

How Are Radar & Popcorn Connected?



Radar systems—such as the one in this modern air traffic control room—use radio waves to detect objects. In the 1940s, the radio waves used for radar were generated by a device called a magnetron. One day, an engineer working on a radar project was standing near a magnetron when he noticed that the candy bar in his pocket had melted. Intrigued, the engineer got some unpopped popcorn and placed it next to the magnetron. Sure enough, the kernels began to pop. The engineer realized that the magnetron's short radio waves, called microwaves, caused the molecules in the food to move more quickly, increasing the food's temperature. Soon, magnetrons were being used in the first microwave ovens. Today, microwave ovens are used to pop popcorn—and heat many other kinds of food—in kitchens all over the world.

unit  **projects**


The assessed Indiana objective appears in blue.

To find project ideas and resources, visit nc7.msscience.com/unit_project.

Projects include:

- **History** Research tsunamis, their energy, and other characteristics. Graph and compare height, distance, and lives lost from past waves.
- **Technology** Discover how steel drums are made. Construct your own drum and experiment with sounds and patterns of vibrations.
- **Model** Create an original light show with colored lights and stick puppets expressing your new knowledge of light, mirrors, and lenses. **7.3.19**

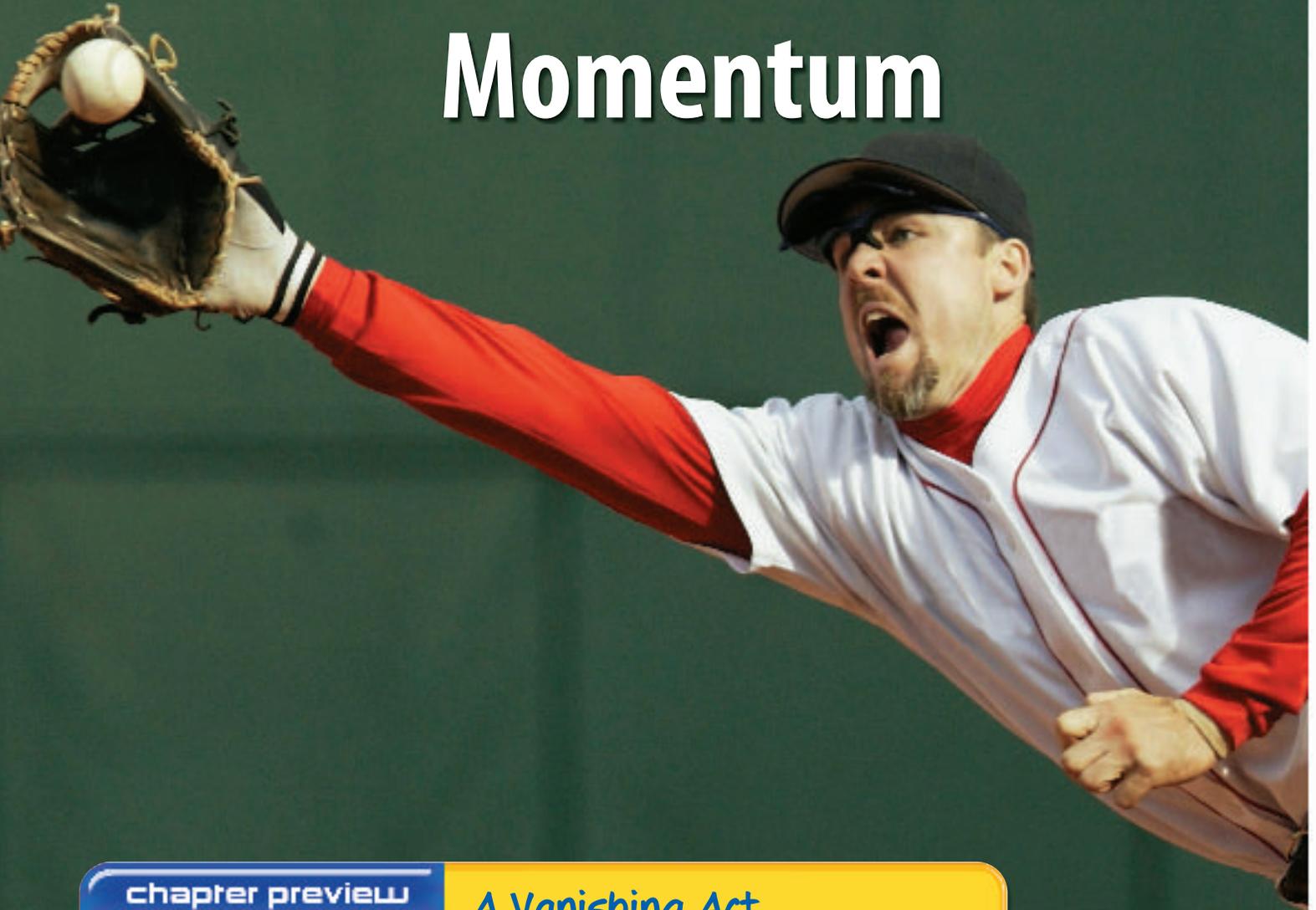


Laser Eye Surgery provides an opportunity to be an informed consumer of the advantages and disadvantages of laser eye surgery. **7.3.20**

CONTENTS



Motion and Momentum



chapter preview

sections

- 1** What is motion?
- 2** Acceleration
- 3** Momentum
 - Lab Collisions*
 - Lab Car Safety Testing*
 -  **Virtual Lab** How does horizontal motion affect vertical motion?

A Vanishing Act

You hear the crack of the bat and an instant later the ball disappears into a diving infielder's glove. Think of how the motion of the ball changed—it moved toward the batter, changed direction when it collided with the bat, and then stopped when it collided with the infielder's glove.

Science Journal Describe how your motion changed as you moved from your school's entrance to your classroom.

Start-Up Activities



Motion After a Collision

How is it possible for a 70-kg football player to knock down a 110-kg football player? The smaller player usually must be running faster. Mass makes a difference when two objects collide, but the speed of the objects also matters. Explore the behavior of colliding objects during this lab.

1. Space yourself about 2 m away from a partner. Slowly roll a baseball on the floor toward your partner, and have your partner roll a baseball quickly into your ball.
2. Have your partner slowly roll a baseball as you quickly roll a tennis ball into the baseball.
3. Roll two tennis balls toward each other at the same speed.
4. **Think Critically** In your Science Journal, describe how the motion of the balls changed after the collisions, including the effects of speed and type of ball.



Preview this chapter's content and activities at in7.msscience.com

FOLDABLES™ Study Organizer

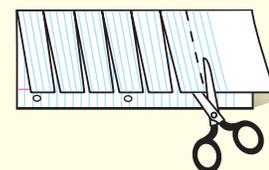
Motion and Momentum

Make the following Foldable to help you understand the vocabulary terms in this chapter.

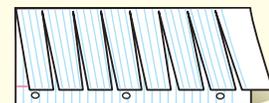
- STEP 1** **Fold** a vertical sheet of notebook paper from side to side.



- STEP 2** **Cut** along every third line of only the top layer to form tabs.



- STEP 3** **Label** each tab.



Build Vocabulary As you read the chapter, list the vocabulary words about motion and momentum on the tabs. As you learn the definitions, write them under the tab for each vocabulary word.



What is motion?

as you read

What You'll Learn

- **Define** distance, speed, and velocity.
- **Graph** motion.

Why It's Important

The different motions of objects you see every day can be described in the same way.

Review Vocabulary

meter: SI unit of distance, abbreviated m; equal to approximately 39.37 in

New Vocabulary

- speed
- average speed
- instantaneous speed
- velocity

Matter and Motion

All matter in the universe is constantly in motion, from the revolution of Earth around the Sun to electrons moving around the nucleus of an atom. Leaves rustle in the wind. Lava flows from a volcano. Bees move from flower to flower as they gather pollen. Blood circulates through your body. These are all examples of matter in motion. How can the motion of these different objects be described?

Changing Position

To describe an object in motion, you must first recognize that the object is in motion. Something is in motion if it is changing position. It could be a fast-moving airplane, a leaf swirling in the wind, or water trickling from a hose. Even your school, attached to Earth, is moving through space. When an object moves from one location to another, it is changing position. The runners shown in **Figure 1** sprint from the start line to the finish line. Their positions change, so they are in motion.

Figure 1 When running a race, you are in motion because your position changes.





Relative Motion Determining whether something changes position requires a point of reference. An object changes position if it moves relative to a reference point. To visualize this, picture yourself competing in a 100-m dash. You begin just behind the start line. When you pass the finish line, you are 100 m from the start line. If the start line is your reference point, then your position has changed by 100 m relative to the start line, and motion has occurred. Look at **Figure 2**. How can you determine that the dog has been in motion?

Reading Check

How do you know if an object has changed position?

Distance and Displacement Suppose you are to meet your friends at the park in five minutes. Can you get there on time by walking, or should you ride your bike? To help you decide, you need to know the distance you will travel to get to the park. This distance is the length of the route you will travel from your house to the park.

