

The Vector Addition phet is located @

<https://phet.colorado.edu/en/simulation/vector-addition>

FORCE TABLE Google: "adding vectors phet"

INTRODUCTION

All measurable quantities can be classified as either a scalar¹ or a vector². A scalar has only magnitude while a vector has both magnitude and direction. Examples of scalar quantities are the number of students in a class, the mass of an object, or the speed of an object, to name a few. Velocity, force, and acceleration are examples of vector quantities. The statement "a car is traveling at 60 mph" tells us how fast the car is traveling but not the direction in which it is traveling. In this case, we know the speed of the car to be 60 mph. On the other hand, the statement "a car traveling at 60 mph due east" gives us not only the speed of the car but also the direction. In this case the velocity of the car is 60 mph due east and this is a vector quantity.

Unlike scalar quantities that are added arithmetically, addition of vector quantities involves both magnitude and direction. In this lab we will use a force table to determine the resultant of two or more force vectors and learn to add vectors using graphical as well as analytical methods.

DISCUSSION OF PRINCIPLES

Vector Representation

As mentioned above, a vector quantity has both magnitude and direction. A vector is usually represented by an arrow, where the direction of the arrow represents the direction of the vector, and the length of the arrow represents the magnitude of the vector. In three-dimensions, a vector directed out of the page (or along the positive z -axis) is represented by $\odot$ (a circle with a dot inside it) and a vector directed into the page (or along the negative z -axis) is represented by $\otimes$ (a circle with an $\times$ inside it).

In mathematical equations a vector is represented as $\vec{A}$. In some textbooks a vector is represented by a bold face letter **A**.

The negative of a vector $\vec{A}$ is a vector of the same length but with a direction opposite to that of $\vec{A}$. See Fig. 1 below.

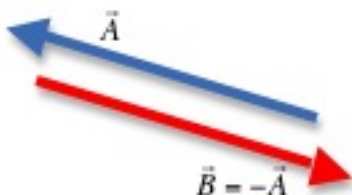


Figure 1: Vectors as arrows

¹[http://en.wikipedia.org/wiki/Scalar_\(physics\)](http://en.wikipedia.org/wiki/Scalar_(physics))

²http://en.wikipedia.org/wiki/Euclidean_vector

The Cartesian coordinate system is used for graphical representation of vectors. The tail of the vector is placed on the origin and the direction of the vector is defined by an angle, θ (theta), between the positive x -axis and the vector, as shown in Fig. 2.

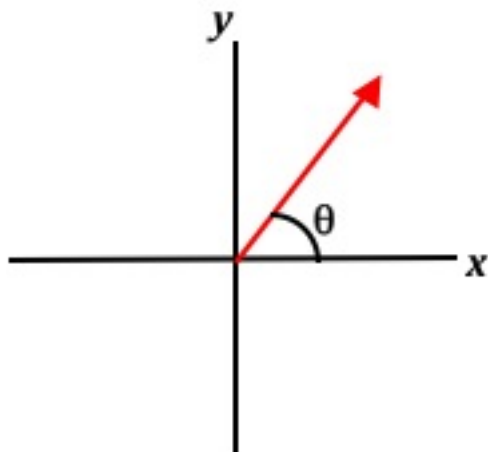


Figure 2: Graphical representation of a vector

Components of Vectors

An important technique when working with vectors mathematically is to break them down into their x and y components. In this example, we will consider the position vector $\vec{A}$ directed at an angle of 30° from the $+x$ -axis and having a magnitude of 8.0 miles. From the head of the vector draw a line perpendicular to the x -axis and a second line perpendicular to the y -axis. We refer to these lines as the projections of the vector on to the x - and y -axes. The projection of the vector on to the y -axis gives the magnitude of the x -component of the vector (green line in Fig. 3 below) and the projection of the vector on the x -axis gives the magnitude of the y -component (red line in Fig. 3).

TAs: use the vector addition phet to demo how to use it to obtain the components and angles of vectors. Choose the "Lab" phet.

