

Basic electricity worksheet

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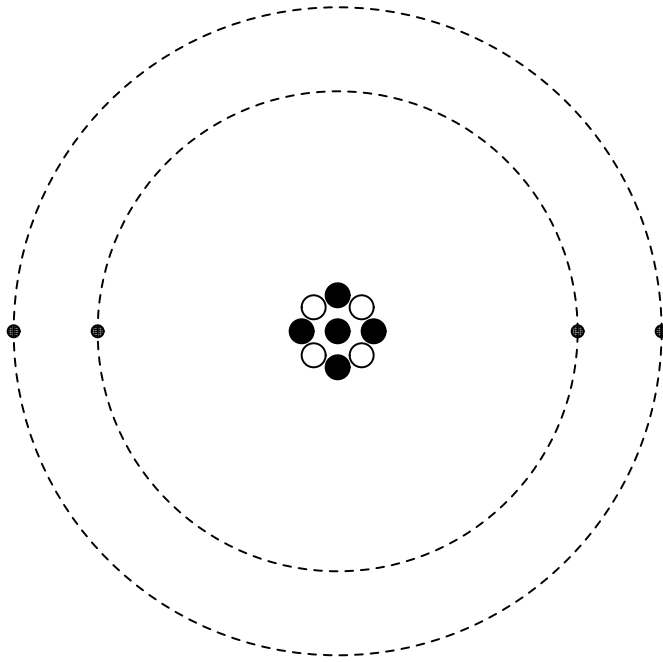
This worksheet covers the following concepts:

- Atomic structure.
- Basic electrical terms: *charge*, *voltage*, *current*, and *resistance*.
- Conductors and insulators.
- Direct current versus alternating current.
- Sources of electrical power.
- Very simple circuits.
- Determining electrical conductivity and continuity.
- Electrical schematic diagrams and component symbols.
- Switches.
- *Ground* connections in a circuit.
- Short circuits.
- Electromagnetism and electromagnetic induction.

Resources and methods for learning about these subjects (list a few here, in preparation for your research):

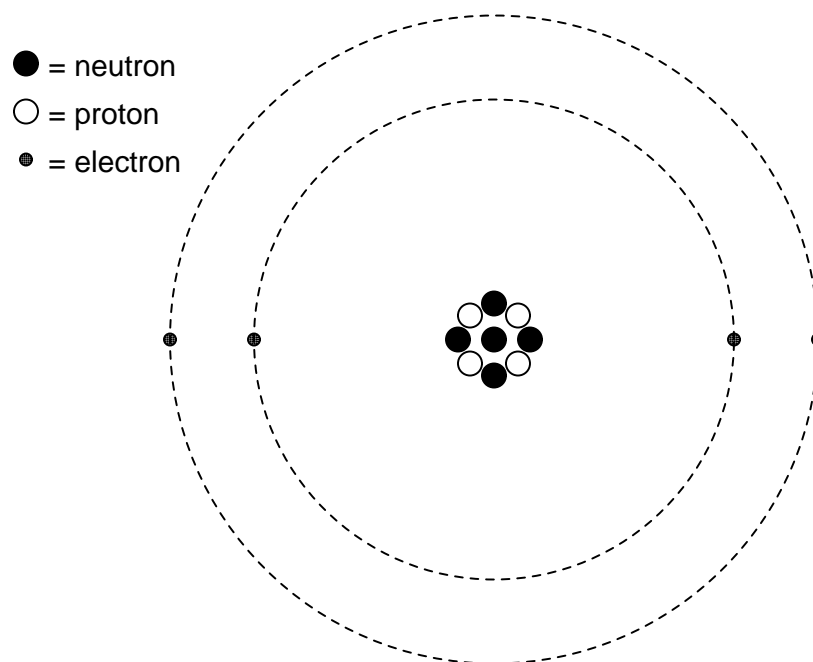
Question 1

Shown here is a simplified representation of an *atom*: the smallest division of matter that may be isolated through physical or chemical methods.



Inside of each atom are several smaller bits of matter called *particles*. Identify the three different types of "elementary" particles inside an atom, their electrical properties, and their respective locations within the atom.

file 00110



Neutrons reside in the center ("nucleus") of the atom, as do protons. Neutrons are electrically neutral (no charge), while protons have a positive electrical charge. Electrons, which reside outside the nucleus, have negative electrical charges.

Notes 1

Most, if not all, students will be familiar with the "solar system" model of an atom, from primary and secondary science education. In reality, though, this model of atomic structure is not that accurate. As far as anyone knows, the actual physical layout of an atom is much, much weirder than this!

A question that might come up in discussion is the definition of "charge." I'm not sure if it is possible to fundamentally define what "charge" is. Of course, we may discuss "positive" and "negative" charges in operational terms: that like charges repel and opposite charges attract. However, this does not really tell us *what* charge actually is. This philosophical quandary is common in science: to be able to describe what something is in terms of its behavior but not its identity or nature.

Question 2

Different types of atoms are distinguished by different numbers of elementary particles within them. Determine the numbers of elementary particles within each of these types of atoms:

- Carbon
- Hydrogen
- Helium
- Aluminum

Hint: look up each of these elements on a *periodic table*.
[file 00111](#)

Answer 2

Each atom of carbon is guaranteed to contain 6 protons. Unless the atom is electrically charged, it will contain 6 electrons as well to balance the charge of the protons. Most carbon atoms contain 6 neutrons, but some may contain more or less than 6.