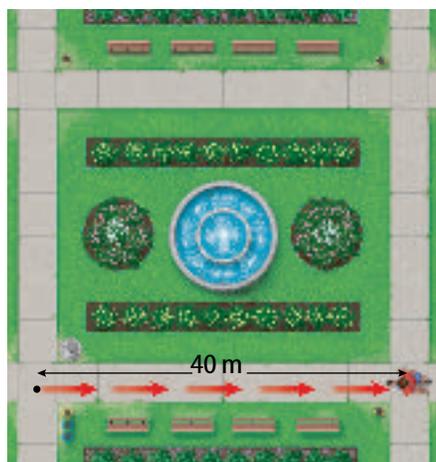
Suppose the distance you traveled from your house to the park was 200 m. When you get to the park, how would you describe your location? You could say that your location was 200 m from your house. However, your final position depends on both the distance you travel and the direction. Did you go 200 m east or west? To describe your final position exactly, you also would have to tell the direction from your starting point. To do this, you would specify your displacement. Displacement includes the distance between the starting and ending points and the direction in which you travel. **Figure 3** shows the difference between distance and displacement.



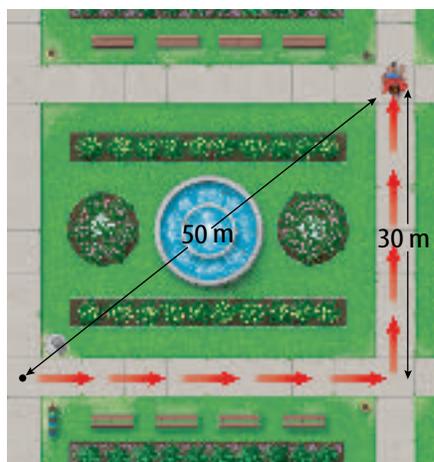
Figure 2 Motion occurs when something changes position relative to a reference point.

Explain *whether the dog's position would depend on the reference point chosen.*

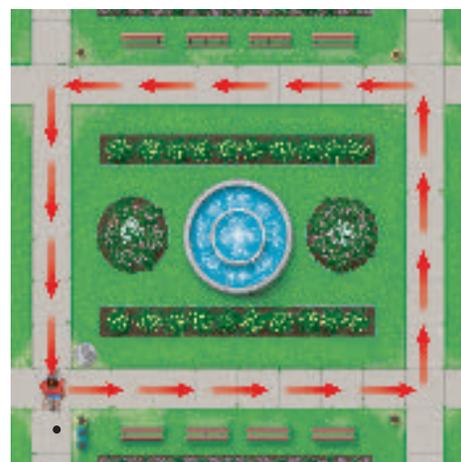
Figure 3 Distance is how far you have walked. Displacement is the direction and difference in position between your starting and ending points.



Distance: 40 m
Displacement: 40 m east



Distance: 70 m
Displacement: 50 m northeast



Distance: 140 m
Displacement: 0 m



Animal Speeds Different animals can move at different top speeds. What are some of the fastest animals? Research the characteristics that help animals run, swim, or fly at high speed.

Speed

To describe motion, you usually want to describe how fast something is moving. The faster something is moving, the less time it takes to travel a certain distance. **Speed** is the distance traveled divided by the time taken to travel the distance. Speed can be calculated from this equation:

Speed Equation

$$\text{speed (in meters/second)} = \frac{\text{distance (in meters)}}{\text{time (in seconds)}}$$

$$s = \frac{d}{t}$$

Because speed equals distance divided by time, the unit of speed is the unit of distance divided by the unit of time. In SI units, distance is measured in m and time is measured in s. As a result, the SI unit of speed is the m/s—the SI distance unit divided by the SI time unit.

Applying Math Solve a Simple Equation

SPEED OF A SWIMMER Calculate the speed of a swimmer who swims 100 m in 56 s.

Solution

- This is what you know:*
 - distance: $d = 100 \text{ m}$
 - time: $t = 56 \text{ s}$
- This is what you need to know:* speed: $s = ? \text{ m/s}$
- This is the procedure you need to use:* Substitute the known values for distance and time into the speed equation and calculate the speed:

$$s = \frac{d}{t} = \frac{100 \text{ m}}{56 \text{ s}} = \frac{100}{56} \frac{\text{m}}{\text{s}} = 1.8 \text{ m/s}$$
- Check your answer:* Multiply your answer by the time. You should get the distance that was given.

Practice Problems

- A runner completes a 400-m race in 43.9 s. In a 100-m race, he finishes in 10.4 s. In which race was his speed faster?
- A passenger train travels from Boston to New York, a distance of 350 km, in 3.5 h. What is the train's speed?



For more practice, visit
[in7.msscience.com/
math_practice](http://in7.msscience.com/math_practice)



Average Speed If a sprinter ran the 100-m dash in 10 s, she probably couldn't have run the entire race with a speed of 10 m/s. Consider that when the race started, the sprinter wasn't moving. Then, as she started running, she moved faster and faster, which increased her speed. During the entire race, the sprinter's speed could have been different from instant to instant. However, the sprinter's motion for the entire race can be described by her average speed, which is 10 m/s. **Average speed** is found by dividing the total distance traveled by the time taken.

Reading Check How is average speed calculated?

An object in motion can change speeds many times as it speeds up or slows down. The speed of an object at one instant of time is the object's **instantaneous speed**. To understand the difference between average and instantaneous speeds, think about walking to the library. If it takes you 0.5 h to walk 2 km to the library, your average speed would be as follows:

$$s = \frac{d}{t}$$

$$= \frac{2 \text{ km}}{0.5 \text{ h}} = 4 \text{ km/h}$$

However, you might not have been moving at the same speed throughout the trip. At a crosswalk, your instantaneous speed might have been 0 km/h. If you raced across the street, your speed might have been 7 km/h. If you were able to walk at a steady rate of 4 km/h during the entire trip, you would have moved at a constant speed. Average speed, instantaneous speed, and constant speed are illustrated in **Figure 4**.

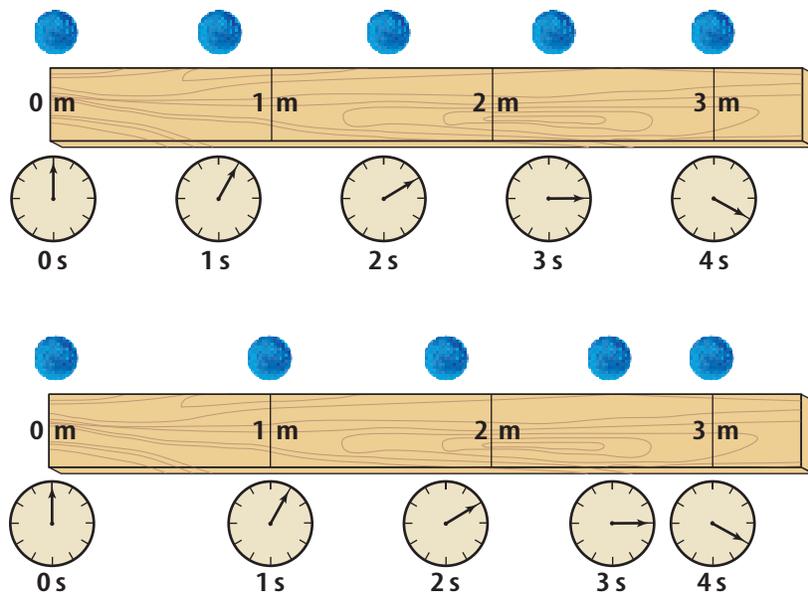


Figure 4 The average speed of each ball is the same from 0 s to 4 s.

The top ball is moving at a constant speed. In each second, the ball moves the same distance.

The bottom ball has a varying speed. Its instantaneous speed is fast between 0 s and 1 s, slower between 2 s and 3 s, and even slower between 3 s and 4 s.

Mini LAB

Measuring Average Speed

Procedure

1. Choose two points, such as two doorways, and mark each with a small piece of masking tape.
2. Measure the distance between the two points.
3. Use a **watch, clock, or timer** that indicates seconds to time yourself walking from one mark to the other.
4. Time yourself walking slowly, walking safely and quickly, and walking with a varying speed; for example, slow/fast/slow.

Analysis

1. Calculate your average speed in each case.
2. Predict how long it would take you to walk 100 m slowly, at your normal speed, and quickly.





Topic: Land Speed Record

Visit in7.msscience.com for Web links to information about how the land speed record has changed over the past century.

Activity Make a graph showing the increase in the land speed over time.

Graphing Motion

You can represent the motion of an object with a distance-time graph. For this type of graph, time is plotted on the horizontal axis and distance is plotted on the vertical axis. **Figure 5** shows the motion of two students who walked across a classroom plotted on a distance-time graph.