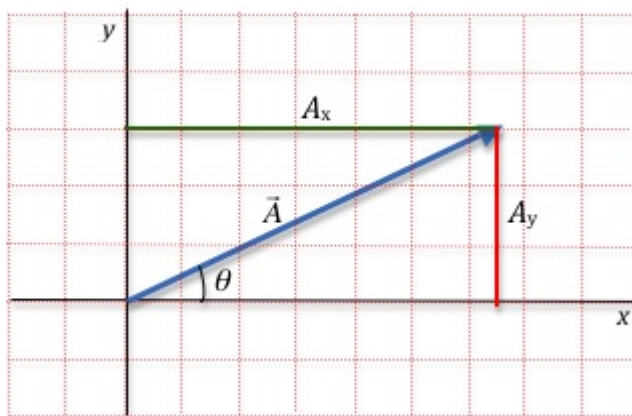


Figure 3: Breaking a vector into x and y components

Note that the green and red lines in the diagram above form two sides of a rectangle with the vector as the diagonal of the rectangle. We can also look at the above situation in two other ways as shown in Fig. 4.

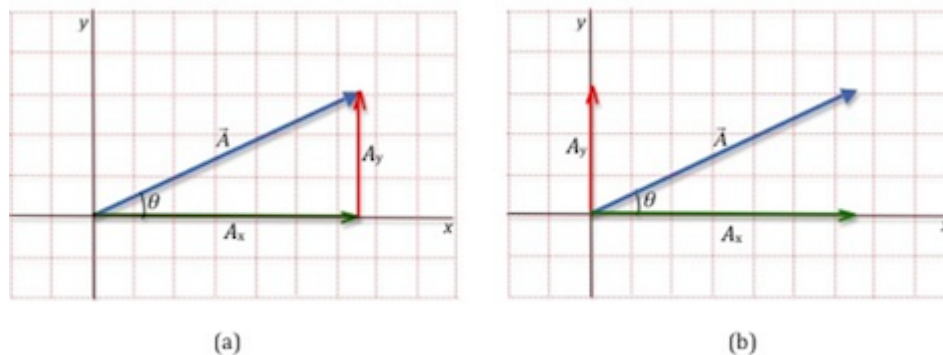


Figure 4: Representing components of a vector

In Fig. 4a we have a right triangle in which the vector is the hypotenuse, the side parallel to the x -axis (green arrow) is the x -component of the vector, and the side parallel to the y -axis (red arrow) is the y -component of the vector. Figure 4b is mathematically equivalent to Fig. 4a, but now A_y is drawn along the y -axis.

Finding components given the magnitude and direction of the vector

We know the direction of the A_x and A_y vectors, but to find their magnitudes we need to use some trigonometric identities. In Fig. 5 the hypotenuse represents the magnitude of the vector $\vec{A}$ and the other two sides of the right triangle represent the x and y components of the vector $\vec{A}$.

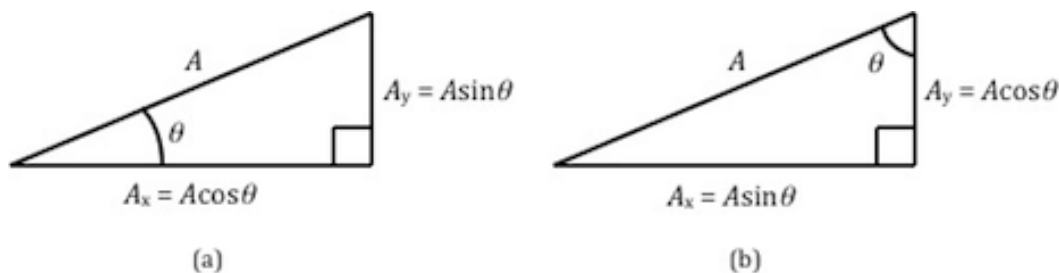


Figure 5: Finding the components of a vector

For any right triangle, we have the following trigonometric identities.

$$\cos \theta = \frac{\text{adjacent side}}{\text{hypotenuse}} \quad (1)$$

Have the students do this exercise using the vector phet given at the top of this handout. Choose the "Lab" phet. There is no need for a breakout session for this simple exercise. Have a student demo their addition by having them share their screen. Do both the sum and subtraction shown below.