Each atom of hydrogen is guaranteed to contain 1 proton. Unless the atom is electrically charged, it will contain 1 electron as well to balance the charge of the one proton. Most hydrogen atoms contain no neutrons, but some contain either one or two neutrons.

Each atom of helium is guaranteed to contain 2 protons. Unless the atom is electrically charged, it will contain 2 electrons as well to balance the charge of the protons. Most helium atoms contain 2 neutrons, but some may contain more or less than 2.

Each atom of aluminum is guaranteed to contain 13 protons. Unless the atom is electrically charged, it will contain 13 electrons as well to balance the charge of the protons. Most aluminum atoms contain 14 neutrons, but some may contain more or less than 14.

While you're researching the numbers of particles inside each of these atom types, you may come across these terms: *atomic number* and *atomic mass* (sometimes called *atomic weight*). Be prepared to discuss what these two terms mean.

Notes 2

Be sure to ask your students what definitions they found for "atomic number" and "atomic mass".

It is highly recommended that students seek out periodic tables to help them with their research on this question. The ordering of elements on a periodic table may provoke a few additional questions such as, "Why are the different elements arranged like this?" This may build to a very interesting discussion on basic chemistry, so be prepared to engage in such an interaction on these subjects if necessary.

Question 3

Of the three types of "elementary particles" constituting atoms, determine which type(s) influence the following properties of an element:

- The chemical identity of the atoms (whether it is an atom of *nitrogen*, *iron*, *silver*, or some other element).
- The mass of the atom.
- The electrical charge of the atom.
- Whether or not it is radioactive (spontaneous disintegration of the nucleus).

file 00112

Answer 3

- The chemical identity of the atoms: **protons**.
- The mass of the atom: **neutrons** and **protons**, and to a much lesser extent, **electrons**.
- The electrical charge of the atom: **electrons** and **protons** (whether or not the numbers are equal).
- Whether or not it is radioactive: **neutrons**, although one might also say **protons** in some cases, as there are no known "stable" (non-radioactive) isotopes of certain elements, the identity of an element being determined strictly by the number of protons.

Notes 3

It never ceases to fascinate me how many of the basic properties of elements is determined by a simple integer count of particles within each atom's nucleus.

In the answer, I introduce the word *isotope*. Let students research what this term means. Don't simply tell them!

Question 4

The Greek word for *amber* (fossilized resin) is *elektron*. Explain how this came to be the word describing a certain type of subatomic particle (electron).

file 00009

Answer 4

When a piece of amber is rubbed with a cloth, a static electric charge develops on both objects. Early experimenters postulated the existence of an invisible fluid that was transferred between the amber and the cloth. Later, it was discovered that tiny sub-atomic particles constituted this "fluid," and the name *electron* was given to them.

Notes 4

This question provides a good opportunity to discuss the history of electricity, and how its understanding and mastery has dramatically changed peoples' lives. Be sure to ask questions about Benjamin Franklin and the modeling of electricity as a *fluid*. Scientific discovery is often assisted by models, but may also be hindered by them as well. Franklin's model of electricity as a fluid has done both (conventional versus electron flow notation)!

Question 5

What does it mean for an object to have an electric *charge*? Give an example of an object receiving an electric charge, and describe how that charged object might behave.

file 00044

Answer 5

For an object to be electrically *charged*, it must have either a surplus or a deficit of electrons among its atoms.

A common example of electrically charging objects is rubbing latex balloons against wool clothing, or brushing your hair with a plastic comb. The consequences of these electric charges are very easy to perceive!

Notes 5

This question naturally leads to a discussion on atomic theory. Encourage your students to discuss and explore simple models of the atom, and how they serve to explain electricity in terms of electron placement and motion.

Question 6

How many electrons are contained in one *coulomb* of charge?

file 00010

Answer 6

There are 6.25×10^{18} electrons in one *coulomb* of charge. What would this appear as without the use of scientific notation? Write this same figure using the most appropriate metric prefix.

Notes 6

A little math review here: using scientific notation to denote very large (or very small) numbers.

Question 7

What is happening when two objects are rubbed together and static electricity results?

file 00071

Answer 7

When certain combinations of materials are rubbed together, the rubbing action transfer electrons from the atoms of one material to the atoms of the other. This imbalance of electrons leaves the former material with a *positive* charge and the latter with a *negative* charge.

Notes 7

The terms "positive" and "negative" seem backward in relation to the modern concept of electrons as charge carriers. Be sure to discuss the historical aspect of this terminology (Benjamin Franklin's conjecture), and the subsequent designation of an electron's individual charge as "negative."

Question 8

It is much easier to electrically "charge" an atom than it is to alter its chemical identity (say, from lead into gold). What does this fact indicate about the relative mobility of the elementary particles within an atom?

file 00113

Answer 8

Electrons are much easier to remove from or add to an atom than protons are. The reason for this is also the solution to the paradox of why protons bind together tightly in the nucleus of an atom despite their identical electrical charges.

Notes 8

Discuss with your students the importance of this fact: that electrons may be added to or taken from an atom rather easily, but that protons (and neutrons for that matter) are very tightly "bound" within an atom. What might atoms behave like if their protons were not so tightly bound as they are?

We know what happens to the electrons of some atoms when substances are rubbed together. What might happen to those substances if protons were not as tightly bound together as they are?

Question 9

Explain what the electrical terms *voltage*, *current*, and *resistance* mean, using your own words.
file 00008

Answer 9

Voltage: electrical "pressure" between two different points or locations.

Current: the flow of electrons.

