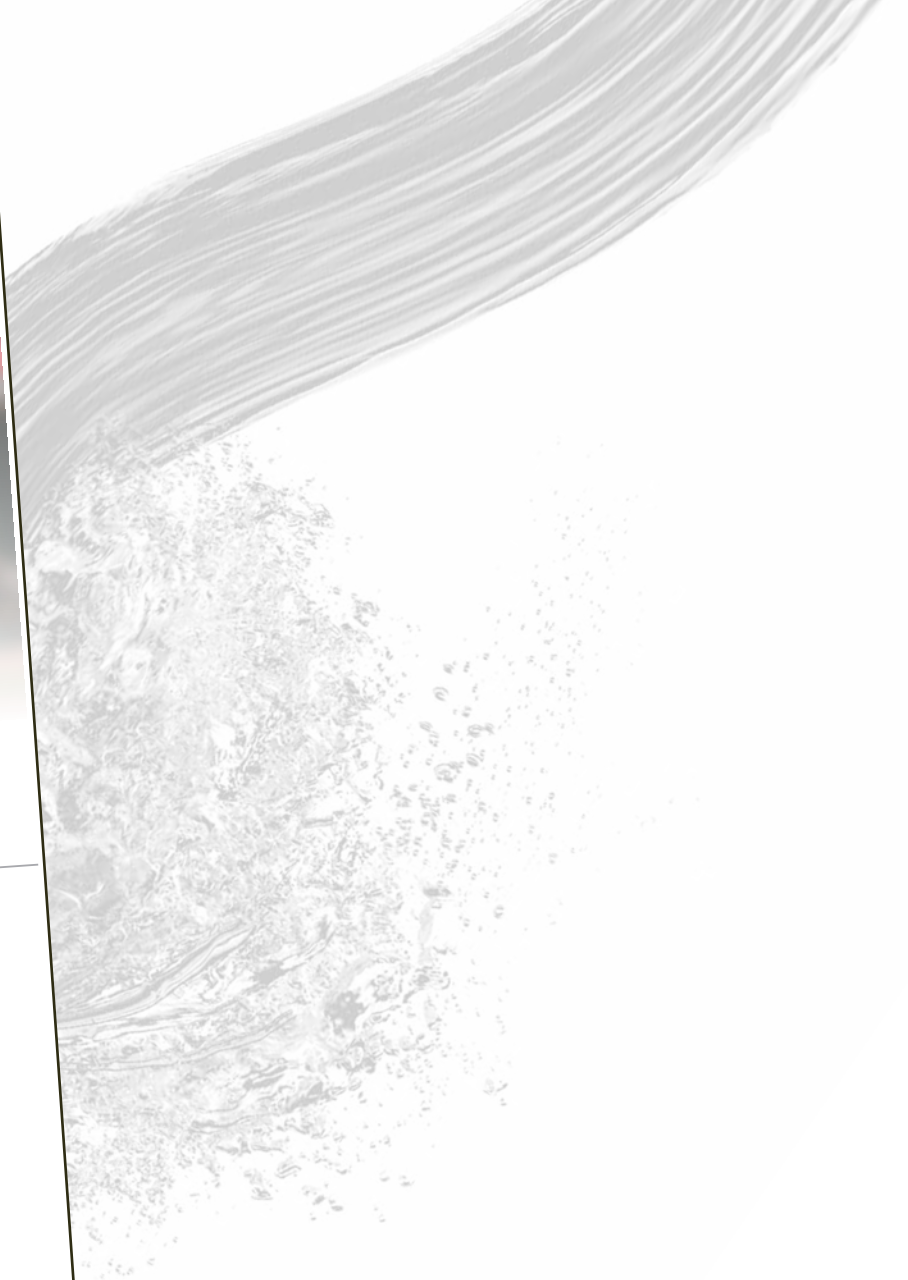
## 6 Principle of Galilean relativity

- 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

- 
- 7.1 The effects of interactions**
  - 7.2 Potential energy**
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  - 7.4 Source energy**
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- 7.8 Nondissipative interactions**
- 7.9 Potential energy near Earth's surface**
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CONCEPTS

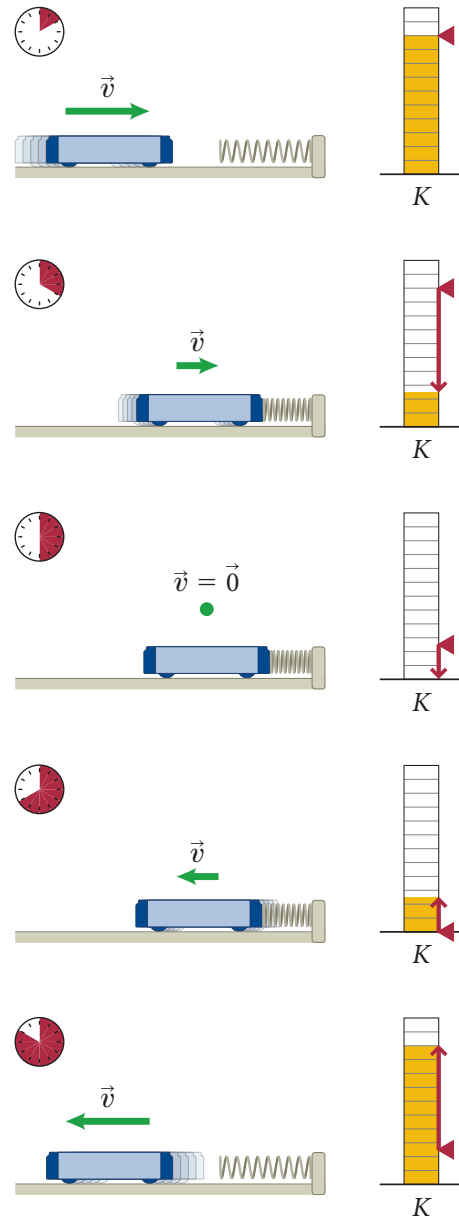
- 7.1 The effects of interactions
- 7.2 Potential energy
- 7.3 Energy dissipation
- 7.4 Source energy
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QUANTITATIVE TOOLS

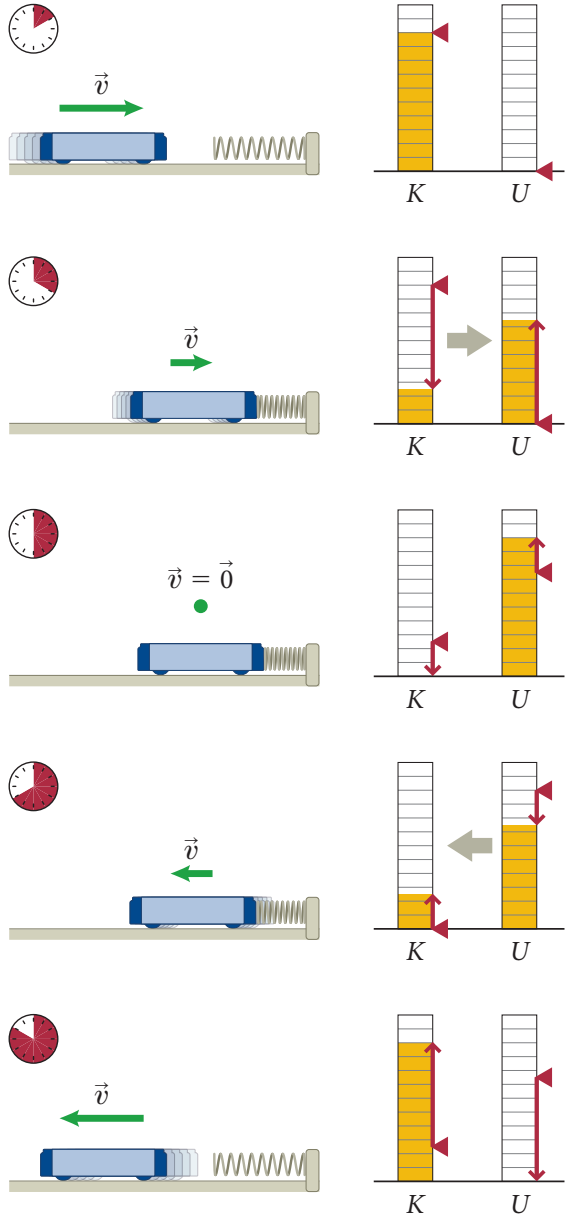
- 7.7 Interactions and accelerations
- 7.8 Nondissipative interactions
- 7.9 Potential energy near Earth's surface
- 7.10 Dissipative interactions



# potential energy

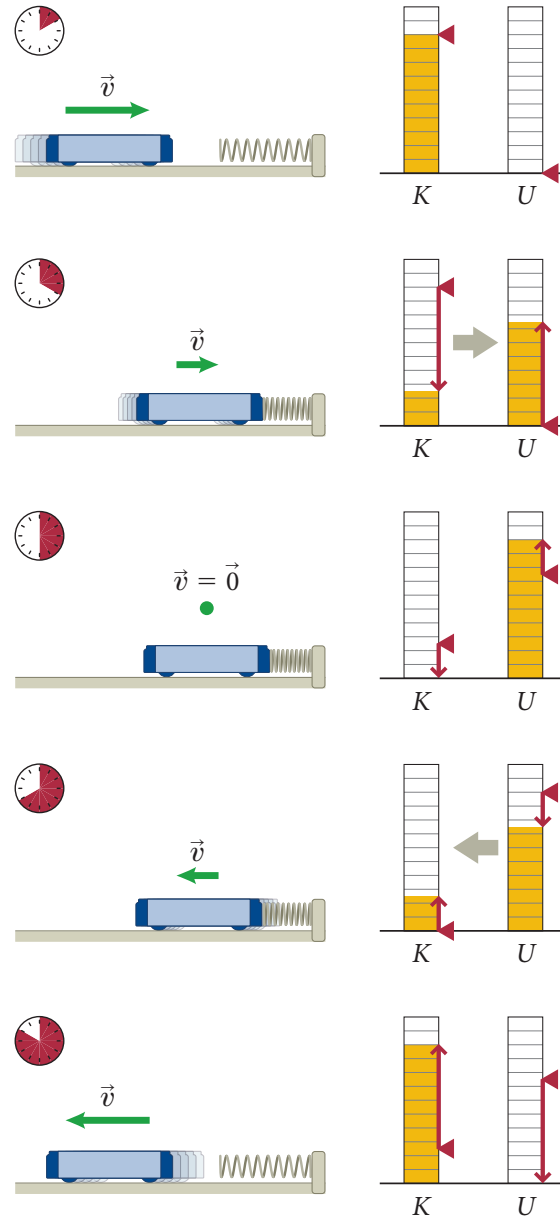


# potential energy

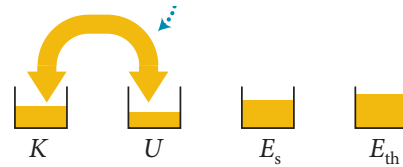


# potential energy

reversible  
state change

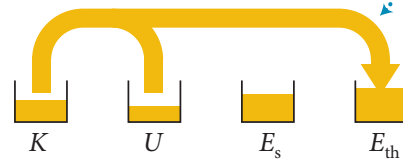


# energy conversions

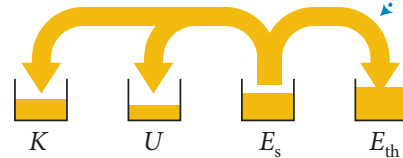


**NONDISSIPATIVE**  
(reversible)

Friction dissipates mechanical energy irreversibly to thermal energy.

