

**Equilibrium Lab**

**Purpose:** To calculate the **mass** of an object using equilibrium methods.

**Materials:**

- Clinometer app downloaded to phone
- Spring scale
- String
- Mass (with actual mass written on it)

**Procedure:**

1. Hang a mass from a string on a nail in the classroom
2. Pull the mass horizontally out from the wall using a spring scale. (**Hold scale horizontal.**)
  - Draw a diagram of the situation and label the forces and angle involved.
  - Create a table of  $\theta$  and resulting  $F_{\text{spring}}$ .
3. Repeat procedure #2 for 5 different angles between  $10^\circ$  and  $80^\circ$ . (Only one drawing though.)
4. Plot a graph of  $F_{\text{spring}}$  vs  $\theta$ .
5. The graph is not linear. Draw an equilibrium triangle and explain why using  $\tan \theta$ , instead of  $\theta$ , should yield a straight line. Add a  $\tan \theta$  column to your table and plot a graph of  $F_{\text{spring}}$  vs  $\tan \theta$ .
6. Calculate the slope of the straight-line graph and determine what physical quantity it represents.
7. Calculate the **mass** from your experimental results to 3 sig figs.
8. Calculate the percent difference between your measured mass and the actual mass (as recorded on the mass itself):

$$\text{percent difference} = \frac{| \text{measured} - \text{actual} |}{\text{actual}} \times 100\%$$

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**Marking guide:**

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| • Lab organized, all required sections (with diagram in procedure)  | 5 marks   |
| • Discussion of how to get: straight line graph, calculated mass, % difference (can all be included in procedure section) | 5 marks   |
| • Two graphs (on graph paper, not sketches)   | 4 marks   |
| • Analysis and conclusion   | 6 marks   |
| Total:  | /20 marks |

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**Write-up hints:**

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**Equilibrium Lab**

**Purpose:** To calculate the **mass** of an object using equilibrium methods.

**Materials:**

- Clinometer app downloaded to phone
- Spring scale
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- Mass (with actual mass written on it)

**Procedure:**

1. Hang a mass from a string on a nail in the classroom
2. Pull the mass horizontally out from the wall using a spring scale. (**Hold scale horizontal.**)
  - Draw a diagram of the situation and label the forces and angle involved.
  - Create a table of  $\theta$  and resulting  $F_{\text{spring}}$ .
3. Repeat procedure #2 for 5 different angles between  $10^\circ$  and  $80^\circ$ . (Only one drawing though.)
4. Plot a graph of  $F_{\text{spring}}$  vs  $\theta$ .
5. The graph is not linear. Draw an equilibrium triangle and explain why using  $\tan \theta$ , instead of  $\theta$ , should yield a straight line. Add a  $\tan \theta$  column to your table and plot a graph of  $F_{\text{spring}}$  vs  $\tan \theta$ .
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**Materials:**

- Clinometer app downloaded to phone
- Spring scale
- String
- Mass (with actual mass written on it)

**Procedure:**

1. Hang a mass from a string on a nail in the classroom
2. Pull the mass horizontally out from the wall using a spring scale. (**Hold scale horizontal.**)
  - Draw a diagram of the situation and label the forces and angle involved.
  - Create a table of  $\theta$  and resulting  $F_{\text{spring}}$ .
3. Repeat procedure #2 for 5 different angles between  $10^\circ$  and  $80^\circ$ . (Only one drawing though.)
4. Plot a graph of  $F_{\text{spring}}$  vs  $\theta$ .
5. The graph is not linear. Draw an equilibrium triangle and explain why using  $\tan \theta$ , instead of  $\theta$ , should yield a straight line. Add a  $\tan \theta$  column to your table and plot a graph of  $F_{\text{spring}}$  vs  $\tan \theta$ .
6. Calculate the slope of the straight-line graph and determine what physical quantity it represents.
7. Calculate the **mass** from your experimental results to 3 sig figs.
8. Calculate the percent difference between your measured mass and the actual mass (as recorded on the mass itself):

$$\text{percent difference} = \frac{| \text{measured} - \text{actual} |}{\text{actual}} \times 100\%$$

**Please return all lab equipment to the front of the class once you have completed the lab.**

**Each lab member, individually, will hand in the following:**

- Lab report with five sections 1. Title, 2. Purpose, 3. Materials, 4. Procedure, Data and Observations, (procedure **summarized** and insert data and observations into the flow of the procedure) and 5. Analysis/Conclusions. (Own words, not simply a copy of a partner's lab!)
- Work clearly showing values and calculations used to find the mass.
- Table showing the 5 measured angles and forces, two graphs, the percent difference between the actual and measured mass.
- The write up should be very neat and organized – easy to read and interpret – and be hand written (not typed.)

