

Chapter 26 Properties of Light
Speed, Wavelength, and Frequency — continued

- e. Light in which range of frequencies is absorbed in glass? [visible] [ultraviolet].
- f. Light in which range of frequencies is transmitted through glass? [visible] [ultraviolet].
- g. How is the speed of light in glass affected by the succession of time delays that accompany the absorption and re-emission of light from atom to atom in the glass?

- h. How does the speed of light compare in water, glass, and diamond?

4. The Sun normally shines on both Earth and Moon. Both cast shadows. Sometimes the Moon's shadow falls on Earth, and at other times Earth's shadow falls on the Moon.

- a. The sketch shows the Sun and Earth. Draw the Moon at a position for a solar eclipse.



- b. This sketch also shows the Sun and Earth. Draw the Moon at a position for a lunar eclipse.



5. The diagram shows the limits of light rays when a large lamp makes a shadow of a small object on a screen. Make a sketch of the shadow on the screen, shading the umbra darker than the penumbra. In what part of the shadow could an ant on the screen see part of the lamp?



Conceptual Physics Student Answer Sheets

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Physics Education Research Conference Leon Hsu, Charles Henderson, Laura McCullough, 2007-11-26 This text brings together peer reviewed papers from the 2007 Physics Education Research Conference whose theme was Cognitive Science and Physics Education Research The conference brought together researchers studying a wide variety of topics in physics education including transfer of knowledge learning in physics courses at all levels teacher education and cross disciplinary learning This up to date text will be essential reading for anyone in physics education research **Comparative Study**

Using Technology Vs Traditional Learning in High School Conceptual Physics David Kim McCreight, 1999

Fundamentals of Physics, Part 4, Chapters 34-38 David Halliday, Robert Resnick, Jearl Walker, 1996-08-16 Part 3 of the fifth edition of this introduction to physics This text addresses the issue of building bridges of reason so that students may move from qualitative understanding of any given physics concept to making decisions about how to solve a problem involving that concept **Instructor's Resource Guide to Accompany Cutnell Physics** John D. Cutnell, 2000-07

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