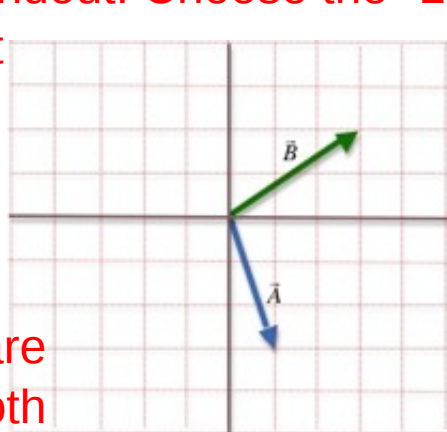
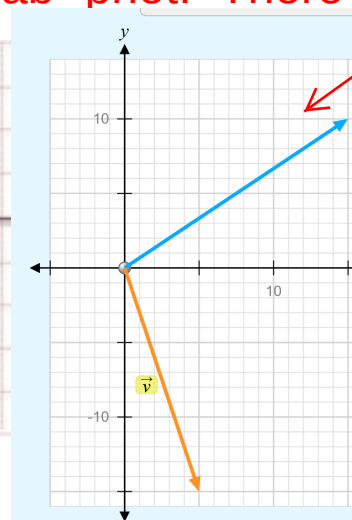


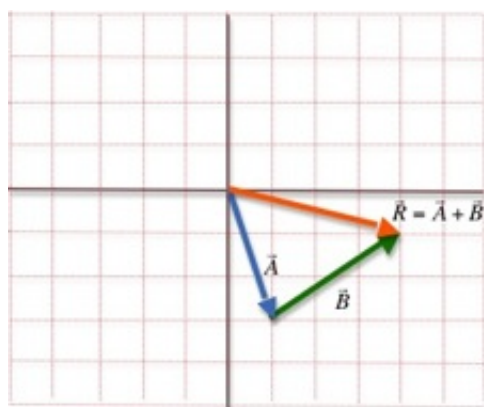
Figure 7: Two vectors



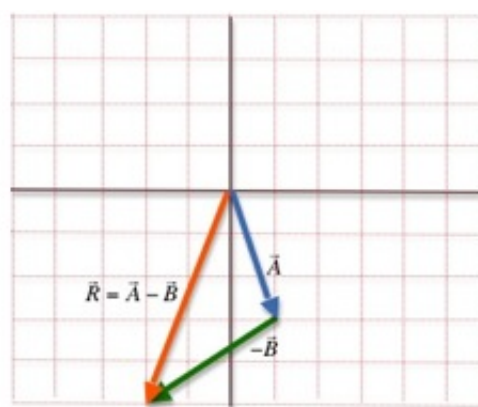
My phet.
Note that the origin of the coordinate system can be moved.

To add two vectors, slide the second vector so that its tail is at the head of the first vector. The sum of the two vectors is a vector drawn from the tail of the first vector to the head of the second vector. In Fig. 8a, $\vec{B}$ is moved so that its tail is at the head of $\vec{A}$. Note that the direction of $\vec{B}$ does not change. The red arrow gives the sum $\vec{R} = \vec{A} + \vec{B}$. Addition is commutative, so you will get the same result by moving $\vec{A}$ to the head of $\vec{B}$.

To find the difference of two vectors, we can take the negative of the second vector and add it to the first vector following the steps described above for addition. In other words, $\vec{A} - \vec{B} = \vec{A} + (-\vec{B})$. This is illustrated in Fig. 8b.



