AmplifyScience

Thermal Energy:

Using Water to Heat a School

Investigation Notebook

NYC Edition

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Thermal Energy: Using Water to Heat a School
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Safety Guidelines for Science Investigations

1. **Follow instructions.** Listen carefully to your teacher's instructions. Ask questions if you don't know what to do.
2. **Don't taste things.** No tasting anything or putting it near your mouth unless your teacher says it is safe to do so.
3. **Smell substances like a chemist.** When you smell a substance, don't put your nose near it. Instead, gently move the air from above the substance to your nose. This is how chemists smell substances.
4. **Protect your eyes.** Wear safety goggles if something wet could splash into your eyes, if powder or dust might get in your eyes, or if something sharp could fly into your eyes.
5. **Protect your hands.** Wear gloves if you are working with materials or chemicals that could irritate your skin.
6. **Keep your hands away from your face.** Do not touch your face, mouth, ears, eyes, or nose while working with chemicals, plants, or animals.
7. **Tell your teacher if you have allergies.** This will keep you safe and comfortable during science class.
8. **Be calm and careful.** Move carefully and slowly around the classroom. Save your outdoor behavior for recess.
9. **Report all spills, accidents, and injuries to your teacher.** Tell your teacher if something spills, if there is an accident, or if someone gets injured.
10. **Avoid anything that could cause a burn.** Allow your teacher to work with hot water or hot equipment.
11. **Wash your hands after class.** Make sure to wash your hands thoroughly with soap and water after handling plants, animals, or science materials.

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Thermal Energy: Using Water to Heat a School
Unit Overview

Temperature impacts many of the decisions we make every day. Whether you are choosing between a glass of cold lemonade and a cup of hot cocoa or deciding what to wear in the morning, temperature shapes the way we live our lives. But what is temperature? Why are some things hot and others cold? In this unit, you'll answer these questions and many more as you learn about thermal energy, the invisible but ever-present energy that helps us understand temperature.

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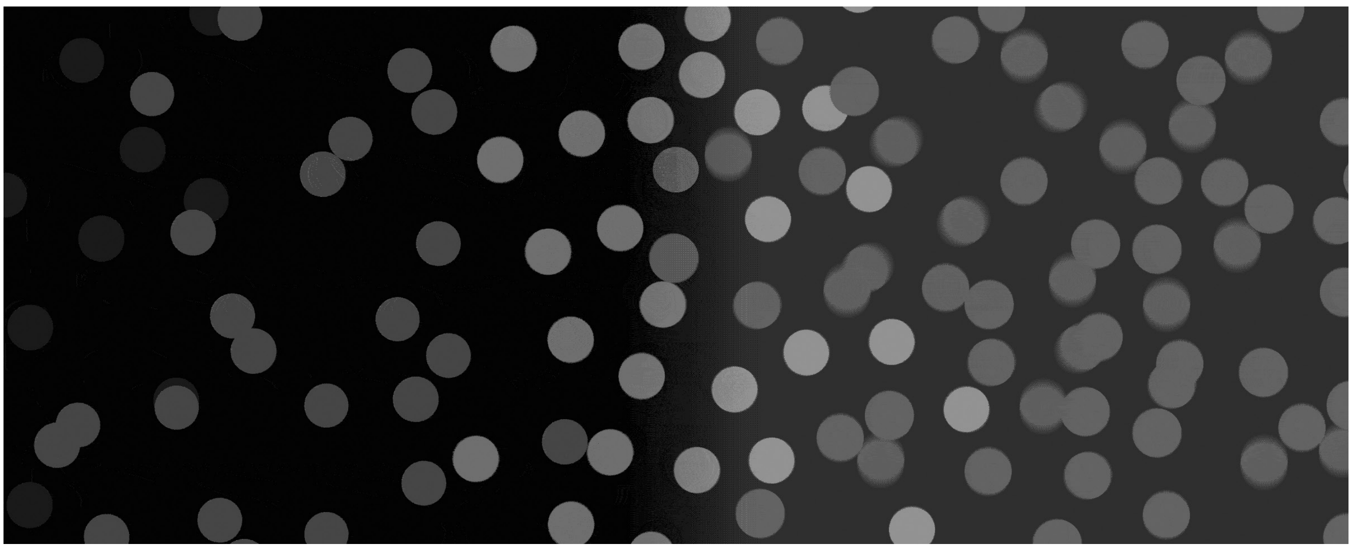
Chapter 1: Understanding Temperature
Chapter Overview

The principal of Riverdale School needs your help choosing between two heating systems for the school. To help him decide which option will work best, you will begin by investigating how things change when they are at different temperatures.