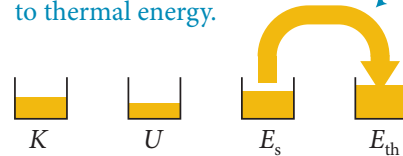


When source energy is converted to mechanical energy, some dissipates irreversibly to thermal energy.

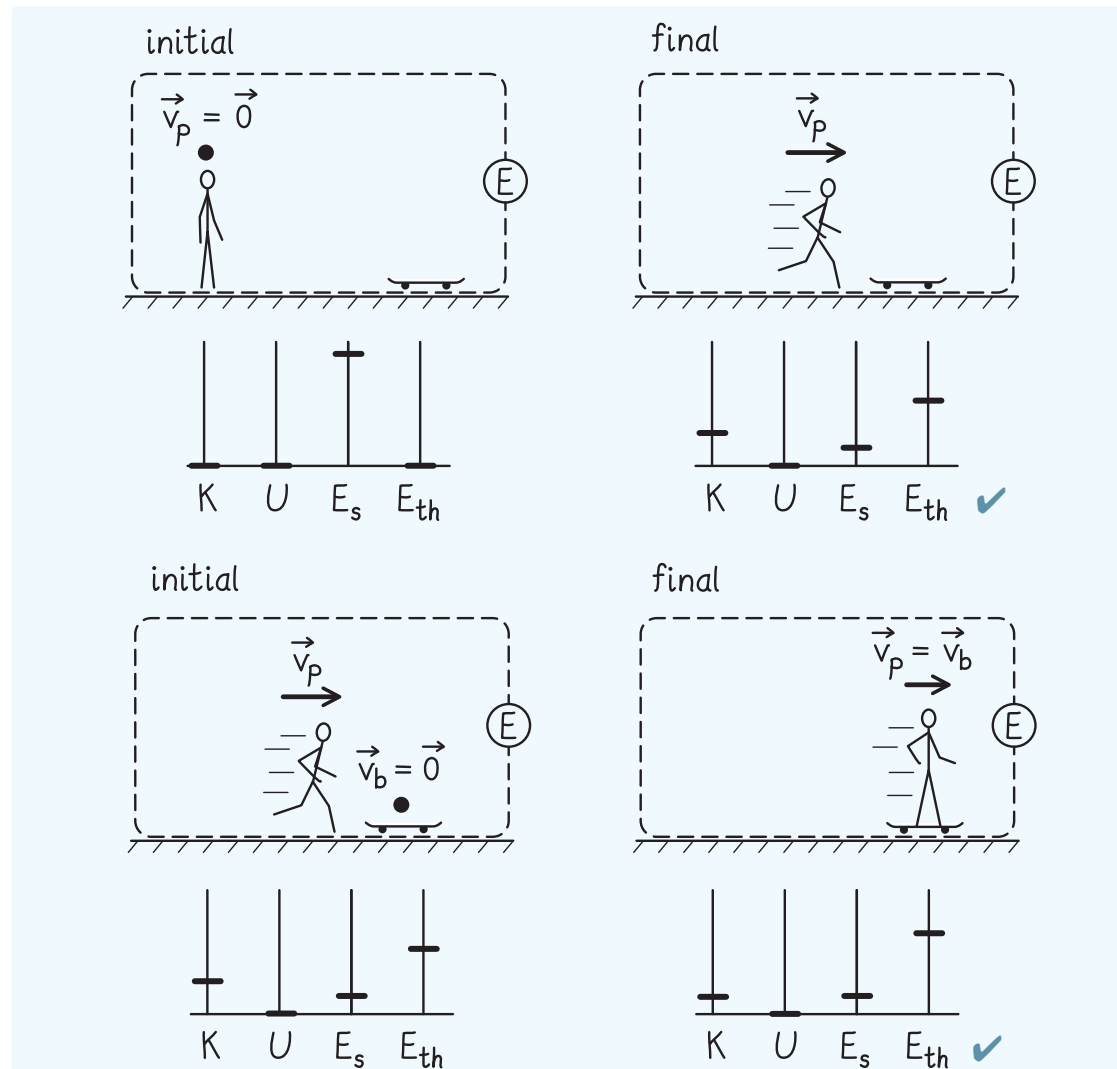


**DISSIPATIVE**  
(irreversible)

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



# energy conversions





# 8

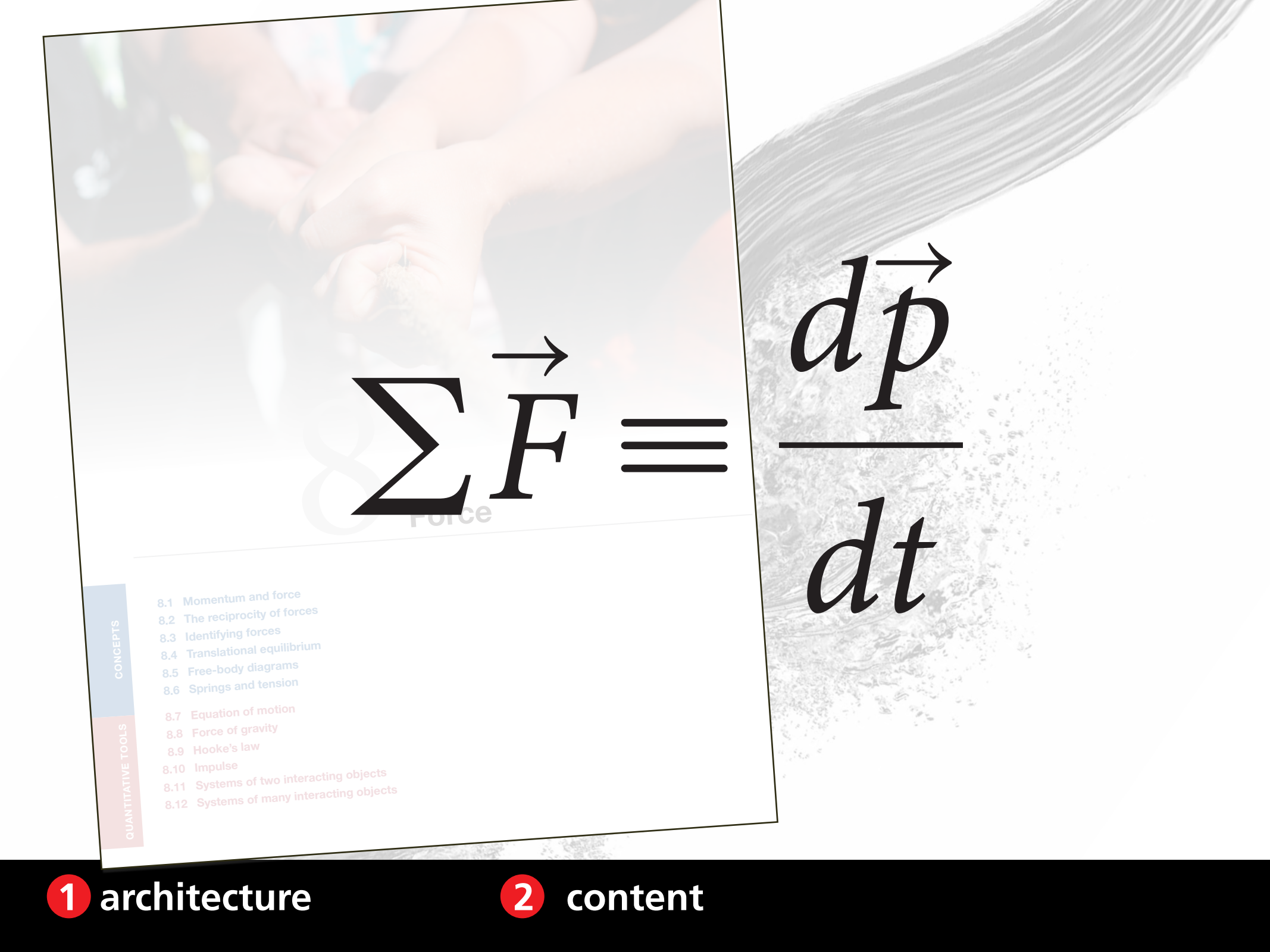
## Force

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


$$\sum \vec{F} \equiv$$

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

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8.10 Impulse  
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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

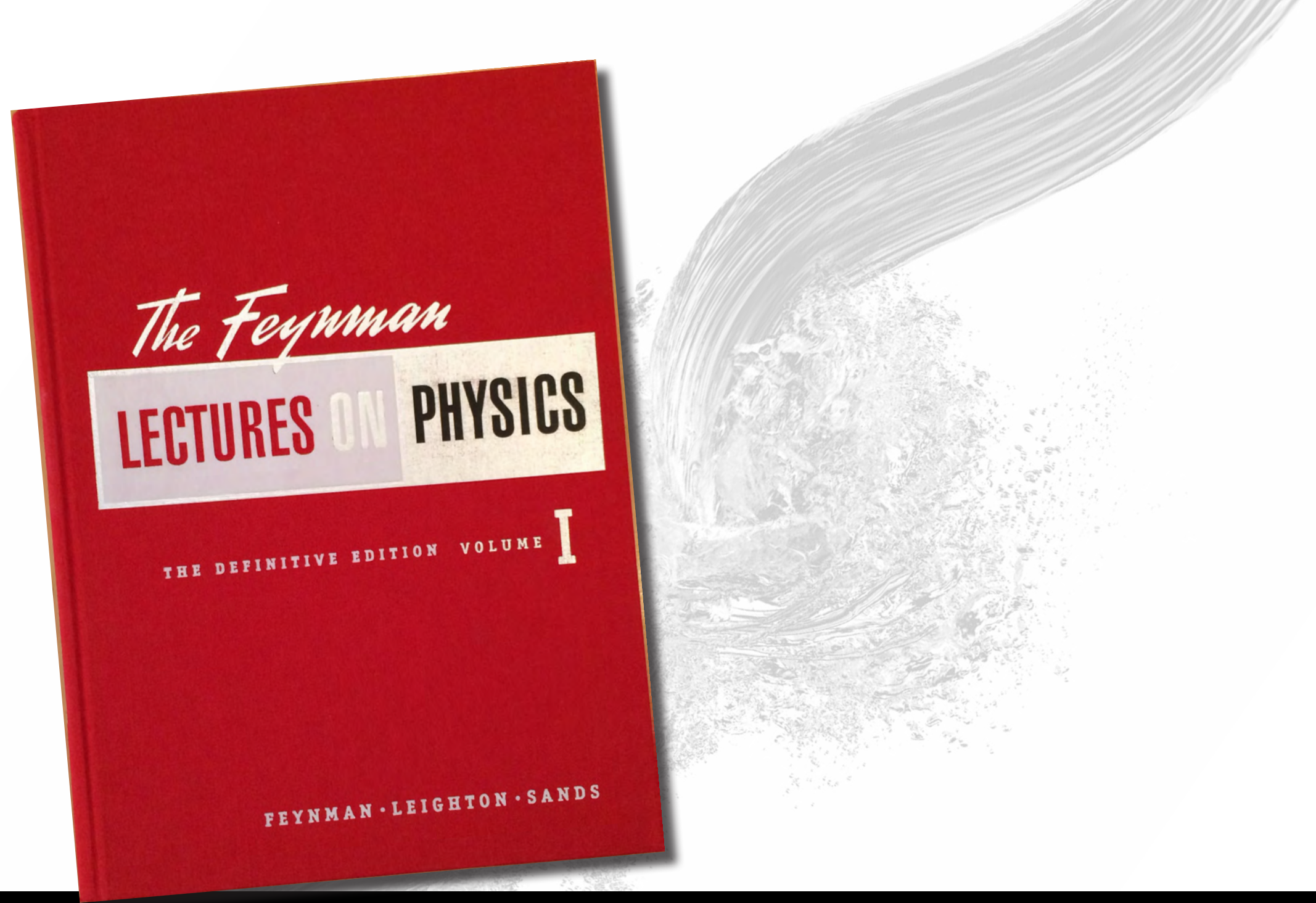
- 9.5 Work done on a single particle
- 9.6 Work done on a many-particle system
- 9.7 Variable and distributed forces
- 9.8 Power

