

Momentum Packet 2

Newton's Third Law and Momentum Conservation

Read from Lesson 2 of the Momentum and Collisions chapter at The Physics Classroom:

MOP Connection: Momentum and Collisions: sublevels 4, 5 and 6



Newton's Third Law and Collisions: In a collision between object 1 and object 2, both objects encounter a force resulting from their mutual interaction with each other. The force on object 1 (F_1) is equal to and opposite in direction as the force on object 2 (F_2).

Plus a Little Logic: The forces which these two objects experience endure for the same amount of time. Since $F_1 = -F_2$ and $t_1 = t_2$ it stands to reason that $F_1 \cdot t_1 = -F_2 \cdot t_2$. This is to say that each object encounters the same impulse. If this is the case, then one can also reason that each object must experience the same momentum change.

Use the above principles to answer the next four questions.

- The club head ($m=0.170$ kg) of a golf club collides with a golf ball ($m=0.046$ kg) at rest upon a tee.

a. Which object experiences the greatest force?	club head	golf ball	both the same
b. Which object experiences the greatest impulse?	club head	golf ball	both the same
c. Which object experiences the greatest Δ momentum?	club head	golf ball	both the same
d. Which object experiences the greatest acceleration?	club head	golf ball	both the same
- A woman ($m = 45$ kg) is kneeling on the shoulders of a man ($m = 70$ kg) in pair figure skating. The man gracefully tosses the woman forward through the air.

a. Which object experiences the greatest force?	man	woman	both the same
b. Which object experiences the greatest impulse?	man	woman	both the same
c. Which object experiences the greatest Δ momentum?	man	woman	both the same
d. Which object experiences the greatest acceleration?	man	woman	both the same
- A moving cue ball collides head-on with the eight ball that is at rest upon the pool table. Assume the balls have the same mass.

a. Which object experiences the greatest force?	cue ball	8-ball	both the same
b. Which object experiences the greatest impulse?	cue ball	8-ball	both the same
c. Which object experiences the greatest Δ momentum?	cue ball	8-ball	both the same
d. Which object experiences the greatest acceleration?	cue ball	8-ball	both the same
- A large truck and a Volkswagen (VW) beetle have a head-on collision.

a. Which object experiences the greatest force?	truck	VW	both the same
b. Which object experiences the greatest impulse?	truck	VW	both the same
c. Which object experiences the greatest Δ momentum?	truck	VW	both the same
d. Which object experiences the greatest acceleration?	truck	VW	both the same

Physics Classroom Momentum Collisions Answers

M Mark



Physics Classroom Momentum Collisions Answers:

Cambridge IGCSE® Physics Practical Teacher's Guide with CD-ROM Gillian Nightingale, 2016-11-24 This edition of our successful series to support the Cambridge IGCSE Physics syllabus 0625 is fully updated for the revised syllabus for first examination from 2016 The Cambridge IGCSE Physics Practical Teacher's Guide complements the Practical Workbook helping teachers to include more practical work in lessons Specific support is provided for each of the carefully designed investigations to save teachers time The Teacher's Guide contains advice about planning investigations guidance about safety considerations differentiated learning suggestions to support students who might be struggling and to stretch the students who are most able as well as answers to all the questions in the Workbook The Teacher's Guide also includes a CD ROM containing model data to be used in instances when an investigation cannot be carried out **Minds-on Physics** William J. Leonard, 1999 There is one Teacher's Guide which corresponds with each Student Activities Book and consists of two parts Answers and Instructional Aids for Teachers and Answer Sheets The Answers and Instructional Aids for Teachers provides advice for how to optimize the effectiveness of the activities as well as brief explanations and comments on each question in the student activities The Answer Sheets may be duplicated and distributed to students as desired Use of the Answer Sheets is particularly recommended for activities requiring a lot of graphing or drawing Physics Larry D. Kirkpatrick, Gerald F. Wheeler, 2001 The main objective of this book is to provide non science majors with a clear and logical presentation of some of the basic concepts and principles of classical and modern physics To create an appropriate language for students the authors have translated the logic vocabulary and values of physics into longer less tightly structured narration that students can understand As mathematics holds much of the beauty and power of physics the authors have written and included a mathematical supplement PHYSICS A NUMERICAL WORLD VIEW packaged free with this text *Phenomenal Physics* J. Russell Harkay Ph.D., J Russell Harkay, 2006 **ENC Focus** , 1999 **The Science Teacher** , 1995 Chemical Thermodynamics Victor CM Freestone, 2025-06-13 Thermodynamics can never be made easy but with the right approach and a consistent use of scientific terms it can be made less opaque and it can give a person who is prepared to try an insight into how science explains why things happen the way they do The approach adopted in this book will give readers a better understanding of how science works together with its limitations Unfortunately thermodynamics or at least some parts of it is a subject which apart from quantum mechanics probably causes most confusion and bewilderment amongst scientists The majority of students do not understand or get thermodynamics and it is considered a hard or difficult subject There are multiple reasons for this There is of course mathematics and many thermodynamic texts appear to be lists upon lists of differential equations Another reason is that thermodynamics is as often as not poorly taught by teachers lecturers who themselves do not understand or appreciate or have any interest in the subject often all three This results not only in a lack of scientific rigorousness in the teaching of the subject with the resulting confusion and sometimes teachers lecturers and

authors just get it plain wrong this occurs surprisingly often However it need not be like this and although mathematics including calculus is required it can be kept to a relatively elementary level in order to obtain an understanding of this most important of subjects No one can pretend that the subject is easy but it can be made more accessible by a rigorous definition of terms and concepts and ensuring that a consistency of use of these definitions is maintained Highlighting the benefits of thermodynamics in practical science the text gives an intuitive grasp of the major concepts of thermodynamics such as energy and entropy Provides a new pedagogic approach to understanding and teaching chemical thermodynamics Starting with a set of basic simple assumptions about what constitutes topics such as an ideal gas theories are developed in a clear concise and accessible manner that will either answer or at the very least give an insight into a surprising range of scientific phenomena including energy heat temperature properties of gases time and quantum theory Assumes that the reader has essentially no knowledge of the subject Mathematics including calculus is kept to a relatively elementary level in order to obtain an understanding of this most important of subjects Provides the reader with a better understanding of how science works together with its limitations *Innovative Curriculum Materials*, 1999

