



# 6-8 ENERGY TEACHER GUIDE

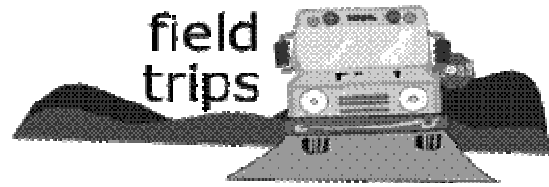
## How to Use your Field Trip Guide

Field Trip Guides provide structure and suggestions on a particular theme within COSI's exhibition areas. This will allow you, your students and your chaperones to be prepared to explore science and discover fun. We suggest you begin by selecting goals for your visit. These goals may include enhancing aspects of your science curriculum, understanding what it means to be a scientist, or showing your students that science learning can be cool and fun! If you have particular curriculum goals, use this Field Trip Guide to connect what you are doing in your classroom with our pre- or post visit activities. We recommend making copies of the Scavenger Hunt for each of your chaperones, so that they can guide the students through the exhibits and help record information. Our Scavenger Hunts are designed to be open-ended, and focus on process skills and scientific thinking. As a result, there may not be one right answer for each of the questions. This means you will NOT find an answer key for any of the scavenger hunts. Instead, you'll find descriptions the science concepts that we hope you'll experience. If you feel you need more clarification, you can always contact us at [fieldtrips@mail.cosi.org](mailto:fieldtrips@mail.cosi.org).

COSI is a big place. As a result, you may not see everything in one day. Take your time—don't rush, and allow your students to explore the things that they find interesting. All too often kids are pulled away to the next area just as they start to get involved in an experience. Rather than trying to see it all, select just a few areas to spend your day. You will see less, but you will learn more.

## Some COSI Exhibits related to Light, Sound & Energy

COSI is a great place to learn about the nature of energy, including light and sound. Explore the exhibition areas to find examples of reflection, refraction, waves, energy transfer, and energy conversion. You may also want to see the Gadgets LIVE Show on the Gadgets stage to learn about potential and kinetic energy. This show can be reserved for groups of up to 200 students.



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## GADGETS

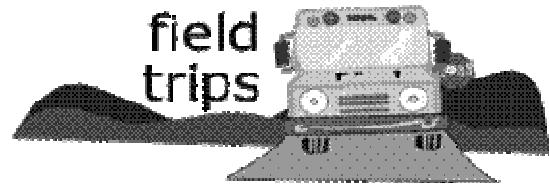
Admired for their ability to change how we do things, gadgets are tangible proof of how creativity advances technology. The Gadgets exhibition area contains a variety of exhibits that allow guests to explore the building blocks of more complex gadgets: pulleys, gears, lasers, and electric circuits. Guests can examine the inner workings of everyday gadgets by taking them apart in the Gadgets Café. The café is an inventor's paradise that offers the tools necessary to investigate the gadgets we use daily. Energy exhibits include:

**Magnetic Balancing Act** - Touch a conductive target, strategically placed between two strong magnets, using your choice of a metal or a plastic wand. Materials which electrons move through easily are called conductors. Most metals make good conductors, which is why they are used to make wires for carrying electrical current. Materials that do not allow electrons to move easily through them are called insulators. Most plastics, rubber, and glass are good insulators. We use these materials to coat conductors to prevent ourselves from getting shocked by the electricity being carried.

**Build-A-Circuit** - Here you can manipulate circuit elements such as switches, light bulbs, resistors, capacitors, diodes, and LED's (light emitting diodes). The elements have magnets on each end. These can be joined together and attached to a power supply to create continuous electrical paths, known as circuits.

*Current* is the rate of the flow of electrons. Current electricity comes in different forms. There is direct current and alternating current. With direct current (DC), electricity flows in only one direction. This is the kind of electricity that is produced by a battery. With alternating current (AC) the direction of flow changes many times a second. This is the type of electricity that runs this exhibit and many of our appliances; it is the type of electricity that we plug into.

**Bright Ideas** - This is also known as the Hand-crank Generator. Guests alternately light fluorescent and incandescent bulbs by turning a handle and comparing the energy required to illuminate each. A hand lever allows guests to quickly switch from one light source to another. The incandescent bulb was invented by Thomas Edison. Inside an incandescent light bulb, there is a small-coiled wire called a filament. As the electrons pass through the filament, the wire is heated and begins to glow. It is the glowing of the wire that produces the light. The fluorescent bulb is fairly new to the world. This bulb is filled with a gas called Argon. Electrons are released into the bulb. As the electrons collide, they exert energy in the form of light (see Plasma Sphere), thus lighting the bulb.