Resistance: opposition, or "friction," to the flow of electrons.

Notes 9

While it is easy enough for students to look up definitions for these words from any number of references, it is important that they be able to cast them into their own words. Remembering a definition is not the same as really understanding it, and if a student is unable to describe the meaning of a term using their own words then they definitely do not understand it! It is also helpful to encourage students to give real-life examples of these terms.

Question 10

Describe what "electricity" is, in your own words.

file 00114

Answer 10

If you're having difficulty formulating a definition for "electricity," a simple definition of "electric current" will suffice. What I'm looking for here is a description of how an electric current may exist within a solid material such as a metal wire.

Notes 10

This question is not as easy to answer as it may first appear. Certainly, electric current is defined as the "flow" of electrons, but how do electrons "flow" through a solid material such as copper? How does *anything* flow through a solid material, for that matter?

Many scientific disciplines challenge our "common sense" ideas of reality, including the seemingly solid nature of certain substances. One of the liberating aspects of scientific investigation is that it frees us from the limitations of direct sense perception. Through structured experimentation and rigorous thinking, we are able to "see" things that might otherwise be impossible to see. We certainly cannot see electrons with our eyes, but we can detect their presence with special equipment, measure their motion by inference from other effects, and prove empirically that they do in fact exist.

In this regard, scientific method is a tool for the expansion of human ability. Your students will begin to experience the thrill of "working with the invisible" as they explore electricity and electric circuits. It is your task as an instructor to foster and encourage this sense of wonder in your students' work.

Question 11

What is the difference between materials classified as *conductors* versus those classified as *insulators*, in the electrical sense of these words?

file 00072

Answer 11

Electrical "conductors" offer easy passage of electric current through them, while electrical "insulators" do not. The fundamental difference between an electrical "conductor" and an electrical "insulator" is how readily electrons may drift away from their respective atoms.

For an illustration of electron mobility within a metallic substance, research the terms *electron gas* and *"sea of electrons"* in a chemistry reference book.

Notes 11

It is important to realize that electrical "conductors" and "insulators" are not the same as thermal "conductors" and "insulators." Materials that are insulators in the electrical sense may be fair conductors of heat (certain silicone gels used as heat-transfer fluids for heat sinks, for instance). Materials that are conductors in the electrical sense may be fair insulators in the thermal sense (conductive plastics, for example).

Question 12

Identify several substances that are good conductors of electricity, and several substances that are good insulators of electricity.

file 00073

Answer 12

It is very easy to research (and test!) whether or not various substances are either conductors or insulators of electricity. I leave this task in your very capable hands.

Notes 12

If students have access to simple multimeters, they may perform conductivity tests on various substances with them. This is a fun and interesting classroom activity!

Question 13

In the simplest terms you can think of, define what an electrical *circuit* is.

file 00017

Answer 13

An electrical *circuit* is any continuous path for electrons to flow away from a source of electrical potential (voltage) and back again.

Notes 13

Although definitions are easy enough to research and repeat, it is important that students learn to cast these concepts into their own words. Asking students to give practical examples of "circuits" and "non-circuits" is one way to ensure deeper investigation of the concepts than mere term memorization.

The word "circuit," in vernacular usage, often refers to *anything* electrical. Of course, this is not true in the technical sense of the term. Students will come to realize that many terms they learn and use in an electricity or electronics course are actually mis-used in common speech. The word "short" is another example: technically it refers to a specific type of circuit fault. Commonly, though, people use it to refer to *any* type of electrical problem.

Question 14

What is the difference between *DC* and *AC* electricity? Identify some common sources of each type of electricity.

file 00028

Answer 14

DC is an acronym meaning *Direct Current*: that is, electrical current that moves in one direction only. *AC* is an acronym meaning *Alternating Current*: that is, electrical current that periodically reverses direction ("alternates").

Electrochemical batteries generate DC, as do solar cells. Microphones generate AC when sensing sound waves (vibrations of air molecules). There are many, many other sources of DC and AC electricity than what I have mentioned here!

Notes 14

Discuss a bit of the history of AC versus DC in early power systems. In the early days of electric power in the United States of America, there was a heated debate between the use of DC versus AC. Thomas Edison championed DC, while George Westinghouse and Nikola Tesla advocated AC.

It might be worthwhile to mention that almost all the electric power in the world is generated and distributed as AC (Alternating Current), and not as DC (in other words, Thomas Edison lost the AC/DC battle!). Depending on the level of the class you are teaching, this may or may not be a good time to explain *why* most power systems use AC. Either way, your students will probably ask why, so you should be prepared to address this question in some way (or have them report any findings of their own!).

Question 15

Suppose you are building a cabin far away from electric power service, but you desire to have electricity available to energize light bulbs, a radio, a computer, and other useful devices. Determine at least three different ways you could generate electrical power to supply the electric power needs at this cabin.

file 00003

Answer 15

There are several different devices capable of producing electrical power for this cabin of yours:

- Engine-driven generator
- Solar cell
- Thermopile
- Windmill

For each of these devices, what is its operating principle, and where does it obtain its energy from?

Notes 15

For each of these electric power "sources," there is a more fundamental source of energy. People often mistakenly think of generator devices as magic sources of energy, where they are really nothing more than energy *converters*: transforming energy from one form to another.

Question 16

Where does the electricity come from that powers your home, or your school, or the streetlights along roads, or the many business establishments in your city? You will find that there are many different sources and types of sources of electrical power. In each case, try to determine where the *ultimate* source of that energy is.