(a)



(b)

Figure 8: Sum and difference of two vectors

Analytical Method of Adding Vectors

Addition or subtraction of vectors involves breaking up the vectors into its components and then performing the addition or subtraction to the x and y components separately.

$$R_x = A_x + B_x \quad (13)$$

Students: Using trig, from the length and angles, find the components A_x, A_y, B_x, B_y .

And show that they add up to R_x and R_y .

$$R_y = A_y + B_y \quad (14)$$

Now using Eqs. (9) and (12) we can find the magnitude and direction of the resultant vector $\vec{R}$. This process will be the same if you are adding more than two vectors or subtracting vectors.

In Fig. 5a, $A_x = 1$ and $B_x = 3$ giving $A_x + B_x = 4$; $A_y = -3$ and $B_y = 2$ giving $A_y + B_y = -1$. These values agree with the x and y components of the red arrow in Fig. 5a.

In the case of subtraction $A_x - B_x = -2$; $A_y - B_y = -5$. These values agree with the x and y components of the red arrow in Fig. 5b.

Force vectors

In this lab you will deal with force vectors. In addition to the general properties of vectors discussed thus far in this lab, the following definitions will be useful as you work through this lab.

The vector sum of two or more forces is the *resultant*. The resultant can, in effect, replace the individual vectors.

The *equilibrant* of a set of forces is the force needed to keep the system in equilibrium. It is equal and opposite to the resultant of the set of forces.

TAs: Demo the sum of these vectors using the phet. Show that the sum of vectors obey the commutative law of addition.

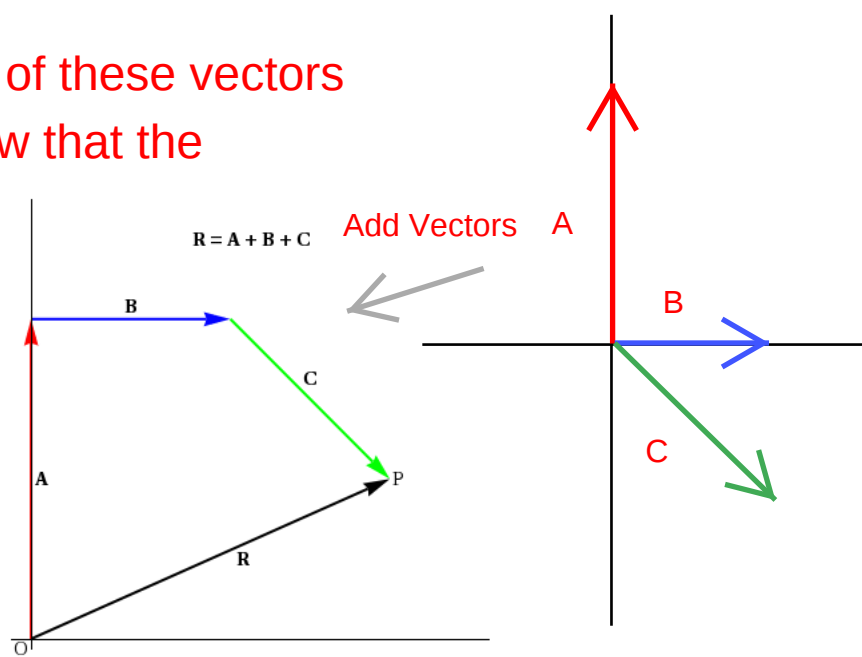


Figure 2: Graphical addition of vectors **A**, **B** and **C**

It should be noted that in this case all paths that represent movement from *O* to *P* are equivalent to **R** and to each other. So in Figure 3,

$$\mathbf{R} = \mathbf{A} + \mathbf{B} + \mathbf{C} = \mathbf{C} + \mathbf{A} + \mathbf{B} = \mathbf{C} + \mathbf{D}. \quad (2)$$