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**Laser Table** Laser technology is used in all sorts of gadgets, from CD players to telescopes. Guests manipulate semi-conductor lasers with lenses and mirrors. By changing the placement of the various components, guests can alter the path of the beams. The beams are revealed by fog emanating from diffusers within the table.

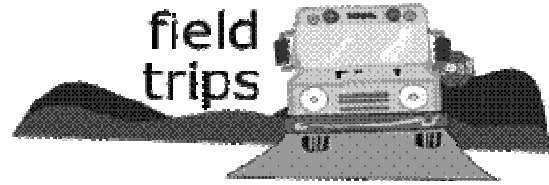
Laser is an acronym for Light Amplification by Stimulated Emission of Radiation. Light because its part of the light spectrum. Amplification because light is being amplified, or focused into a small beam. By Stimulated Emission of Radiation because electrons in the gas being used in the laser are excited by small particles of light called photons. Remember how we said light was a wave? This may seem like a contradiction, but is an accepted concept. Think of it as the duality of light. These particles of light if they all have the same energy level, or wavelength, will excite the electrons to a higher energy level. The electron does not tend to be in this state for long when it releases a photon in a random direction. We can, however, stimulate the electron to returning to its original state by bombarding it with an additional photon. When this happens it returns to its normal state and releases light as photon at the same energy level it was bombarded with. This process as said before focuses the light, thus we have a laser.

### PROGRESS

Travel through time to the small Mid-western town of Progress, and discover the technology of 1898. Around the corner, find yourself a generation later in 1962 and see the changes progress makes. Take a look around Progress and make note of the types of energy being used to make the city work. These include electric lights above the town square, candlelight in the windows, and horse-powered carriages.

**Telegraph** - The electric telegraph translates mechanical action (dots and dashes from the telegraph key) into electrical pulses, and then back into mechanical action at the other end. It was all made possible by Hans Christain Oersted's 1820 discovery of the connection between electricity and magnetism.

Oersted discovered that a current-carrying wire forms a magnetic field around itself. By wrapping several coils of wire around an iron core, the iron becomes a magnet — but only as long as the electrical current continues in the wire. If the current is shut off at the other end, the electromagnet loses its pulling power. With a suitable transmitter, sending "on" and "off" electrical signals down a wire, an electromagnet attached to a spring and mounted above an iron plate can act as a receiver. When the current is "on," the electromagnet is pulled down to the plate. When the current is "off," the spring pushes the electromagnet up. The moving electromagnet makes the dots and dashes of Morse Code.



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### **LIFE**

**Anechoic Chamber (Echo-free Room)** - Step inside this room to discover a place without echoes. In most rooms, sound bounces all over the place and there are constant echoes, even if we don't really notice them. The way the walls in the anechoic chamber are shaped cause the reflected sound waves to hit each other instead of bouncing back to your ears. Clapping, snapping, singing, and shouting sound eerily quite in this room. This technology is used for automotive design, aerospace engineering, and testing sound equipment.

**3D Audio** - 3-dimensional audio creates an illusion that the events that make the sound you are hearing are truly happening in your immediate surroundings. With your eyes closed, it is especially hard to tell that the things are not there. Each set of headphones runs on a continuous loop and each is different. Under normal circumstances, our minds interpret where a sound is coming from depending on which ear hears it first and the lapse between that and the other ear hearing it. The reason this is able to confuse the mind is because these events were recorded using two microphones spaced as far apart as the average human ears, so the sound reaches the ears in the same way, as if, you were hearing it for real.

**You and Me** – Combine your reflections using a semi-reflective surface and two dimmer lights. Line up the reflection of your face with the another face . You should notice similarities and differences in your faces (if they are related, they may notice more similarities than they expected). Interesting fact: Humans and only a few other animals recognize themselves in a mirror. The mirror test is considered an important measure of self-identity. The reflective glass plays with your sense of self-identity by blending your image with another's.

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## OCEAN

Poseidon's realm takes two forms in this unique learning environment. On one side of the exhibition, Poseidon reigns majestic over a mythical playground, symbolizing the ancient means for understanding the sea. Here, you can explore the physical nature of water through laminar streams, eroding sand, and other activities, and at the same time being totally immersed in a theatrical recreation of the ocean's power. On the other side of Ocean, Poseidon is the namesake of an undersea research habitat, revealing the modern means for understanding the sea. Based on real ocean exploration technology, the "D.S.B. Poseidon" uses submersibles sonar to explore the scientific side of Ocean.