A dynamic, high-speed photograph of water splashing, creating a large, turbulent splash that fills most of the frame. The water is captured in mid-air, with many droplets and bubbles visible, giving it a sense of motion and energy. The background is a plain, light color, making the water splash stand out prominently.

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

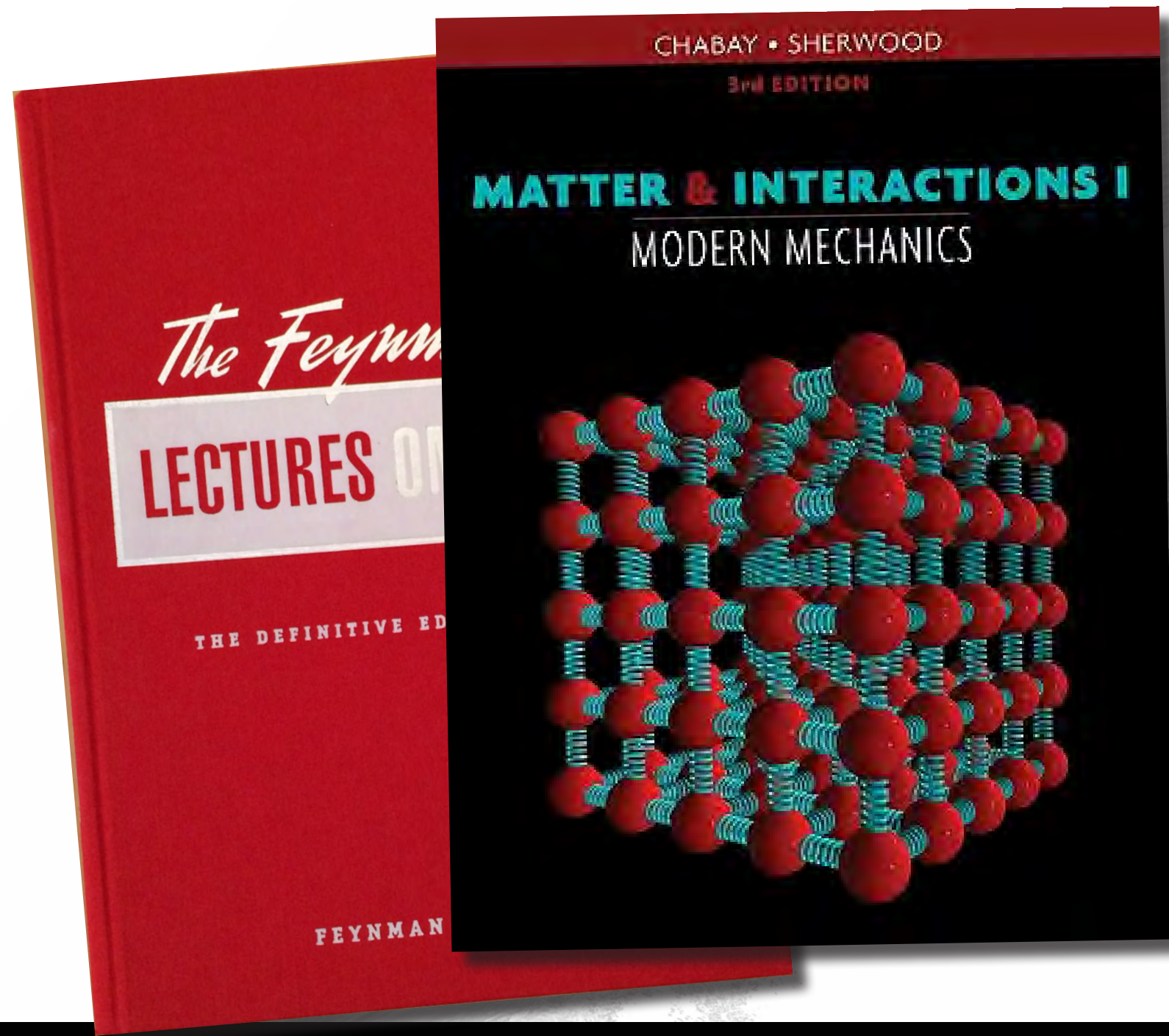
**1** architecture

**2** content



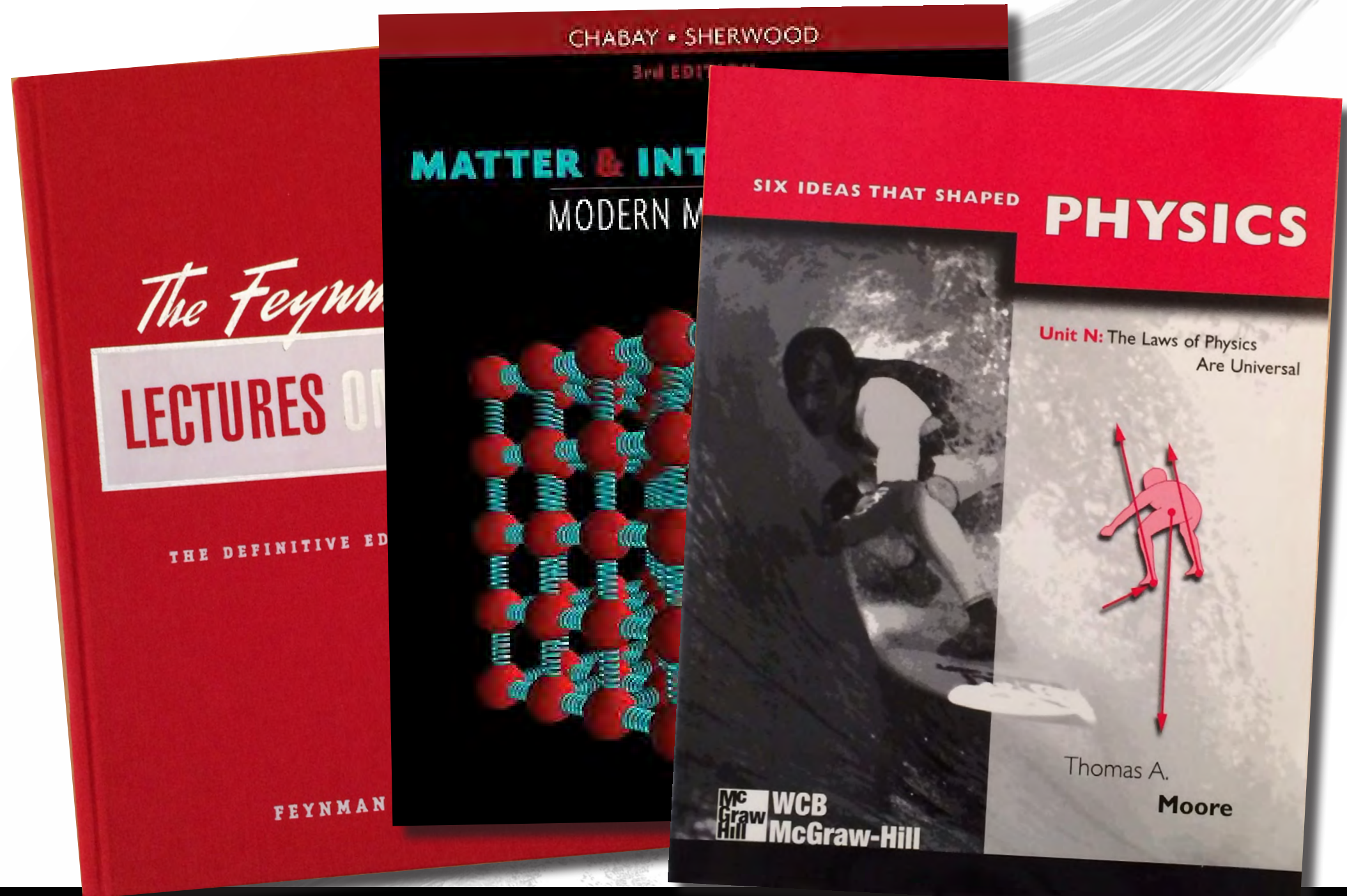
1 architecture

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
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15. Fluid mechanics
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17. Sound waves
18. Superposition and standing waves

## Principles and Practice

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5. Energy
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9. Work
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**1D**

**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
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## Principles and Practice

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5. Energy
6. Principle of relativity
7. Interactions
8. Force
9. Work
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11. Motion in a circle
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**rotation**

## Traditional

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## Principles and Practice

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14. Special Relativity
15. Periodic Motion
16. Waves in one dimension
17. Waves in 2 and 3 dimensions
18. Fluids

**periodic**

A dynamic, high-speed photograph of water splashing, creating a large, curved splash that dominates the background. The water is captured in mid-air, with many small droplets and bubbles visible, giving it a sense of motion and energy. The overall tone is light and airy, with the water appearing in shades of grey and white against a plain white background.