Distance-Time Graphs and Speed A distance-time graph can be used to compare the speeds of objects. Look at the graph shown in **Figure 5**. According to the graph, after 1 s student A traveled 1 m. Her average speed during the first second is as follows:

$$\text{speed} = \frac{\text{distance}}{\text{time}} = \frac{1 \text{ m}}{1 \text{ s}} = 1 \text{ m/s}$$

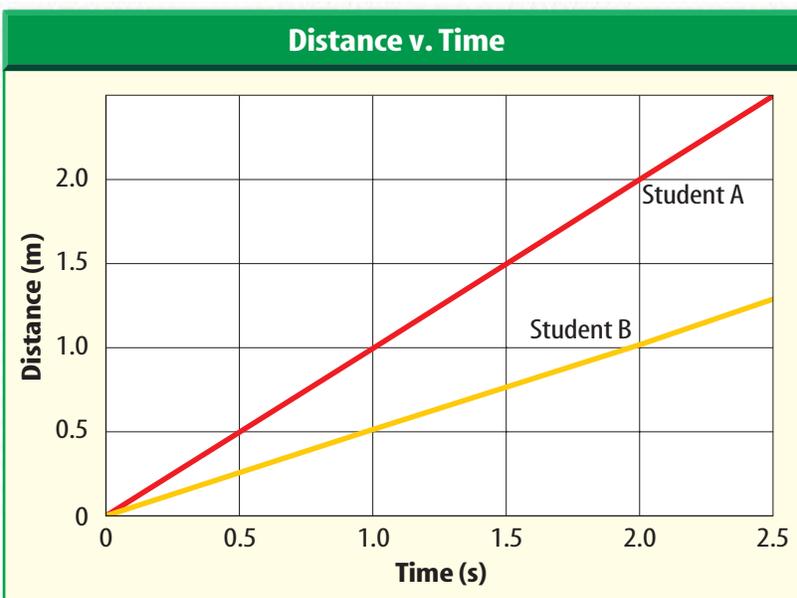
Student B, however, traveled only 0.5 m in the first second. His average speed is

$$\text{speed} = \frac{\text{distance}}{\text{time}} = \frac{0.5 \text{ m}}{1 \text{ s}} = 0.5 \text{ m/s}$$

So student A traveled faster than student B. Now compare the steepness of the lines on the graph in **Figure 5**. The line representing the motion of student A is steeper than the line for student B. A steeper line on the distance-time graph represents a greater speed. A horizontal line on the distance-time graph means that no change in position occurs. In that case, the speed, represented by the line on the graph, is zero.

Figure 5 The motion of two students walking across a classroom is plotted on this distance-time graph.

Use the graph to determine which student had the faster average speed.



Velocity

If you are hiking in the woods, it is important to know in which direction you should walk in order to get back to camp. You want to know not only your speed, but also the direction in which you are moving. The **velocity** of an object is the speed of the object and the direction of its motion. This is why a compass and a map, like the one shown in **Figure 6**, are useful to hikers. The map and the compass help the hikers to determine what their velocity must be. Velocity has the same units as speed, but it includes the direction of motion.

The velocity of an object can change if the object's speed changes, its direction of motion changes, or they both change. For example, suppose a car is traveling at a speed of 40 km/h north and then turns left at an intersection and continues on with a speed of 40 km/h. The speed of the car is constant at 40 km/h, but the velocity changes from 40 km/h north to 40 km/h west. Why can you say the velocity of a car changes as it comes to a stop at an intersection?



Figure 6 A map helps determine the direction in which you need to travel. Together with your speed, this gives your velocity.

section 1 review

Summary

Changing Position

- An object is in motion if it changes position relative to a reference point.
- Motion can be described by distance, speed, displacement, and velocity, where displacement and velocity also include direction.

Speed and Velocity

- The speed of an object can be calculated by dividing the distance traveled by the time needed to travel the distance.
- For an object traveling at constant speed, its average speed is the same as its instantaneous speed.
- The velocity of an object is the speed of the object and its direction of motion.

Graphing Motion

- A line on a distance-time graph becomes steeper as an object's speed increases.

Self Check

1. **Identify** the two pieces of information you need to know the velocity of an object.
2. **Make and Use Graphs** You walk forward at 1.5 m/s for 8 s. Your friend decides to walk faster and starts out at 2.0 m/s for the first 4 s. Then she slows down and walks forward at 1.0 m/s for the next 4 s. Make a distance-time graph of your motion and your friend's motion. Who walked farther?
3. **Think Critically** A bee flies 25 m north of the hive, then 10 m east, 5 m west, and 10 m south. How far north and east of the hive is it now? Explain how you calculated your answer.

Applying Math

4. **Calculate** the average velocity of a dancer who moves 5 m toward the left of the stage over the course of 15 s.
5. **Calculate Travel Time** An airplane flew a distance of 650 km at an average speed of 300 km/h. How much time did the flight take?



Acceleration

as you read

What You'll Learn

- **Define** acceleration.
- **Predict** what effect acceleration will have on motion.

Why It's Important

Whenever the motion of an object changes, it is accelerating.

Review Vocabulary

kilogram: SI unit of mass, abbreviated kg; equal to approximately 2.2 lbs

New Vocabulary

- acceleration

Acceleration and Motion

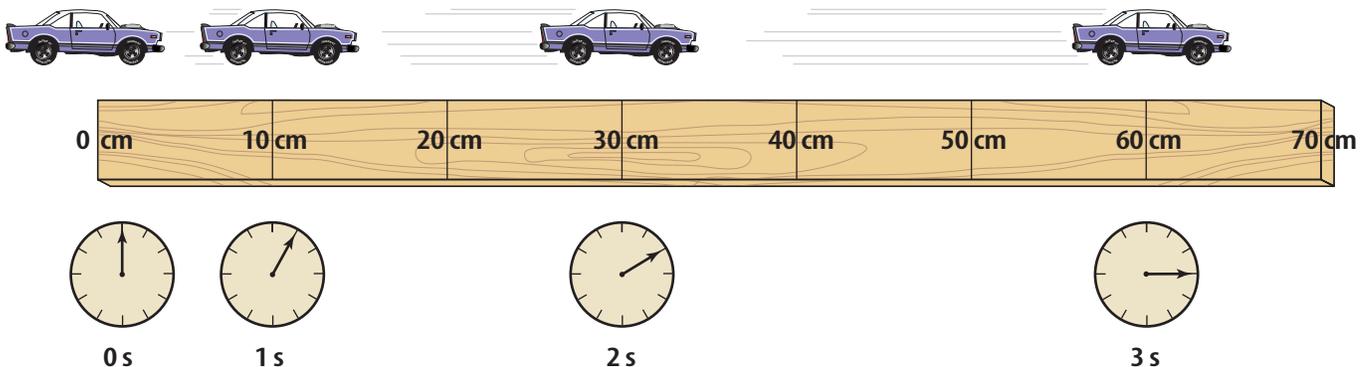
When you watch the first few seconds of a liftoff, a rocket barely seems to move. With each passing second, however, you can see it move faster until it reaches an enormous speed. How could you describe the change in the rocket's motion? When an object changes its motion, it is accelerating. **Acceleration** is the change in velocity divided by the time it takes for the change to occur.

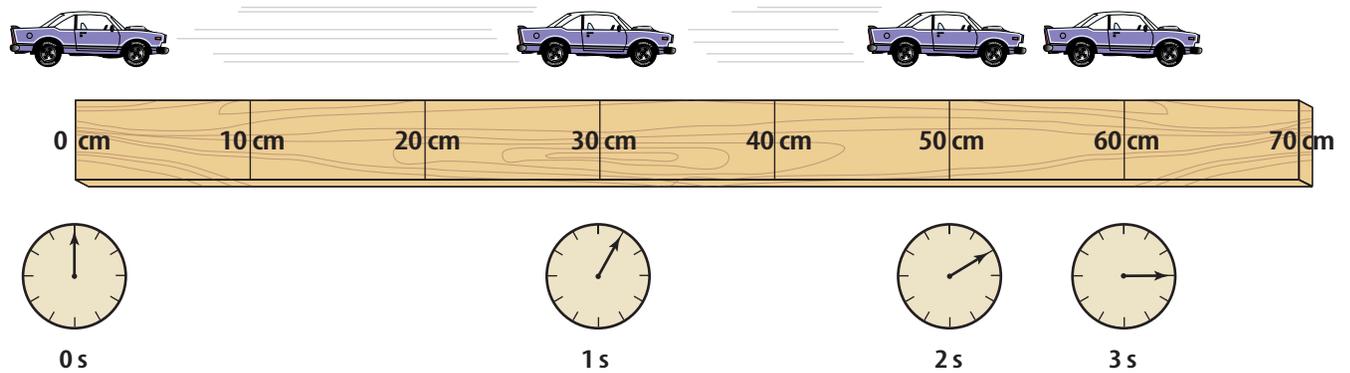
Like velocity, acceleration has a direction. If an object speeds up, the acceleration is in the direction that the object is moving. If an object slows down, the acceleration is opposite to the direction that the object is moving. What if the direction of the acceleration is at an angle to the direction of motion? Then the direction of motion will turn toward the direction of the acceleration.