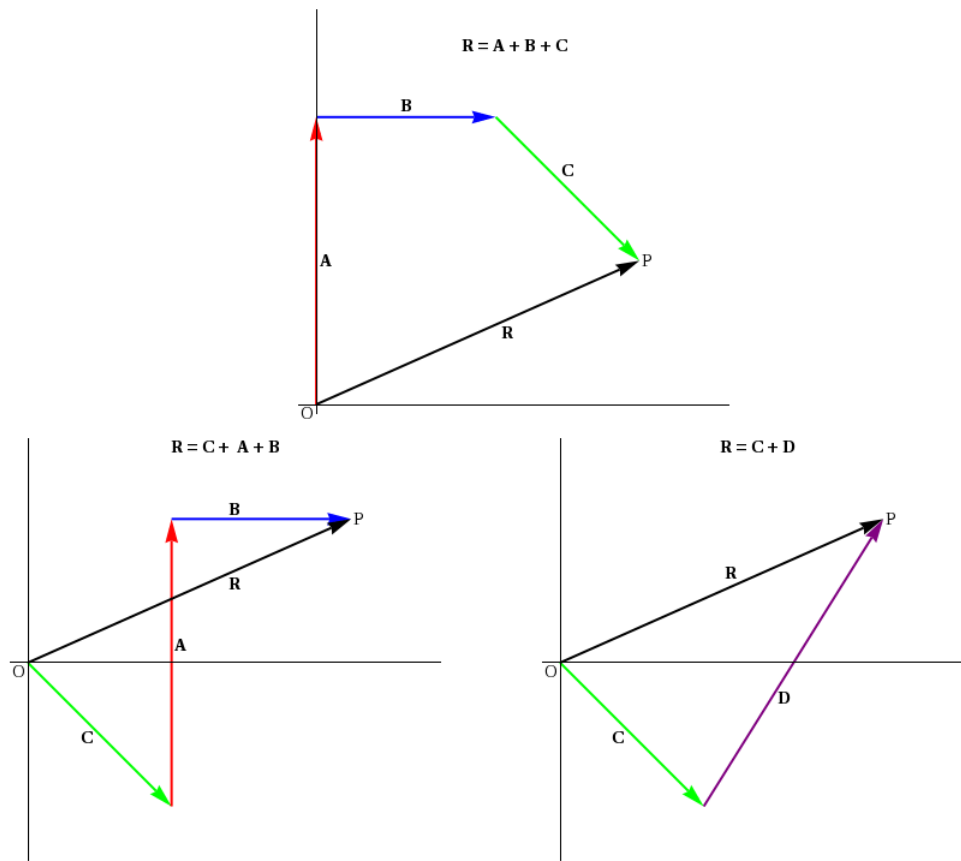


Figure 3: The same resultant **R** is obtained regardless of the order in which the vectors are added.

Have the students (in break-out sessions) do this problem in lab both graphically (phet) and analytically (trigonometry using only info in the problem)

Pre-Lab for LAB#3

Problem 1 3-Put – An example in Vector Addition (or poor golf skills)

A golfer, putting on a green requires three strokes to “hole the ball.” During the first putt, the ball rolls 25m due east. For the second putt, the ball travels 11.7m at an angle of 20° north of east. The third putt is 2m due north. What displacement (magnitude and direction relative to due east) would have been needed to “hole the ball” on the very first putt? Use components to solve this problem.

Solution Identify the three vectors.
Sketch the vectors and show the vector sum. Include a coordinate system.

Identify the components of the three vectors (labeled a, b, c)

$$a_x =$$

$$a_y =$$

$$b_x =$$

$$b_y =$$

$$c_x =$$

$$c_y =$$

Determine the components of the resultant vector (labeled s)