**mostly minor  
rearrangements!**

**1** architecture

**2** content

# easily custom tailored

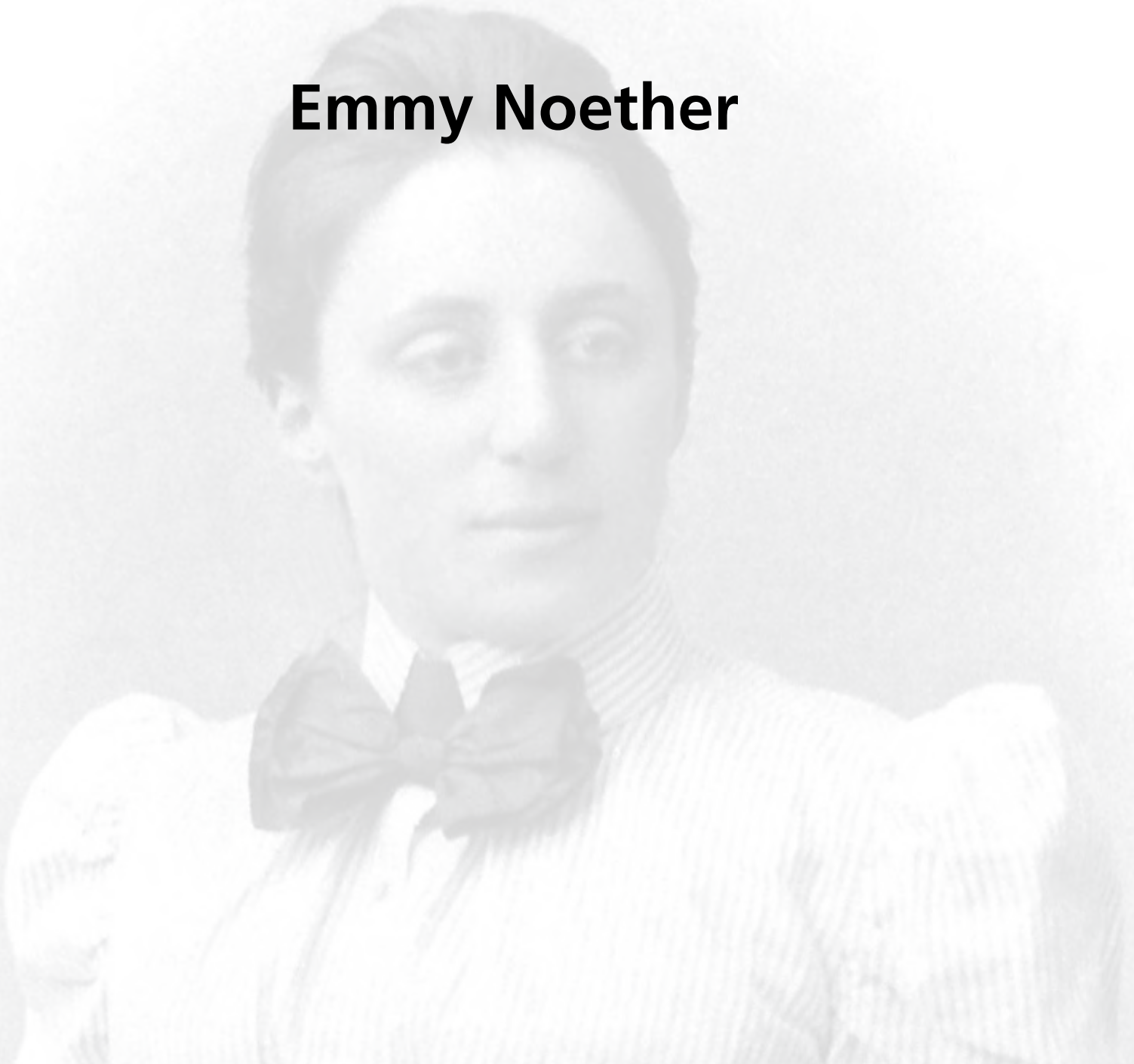
TO THE INSTRUCTOR

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

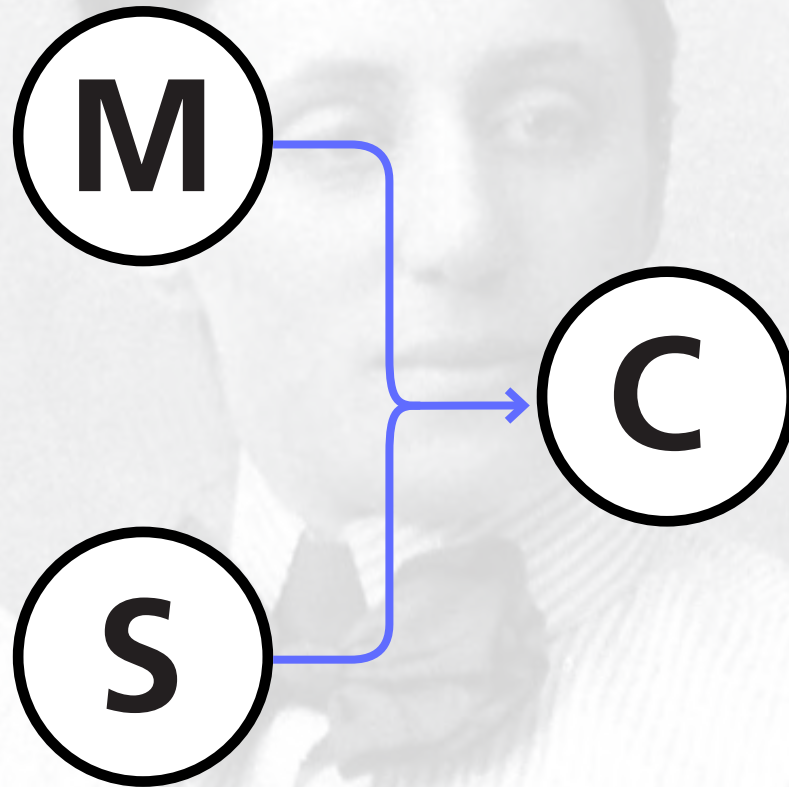


1 architecture

2 content



# Emmy Noether



1 architecture

2 content

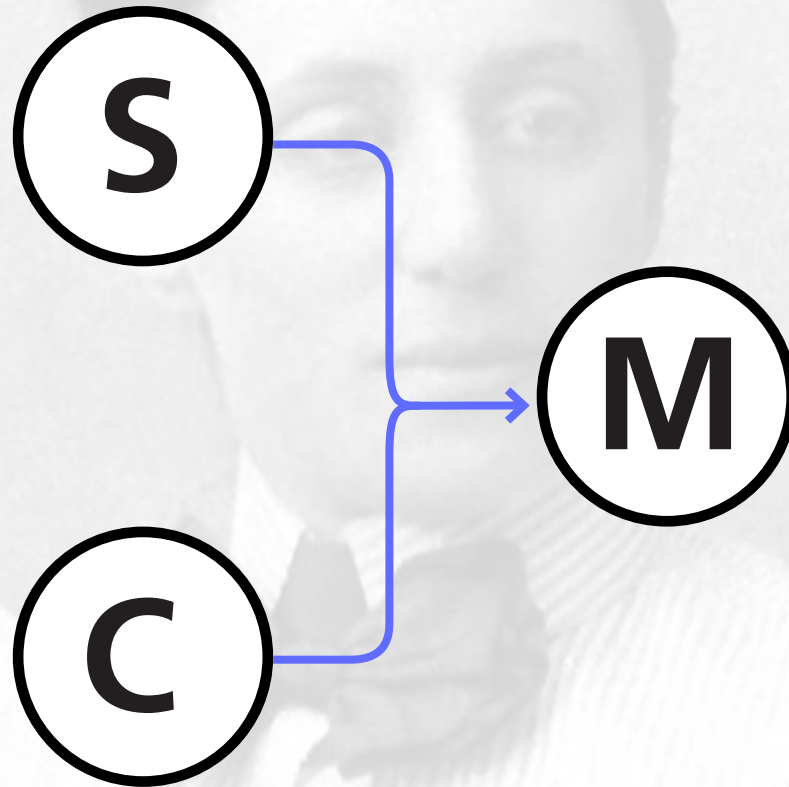
# Emmy Noether

**M**

**C**

**S**

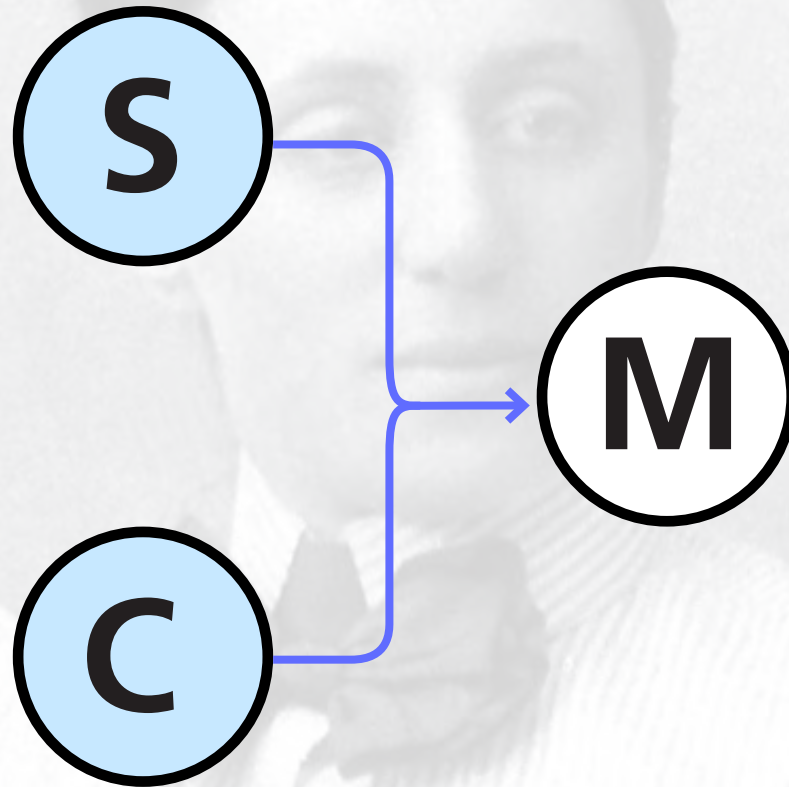
# Noether inverted



1 architecture

2 content

aesthetically more appealing



1 architecture

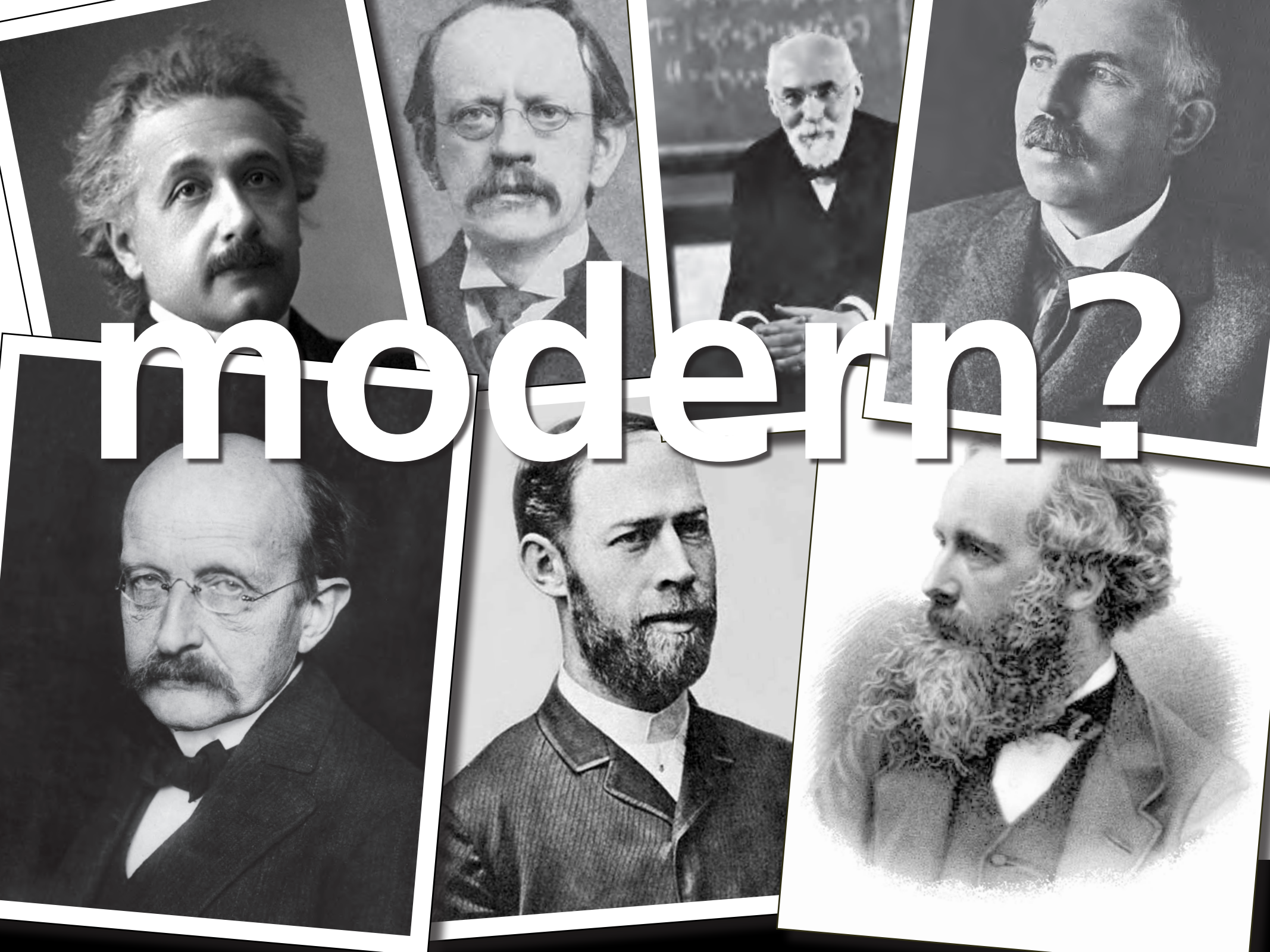
2 content



# where is modern physics?

**1** architecture

**2** content



modern?

where is modern physics?

**ALL physics is modern!**

1 architecture

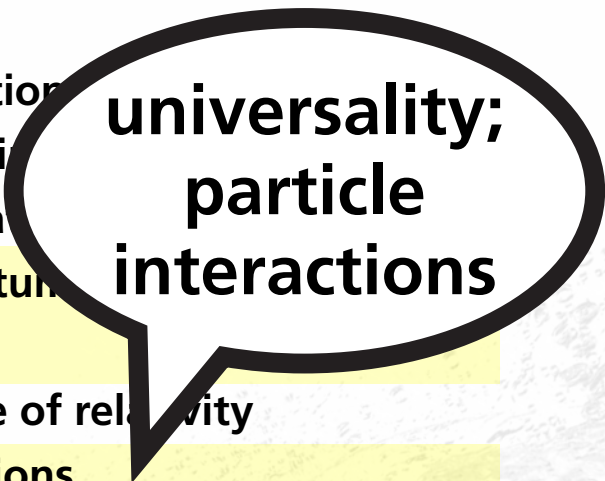
2 content



**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
13. Gravity
14. Special Relativity
15. Periodic Motion
16. Waves in one dimension
17. Waves in 2 and 3 dimensions
18. Fluids
19. Entropy
20. Energy transferred thermally
21. Degradation of energy
22. Electric interactions
23. The electric field
24. Gauss's law
25. Work and energy in electrostatics
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 a straight line
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
13. Gravity
14. Special Relativity
15. Periodic Motion
16. Waves in one dimension
17. Waves in 2 and 3 dimensions
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30. Changing electric fields
31. Electric circuits
32. Electronics
33. Ray optics
34. Wave and particle optics

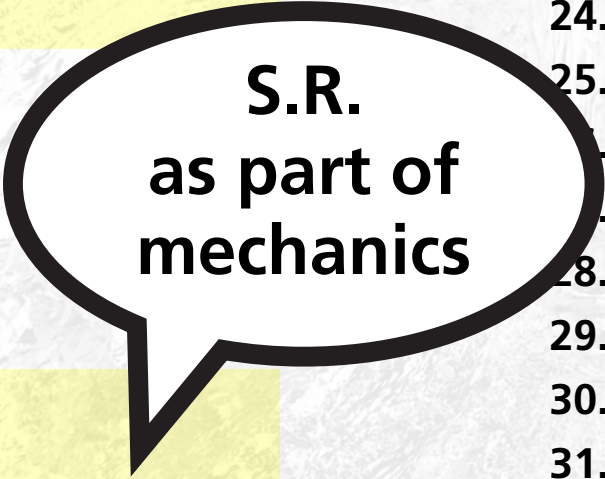
1. Foundations
2. Motion in one dimension
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8. Force
9. Work
10. Motion in a plane
11. Motion in a circle
12. Torque
13. Gravity
14. Special Relativity
15. Periodic Motion
16. Waves in one dimension
17. Waves in 2 and 3 dimensions



**concepts of  
general  
relativity**

18. Fluids
19. Entropy
20. Energy transferred thermally
21. Degradation of energy
22. Electric interactions
23. The electric field
24. Gauss's law
25. Work and energy in electrostatics
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11. Motion in a circle
12. Torque
13. Gravity
14. Special Relativity
15. Periodic Motion
16. Waves in one dimension
17. Waves in 2 and 3 dimensions



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

18. Fluids
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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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



**statistical  
foundation  
for thermo**

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
13. Gravity
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18. Fluids
19. Entropy
20. Energy transfer
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24. Gauss's law
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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



**relativistic  
E&M  
connection**

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
13. Gravity
14. Special Relativity
15. Periodic Motion
16. Waves in one dimension
17. Waves in 2 and 3 dimensions

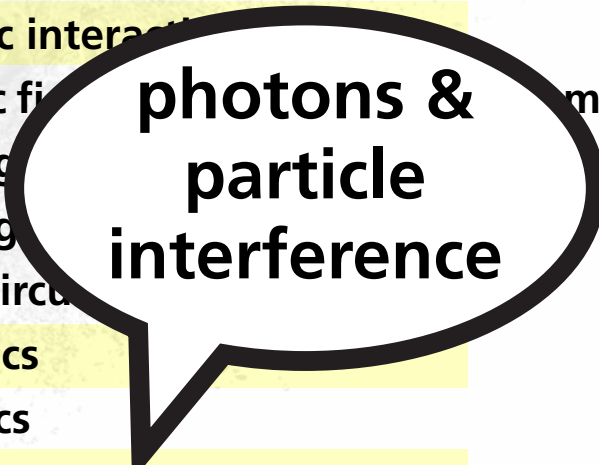
18. Fluids
19. Entropy
20. Energy transferred thermally