**Marking guide:**

- |   |           |
|---|-----------|
| • Lab organized, all required sections (with diagram in procedure)  | 5 marks   |
| • Discussion of how to get: straight line graph, calculated mass, % difference (can all be included in procedure section) | 5 marks   |
| • Two graphs (on graph paper, not sketches)   | 4 marks   |
| • Analysis and conclusion   | 6 marks   |
| Total:  | /20 marks |

**Due date:** \_\_\_\_\_

**Labs must be handed in on the due date.** Labs will not be accepted after they have been marked and returned. (*Personal Awareness and Responsibility Core Competency*)  
If a student was away on the day of the lab, he/she can come to make up the lab, before it is handed back, immediately when he/she returns to school.

**Write-up hints:**

Analysis and Conclusions:

- Did you accomplish the purpose of the lab?
- Discuss what your results mean in terms of the physics concept being studied. Connection to formula/theory. What was learned through the lab? Did it prove a physics concept? Explain.
- Did the procedure lead to good results? Is there a better way to do the lab?
- List any inherent errors that affected the results like a breeze, friction of... , etc (NOT "human error").

**Equilibrium Lab**

**Purpose:** To calculate the **mass** of an object using equilibrium methods.

**Materials:**

- Clinometer app downloaded to phone
- Spring scale
- String
- Mass (with actual mass written on it)

**Procedure:**

1. Hang a mass from a string on a nail in the classroom
2. Pull the mass horizontally out from the wall using a spring scale. (**Hold scale horizontal.**)
  - Draw a diagram of the situation and label the forces and angle involved.
  - Create a table of  $\theta$  and resulting  $F_{\text{spring}}$ .
3. Repeat procedure #2 for 5 different angles between  $10^\circ$  and  $80^\circ$ . (Only one drawing though.)
4. Plot a graph of  $F_{\text{spring}}$  vs  $\theta$ .
5. The graph is not linear. Draw an equilibrium triangle and explain why using  $\tan \theta$ , instead of  $\theta$ , should yield a straight line. Add a  $\tan \theta$  column to your table and plot a graph of  $F_{\text{spring}}$  vs  $\tan \theta$ .
6. Calculate the slope of the straight-line graph and determine what physical quantity it represents.
7. Calculate the **mass** from your experimental results to 3 sig figs.
8. Calculate the percent difference between your measured mass and the actual mass (as recorded on the mass itself):

$$\text{percent difference} = \frac{| \text{measured} - \text{actual} |}{\text{actual}} \times 100\%$$

**Please return all lab equipment to the front of the class once you have completed the lab.**

**Each lab member, individually, will hand in the following:**

- Lab report with five sections 1. Title, 2. Purpose, 3. Materials, 4. Procedure, Data and Observations, (procedure **summarized** and insert data and observations into the flow of the procedure) and 5. Analysis/Conclusions. (Own words, not simply a copy of a partner's lab!)
- Work clearly showing values and calculations used to find the mass.
- Table showing the 5 measured angles and forces, two graphs, the percent difference between the actual and measured mass.
- The write up should be very neat and organized – easy to read and interpret – and be hand written (not typed.)

**Marking guide:**

- |   |           |
|---|-----------|
| • Lab organized, all required sections (with diagram in procedure)  | 5 marks   |
| • Discussion of how to get: straight line graph, calculated mass, % difference (can all be included in procedure section) | 5 marks   |
| • Two graphs (on graph paper, not sketches)   | 4 marks   |
| • Analysis and conclusion   | 6 marks   |
| Total:  | /20 marks |

**Due date:** \_\_\_\_\_

**Labs must be handed in on the due date.** Labs will not be accepted after they have been marked and returned. (*Personal Awareness and Responsibility Core Competency*)  
If a student was away on the day of the lab, he/she can come to make up the lab, before it is handed back, immediately when he/she returns to school.

**Write-up hints:**

Analysis and Conclusions:

- Did you accomplish the purpose of the lab?
- Discuss what your results mean in terms of the physics concept being studied. Connection to formula/theory. What was learned through the lab? Did it prove a physics concept? Explain.
- Did the procedure lead to good results? Is there a better way to do the lab?
- List any inherent errors that affected the results like a breeze, friction of... , etc (NOT "human error").