For example, in a hydroelectric dam, the electricity is generated when falling water spins a turbine, which turns an electromechanical generator. But what continually drives the water to its "uphill" location so that the process is continuous? What is the *ultimate* source of energy that is being harnessed by the dam?

file 00024

Answer 16

Some sources of electrical power:

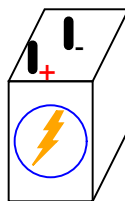
- Hydroelectric dams
- Nuclear power plants
- Coal and oil fired power plants
- Natural gas fired power plants
- Wood fired power plants
- Geothermal power plants
- Solar power plants
- Tidal/wave power plants
- Windmills

Notes 16

A great point of conversation here is that almost all "sources" of energy have a common origin. The different "sources" are merely variant expressions of the same true source (with exceptions, of course!).

Question 17

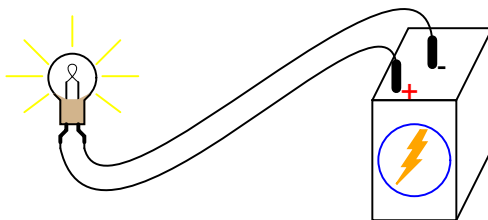
Given a battery and a light bulb, show how you would connect these two devices together with wire so as to energize the light bulb:



file 00001

Answer 17

This is the simplest option, but not the only one.



Notes 17

This question gives students a good opportunity to discuss the basic concept of a circuit. It is very easy to build, safe, and should be assembled by each student individually in class. Also, emphasize how simple circuits like this may be assembled at home as part of the "research" portion of the worksheet. To research answers for worksheet questions does not necessarily mean the information has to come from a book! Encourage experimentation when the conditions are known to be safe.

Have students brainstorm all the important concepts learned in making this simple circuit. What general principles may be derived from this particular exercise?

Question 18

Draw an electrical schematic diagram of a circuit where a battery provides electrical energy to a light bulb.

file 00007

Answer 18

This schematic diagram is not the only valid way to show a battery powering a light bulb:



Other orientations of the components within the diagram are permissible. What matters, though, is for there to be a single, continuous path for electric current from the battery, to the light bulb, and back to the other terminal of the battery.

Notes 18

Impress upon the students the importance of learning to "communicate" in the language of schematic diagrams. The symbols and conventions learned here are international, and not limited to use in the United States.

Question 19

Most electrical wire is covered in a rubber or plastic coating called *insulation*. What is the purpose of having this "insulation" covering the metal wire?

file 00018

Answer 19

The purpose of *insulation* covering the metal part of an electrical wire is to prevent accidental contact with other conductors of electricity, which might result in an unintentional electric current through those other conductors.

Notes 19

Not only is this question practical from the standpoint of understanding circuit function, but also from the perspective of electrical safety. Why is it important for wires to be insulated? Are overhead power lines insulated like the wires used in classroom projects? Why or why not? How were electrical wires insulated before the advent of modern plastics technology?

Question 20

In the early days of electrical wiring, wires used to be insulated with *cotton*. This is no longer accepted practice. Explain why.

file 00019

Answer 20

Cotton, like many natural fibers, is an electrical insulator . . . until it becomes wet!

Notes 20

This question affords the opportunity to discuss electrical safety with regard to clothing (often made of cotton). Does dry clothing offer insulation to electricity like the old-style cotton wire insulation? Can cotton clothing be trusted to insulate you safely from hazardous voltage?

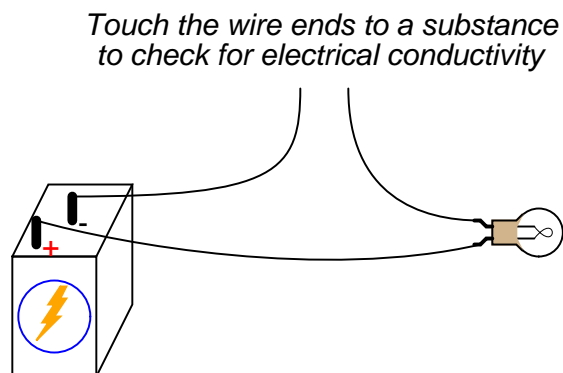
Question 21

How could a battery, a light bulb, and some lengths of metal wire be used as a *conductivity tester*, to test the ability of different objects to conduct electricity?

file 00011

Answer 21

The following circuit would function as a simple continuity tester. Simply place the open wire ends in contact with the object to be tested, and the light bulb will indicate whether or not the object conducts electricity to any substantial degree:

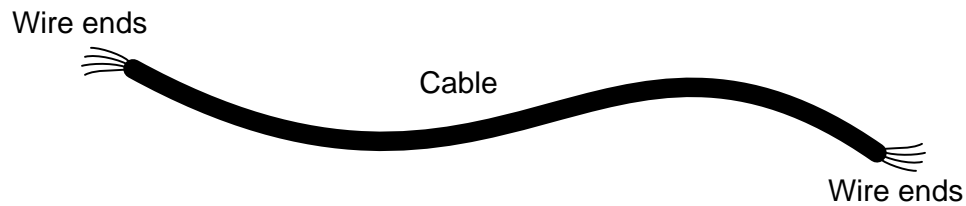


Notes 21

Not only is this question an opportunity to solve a problem, but it lends itself well to simple and safe experimentation. Encourage students to build their own conductivity testers and test various substances with them.