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22. Electric interactions
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24. Gauss's law
25. Work and energy in electrostatics
26. Charge separation
27. Magnetic interactions
28. Magnetic fields and motion
29. Changing magnetic fields
30. Changing electric fields
31. Electric circuits
32. Electronics
33. Ray optics
34. Wave and particle optics



**semiconductors  
transistors  
logic gates**

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
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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**

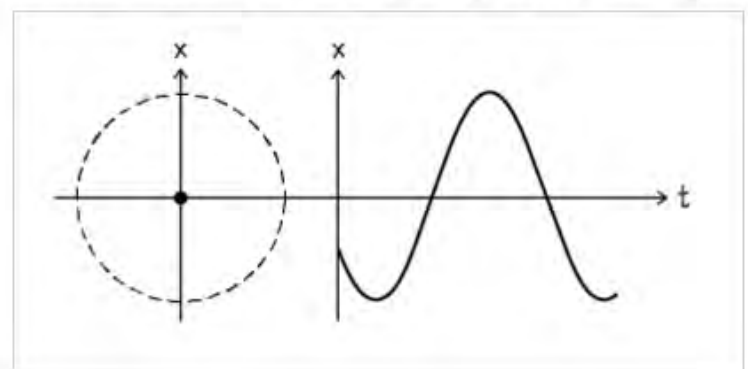
My Courses > AP50a F2013 > Chapters 14-15 in class

Start session Edit Review results Create PDF Delete module

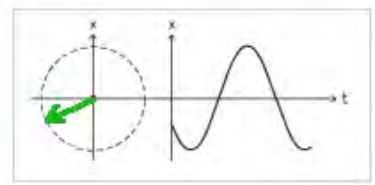
Jump to 1 2 3 4 5 6 7 8 9 10

3. direction

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



Answer



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PHYSICS

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1 architecture

2 content

3 results

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PHYSICS

for students

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1 architecture

2 content

3 results

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1 architecture

2 content


3 results

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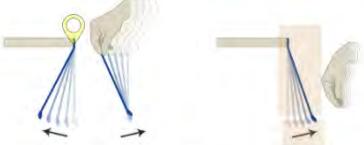
Perusall Unit 6 Page 595 Eric Mazur

22.2 ELECTRICAL CHARGE 595

**Figure 22.2** Strips of tape just pulled out of a dispenser repel each other. The repulsive force is great enough to keep the strips apart even when they are weighted down by paper clips.



**Figure 22.4** Tape strips prepared according to Figure 22.3 repel each other... but are attracted to your hand.



Let us call the attribute responsible for the electric interaction **electrical charge**, or simply **charge**. Saying that something carries an electrical charge is just another way of saying that that object interacts electrically with other objects that carry electrical charge. Freshly pulled strips of tape carry electrical charge, and two such strips interact because each possesses an electrical charge, just as your body and Earth interact because each possesses mass. The general term for any microscopic object that carries an **electrical charge**, such as an electron or ion, is **charge carrier**.

It is not immediately clear what attributes to assign to objects that do not interact electrically with each other but do interact with a charged tape strip—a strip of paper, your hand, an eraser, you name it. All we know for now is that the interaction between these objects and a charged tape is attractive rather than repulsive.

The electric charge on an object is not a permanent property; if you let a charged strip of tape hang for a while, it loses its ability to interact electrically. In other words, the strip is no longer charged—it is *discharged*. Depending on the humidity of the air, the discharging can take minutes or hours, but you can speed up the discharging by rubbing your fingers a few times over the entire length of a suspended charged strip of tape.\* (The rubbing allows the charge to “leak away” from the tape by distributing itself over your body.)