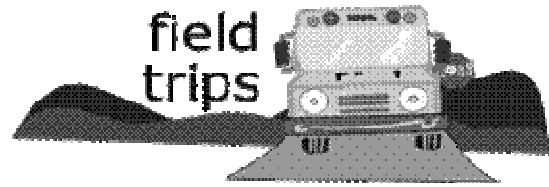
**Caution:** It is likely that your students will get wet. Encourage them to take care not to get others wet in the process. Exhibits include:

The **Sonic Fountains** Energy is often felt as heat (thermal energy) or it can be observed as movement (kinetic energy). As wet hands move along the brass handles of the sonic fountain, friction occurs. This friction is transferred from the handles to the bowl and finally to the water in the bowl. The energy is able to transfer instead of dissipating as heat because the handles are attached to the bowl in such a way that vibration is possible.

As the water surface is observed it is noticed that some areas are calm while others move with vigor. This is called an interference pattern. Because of the circular shape of the bowl the waves hit each other. In some cases two wave crests hit, they add to each other, and become even taller. In other cases a wave crest will collide with a wave trough causing the waves to cancel each other out, leaving a smooth surface.

**SONAR** is a detection system based on the reflection of underwater sound waves. It listens with a sensitive microphone or hydrophone, for reflected pulses of submarines, obstacles, or marine animals. Acoustic oceanography is used to map the ocean floor and detect marine life. Side-scan sonar provides a different perspective on what the seafloor looks like. The equipment is usually attached to a "sled" that is towed behind a ship.

There are two types of acoustic sonar, active and passive. Active uses the same concept as side-scan, except it is attached to the submarine and emits acoustic energy out into open water, instead of, at the ocean floor. Active sonar is the familiar "pinging" sound you hear in submarine movies. Passive is where the sonar unit is placed under the sub and "waits" for sound to come to it, instead of, waiting for the reflections of sound it sent out. Sonar is an acronym standing for **SOund Navigation And Ranging**. It was first used in the 1920's.



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## Vocabulary Words

Energy- The capacity of a physical system to do work.

Light- A small segment of the electromagnetic spectrum which creates illumination.

Sound- transmitted vibrations that stimulated the ear.

Reflection- When light bounces off a surface.

Refraction- When light bends in traveling from one medium to another.

Wavelength- the distance in which a wave repeats its pattern.

## Standards

Grade 5 Physical Science Standards

3. Describe that electrical current in a circuit can transfer from one object to another by conduction.
4. Trace how an electrical current travels by creating a simple electrical circuit that will light a bulb.
5. Explore and summarize observations of the transmission, refraction and reflection of light.
6. Describe and summarize the absorption reflection and refraction of sound.

**Process Skills** are the actions that it takes to “do science.” These are some of the scientific process skills that your students will be using as they explore the exhibits at COSI.

Observe - Use your senses to gather information.

Measure- Use tools and numbers to quantify objects or phenomena.

Categorize - Place objects into groups based on similarities or differences.

Communicate - Use words, pictures, graphs and diagrams to share your ideas.

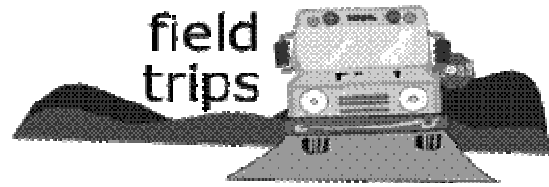
Investigate - Follow a scientific method to formulate questions, conduct an experiment.

Apply - put the information you’ve gathered to use.

Infer – Make an assumption based on your observations.

Question– Wonder and ask about things and find ways to discover answers.

Predict - Decide what will happen in the future based on your observations.



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## Classroom Connections

Your visit to COSI should not be a one day event, soon to be forgotten. Help your students make connections between the classroom lessons and your field trip by doing activities related to your visit. Before your visit, review the vocabulary words that the students will encounter, and brainstorm things they already know about technology or COSI in general. Give them descriptions of each of the areas and some of your expectations. If possible, review with the chaperones, so they know what to expect. After your visit, have your students draw pictures or write letters of stories about their experience, and list questions they still have that you could explore together.