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Lesson 1.2: Investigating Hot and Cold

Quick, name something hot! Did you think of fire? Now, name something cold! Did you think of ice? We're all familiar with things that are hot or cold, but what does it actually mean for something to be hot or cold? How is something different when it is warmer or cooler? In this lesson, you'll start gathering evidence to answer this question, which will help you in your new role of student thermal scientist as you try to decide what kind of heating system to recommend to Riverdale School.

Unit Question

- Why do things change temperature?

Chapter 1 Question

- What is happening when the air in the school gets warmer?

Vocabulary

- temperature

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Warm-Up

Anticipation Guide

Read each statement below and decide if you agree or disagree. (check one)

1. Temperature is the measurement of how hot or cold something is.

   ☐ agree ☐ disagree

2. When something heats up, it moves faster, and when something cools down, it moves slower.

   ☐ agree ☐ disagree

3. When something heats up, new energy is created, and when something cools down, energy is destroyed.

   ☐ agree ☐ disagree

4. Hotter things have more energy than colder things.

   ☐ agree ☐ disagree

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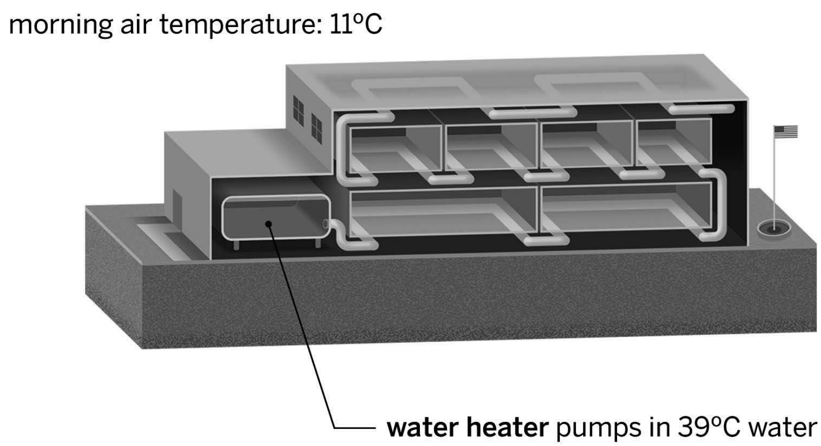
Observing the Heating System Diagrams

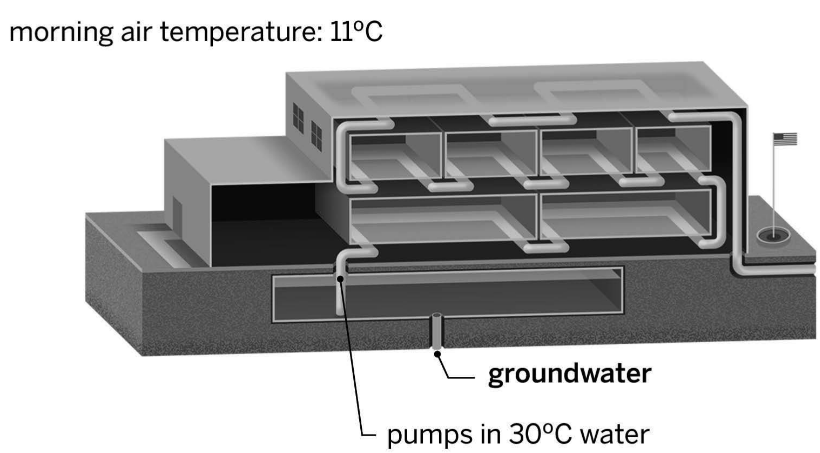
Look closely at the two diagrams below.
Discuss the following questions with your partner:

- How are the heating systems similar and how are they different?
- What questions do you have about how the heating systems work?
- Which heating system do you think will warm the school more during the winter? Why?