\*If rubbing your fingers along the tape doesn't do the job, try licking them before rubbing them over the tape.

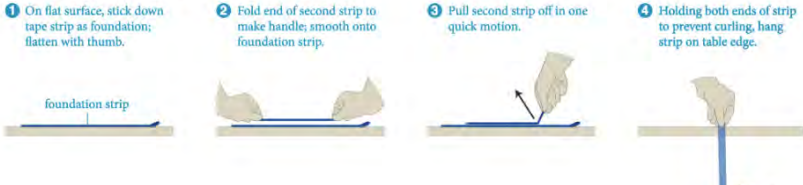
**22.2 Electrical charge**

As we saw in the preceding section, electric interactions are sometimes attractive and sometimes repulsive. In addition, the experiment you performed in Checkpoint 22.3 demonstrates that paper strips, which do not interact electrically with each other, do interact electrically with transparent tape. What causes these interactions? To answer this question, we need to carry out a systematic sequence of experiments.

**Figure 22.3** illustrates a simple procedure for reproducibly creating strips of tape that interact electrically. A suspended strip created according to this procedure interacts in the following ways: It repels another strip created in the same manner, and it attracts any other object that does not itself interact electrically with other objects (**Figure 22.4**).

**Figure 22.3** Procedure for making strips of transparent tape that interact electrically. The purpose of the foundation strip is simply to provide a standard surface.

- 1 On flat surface, stick down tape strip as foundation; flatten with thumb.
- 2 Fold end of second strip to make handle, smooth onto foundation strip.
- 3 Pull second strip off in one quick motion.
- 4 Holding both ends of strip to prevent curling, hang strip on table edge.



CONCEPTS

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ICS



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1 architecture


2 content

3 results


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Perusall Unit 6 22.2 ELECTRICAL CHARGE 595

**Figure 22.2** Strips of tape just pulled out of a dispenser repel each other. The repulsive force is great enough to keep the strips apart even when they are weighted down by paper clips.



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\*If rubbing your fingers along the tape doesn't do the job, try licking them before rubbing them over the tape.

**CONCEPTS**

1 Pull second strip off in one quick motion.

2 Holding both ends of strip to prevent curling, hang strip on table edge.



PRACTICE OF  
ICS



1 architecture

2 content

3 results

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The screenshot shows a Perusall interface for a physics textbook chapter titled "22.2 ELECTRICAL CHARGE" on page 595. The page content includes:

- Figure 22.2:** A photograph showing two strips of white tape hanging from a hand, repelling each other.
- Figure 22.4:** A diagram showing a hand holding a charged tape strip that attracts a neutral eraser.
- Text:** A paragraph explaining electrical charge and charge carriers, and another paragraph discussing the discharge of a charged tape strip over time.
- Comments:** A sidebar on the left shows a comment thread. A question asks: "What happens to an object with no charge (neutral)? Is it attracted to charged objects or does it not react?" Several answers explain that a charged object induces a charge in a neutral object, causing attraction.

PRACTICE OF  
ICS

- Quality
- Quantity
- Timeliness

CONCEPTS

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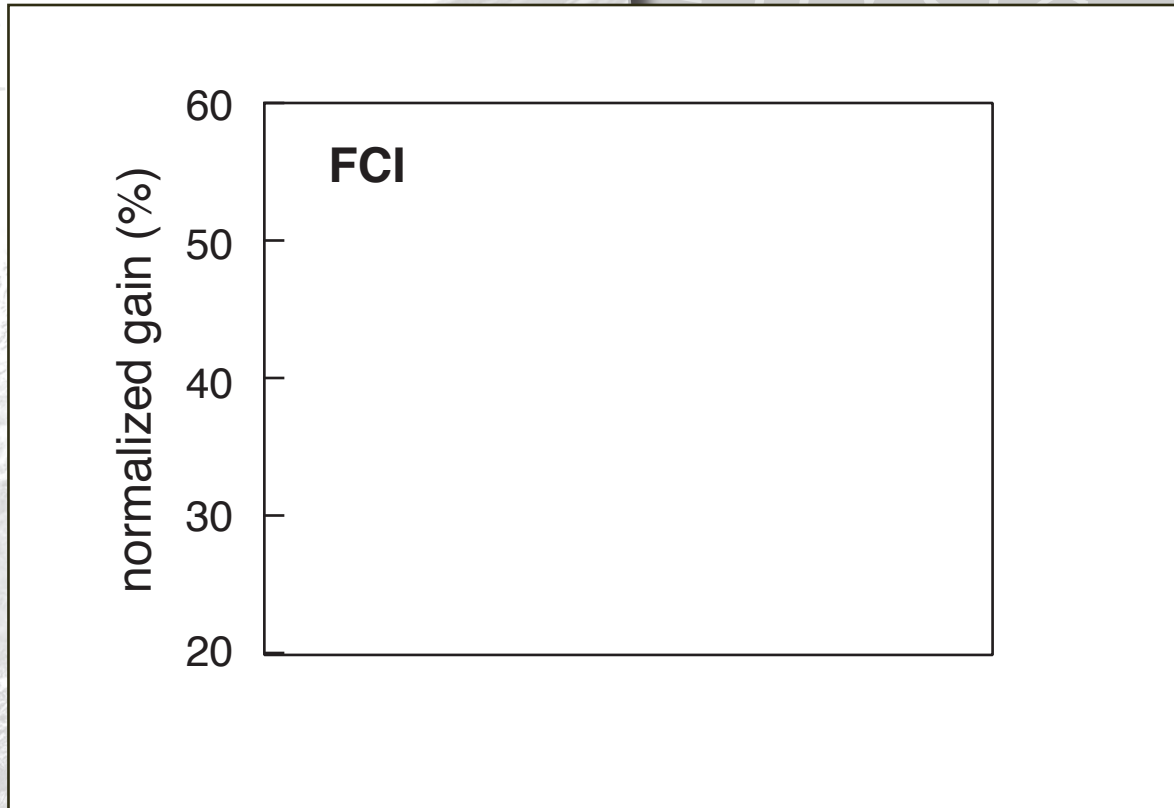
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2 content

3 results



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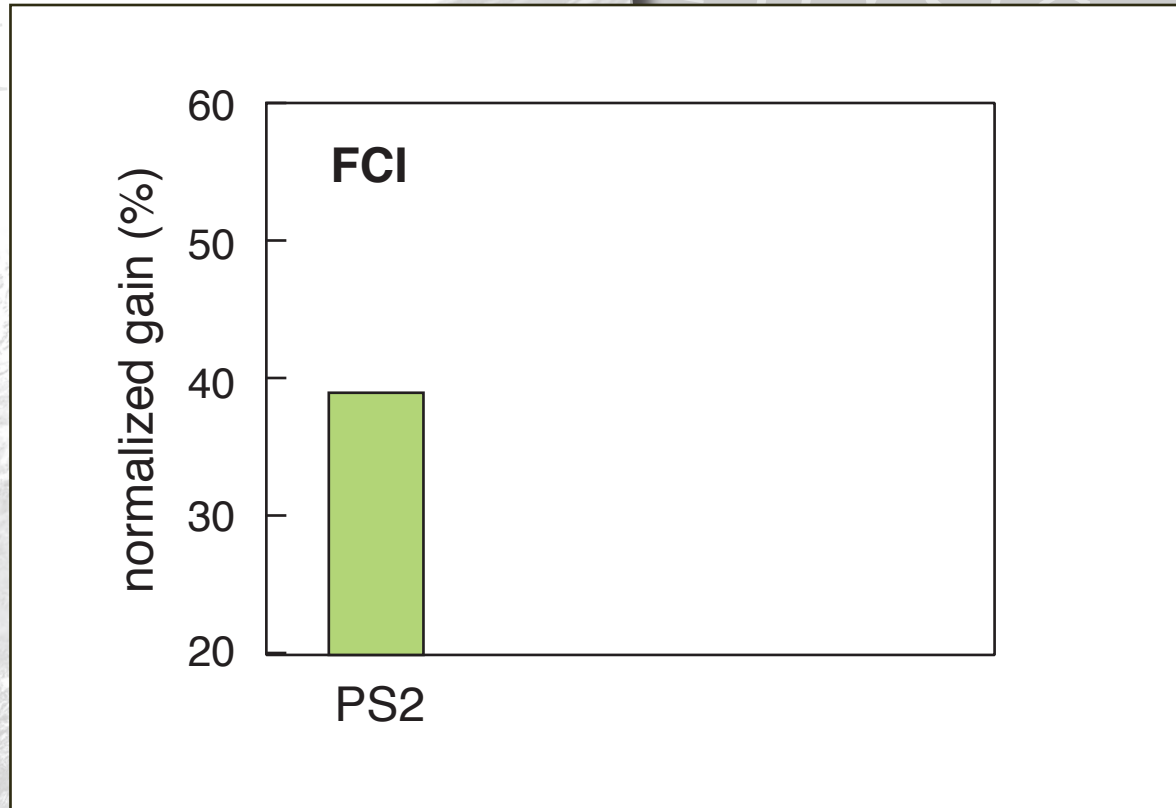


1 architecture

2 content

3 results

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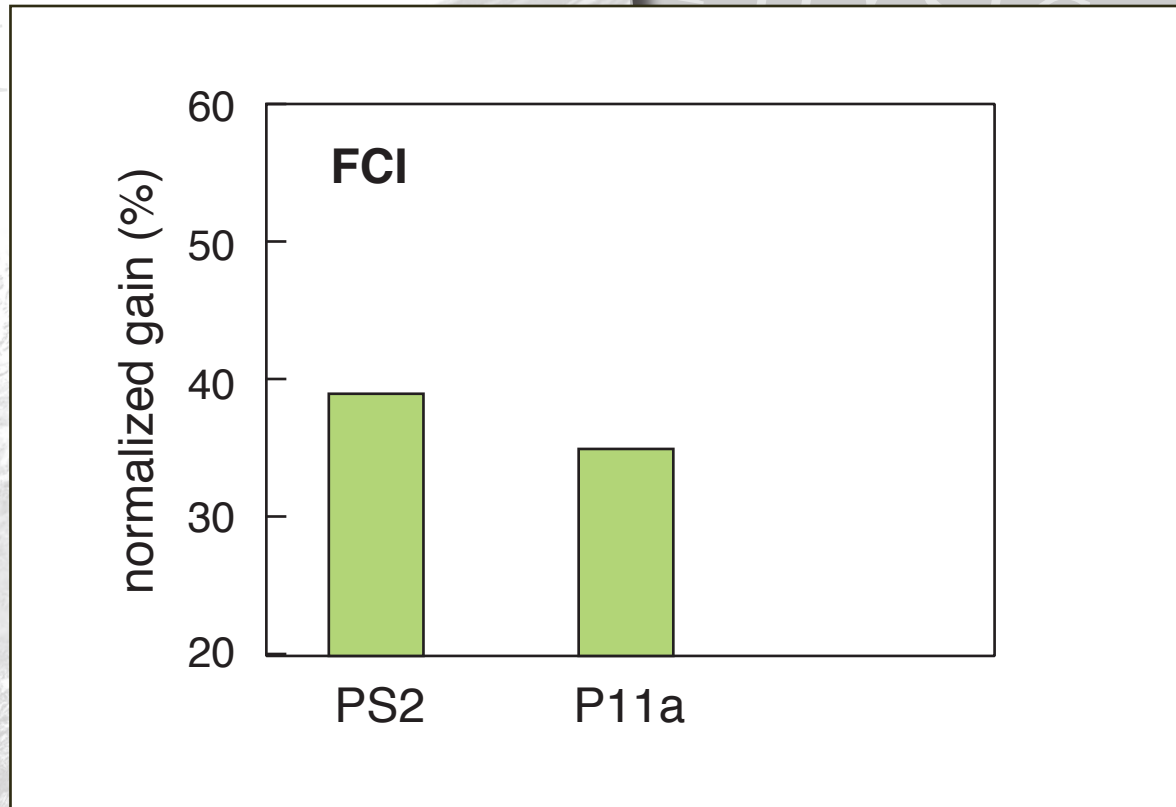