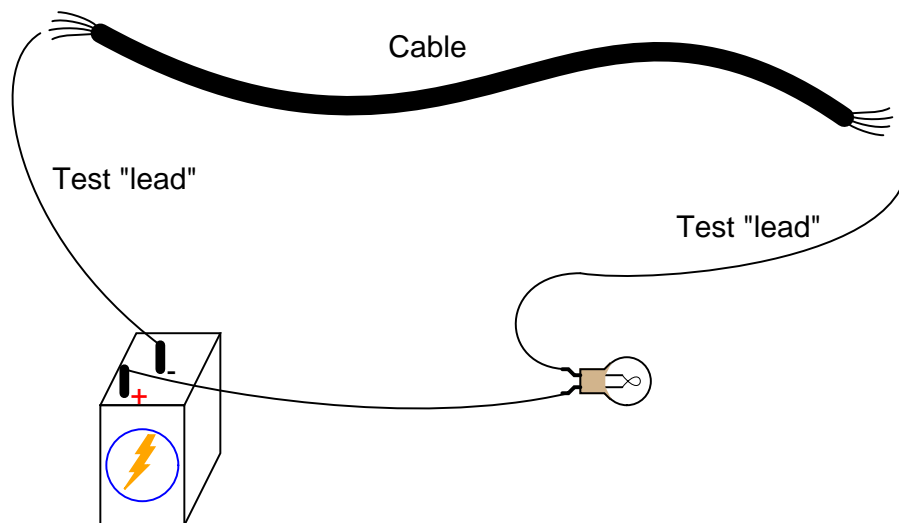
Question 22

Suppose we had a long length of electrical *cable* (flexible tubing containing multiple wires) that we suspected had some broken wires in it. Design a simple testing circuit that could be used to check each of the cable's wires individually.



file 00012

Answer 22



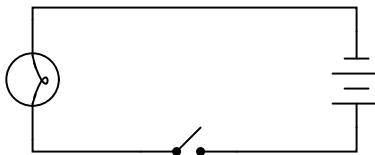
Notes 22

A significant portion of electrical/electronic circuit problems are caused by nothing more complex than broken wire connections, or faults along the length of wires. Testing cables for wire breaks is a very practical exercise.

The same technique may be used to "map" wires from one end of a cable to the other, in the event that the wires are not color-coded or otherwise made identifiable.

Question 23

What is the purpose of the *switch* shown in this schematic diagram?



[file 00013](#)

Answer 23

This device is known as a *switch*, and its purpose in this circuit is to establish or interrupt the electrical continuity of the circuit in order to control the light bulb.

Notes 23

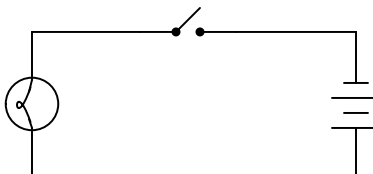
Beginning students often find the terminology for switches confusing, because the words *open* and *closed* sound similar to the terminology used for doors, but do not mean quite the same thing when used in reference to a switch! In order to help avoid confusion, ask the students how they may think of these terms in a way that is consistent with their meaning in the context of an electrical switch.

One analogy to use for the switch's function that makes sense with the schematic is a drawbridge: when the bridge is down (closed), cars may cross; when the bridge is up (open), cars cannot.

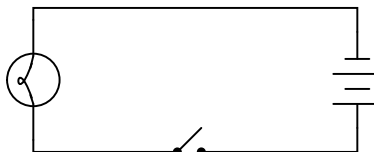
Question 24

What difference will it make if the switch is located in either of these two alternate locations in the circuit?

Switch on negative side of circuit



Switch on positive side of circuit



file 00014

Answer 24

The choice of switch locations shown in the two alternate diagrams makes no difference at all. In either case, the switch exerts the same control over the light bulb.

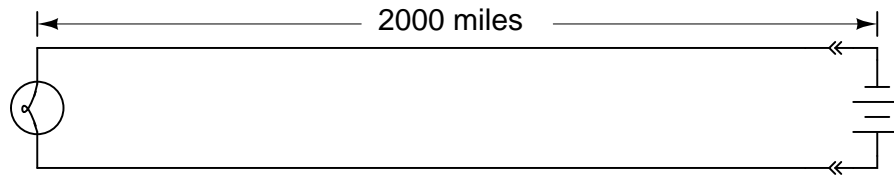
Notes 24

This is a difficult concept for some students to master. Make sure they all understand the nature of electrical current and the importance of continuity *throughout* the entire circuit. Perhaps the best way for students to master this concept is to actually build working battery-switch-lamp circuits. Remind them that their "research" of these worksheet questions is not limited to book reading. It is not only valid, but *preferable* for them to experiment on their own, so long as the voltages are low enough that no shock hazard exists.

One analogy to use for the switch's function that makes sense with the schematic is a drawbridge: when the bridge is down (closed), cars may cross; when the bridge is up (open), cars cannot.

Question 25

How long will it take for the light bulb to receive electrical power once the battery is connected to the rest of the circuit?



file 00116

Answer 25

Approximately 11 milliseconds (0.0107 seconds).

Notes 25

Electricity is fast: the effects of electron motion travel at approximately the speed of light (186,000 miles per second). Actual average electron velocity, on the other hand, is very, very slow. A convenient analogy I've used to illustrate how electrons may move slowly yet have rapid effect is that of a closed-loop hydraulic system. When the valve is opened, fluid motion throughout the system is immediate (actually, the motion progresses at the speed of sound through the fluid – very fast!), yet the actual velocity of fluid motion is much slower.

