



Name: Addison Murray

Date: Nov 3

## Student Exploration: Ripple Tank

**Directions:** Follow the instructions to go through the simulation. Respond to the questions and prompts in the orange boxes.

**Vocabulary:** constructive interference, crest, destructive interference, diffraction, Huygens' Principle, interference, law of superposition, node, refraction, trough, wave, wavelength

**Prior Knowledge Questions** (Do these BEFORE using the Gizmo.)

1. The image below shows small ripples, or **waves**, moving through water in a pond. Highlight the description below that you think describes the motion of a wave most accurately.

- A. Each wave consists of a set of water molecules moving outward from the center.
- B. When a wave passes, water molecules move up and down before returning to near their original position.



2. Waves have **crests** (high points) and **troughs** (low points). The **wavelength** of a wave is the distance between adjacent crests (or troughs). Label the crests, the trough, and the wavelength on the image at left.

Either hand draw or click here to **EDIT** to use the drawing tool.

### Gizmo Warm-up

A ripple tank, such as the one shown in the *Ripple Tank Gizmo*, is a shallow pan of water with a vibrating motor that produces waves. The tank is lit from above so that the wave crests and troughs are visible. Ripple tanks are particularly useful because many properties of water waves are shared by other kinds of waves that are harder to see.

Check that **Open tank** is selected and the **Wavelength** is 4.0 cm. Click **Play** (▶) and observe. Click **Pause** (⏸) when the first wave reaches the right edge of the tank.



1. The light regions represent troughs while the dark areas represent crests. About how much simulation time does it take the wave to cross the tank?

about 2 s

2. Click **Reset** (↺). Set the **Wavelength** to 16.0 cm, and click **Play**. Click **Pause** when the waves reach the edge. How did increasing the wavelength affect the shape and speed of the waves?

The waves were wider and moved faster. Took 1.0 s

# Ripple Tank Lab Answers

**Christian Drosten**



## **Ripple Tank Lab Answers:**

America's Lab Report National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on High School Laboratories: Role and Vision, 2006-01-20 Laboratory experiences as a part of most U S high school science curricula have been taken for granted for decades but they have rarely been carefully examined What do they contribute to science learning What can they contribute to science learning What is the current status of labs in our nation s high schools as a context for learning science This book looks at a range of questions about how laboratory experiences fit into U S high schools What is effective laboratory teaching What does research tell us about learning in high school science labs How should student learning in laboratory experiences be assessed Do all student have access to laboratory experiences What changes need to be made to improve laboratory experiences for high school students How can school organization contribute to effective laboratory teaching With increased attention to the U S education system and student outcomes no part of the high school curriculum should escape scrutiny This timely book investigates factors that influence a high school laboratory experience looking closely at what currently takes place and what the goals of those experiences are and should be Science educators school administrators policy makers and parents will all benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum and how that can be accomplished Technical Report, 1967 **JLACE-PDF Jharkhand Lab Assistant Competitive Exam Physics Subject eBook** Chandresh Agrawal, nandini books, 2024-06-27 SGN The JLACE PDF Jharkhand Lab Assistant Competitive Exam Physics Subject eBook Covers Objective Questions Asked In Various Competitive Exams With Answers

**Practical experiments in school science lessons and science field trips** Great Britain: Parliament: House of Commons: Science and Technology Committee, 2011-09-14 Additional written evidence is contained in Volume 3 available on the Committee website at [www.parliament.uk/science](http://www.parliament.uk/science) **Resources for Teaching Middle School Science** Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also

grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

**Diffraction of Water Waves Over Bottom Discontinuities** Nabil Abdel Moneim Hilaly,1967 The study is concerned with the problems of propagation of water waves over abrupt bottom discontinuities where the depth changes from one uniform depth non zero to another uniform depth finite or infinite The change of depth extends over an infinite line in space In the first part theoretical values of the reflection and transmission coefficients and the corresponding phase shifts have been obtained for waves moving over a step shaped bottom parallel to the wave fronts The problem is considered as a boundary value problem in potential flow theory The second part is devoted to the problem of the determination of characteristics of waves propagating over a rectangular submarine channel with vertical sides A mathematical formulation of the problem as a three dimensional boundary value problem is given Author

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**Symposium Of North Eastern Accelerator Personnel, Sneap 26** J W Mckay,1995-07-14 This was the 26th in a series

of annual meetings to discuss the operation and development of electrostatic accelerators and associated boosters This volume presents reports on project status operational experience ion sources control systems and charging systems Also included are summary reports of the year s activities from all member laboratories Technical Information Pilot ,1949

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