1 architecture

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3 results

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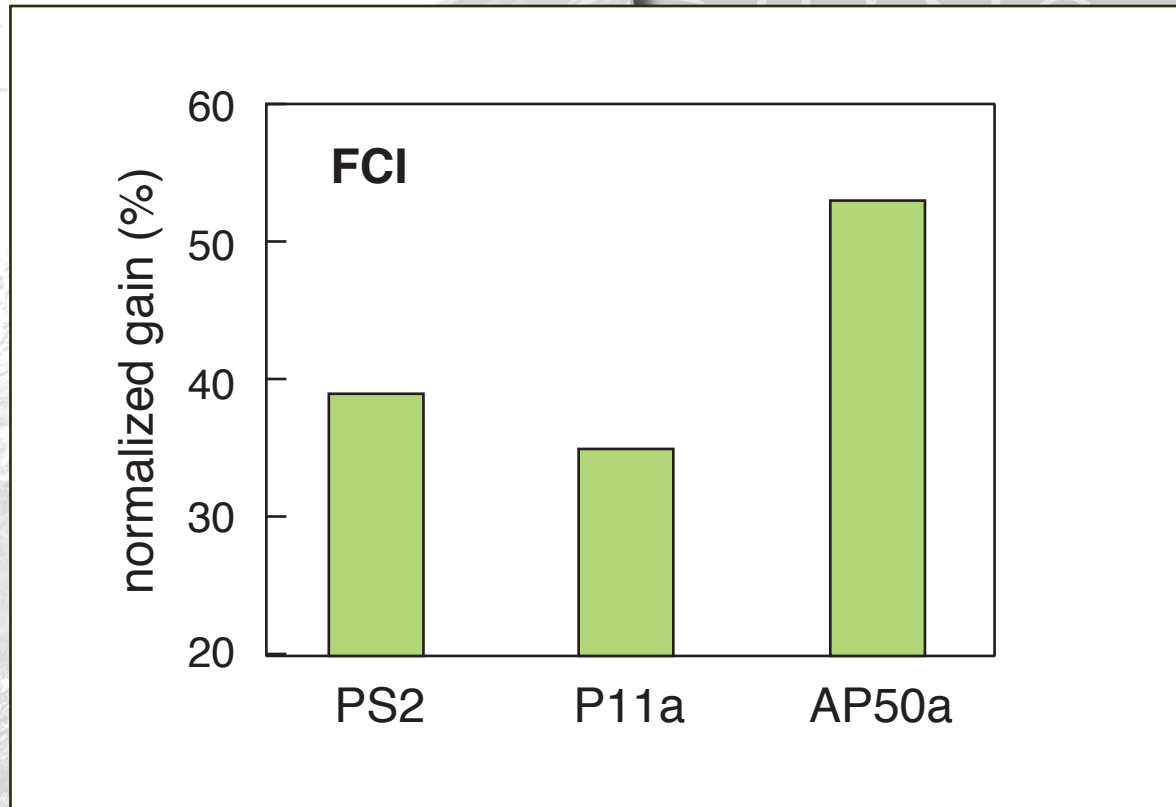


1 architecture

2 content

3 results

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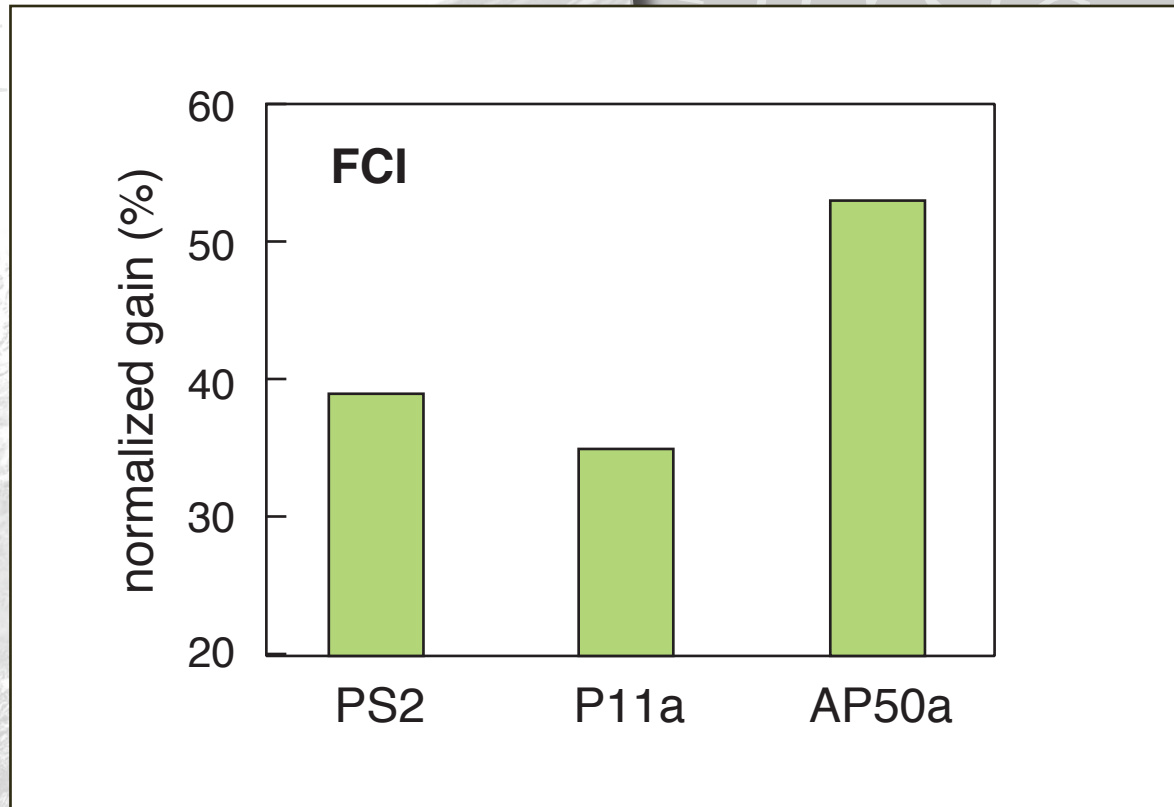


1 architecture

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3 results

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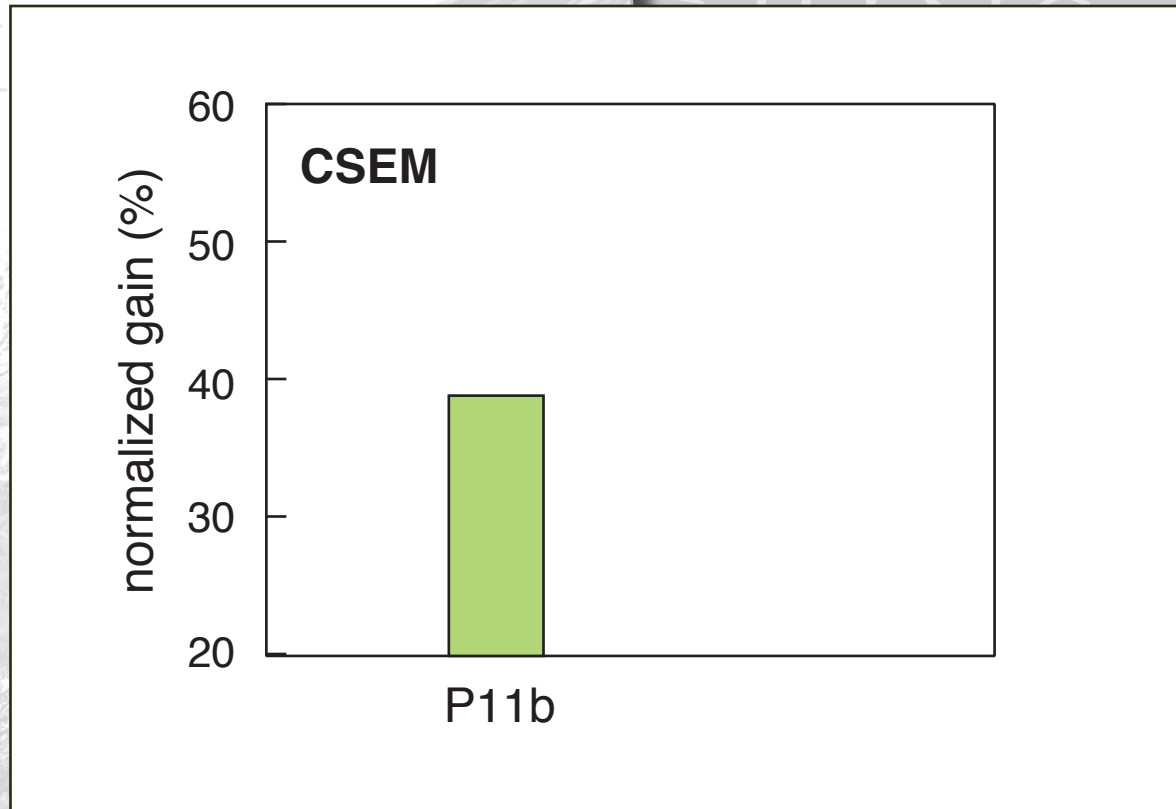
largest conceptual gain in *any* course past 6 yrs!