Speeding Up You get on a bicycle and begin to pedal. The bike moves slowly at first, and then accelerates because its speed increases. When an object that is already in motion speeds up, it also is accelerating. Imagine that you are biking along a level path and you start pedaling harder. Your speed increases. When the speed of an object increases, it is accelerating.

Suppose a toy car is speeding up, as shown in **Figure 7**. Each second, the car moves at a greater speed and travels a greater distance than it did in the previous second. When the car stops accelerating, it will move in a straight line at the speed it had when the acceleration stopped.

Figure 7 The toy car is accelerating to the right. Its speed is increasing.





Slowing Down Now suppose you are biking at a speed of 4 m/s and you apply the brakes. This causes you to slow down. It might sound odd, but because your speed is changing, you are accelerating. Acceleration occurs when an object slows down, as well as when it speeds up. The car in **Figure 8** is slowing down. During each time interval, the car travels a smaller distance, so its speed is decreasing.

In both of these examples, speed is changing, so acceleration is occurring. Because speed is decreasing in the second example, the direction of the acceleration is opposite to the direction of motion. Any time an object slows down, its acceleration is in the direction opposite to the direction of its motion.

Changing Direction Motion is not always along a straight line. If the acceleration is at an angle to the direction of motion, the object will turn. At the same time, it might speed up, slow down, or not change speed at all.

Again imagine yourself riding a bicycle. When you lean to one side and turn the handlebars, the bike turns. Because the direction of the bike's motion has changed, the bike has accelerated. The acceleration is in the direction that the bicycle turned.

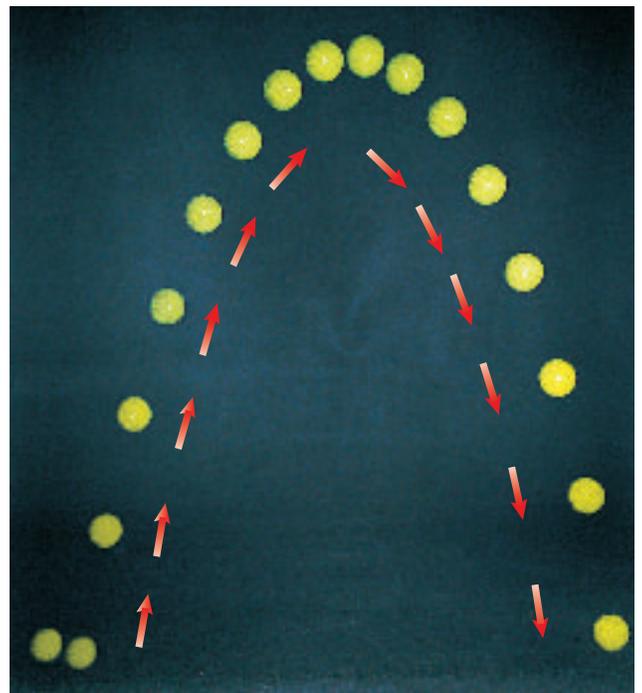
Figure 9 shows another example of an object that is accelerating. The ball starts moving upward, but its direction of motion changes as its path turns downward. Here the acceleration is downward. The longer the ball accelerates, the more its path turns toward the direction of acceleration.

Reading Check What are three ways to accelerate?

Figure 9 The ball starts out by moving forward and upward, but the acceleration is downward, so the ball's path turns in that direction.

Figure 8 The car is moving to the right but accelerating to the left. In each time interval, it covers less distance and moves more slowly.

Determine how the car's velocity is changing.





Calculating Acceleration

If an object is moving in a straight line, its acceleration can be calculated using this equation.

Acceleration Equation

$$\text{acceleration (in m/s}^2\text{)} = \frac{(\text{final speed (in m/s)} - \text{initial speed (in m/s)})}{\text{time (in s)}}$$

$$a = \frac{(s_f - s_i)}{t}$$

In this equation, time is the length of time over which the motion changes. In SI units, acceleration has units of meters per second squared (m/s^2).

Applying Math

Solve a Simple Equation

ACCELERATION OF A BUS Calculate the acceleration of a bus whose speed changes from 6 m/s to 12 m/s over a period of 3 s.

Solution

- This is what you know:*
 - initial speed: $s_i = 6 \text{ m/s}$
 - final speed: $s_f = 12 \text{ m/s}$
 - time: $t = 3 \text{ s}$
- This is what you need to know:* acceleration: $a = ? \text{ m/s}^2$
- This is the procedure you need to use:* Substitute the known values of initial speed, final speed and time in the acceleration equation and calculate the acceleration:

$$a = \frac{(s_f - s_i)}{t} = \frac{(12 \text{ m/s} - 6 \text{ m/s})}{3 \text{ s}} = 6 \frac{\text{m}}{\text{s}} \times \frac{1}{3 \text{ s}} = 2 \text{ m/s}^2$$
- Check your answer:* Multiply the calculated acceleration by the known time. Then add the known initial speed. You should get the final speed that was given.

Practice Problems

- Find the acceleration of a train whose speed increases from 7 m/s to 17 m/s in 120 s.
- A bicycle accelerates from rest to 6 m/s in 2 s. What is the bicycle's acceleration?



For more practice, visit
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math_practice](http://in7.msscience.com/math_practice)



Figure 10 When skidding to a stop, you are slowing down. This means you have a negative acceleration.

Positive and Negative Acceleration An object is accelerating when it speeds up, and the acceleration is in the same direction as the motion. An object also is accelerating when it slows down, but the acceleration is in the direction opposite to the motion, such as the bicycle in **Figure 10**. How else is acceleration different when an object is speeding up and slowing down?

Suppose you were riding your bicycle in a straight line and increased your speed from 4 m/s to 6 m/s in 5 s. You could calculate your acceleration from the equation on the previous page.

$$\begin{aligned} a &= \frac{(s_f - s_i)}{t} \\ &= \frac{(6 \text{ m/s} - 4 \text{ m/s})}{5 \text{ s}} = \frac{+2 \text{ m/s}}{5 \text{ s}} \\ &= +0.4 \text{ m/s}^2 \end{aligned}$$

When you speed up, your final speed always will be greater than your initial speed. So subtracting your initial speed from your final speed gives a positive number. As a result, your acceleration is positive when you are speeding up.

Suppose you slow down from a speed of 4 m/s to 2 m/s in 5 s. Now the final speed is less than the initial speed. You could calculate your acceleration as follows:

$$\begin{aligned} a &= \frac{(s_f - s_i)}{t} \\ &= \frac{(2 \text{ m/s} - 4 \text{ m/s})}{5 \text{ s}} = \frac{-2 \text{ m/s}}{5 \text{ s}} \\ &= -0.4 \text{ m/s}^2 \end{aligned}$$

Because your final speed is less than your initial speed, your acceleration is negative when you slow down.

Mini LAB

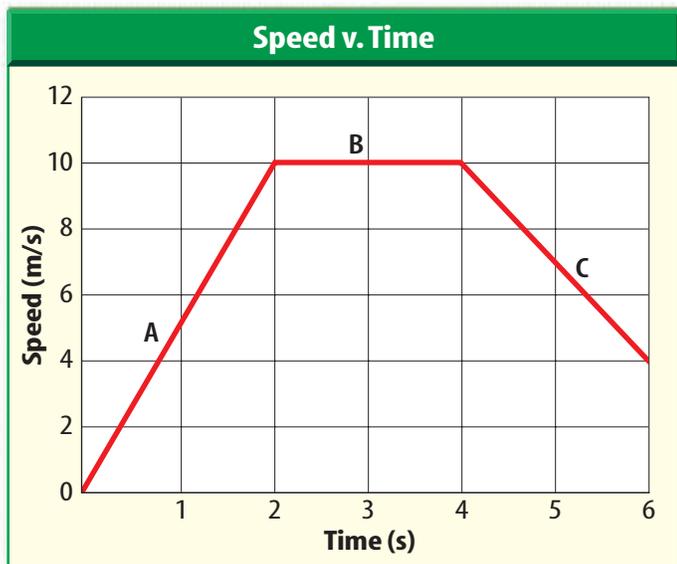
Modeling Acceleration

Procedure

1. Use **masking tape** to lay a course on the floor. Mark a starting point and place marks along a straight path at 10 cm, 40 cm, 90 cm, 160 cm, and 250 cm from the start.
2. Clap a steady beat. On the first beat, the person walking the course should be at the starting point. On the second beat, the walker should be on the first mark, and so on.

Analysis

1. Describe what happens to your speed as you move along the course. Infer what would happen if the course were extended farther.
2. Repeat step 2, starting at the other end. Are you still accelerating? Explain.