Below are some lessons that you can use as pre-visit or post-visit activities to help connect your field trip to your classroom experiences and extend your students' learning. Consider doing one activity every day for a week before your visit.

### **Making Light of Science**

Objective: To introduce students to the electromagnetic spectrum, focusing on visible light. Students will be introduced to the idea that all light travels as waves, and that wavelength defines the various regions of the electromagnetic spectrum.

<http://www.sciencenetlinks.com/lessons.cfm?Grade=6-8&BenchmarkID=4&DocID=182>

### **Converting Energy**

Objective: To introduce students to energy through the idea of energy transformations and conversions, and to develop students' ideas of what energy is and how it can be measured.

<http://www.sciencenetlinks.com/lessons.cfm?Grade=6-8&BenchmarkID=4&DocID=153>

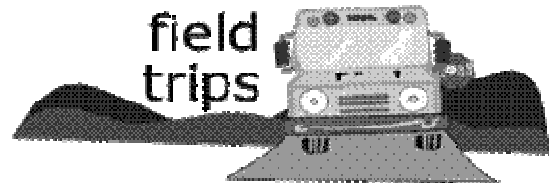
### **Mystery of the Senses: Hearing**

Objective: To experiment with what people hear when conversations are taking place simultaneously. [http://www.pbs.org/wgbh/nova/teachers/activities/22s1\\_hearing.html](http://www.pbs.org/wgbh/nova/teachers/activities/22s1_hearing.html)

### **Sounds Underwater**

Objective: Take this quiz and see what you know about sound travel in water.

<http://www.pbs.org/wgbh/nova/subsecrets/sounds.html>



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### **What's your wavelength?**

Objective: Explore the properties of visible light.

[http://www.pbs.org/wgbh/nova/teachers/activities/2311\\_einstein.html](http://www.pbs.org/wgbh/nova/teachers/activities/2311_einstein.html)

### **Sonic Boom Basics**

Objective: Understand the causes of a sonic boom

<http://www.pbs.org/wgbh/nova/barrier/boom/>

### **Tour the Spectrum**

Objective: Take a self-guided tour of the electromagnetic spectrum

<http://www.pbs.org/wgbh/nova/gamma/spectrum.html>

### **Bottled Sound**

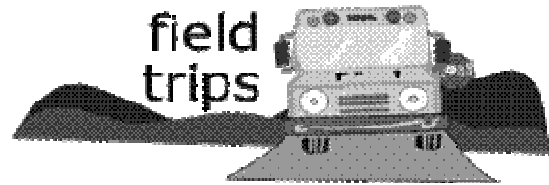
Objective: Explore sound travel through various media

[http://www.pbs.org/safarchive/4\\_class/45\\_pguides/pguide\\_701/4571\\_brain.html](http://www.pbs.org/safarchive/4_class/45_pguides/pguide_701/4571_brain.html)

### **After Your Visit/ Assessment**

Use the following activities to assess the impact of the visit to COSI on your students' knowledge, attitudes, and perceptions. Use a standard project rubric to assess the product of each of these projects. If you would like, send stories, pictures, or descriptions of your project to COSI c/o Field Trips, 333 W. Broad St., Columbus, OH 43215.





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### **Some Teacher Resources**

**The Music of Sound: Resources on science & sound**

<http://whyfiles.org/114music/index.html>

**The Atoms Family Physical Science Resources**

<http://www.miamisci.org/af/sln/>

**A Museum exhibit on different forms of energy**

[http://www.scienceuseum.org.uk/exhibitions/energy/site/EIZc\\_studies.asp](http://www.scienceuseum.org.uk/exhibitions/energy/site/EIZc_studies.asp)

**www.ohiorc.org**

The Ohio Resource Center, an excellent resource for standards-based lesson plans.

**<http://www.kidskonnnect.com/LightSound/LightSoundHome.html>**

Some resources on light and sound

**Blinded by the light: resources for grades 5-12**

<http://whyfiles.org/shorties/055darksky/index.html>

**Understanding Longitudinal and transverse waves**

<http://www.iit.edu/~smile/ph9106.html>

**Energy Story – A Reference for Middle Grades**

<http://www.energyquest.ca.gov/story/index.html>

**The Thermodynamics of Transportation- A Middle & High School Resource**

[http://www.pbs.org/americanfieldguide/teachers/transportation/transportation\\_sum.html](http://www.pbs.org/americanfieldguide/teachers/transportation/transportation_sum.html)