1 architecture

2 content

3 results

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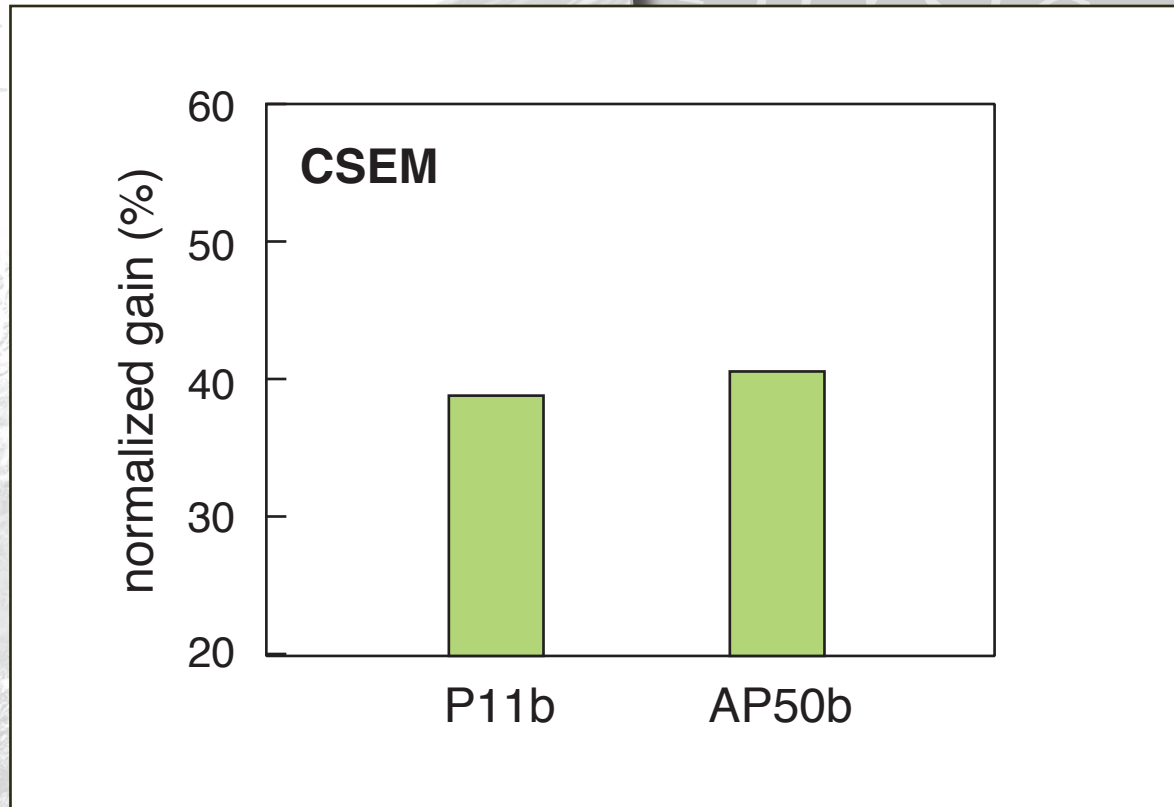


1 architecture

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3 results

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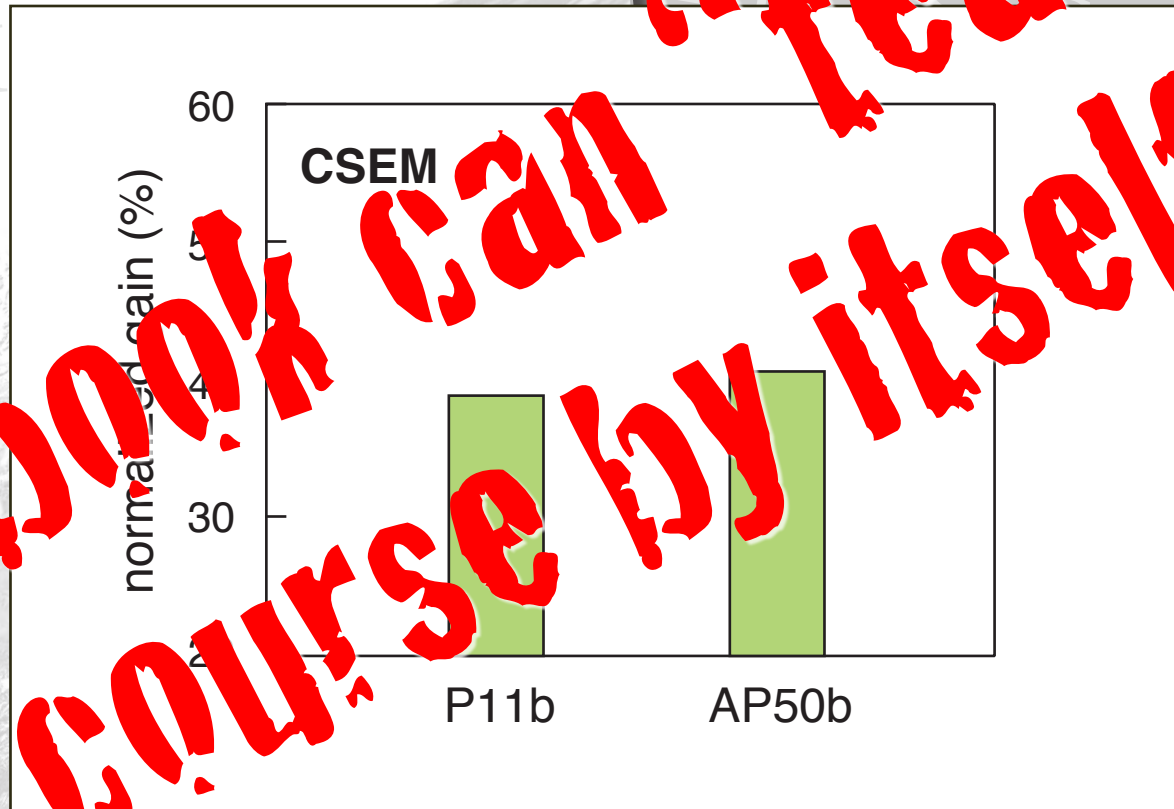
as good as when I do my best teaching!

1 architecture

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3 results

AP50: no lectures, students read book only



as good as when I do my best teaching!

1 architecture

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3 results



# University of Arkansas

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PHYSICS

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PRINCIPLES & PRACTICE OF  
PHYSICS

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

**1** architecture

**2** content

**3** results

# University of Arkansas

PRINCIPLES & PRACTICE OF  
PHYSICS

PRINCIPLES & PRACTICE OF  
PHYSICS

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

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**1** architecture

**2** content

**3** results

# 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 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  
  
John Abbott College (Canada)  
Helsinki University (Finland)  
McMaster University (Canada)  
Monash University (Australia)  
Mount Saint Vincent University (Canada)  
University of British Columbia (Canada)  
University of Toronto (Canada)  
University of Waterloo (Canada, 2016)

**1** architecture

**2** content

**3** results

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**approach**

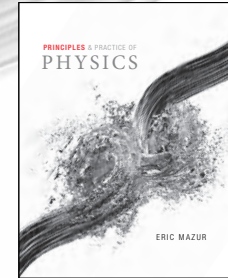
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**before class**

**in class**

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**traditional**



**1 architecture**

**2 content**

**3 results**

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approach

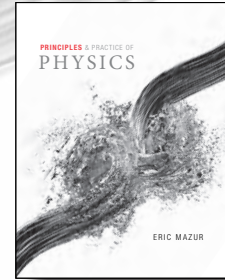
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before class

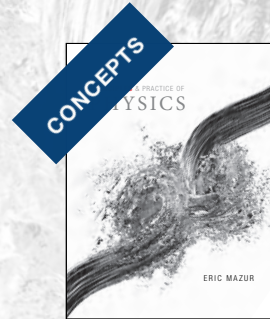
in class

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traditional



partially flipped



1 architecture

2 content

3 results

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approach

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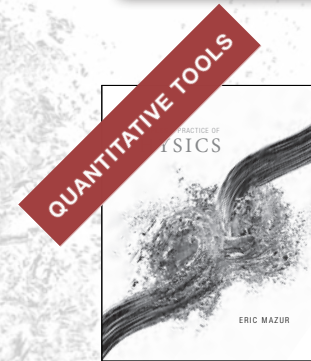
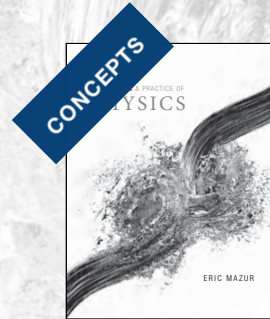
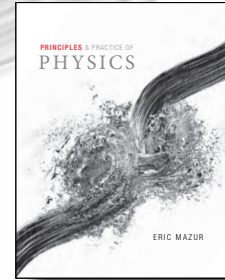
before class

in class

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traditional

partially flipped



1 architecture

2 content

3 results

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approach

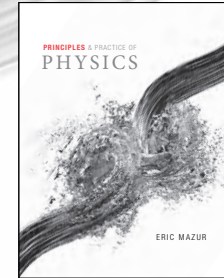
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before class

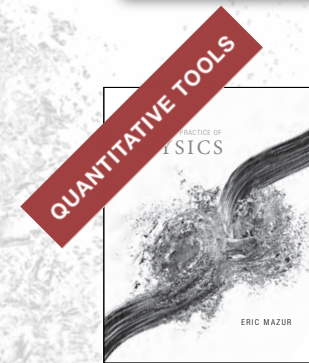
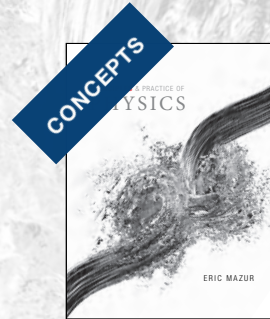
in class

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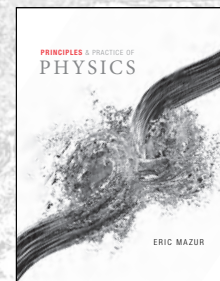
traditional



partially flipped



fully flipped



1 architecture

2 content

3 results

---

approach

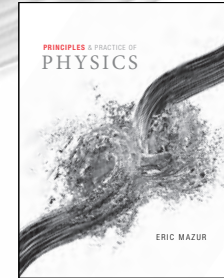
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before class

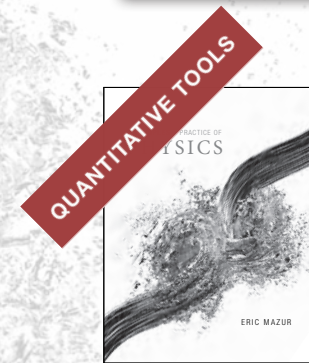
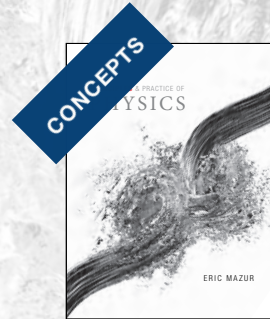
in class

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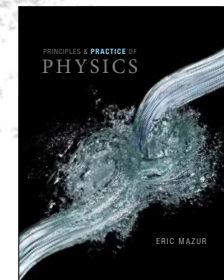
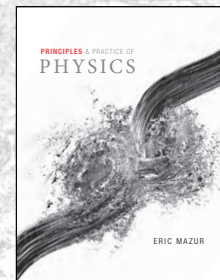
traditional



partially flipped



fully flipped



1 architecture

2 content

3 results





physics can be fun!



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