Incidentally, the double-chevron symbols indicate an electrical connector pair (plug and jack; male and female).

Question 26

A 22-gauge metal wire three feet in length contains approximately 28.96×10^{21} "free" electrons within its volume. Suppose this wire is placed in an electric circuit conducting a current equal to 6.25×10^{18} electrons per second. That is, if you were able to choose a spot along the length of this wire and were able to count electrons as they drifted by that spot, you would tally 6,250,000,000,000,000,000 electrons passing by each second. (This is a reasonable rate for electric current in a wire of this size.)

Calculate the average velocity of electrons through this wire.

file 00117

Answer 26

Average electron velocity = 0.000647 feet per second, or 6.47×10^{-4} ft/s. This is very slow: only 0.00777 inches per second, or 0.197 millimeters per second!

Notes 26

Despite the rapid progression of the *effects* of electron motion throughout a circuit (i.e. approximately the speed of light), the actual electron velocity is extremely slow by comparison.

Base figures used in this calculation are as follows:

- Number of free electrons per cubic meter of metal (an example taken from Encyclopedia Britannica 15th edition, 1983, volume 6, page 551) = 10^{29} electrons per m^3 . The metal type was not specified.
- 22 gauge wire has a diameter of 0.025 inches.

Questions like this may be challenging to students without a strong math or science background. One problem-solving strategy I have found very useful is to simplify the terms of a problem until a solution becomes obvious, then use that simplified example to establish a pattern (equation) for obtaining a solution given *any* initial parameters. For instance, what would be the average electron velocity if the current were 28.96×10^{21} electrons per second, the same figure as the number of free electrons residing in the wire? Obviously, the flow velocity would be one wire length per second, or 3 feet per second. Now, alter the current rate so that it is something closer to the one given in the problem (6.25×10^{18}), but yet still simple enough to calculate mentally. Say, half the first rate: 14.48×10^{21} electrons per second. Obviously, with a flow rate half as much, the velocity will be half as well: 1.5 feet per second instead of 3 feet per second. A few iterations of this technique should reveal a pattern for solution:

$$v = 3 \frac{I}{Q}$$

Where,

v = Average electron velocity (feet per second)

I = Electric current (electrons per second)

Q = Number of electrons contained in wire

It is also very helpful to have knowledgeable students demonstrate their solution techniques in front of the class so that others may learn novel methods of problem-solving.

Question 27

Does this switch (in the closed state) have a low resistance or a high resistance between its terminals?



file 00027

Answer 27

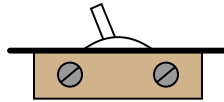
A closed switch is supposed to have *low* resistance between its terminals.

Notes 27

Ask the students what it would mean if a closed switch actually measured having high resistance between its terminals. Knowing what the measurements of any electrical component *ought to be* is a very important skill for troubleshooting.

Question 28

How might you use a meter (or a conductivity/continuity tester) to determine whether this electrical switch is in the *open* or *closed* state?



file 00065

Answer 28

Most multimeters have a "resistance" measurement range ("Ohms scale") that may be used to check continuity. Either using a meter or a conductivity/continuity tester, measure between the two screw terminals of this switch: if the resistance is low (good conductivity), then the switch is *closed*. If the measured resistance is infinite (no conductivity), then the switch is *open*.

Notes 28

This is another question which lends itself well to experimentation. A vitally important skill for students to develop is how to use their test equipment to diagnose the states of individual components.

An inexpensive source of simple (SPST) switches is a hardware store: use the same type of switch that is used in household light control. These switches are very inexpensive, rugged, and come with heavy-duty screw terminals for wire attachment. When used in small battery-powered projects, they are nearly indestructible!

Question 29

What do the symbols with the question marks next to them refer to? In the circuit shown, would the light bulb be energized?



file 00022

Answer 29

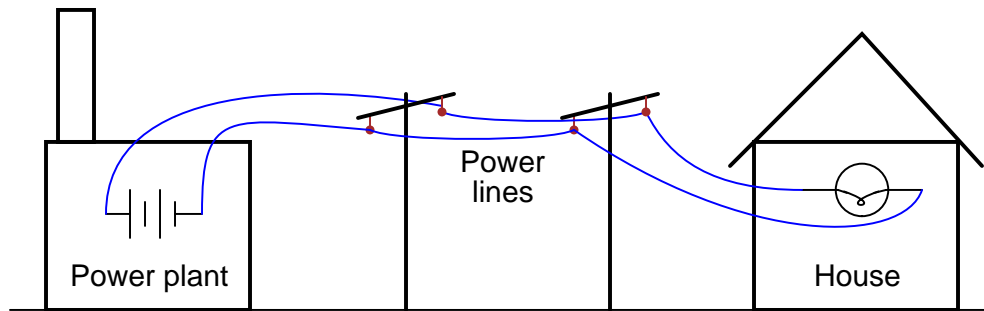
These are *ground* symbols, and they can either refer to connections made to a common conductor (such as the metal chassis of an automobile or circuit enclosure), or the actual earth (usually via metal rods driven into the dirt).

