

Analyze

1. See Data Table.
2. See Data Table.
3. See Data Table. Sample Calculation for Pluto: $e = 4/16 = 0.25$
4. See Data Table.
5. Both foci are at the center.
6. It is very close to being a circle.
7. The comet. It looks more flattened out than the other orbits.

Conclude and Apply

1. Yes, the planets and comet travel in elliptical orbits.
2. Since the eccentricity of Earth is so small, Kepler might not have concluded that planets have elliptical orbits.
3. It travels fastest at perihelion. According to Kepler's second law, equal areas are swept out in equal time. Since there is less area available at perihelion, the planet must move faster.

$$4. \frac{v_P}{v_A} = \frac{A}{P} = \frac{10.0}{6.0} = \frac{1.7}{1}$$

5. v_A = minimum velocity
 $= 3.7 \text{ km/s}$
 $v_P = 1.7 \times v_A$
 $= 1.7 \times 3.7 \text{ km/s}$
 $= 6.3 \text{ km/s}$

Going Further

1. Collect data using dates of location of a planet. Use areas and dates to confirm the second law.
2. In order to show the third law, a computer model would have a planet actually moving so that periods and distances could be measured.

Real-World Physics

Students can research elliptical orbits of satellites. Encourage the students to pick one or two satellites and, if possible, plot orbit data to determine the path that each satellite takes.

Study Guide**Vocabulary Review**

1. inertial mass
2. Kepler's second law
3. gravitational mass
4. gravitational field
5. Newton's law of universal gravitation

Section 7-1**Planetary Motion and Gravitation**

1. Copernicus
2. Brahe
3. Brahe
4. Kepler
5. Newton
6. Kepler
7. Newton
8. Kepler
9. third
10. first
11. first
12. third
13. second
14. $t_2 - t_1 = t_4 - t_3$
15. planet B's average distance from the Sun
16. It is least at point 3 and greatest at point 1.
17. The magnitude of the force at point 3 is $\frac{1}{36}F$
18. $r_B = \sqrt{\frac{T_B^2 r_A^3}{T_A^2}}$
19. $2F$
20. $\frac{1}{4}F$
21. $6F$
22. $4F$
23. $4F$
24. the planet's mean distance from the Sun as well as the mass of the Sun

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Resources in Education ,2001 Fundamentals of Physics, Part 3, Chapters 22 - 33, Enhanced Problems Version
David Halliday,Robert Resnick,2002-04-16 The primary goal of this text is to provide students with a solid understanding of fundamental physics concepts and to help them apply this conceptual understanding to quantitative problem solving

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different press types and processes *Continuous-Time Signals and Systems* Oktay Alkin, 2025-03-24 Drawing on author's 30 years of teaching experience *Continuous Time Signals and Systems A MATLAB Integrated Approach* represents a novel and comprehensive approach to understanding signals and systems theory Many textbooks use MATLAB as a computational tool but Alkin's text employs MATLAB both computationally and pedagogically to provide interactive visual reinforcement of fundamental concepts important in the study of continuous time signals and systems In addition to 210 traditional end of chapter problems and 168 solved examples the book includes hands on MATLAB modules consisting of 77 MATLAB based homework problems and projects coordinated with the traditional end of chapter problems 106 live scripts and GUI based interactive apps that animate key figures and bring core concepts to life Downloadable MATLAB code for most of the solved examples 64 fully detailed MATLAB exercises that involve step by step development of code to simulate the relevant signal and or system being discussed including some case studies on topics such as synthesizers simulating instrument sounds pulse width modulation etc The ebook version includes clickable links that allow running MATLAB code associated with solved examples and exercises in a browser using the online version of MATLAB It also includes audio files for some of the examples Each module or application is linked to a specific segment of the text to ensure seamless integration between learning and doing The aim is to not simply give the student just another toolbox of MATLAB functions but to use the development of MATLAB code as part of the learning process or as a litmus test of students understanding of the key concepts All relevant MATLAB code is freely available from the publisher In addition a solutions manual figures presentation slides and other ancillary materials are available for instructors with qualifying course adoption **Ecology Abstracts**

, 1993 *Fundamentals of Physics* David Halliday, Robert Resnick, Jearl Walker, 2010-03-15 This book arms engineers with the tools to apply key physics concepts in the field A number of the key figures in the new edition are revised to provide a more inviting and informative treatment The figures are broken into component parts with supporting commentary so that they can more readily see the key ideas Material from *The Flying Circus* is incorporated into the chapter opener puzzlers sample problems examples and end of chapter problems to make the subject more engaging Checkpoints enable them to check their understanding of a question with some reasoning based on the narrative or sample problem they just read Sample Problems also demonstrate how engineers can solve problems with reasoned solutions INCLUDES PARTS 1 4 PART 5 IN FUNDAMENTALS OF PHYSICS EXTENDED *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

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