Graphing Accelerated Motion The motion of an object that is accelerating can be shown with a graph. For this type of graph, speed is plotted on the vertical axis and time on the horizontal axis. Take a look at **Figure 11**. On section A of the graph, the speed increases from 0 m/s to 10 m/s during the first 2 s, so the acceleration is $+5 \text{ m/s}^2$. The line in section A slopes upward to the right. An object that is speeding up will have a line on a speed-time graph that slopes upward.

Now look at section C. Between 4 s and 6 s, the object slows down from 10 m/s to 4 m/s. The acceleration is -3 m/s^2 . On the

Figure 11 A speed-time graph can be used to find acceleration. When the line rises, the object is speeding up. When the line falls, the object is slowing down.

Infer what acceleration a horizontal line represents.

speed-time graph, the line in section C is sloping downward to the right. An object that is slowing down will have a line on a speed-time graph that slopes downward.

On section B, where the line is horizontal, the change in speed is zero. So a horizontal line on the speed-time graph represents an acceleration of zero or constant speed.

section 2 review

Summary

Acceleration and Motion

- Acceleration is the change in velocity divided by the time it takes to make the change. Acceleration has direction.
- Acceleration occurs whenever an object speeds up, slows down, or changes direction.

Calculating Acceleration

- For motion in a straight line, acceleration can be calculated from this equation:

$$a = \frac{s_f - s_i}{t}$$

- If an object is speeding up, its acceleration is positive; if an object is slowing down, its acceleration is negative.
- On a speed-time graph, a line sloping up represents positive acceleration, a line sloping down represents negative acceleration, and a horizontal line represents zero acceleration or constant speed.

Self Check

1. **Compare and contrast** speed, velocity, and acceleration.
2. **Infer** the motion of a car whose speed-time graph shows a horizontal line, followed by a straight line that slopes downward to the bottom of the graph.
3. **Think Critically** You start to roll backward down a hill on your bike, so you use the brakes to stop your motion. In what direction did you accelerate?

Applying Math

4. **Calculate** the acceleration of a runner who accelerates from 0 m/s to 3 m/s in 12 s.
5. **Calculate Speed** An object falls with an acceleration of 9.8 m/s^2 . What is its speed after 2 s?
6. **Make and Use a Graph** A sprinter had the following speeds at different times during a race: 0 m/s at 0 s, 4 m/s at 2 s, 7 m/s at 4 s, 10 m/s at 6 s, 12 m/s at 8 s, and 10 m/s at 10 s. Plot these data on a speed-time graph. During what time intervals is the acceleration positive? Negative? Is the acceleration ever zero?



Momentum

Mass and Inertia

The world you live in is filled with objects in motion. How can you describe these objects? Objects have many properties such as color, size, and composition. One important property of an object is its mass. The **mass** of an object is the amount of matter in the object. In SI units, the unit for mass is the kilogram.

The weight of an object is related to the object's mass. Objects with more mass weigh more than objects with less mass. A bowling ball has more mass than a pillow, so it weighs more than a pillow. However, the size of an object is not the same as the mass of the object. For example, a pillow is larger than a bowling ball, but the bowling ball has more mass.

Objects with different masses are different in an important way. Think about what happens when you try to stop someone who is rushing toward you. A small child is easy to stop. A large adult is hard to stop. The more mass an object has, the harder it is to start it moving, slow it down, speed it up, or turn it. This tendency of an object to resist a change in its motion is called **inertia**. Objects with more mass have more inertia, as shown in **Figure 12**. The more mass an object has, the harder it is to change its motion.

 **Reading Check** *What is inertia?*



Figure 12 The more mass an object has, the greater its inertia is. A table-tennis ball responds to a gentle hit that would move a tennis ball only slightly.

as you read

What You'll Learn

- **Explain** the relationship between mass and inertia.
- **Define** momentum.
- **Predict** motion using the law of conservation of momentum.

Why It's Important

Objects in motion have momentum. The motion of objects after they collide depends on their momentum.

 **Review Vocabulary**
triple-beam balance: scientific instrument used to measure mass precisely by comparing the mass of a sample to known masses

New Vocabulary

- mass
- inertia
- momentum
- law of conservation of momentum



Forensics and Momentum

Forensic investigations of accidents and crimes often involve determining the momentum of an object. For example, the law of conservation of momentum sometimes is used to reconstruct the motion of vehicles involved in a collision. Research other ways momentum is used in forensic investigations.

Momentum

You know that the faster a bicycle moves, the harder it is to stop. Just as increasing the mass of an object makes it harder to stop, so does increasing the speed or velocity of the object. The **momentum** of an object is a measure of how hard it is to stop the object, and it depends on the object's mass and velocity. Momentum is usually symbolized by p .

Momentum Equation

$$\text{momentum (in kg} \cdot \text{m/s)} = \text{mass (in kg)} \times \text{velocity (in m/s)}$$

$$p = mv$$

Mass is measured in kilograms and velocity has units of meters per second, so momentum has units of kilograms multiplied by meters per second ($\text{kg} \cdot \text{m/s}$). Also, because velocity includes a direction, momentum has a direction that is the same as the direction of the velocity.



Reading Check

Explain how an object's momentum changes as its velocity changes.

Applying Math

Solve a Simple Equation

MOMENTUM OF A BICYCLE Calculate the momentum of a 14-kg bicycle traveling north at 2 m/s.

Solution

- This is what you know:*
 - mass: $m = 14 \text{ kg}$
 - velocity: $v = 2 \text{ m/s north}$
- This is what you need to find:* momentum: $p = ? \text{ kg} \cdot \text{m/s}$
- This is the procedure you need to use:* Substitute the known values of mass and velocity into the momentum equation and calculate the momentum:

$$p = mv = (14 \text{ kg})(2 \text{ m/s north}) = 28 \text{ kg} \cdot \text{m/s north}$$
- Check your answer:* Divide the calculated momentum by the mass of the bicycle. You should get the velocity that was given.

Practice Problems

- A 10,000-kg train is traveling east at 15 m/s. Calculate the momentum of the train.
- What is the momentum of a car with a mass of 900 kg traveling north at 27 m/s?



For more practice, visit
in7.msscience.com/math_practice





Conservation of Momentum

If you've ever played billiards, you know that when the cue ball hits another ball, the motions of both balls change. The cue ball slows down and may change direction, so its momentum decreases. Meanwhile, the other ball starts moving, so its momentum increases. It seems as if momentum is transferred from the cue ball to the other ball.

In fact, during the collision, the momentum lost by the cue ball was gained by the other ball. This means that the total momentum of the two balls was the same just before and just after the collision. This is true for any collision, as long as no outside forces such as friction act on the objects and change their speeds after the collision. According to the **law of conservation of momentum**, the total momentum of objects that collide is the same before and after the collision. This is true for the collisions of the billiard balls shown in **Figure 13**, as well as for collisions of atoms, cars, football players, or any other matter.

Using Momentum Conservation

Outside forces, such as gravity and friction, are almost always acting on objects that are colliding. However, sometimes, the effects of these forces are small enough that they can be ignored. Then the law of conservation of momentum enables you to predict how the motions of objects will change after a collision.

There are many ways that collisions can occur. Two examples are shown in **Figure 14**. Sometimes, the objects that collide will bounce off of each other, like the bowling ball and bowling pins. In other collisions, objects will stick to each other after the collision, like the two football players. In both of these types of collisions, the law of conservation of momentum enables the speeds of the objects after the collision to be calculated.



Figure 13 When the cue ball hits the other billiard balls, it slows down because it transfers some of its momentum to the other billiard balls.

Predict what would happen to the speed of the cue ball if all of its momentum were transferred to the other billiard balls.

Figure 14 In these collisions, the total momentum before the collision equals the total momentum after the collision.



When the bowling ball hits the pins, some of its momentum is transferred to the pins. The ball slows down, and the pins speed up.



When one player tackles the other, they both change speeds, but momentum is conserved.



Before the student on skates and the backpack collide, she is not moving.



After the collision, the student and the backpack move together at a slower speed than the backpack had before the collision.

Figure 15 Momentum is conserved in the collision of the backpack and the student.

Sticking Together Imagine being on skates when someone throws a backpack to you, as in **Figure 15**. When you catch the backpack, you and the backpack continue to move in the same direction as the backpack was moving before the collision.

The law of conservation of momentum can be used to find your velocity after you catch the backpack. Suppose a 2-kg backpack is tossed at a speed of 5 m/s. Your mass is 48 kg, and initially you are at rest. Then the total initial momentum is

$$\begin{aligned} \text{total momentum} &= \text{momentum of backpack} + \text{your momentum} \\ &= 2 \text{ kg} \times 5 \text{ m/s} + 48 \text{ kg} \times 0 \text{ m/s} \\ &= 10 \text{ kg} \cdot \text{m/s} \end{aligned}$$

After the collision, the total momentum remains the same, and only one object is moving. Its mass is the sum of your mass and the mass of the backpack. You can use the equation for momentum to find the final velocity.

$$\begin{aligned} \text{total momentum} &= (\text{mass of backpack} + \text{your mass}) \times \text{velocity} \\ 10 \text{ kg} \cdot \text{m/s} &= (2 \text{ kg} + 48 \text{ kg}) \times \text{velocity} \\ 10 \text{ kg} \cdot \text{m/s} &= (50 \text{ kg}) \times \text{velocity} \\ 0.2 \text{ m/s} &= \text{velocity} \end{aligned}$$

This is your velocity right after you catch the backpack. As you continue to move on your skates, the force of friction between the ground and the skates slows you down. Because of friction, the momentum of you and the backpack together continually decreases until you come to a stop. **Figure 16** shows the results of some collisions between two objects with various masses and velocities.