Notes 29

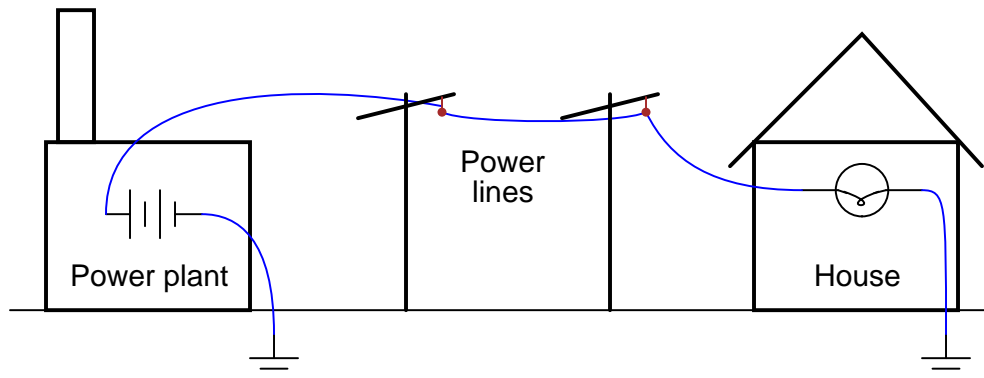
Ask the students about the relative conductivities of metal chassis versus dirt (earth ground). Is a current pathway formed by two metal chassis grounds equivalent to a current pathway formed by two earth grounds? Why or why not? What conditions may affect these relative conductivities?

Question 30

Shown here is a simplified representation of an electrical power plant and a house, with the source of electricity shown as a battery, and the only electrical "load" in the house being a single light bulb:



Why would anyone use two wires to conduct electricity from a power plant to a house, as shown, when they could simply use one wire and a pair of *ground* connections, like this?



file 00075

Answer 30

This is not a practical solution, even though it would only require half the number of wires to distribute electrical power from the power plant to each house! The reason this is not practical is because the earth (dirt) is not a good enough conductor of electricity. Wires made of metal conduct electricity far more efficiently, which results in more electrical power delivered to the end user.

Notes 30

Discuss the fact that although the earth (dirt) is a poor conductor of electricity, it may still be able to conduct levels of current lethal to the human body! The amount of current necessary to light up a household light bulb is typically far in excess of values lethal for the human body.

Question 31

What, exactly, is a *short circuit*? What does it mean if a circuit becomes *shorted*? How does this differ from an *open* circuit?

file 00026

Answer 31

A *short circuit* is a circuit having very little resistance, permitting large amounts of current. If a circuit becomes *shorted*, it means that a path for current formerly possessing substantial resistance has been bypassed by a path having negligible (almost zero) resistance.

Conversely, an *open circuit* is one where there is a break preventing any current from going through at all.

Notes 31

Discuss with your students some of the potential hazards of short circuits. It will then be apparent why a "short circuit" is a bad thing. Ask students if they can think of any realistic circumstance that could lead to a short-circuit developing.

I have noticed over several years of teaching electronics that the terms "short" or "short-circuit" are often used by new students as generic labels for *any* type of circuit fault, rather than the specific condition just described. This is a habit that must be corrected, if students are to communicate intelligently with others in the profession. To say that a component "is shorted" means a very definite thing: it is not a generic term for any type of circuit fault.

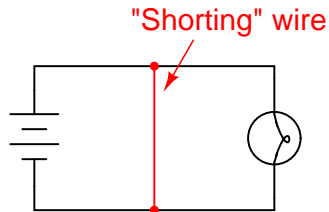
Question 32

What would have to happen in this circuit for it to become *shorted*? In other words, determine how to make a *short circuit* using the components shown here:



file 00074

Answer 32

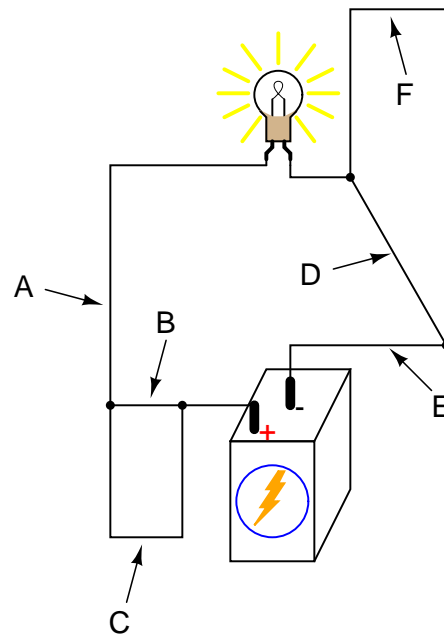


Notes 32

In real life, of course, short circuits are usually things to be avoided. Discuss with your students *why* short circuits are generally undesirable, and what role wire insulation plays in preventing them.

Question 33

Determine if the light bulb will de-energize for each of the following breaks in the circuit. Consider just one break at a time:



• **Choose one option for each point:**

- A: de-energize / no effect
- B: de-energize / no effect
- C: de-energize / no effect
- D: de-energize / no effect
- E: de-energize / no effect
- F: de-energize / no effect

file 00002

Answer 33

- A: de-energize
- B: no effect
- C: no effect
- D: no effect
- E: de-energize
- F: no effect

Notes 33

This question is an important one in the students' process of learning troubleshooting. Emphasize the importance of inductive thinking: deriving general principles from specific instances. What does the behavior of this circuit tell us about *electrical continuity*?

Question 34

When lightning strikes, nearby magnetic compass needles may be seen to jerk in response to the electrical discharge. No compass needle deflection results during the accumulation of electrostatic charge preceding the lightning bolt, but only when the bolt actually strikes. What does this phenomenon indicate about voltage, current, and magnetism?

file 00077

Answer 34

The presence of an electric current will produce a magnetic field, but the mere presence of a voltage will not. For more detail on the historical background of this scientific discovery, research the work of Hans Christian Oersted in the early 1820's.