Physics for Scientists and Engineers
Paul A. Tipler, Gene Mosca, 2007-05 The Sixth Edition of Physics for Scientists and Engineers offers a completely integrated text and media solution that will help students learn most effectively and will enable professors to customize their classrooms so that they teach most efficiently The text includes a new strategic problem solving approach an integrated Math Tutorial and new tools to improve conceptual understanding To simplify the review and use of the text Physics for Scientists and Engineers is available in these versions Volume 1 Mechanics Oscillations and Waves Thermodynamics Chapters 1 20 R 1 4292 0132 0 Volume 2 Electricity and Magnetism Light Chapters 21 33 1 4292 0133 9 Volume 3 Elementary Modern Physics Chapters 34 41 1 4292 0134 7 Standard Version Chapters 1 33 R 1 4292 0124 X Extended Version Chapters 1 41 R 0 7167 8964 7

An Interpretive Study of Two Experienced High School Physics Teachers' Knowledge, Conceptions, and Classroom Treatment of the Subject-matter Ribhi A. Abu-Sneineh, 1988 *Dimensions of Learning Teacher's Manual*, 2nd ed. Robert J. Marzano, Debra J. Pickering, 2011-05-01 The premise of Dimensions of Learning an instructional framework founded on the best of what researchers and theorists know about learning is that five types or dimensions of thinking are essential to successful learning These are 1 positive attitudes and perceptions about learning 2 thinking involved in acquiring and integrating knowledge 3 thinking involved in extending and refining knowledge 4 thinking involved in using knowledge meaningfully and 5 productive habits of mind Dimensions of Learning is a valuable tool for reorganizing curriculum instruction and assessment The authors discuss each of the five dimensions in detail and describe hundreds of teaching strategies that support them for example how to help students construct meaning for declarative knowledge internalize procedural knowledge and see the relevance of what they are expected to learn The authors provide many examples at the elementary and secondary classroom levels Teachers of grades K 12 can use this information to improve teaching and

learning in any content area Note This product listing is for the Adobe Acrobat PDF version of the book **Inquiry and Problem Solving**, 1999 CBSE Board Class XI (Science-PCM) - 40 Solved MCQ Practice Tests For Physics, Chemistry, Mathematics EduGorilla Prep Experts, 2022-08-03 Best Selling Book for CBSE Board Class XI Science PCM Practice Tests with objective type questions as per the latest syllabus given by the CBSE Compare your performance with other students using Smart Answer Sheets in EduGorilla s CBSE Board Class XI Science PCM Practice Tests Practice Kit CBSE Board Class XI Science PCM Practice Tests Preparation Kit comes with 40 MCQ Practice Tests with the best quality content Increase your chances of selection by 14X CBSE Board Class XI Science PCM Practice Tests Prep Kit comes with well structured and 100% detailed solutions for all the questions Clear exam with good grades using thoroughly Researched Content by experts

American Journal of Physics, 2009 Minds-on Physics: Complex systems William J. Leonard, 1999 **ENC Focus a Magazine for Classroom Innovators**, 2000 *Unrealistic Movie Physics* Ethan Parker, AI, 2025-03-29 Unrealistic Movie Physics explores the fascinating gap between Hollywood s portrayal of physics and the reality of scientific laws The book examines how filmmakers often bend or break these laws to enhance drama and action resulting in scenes that defy possibility For instance the book might explore how explosions in films are often far larger and more destructive than what physics would allow or analyze the impossibility of characters surviving falls from extreme heights without injury The book uses a blend of qualitative analysis of film scenes and quantitative calculations to highlight these discrepancies It progresses from introducing fundamental physics concepts like gravity and momentum to analyzing specific cinematic tropes such as exaggerated explosions and impossible stunts It also considers how these unrealistic portrayals impact audience perception and expectations encouraging viewers to think critically about the science they see on screen Ultimately Unrealistic Movie Physics offers a unique perspective on both film and physics fostering critical thinking and a deeper appreciation for scientific accuracy By dissecting the physics of cinema it encourages viewers to distinguish between plausible portrayals and pure fantasy enhancing their understanding of both the art of filmmaking and the fundamental principles of the universe

Education 3.0 and eLearning Across Modalities Borden, Jeff D., 2021-08-20 For many years there has been a quest to discover the best teaching and learning methods in order to strengthen the classroom and the mind Researchers now know more than ever before about the brain s impact on learning historical triggers that lead to deep learning and how to scale education with technology Yet much of what is known is under utilized in the classrooms of today if leveraged at all Education 3 0 and eLearning Across Modalities showcases effective practices based on innovative initiatives research and practitioner experiences from the past two decades The effective practices of multi modal learning which are well known to practitioners but largely unknown to the general academic are explained in detail while making each technique approachable and attainable regardless of institution size or modality Covering topics such as distance learning modern learning technologies and learning innovation this book is essential for teachers educational software developers IT consultants

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Melissa Marcucci, 2008 **Instructor's Manual [to Accompany] Conceptual Physics, Eighth Ed** Paul G. Hewitt, 1998
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