$$s_x =$$

$$s_y =$$

Convert this into the magnitude and direction of the resultant vector

$$|s| =$$

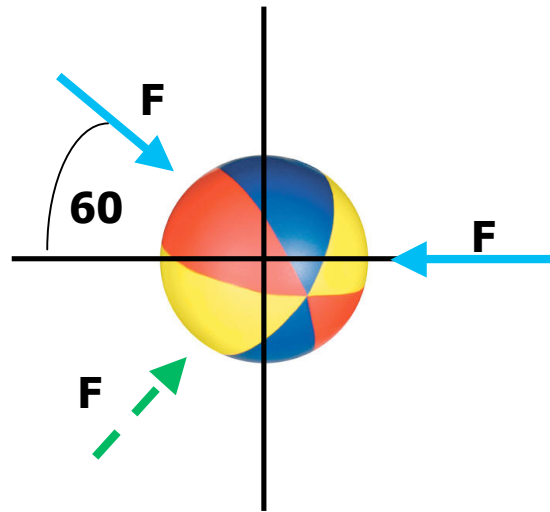
$$\theta =$$

(measured from the positive x axis)

Have the students (in break-out sessions) do this problem in lab both graphically (phet) and analytically (trigonometry using only info in the problem)

Pre-Lab for LAB#3

Problem 2 At a picnic, there is a contest in which hoses are used to shoot water at a beach ball from three different directions. As a result, three forces act on the ball, F_1 , F_2 , and F_3 (see drawing). The magnitudes of F_1 and F_2 are $F_1 = 50.0\text{ N}$ and $F_2 = 90.0\text{ N}$. F_1 acts under an angle of 60° with respect to the x-axis and F_2 is directed along the x-axis. Find the magnitude and direction of F_3 such that the resultant force acting on the ball is zero.



TAs: Show the YouTube video @

<https://www.youtube.com/watch?v=I2Badbcj-GQ>

to the students (share your screen)

TAs: organize the students into breakout sessions

Student Lab: Use 3 holders, find the masses and angles that center the ring. You are given two of the masses and angles and you are to find the third mass and angle.

Do the part of the lab outlined in the "red box" below (on page "9"). You can use the phet to help you visualize the problem, but you are to solve the problem analytically (through trigonometry).

OBJECTIVE

The objective of this experiment is to find the equilibrant of one or more known forces using a force table and compare the results to that obtained by analytical method.

EQUIPMENT

Force table
Ruler
Strings
Weight hangers
Assorted weights
Bubble level

PROCEDURE

Given two force vectors you will determine the third force that will produce equilibrium in the system. This third force is known as the equilibrant and it will be equal and opposite to the resultant of the two known forces.

You will use a force table as shown in Fig. 9, and work with force vectors. The force table

is a circular platform mounted on a tripod stand. The three legs of the tripod have adjustable screws that can be used to level the circular platform. The circular platform has angle markings, in degrees, on its surface. Two or more pulleys can be clamped at any location along the edge of the platform. In this lab we will use three pulleys. Three strings are attached to a central ring and then each string is passed over a pulley. Masses are added to the other end of the strings.