Notes 34

The discovery of electromagnetism was nothing short of revolutionary in Oersted's time. It paved the way for the development of electric motors, among other useful electrical devices.

Question 35

Just as electricity may be harnessed to produce magnetism, magnetism may also be harnessed to produce electricity. The latter process is known as *electromagnetic induction*. Design a simple experiment to explore the phenomenon of electromagnetic induction.

file 00078

Answer 35

Perhaps the easiest way to demonstrate electromagnetic induction is to build a simple circuit formed from a coil of wire and a sensitive electrical meter (a digital meter is preferred for this experiment), then move a magnet past the wire coil. You should notice a direct correlation between the position of the magnet relative to the coil over time, and the amount of voltage or current indicated by the meter.

Notes 35

Many students improperly assume that electromagnetic induction may take place in the presence of *static* magnetic fields. This is not true. The simple experimental setup described in the "Answer" section for this question is sufficient to dispel that myth, and to illuminate students' understanding of this principle. Incidentally, this activity is a great way to get students started thinking in calculus terms: relating one variable to the *rate of change over time* of another variable.

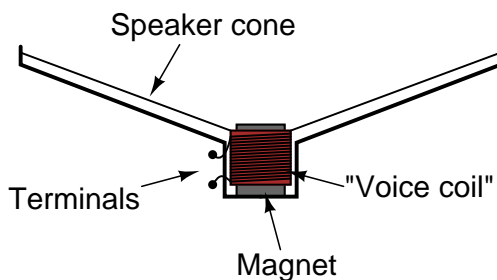
Question 36

A large audio speaker may serve to demonstrate both the principles of *electromagnetism* and of *electromagnetic induction*. Explain how this may be done.

file 00079

Answer 36

I won't tell you how to set up or do the experiment, but I will show you an illustration of a typical audio speaker:



The "voice coil" is attached to the flexible speaker cone, and is free to move along the long axis of the magnet. The magnet is stationary, being solidly anchored to the metal frame of the speaker, and is centered in the middle of the voice coil.

This experiment is most impressive when a physically large (i.e. "woofer") speaker is used.

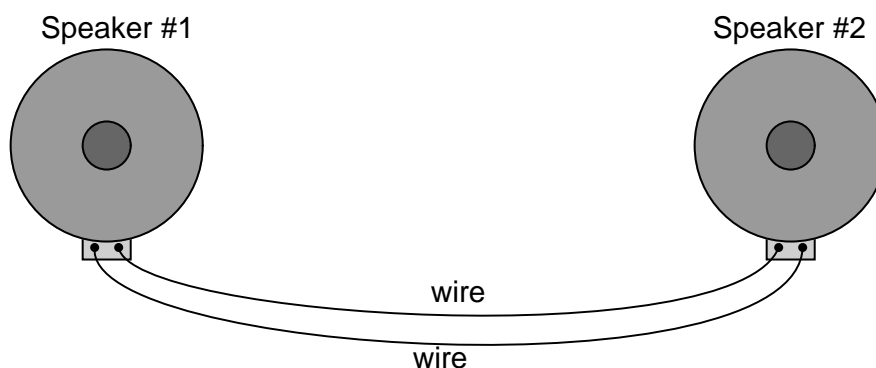
Follow-up question: identify some possible points of failure in a speaker which would prevent it from operating properly.

Notes 36

Since not everyone has ready access to a large speaker for this kind of experiment, it may help to have one or two "woofer" speakers located in the classroom for students to experiment with during this phase of the discussion. Any time you can encourage students to set up impromptu experiments in class for the purpose of exploring fundamental principles, it is a Good Thing.

Question 37

What do you think might happen if someone were to gently tap on the cone of one of these speakers? What would the other speaker do? In terms of electromagnetism and electromagnetic induction, explain what is happening.



file 00080

Answer 37

Try this experiment yourself, using a long pair of wires to separate the two speakers from each other by a significant distance. Listen and feel the speaker on your end while someone else taps on the other speaker, then trade roles.

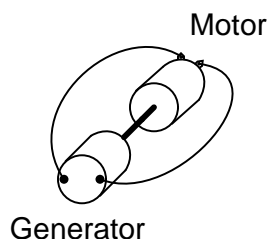
Notes 37

Not only does this experiment illustrate the dual principles of electromagnetism and electromagnetic induction, but it also demonstrates how easy it is to set up a simple sound-powered audio telephony system.

It is highly recommended to have an identical pair of "woofer" speakers located in the classroom for this experiment, as well as a long length of twin-wire cable (an old piece of extension cord wire works well for this purpose, with alligator-clip "jumper" wires to make the connections).

Question 38

Suppose someone mechanically couples an electric motor to an electric generator, then electrically couples the two devices together in an effort to make a perpetual-motion machine:



Why won't this assembly spin forever, once started?

file 00041

Answer 38

This will not work because neither the motor nor the generator is 100% efficient.

Notes 38

The easy answer to this question is "the Law of Conservation of Energy (or the Second Law of Thermodynamics) forbids it," but citing such a "Law" really doesn't explain *why* perpetual motion machines are doomed to failure. It is important for students to realize that reality is not *bound* to the physical "Laws" scientists set; rather, what we call "Laws" are actually just *descriptions* of regularities seen in nature. It is important to emphasize critical thinking in a question like this, for it is no more intellectually mature to deny the possibility of an event based on dogmatic adherence to a Law than it is to naively believe that anything is possible.