Topic: Collisions

Visit in7.msscience.com for Web links to information about collisions between objects with different masses.

Activity Draw diagrams showing the results of collisions between a bowling ball and a tennis ball if they are moving in the same direction and if they are in opposite directions.



Figure 16

The law of conservation of momentum can be used to predict the results of collisions between different objects, whether they are subatomic particles smashing into each other at enormous speeds, or the collisions of marbles, as shown on this page. What happens when one marble hits another marble initially at rest? The results of the collisions depend on the masses of the marbles.

A Here, a less massive marble strikes a more massive marble that is at rest. After the collision, the smaller marble bounces off in the opposite direction. The larger marble moves in the same direction that the small marble was initially moving.

B Here, the large marble strikes the small marble that is at rest. After the collision, both marbles move in the same direction. The less massive marble always moves faster than the more massive one.

C If two objects of the same mass moving at the same speed collide head-on, they will rebound and move with the same speed in the opposite direction. The total momentum is zero before and after the collision.

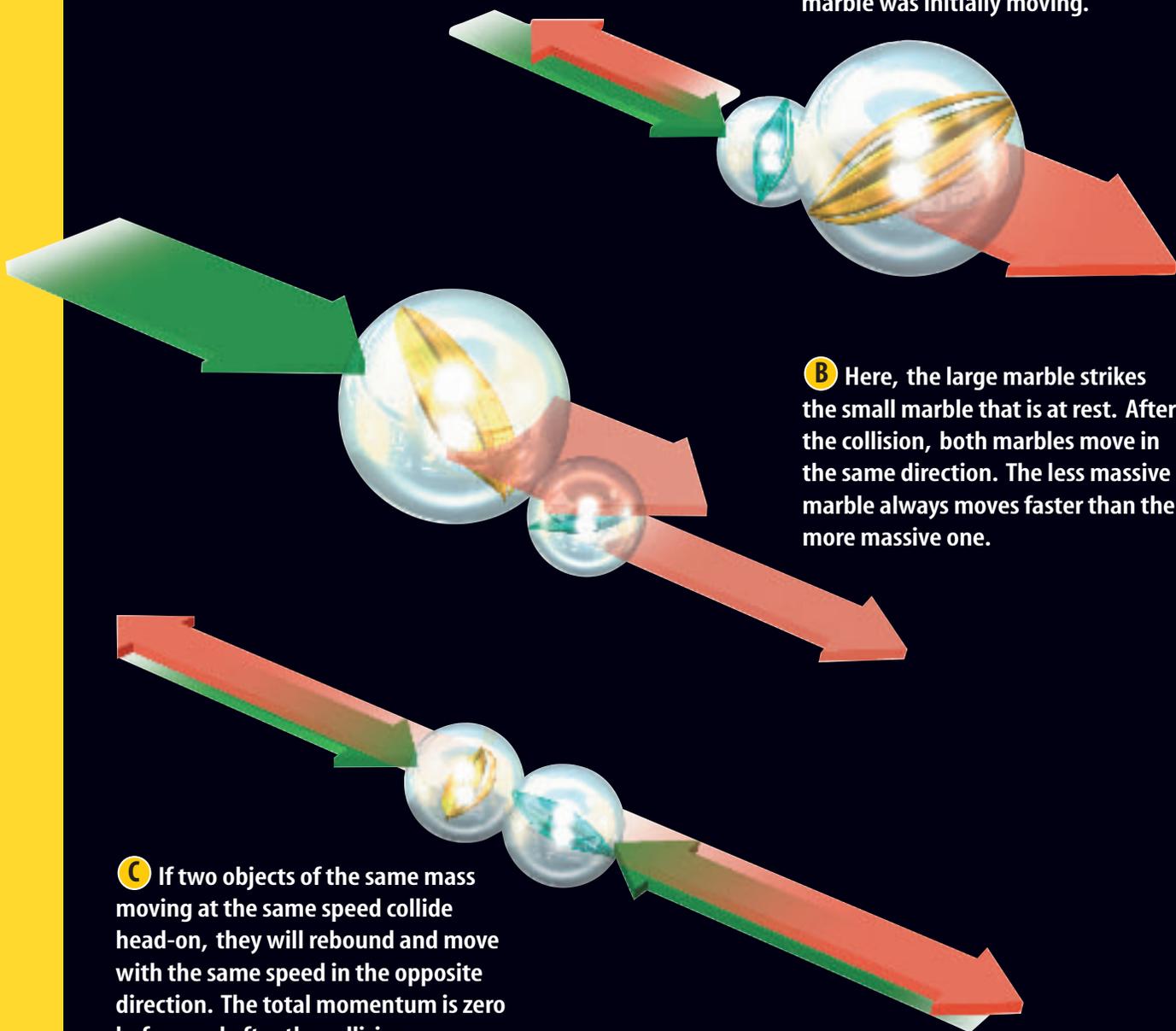




Figure 17 When bumper cars collide, they bounce off each other, and momentum is transferred.



Colliding and Bouncing Off In some collisions, the objects involved, like the bumper cars in **Figure 17**, bounce off each other. The law of conservation of momentum can be used to determine how these objects move after they collide.

For example, suppose two identical objects moving with the same speed collide head on and bounce off. Before the collision, the momentum of each object is the same, but in opposite directions. So the total momentum before the collision is zero. If momentum is conserved, the total momentum after the collision must be zero also. This means that the two objects must move in opposite directions with the same speed after the collision. Then the total momentum once again is zero.

section 3 review

Summary

Mass, Inertia, and Momentum

- Mass is the amount of matter in an object.
- Inertia is the tendency of an object to resist a change in motion. Inertia increases as the mass of an object increases.
- The momentum of an object in motion is related to how hard it is to stop the object, and can be calculated from the following equation:

$$p = mv$$
- Because velocity has a direction, momentum also has a direction.

The Law of Conservation of Momentum

- The law of conservation of momentum states that in a collision, the total momentum of the objects that collide is the same before and after the collision.

Self Check

1. **Explain** how momentum is transferred when a golfer hits a ball with a golf club.
2. **Determine** if the momentum of an object moving in a circular path at constant speed is constant.
3. **Explain** why the momentum of a billiard ball rolling on a billiard table changes.
4. **Think Critically** Two identical balls move directly toward each other with equal speeds. How will the balls move if they collide and stick together?

Applying Math

5. **Calculate Momentum** What is the momentum of a 0.1-kg mass moving with a speed of 5 m/s?
6. **Calculate Speed** A 1-kg ball moving at 3 m/s strikes a 2-kg ball and stops. If the 2-kg ball was initially at rest, find its speed after the collision.

Collisions



A collision occurs when a baseball bat hits a baseball or a tennis racket hits a tennis ball. What would happen if you hit a baseball with a table-tennis paddle or a table-tennis ball with a baseball bat? How do the masses of colliding objects change the results of collisions?

Real-World Question

How does changing the size and number of objects in a collision affect the collision?

Goals

- **Compare and contrast** different collisions.
- **Determine** how the speeds after a collision depend on the masses of the colliding objects.

Materials

small marbles (5) metersticks (2)
large marbles (2) tape

Safety Precautions



Procedure

1. Tape the metersticks next to each other, slightly farther apart than the width of the large marbles. This limits the motion of the marbles to nearly a straight line.
2. Place a small target marble in the center of the track formed by the metersticks. Place another small marble at one end of the track. Flick the small marble toward the target marble. Describe the collision.
3. Repeat step 2, replacing the two small marbles with the two large marbles.
4. Repeat step 2, replacing the small shooter marble with a large marble.
5. Repeat step 2, replacing the small target marble with a large marble.

6. Repeat step 2, replacing the small target marble with four small marbles that are touching.
7. Place two small marbles at opposite ends of the metersticks. Shoot the marbles toward each other and describe the collision.
8. Place two large marbles at opposite ends of the metersticks. Shoot the marbles toward each other and describe the collision.
9. Place a small marble and a large marble at opposite ends of the metersticks. Shoot the marbles toward each other and describe the collision.

Conclude and Apply

1. **Describe** In which collisions did the shooter marble change direction? How did the mass of the target marble compare with the mass of the shooter marble in these collisions?
2. **Explain** how momentum was conserved in these collisions.