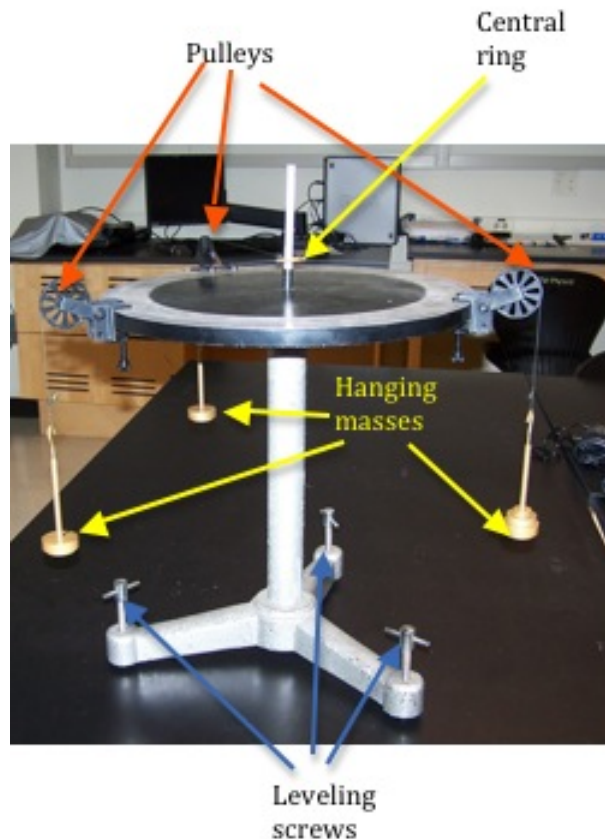


Figure 9: Force table

The hanging masses will produce a tension force in each string. The masses are directly proportional to the gravitational force (which you will learn about later in the course). The tension force in each string is equal to the gravitational force. For example, doubling the mass doubles the force, etc. When the forces are balanced, the ring will be positioned at the exact center of the table. When the forces are not balanced, the ring will rest against one side of the central post.

Note: The force due to each hanging mass will be mg where g is the acceleration due to gravity.

To make it easier to read the angles, assume the x -axis to be from the 180° mark to the 0° mark, with 0° being the positive x direction, and the y -axis to be from the 270° mark to the 90° mark with 90° being the positive y direction. See Fig. 10.

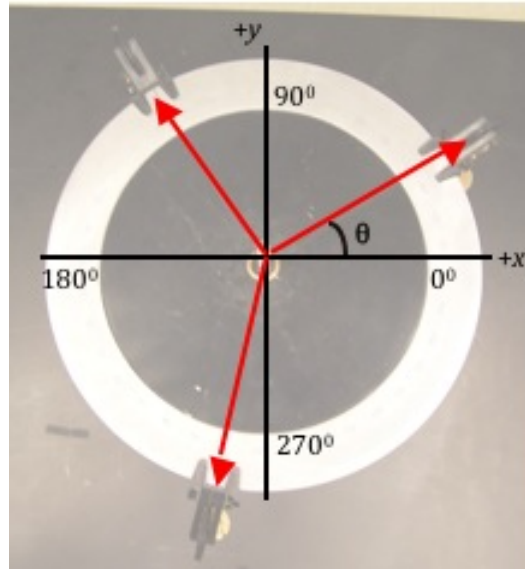


Figure 10: Force table with axes

Procedure A: Finding the Equilibrant of Two Known Forces

1. Use the bubble level to check if the circular platform is horizontal. Use the leveling screws, if necessary, to make the necessary adjustments.

2. You are given two 150 g masses that are to be placed at 60° and 300° .

Remember that the weight hangers have a mass of 50 g each and this needs to be included as part of the hanging mass.

You will determine the magnitude (in newtons) and angle of the third force needed to balance the forces due to these two masses.

3. Represent these forces as vectors on the diagram in the worksheet. Be sure to include the axes.

Each vector in the diagram should be drawn so that the larger the vector the bigger the force it represents.

4. Calculate the x and y components (to the nearest thousandth of a newton) and enter these values in Data Table 1 on the worksheet.

5. Find the x and y components of the resultant of the two vectors and enter these values in Data Table 1 on the worksheet.

6. Now calculate the x and y components of the equilibrant of these two vectors and enter these values on the worksheet.

7. Using Eqs. (9) and (12) calculate the magnitude and angle of the equilibrant. Enter these values on the worksheet. These are the calculated value of the third force.

8. Add this vector to your diagram to represent the third force.

After completing the part in the "red box", you are done.
Upload your carefully explained calculations and pictures to
Blackboard. No further lab writeup is required.

9. Position the third string at the angle you determined in step 6 and hang the mass (including the hanger mass) corresponding to the calculated third force to represent the third force.

Make adjustments (if needed) to the mass and the angle until the ring is at the center. Record this value on the worksheet.

10. Compare the calculated and experimental values for the third force by computing the percent difference between the two values. See Appendix B.

11. Compare the calculated and experimental values of the angle for the third force by computing the percent difference between the two angle values.

CHECKPOINT 1: Ask your TA to check your diagram, calculations and the set-up on the force table.
