

**Concept-Development
Practice Page** **6-3**

Racing Day with $a = F/m$

In each situation below, Cart A has a mass of 1 kg. Circle the correct answers (A, B, or Same for both).

1. Cart A is pulled with a force of 1 N.
Cart B also has a mass of 1 kg and is pulled with a force of 2 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



3. Cart A is pulled with a force of 1 N.
Cart B has a mass of 2 kg and is pulled with a force of 2 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



5. This time Cart A is pulled with a force of 4 N.
Cart B has a mass of 4 kg and is pulled with a force of 4 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



2. Cart A is pulled with a force of 1 N.
Cart B has a mass of 2 kg and is also pulled with a force of 1 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



4. Cart A is pulled with a force of 1 N.
Cart B has a mass of 3 kg and is pulled with a force of 3 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



6. Cart A is pulled with a force of 2 N.
Cart B has a mass of 4 kg and is pulled with a force of 3 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



thank to Dean Baird

Physics Concept Development Practice Page Answers

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Physics Concept Development Practice Page Answers:

Instructor's Manual [to Accompany] Conceptual Physics, Eighth Ed Paul G. Hewitt, 1998 *Conceptual Physics Tenth Edition* helps readers connect physics to their everyday experiences and the world around them with additional help on solving more mathematical problems Hewitt's text is famous for engaging readers with analogies and imagery from real world situations that build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics With this strong foundation readers are better equipped to understand the equations and formulas of physics and motivated to explore the thought provoking exercises and fun projects in each chapter Included in the package is the workbook *Mechanics Properties of Matter Heat Sound Electricity and Magnetism Light Atomic and Nuclear Physics Relativity* For all readers interested in conceptual physics *Teaching Science*, 2008 *Books of India*, *Active Learning in College Science* Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman's 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman's challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book's final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of naive notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these

ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for [El-Hi Textbooks & Serials in Print, 2005](#) ,2005 [El-Hi Textbooks and Serials in Print](#) ,2003

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