Communicating Your Data

Make a chart showing your results. You might want to make before-and-after sketches, with short arrows to show slow movement and long arrows to show fast movement.

Car Safety Testing

Goals

- **Construct** a fast car.
- **Design** a safe car that will protect a plastic egg from the effects of inertia when the car crashes.

Possible Materials

insulated foam meat trays
 or fast food trays
 insulated foam cups
 straws, narrow and wide
 straight pins
 tape
 plastic eggs

Safety Precautions



WARNING: Protect your eyes from possible flying objects.

Real-World Question

Imagine that you are a car designer. How can you create an attractive, fast car that is safe? When a car crashes, the passengers have inertia that can keep them moving. How can you protect the passengers from stops caused by sudden, head-on impacts?



Form a Hypothesis

Develop a hypothesis about how to design a car to deliver a plastic egg quickly and safely through a race course and a crash at the end.

Test Your Hypothesis

Make a Plan

1. Be sure your group has agreed on the hypothesis statement.
2. **Sketch** the design for your car. List the materials you will need. Remember that to make the car move smoothly, narrow straws will have to fit into the wider straws.

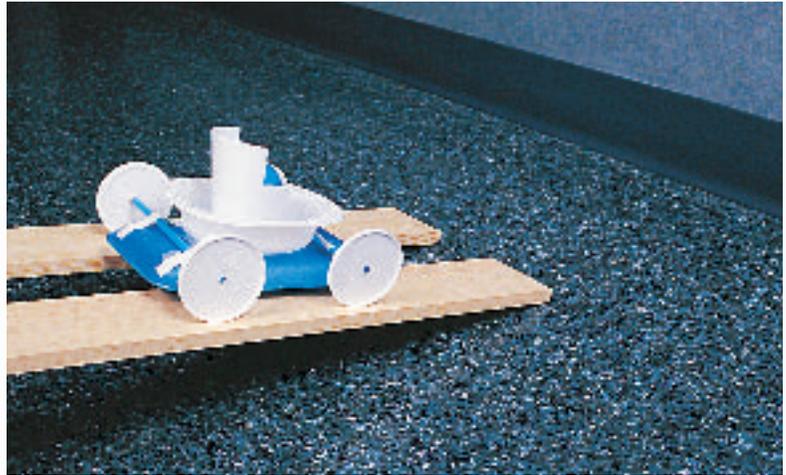


Using Scientific Methods

3. As a group, make a detailed list of the steps you will take to test your hypothesis.
4. Gather the materials you will need to carry out your experiment.

Follow Your Plan

1. Make sure your teacher approves your plan before you start. Include any changes suggested by your teacher in your plans.
2. Carry out the experiment as planned.
3. **Record** any observations that you made while doing your experiment. Include suggestions for improving your design.



Analyze Your Data

1. **Compare** your car design to the designs of the other groups. What made the fastest car fast? What slowed the slowest car?
2. **Compare** your car's safety features to those of the other cars. What protected the eggs the best? How could you improve the unsuccessful designs?
3. **Predict** What effect would decreasing the speed of your car have on the safety of the egg?

Conclude and Apply

1. **Summarize** How did the best designs protect the egg?
2. **Apply** If you were designing cars, what could you do to better protect passengers from sudden stops?

Communicating Your Data

Write a descriptive paragraph about ways a car could be designed to protect its passengers effectively. Include a sketch of your ideas.

Oops! Accidents in SCIENCE

SOMETIMES
GREAT
DISCOVERIES
HAPPEN BY
ACCIDENT!

What Goes Around Comes Around

The Story of Boomerangs

Imagine a group gathered on a flat, yellow plain on the Australian Outback. One youth steps forward and, with the flick of an arm, sends a long, flat, angled stick soaring and spinning into the sky. The stick's path curves until it returns right back into the thrower's hand. Thrower after thrower steps forward, and the contest goes on all afternoon.

This contest involved throwing boomerangs—elegantly curved sticks. Because of how boomerangs are shaped, they always return to the thrower's hand.

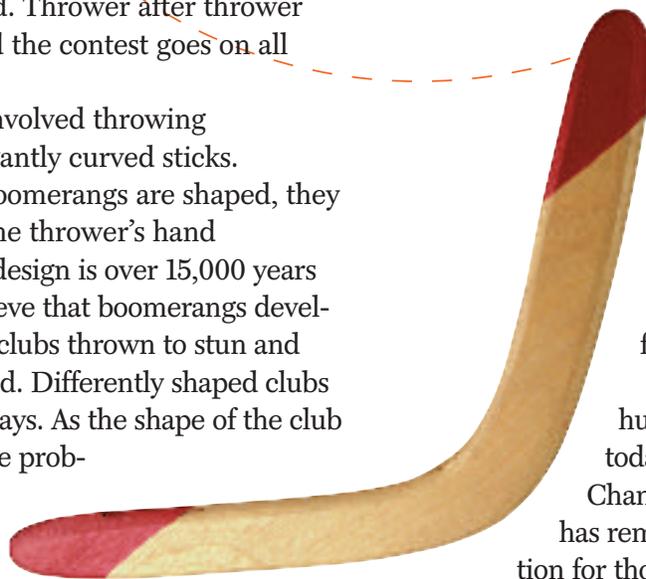
This amazing design is over 15,000 years old. Scientists believe that boomerangs developed from simple clubs thrown to stun and kill animals for food. Differently shaped clubs flew in different ways. As the shape of the club was refined, people probably started throwing them for fun too. In

fact, today, using boomerangs for fun is still a popular sport, as world-class throwers compete in contests of strength and skill.

Boomerangs come in several forms, but all of them have several things in common. First a boomerang is shaped like an airplane's wing:

flat on one side and curved on the other. Second, boomerangs are angled, which makes them spin as they fly. These two features determine the aerodynamics that give the boomerang its unique flight path.

From its beginning as a hunting tool to its use in today's World Boomerang Championships, the boomerang has remained a source of fascination for thousands of years.



Design Boomerangs are made from various materials. Research to find instructions for making boomerangs. After you and your friends build some boomerangs, have a competition of your own.

Science  online

For more information, visit
in7.msscience.com/oops

Reviewing Main Ideas

Section 1 What is motion?

1. The position of an object depends on the reference point that is chosen.
2. An object is in motion if the position of the object is changing.
3. The speed of an object equals the distance traveled divided by the time:

$$s = \frac{d}{t}$$

4. The velocity of an object includes the speed and the direction of motion.
5. The motion of an object can be represented on a speed-time graph.

Section 2 Acceleration

1. Acceleration is a measure of how quickly velocity changes. It includes a direction.

2. An object is accelerating when it speeds up, slows down, or turns.
3. When an object moves in a straight line, its acceleration can be calculated by

$$a = \frac{(s_f - s_i)}{t}$$

Section 3 Momentum

1. Momentum equals the mass of an object times its velocity:
- $$p = mv$$
2. Momentum is transferred from one object to another in a collision.
 3. According to the law of conservation of momentum, the total amount of momentum of a group of objects doesn't change unless outside forces act on the objects.

Visualizing Main Ideas

Copy and complete the following table on motion.



Describing Motion

Quantity	Definition	Direction
Distance	length of path traveled	no
Displacement	direction and change in position	
Speed		no
Velocity	rate of change in position and direction	
Acceleration		
Momentum		yes

Using Vocabulary

acceleration p.328	mass p.333
average speed p.325	momentum p.334
inertia p.333	speed p.324
instantaneous speed p.325	velocity p.327
law of conservation of momentum p.335	

Explain the relationship between each pair of terms.

- speed—velocity
- velocity—acceleration
- velocity—momentum
- momentum—law of conservation of momentum
- mass—momentum
- mass—inertia
- momentum—inertia
- average speed—instantaneous speed

Checking Concepts

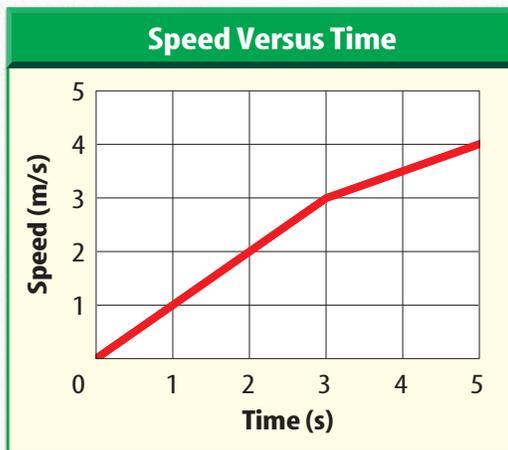
Choose the word or phrase that best answers the question.

- What measures the quantity of matter?
 - speed
 - weight
 - acceleration
 - mass
- Which of the following objects is NOT accelerating?
 - a jogger moving at a constant speed
 - a car that is slowing down
 - Earth orbiting the Sun
 - a car that is speeding up
- Which of the following equals speed?
 - acceleration/time
 - (change in velocity)/time
 - distance/time
 - displacement/time
- A parked car is hit by a moving car, and the two cars stick together. How does the speed of the combined cars compare to the speed of the car before the collision?
 - The combined speed is the same.
 - The combined speed is greater.
 - The combined speed is smaller.
 - Any of these could be true.
- What is a measure of inertia?
 - weight
 - gravity
 - momentum
 - mass
- What is 18 cm/h north an example of?
 - speed
 - velocity
 - acceleration
 - momentum
- Ball A bumps into ball B. Which is the same before and after the collision?
 - the momentum of ball A
 - the momentum of ball B
 - the sum of the momentums
 - the difference in the momentums
- Which of the following equals the change in velocity divided by the time?
 - speed
 - displacement
 - momentum
 - acceleration
- You travel to a city 200 km away in 2.5 hours. What is your average speed in km/h?
 - 180 km/h
 - 12.5 km/h
 - 80 km/h
 - 500 km/h
- Two objects collide and stick together. How does the total momentum change?
 - Total momentum increases.
 - Total momentum decreases.
 - The total momentum doesn't change.
 - The total momentum is zero.

Thinking Critically

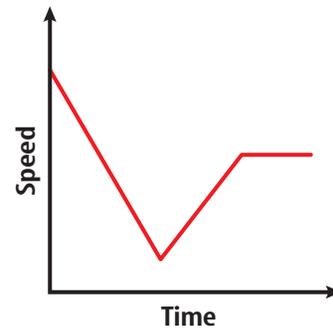
19. **Explain** You run 100 m in 25 s. If you later run the same distance in less time, explain if your average speed increase or decrease.

Use the graph below to answer questions 20 and 21.



20. **Compare** For the motion of the object plotted on the speed-time graph above, how does the acceleration between 0 s and 3 s compare to the acceleration between 3 s and 5 s?
21. **Calculate** the acceleration of the object over the time interval from 0 s to 3 s.
22. **Infer** The molecules in a gas are often modeled as small balls. If the molecules all have the same mass, infer what happens if two molecules traveling at the same speed collide head on.
23. **Calculate** What is your displacement if you walk 100 m north, 20 m east, 30 m south, 50 m west, and then 70 m south?
24. **Infer** You are standing on ice skates and throw a basketball forward. Infer how your motion after you throw the basketball compares with the motion of the basketball.
25. **Determine** You throw a ball upward and then it falls back down. How does the velocity of the ball change as it rises and falls?

Use the graph below to answer question 26.



26. **Make and Use Graphs** The motion of a car is plotted on the speed-time graph above. Over which section of the graph is the acceleration of the car zero?

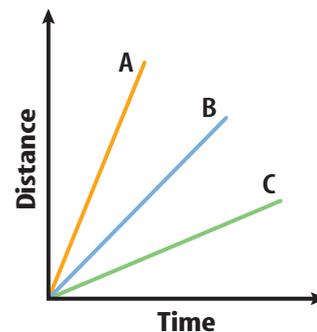
Performance Activities

27. **Demonstrate** Design a racetrack and make rules that specify the types of motion allowed. Demonstrate how to measure distance, measure time, and calculate speed accurately.

Applying Math

28. **Speed of a Ball** Calculate the speed of a 2-kg ball that has a momentum of $10 \text{ kg} \cdot \text{m/s}$.
29. **Distance Traveled** A car travels for a half hour at a speed of 40 km/h. How far does the car travel?

Use the graph below to answer question 30.



30. **Speed** From the graph determine which object is moving the fastest and which is moving the slowest.

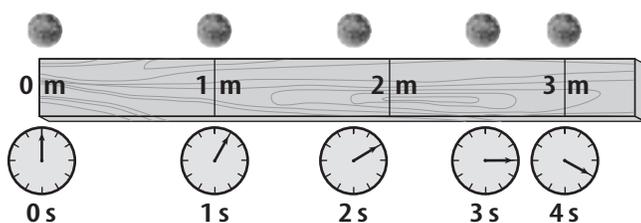


 The assessed Indiana standard appears above the question.

Record your answers on the answer sheet provided by your teacher or on a sheet of paper.

Part 1 Multiple Choice

The illustration below show the position of a ball at one-second time intervals.



7.7.4

1. Over which time period is the ball's average speed largest?

- A 0 s to 1 s
- B 1 s to 2 s
- C 2 s to 3 s
- D 3 s to 4 s

7.7.4

2. What is the average speed of the ball over the 3-m distance in the illustration above?

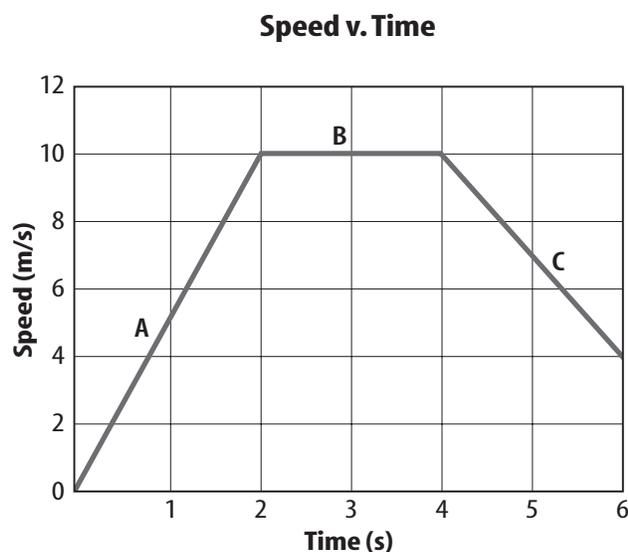
- A 0.75 m/s
- B 1.0 m/s
- C 1.25 m/s
- D 1.5 m/s

7.7.4

3. A car's speed changes from 15 m/s to 30 m/s in 3.0 s. What is the car's acceleration?

- A 5 m/s^2
- B 10 m/s^2
- C 15 m/s^2
- D 45 m/s^2

The graph below shows a speed-time graph.



7.7.4

4. What is the acceleration over the time interval 4 s to 6 s?

- A -3 m/s^2
- B -1.5 m/s^2
- C 1.5 m/s^2
- D 3 m/s^2

7.7.4

5. Over what time interval is the speed of the object constant in the graph above?

- A 0 s to 1 s
- B 1 s to 2 s
- C 2 s to 3 s
- D 4 s to 5 s

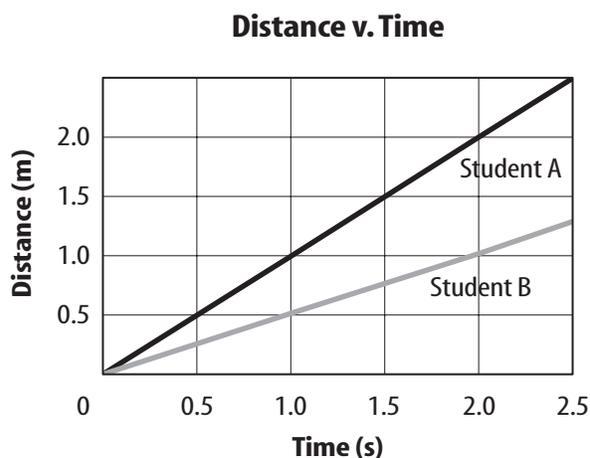


7.7.4

- A car travels for 5.5 h at an average speed of 75 km/h. How far did the car travel?
 - 13.6 km
 - 53.9 km
 - 75 km
 - 412.5 km
- What is the momentum of a 21-kg bicycle traveling west at 3.0 m/s?
 - 7 kg · m/s west
 - 18 kg · m/s west
 - 24 kg · m/s west
 - 63 kg · m/s west

7.7.4

- The graph below shows the motion of two students.

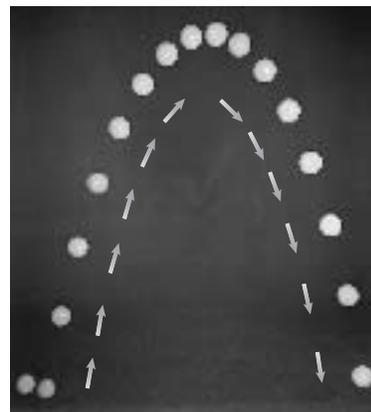


How does the speed of student A compare to the speed of student B?

- It is half as large.
- It is the same.
- It is twice as large.
- It is three times as large.

Part 2 Critical Response

The illustration below shows the path of a ball.



- Describe the motion of the ball in terms of its speed, velocity, and acceleration.
- During which part of its path does the ball have positive acceleration? During which part of its path does it have negative acceleration? Explain.
- A girl leaves school at 3:00 and starts walking home. Her house is 2 km from school. She gets home at 3:30. What was her average speed? Do you know her instantaneous speed at 3:15? Why or why not?
- If a car is moving with a constant speed, can you be certain the car is not accelerating? Explain.

Test-Taking Tip

Look for Missing Information Questions sometimes will ask about missing information. Notice what is missing as well as what is given.