Proposal #1:
Water Heater System



Proposal #2:
Groundwater System



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Investigating Hot and Cold Things

Safety Note: Using Hot Water

Make sure the water is not hot enough to burn. Don't fill hot water to the top of the cup. Be careful around the hot water.

Investigating Hot and Cold

Follow these instructions to set up your investigation.

1. Carefully fill three-quarters of the cup labeled with a "C" with cold water.
2. Carefully fill three-quarters of the cup labeled with an "H" with hot water.
3. Place the thermometer in the cup of cold water, wait for 15 seconds, then record the temperature of the cold water below.
4. Place the thermometer in the cup of hot water, wait for 15 seconds, then record the temperature of the hot water below.
5. Make a prediction about what you will see when you add food coloring to each cup.

The temperature of the cold water is __________. The temperature of the hot water is __________.

I predict that when I add food coloring to the water in the cups, the food coloring will: (check one)

- ☐ spread out faster in the cold water.
- ☐ spread out faster in the hot water.
- ☐ spread out equally fast in the cold and hot water.

6. Add 2 drops of food coloring to each plastic cup.
7. Observe what happens in the two plastic cups and record your observations below.

How did the temperature of the water affect the movement of the food coloring?

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Reflecting on the Investigation

Today you worked on collecting evidence to answer the Investigation Question: *How is something different when it is warmer or cooler?*

How did the experiment with the cold and warm water change your thinking about the Investigation Question?

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Lesson 1.3: Temperature and Motion

We know that food coloring spreads through water even if it isn't stirred. Why? Is the water moving? We also know that food coloring spreads faster in hot water. Why is that? What's the difference between hot and cold water? In this lesson, you will use a digital Simulation to simulate your food coloring investigation from the previous lesson and to gather more evidence about how something is different when it is hot or cold.

Unit Question

- Why do things change temperature?

Chapter 1 Question

- What is happening when the air in the school gets warmer?

Vocabulary

- molecule
- temperature

Digital Tool

- *Thermal Energy* Simulation

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Warm-Up

Launch the *Thermal Energy* Simulation.

1. Explore the Simulation on your own digital device. Investigate how the Simulation works and what you can change. Use the space below to record what you notice, if needed.
2. Discuss the following questions with your partner:
   - What are some things you can do in Run?
   - What are some things you can do in Analyze?

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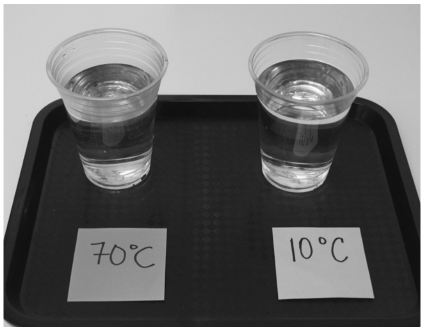
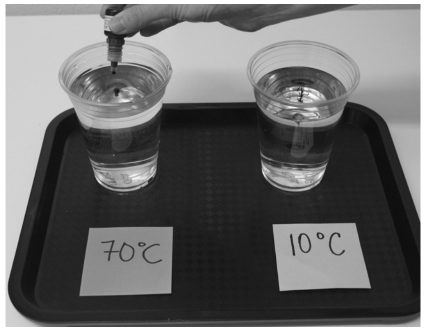
Simulating Hot and Cold Water

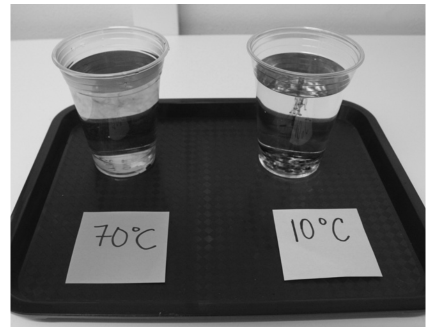
Use the *Thermal Energy* Simulation to recreate a similar situation to the cups of water from the food coloring investigation in the previous lesson.



Two samples of water, one hot and one cold.



Food coloring is added to both samples.



The food coloring spreads more quickly through the hot water than the cold water.

1. Open the Simulation.
2. Add two same-sized samples.
3. Make one sample hot and one sample cold.
4. Observe the differences in the two samples.

What do you notice about the movement of the molecules of the two samples?

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Explain what you discovered from the Simulation about why food coloring spreads faster in warmer water.

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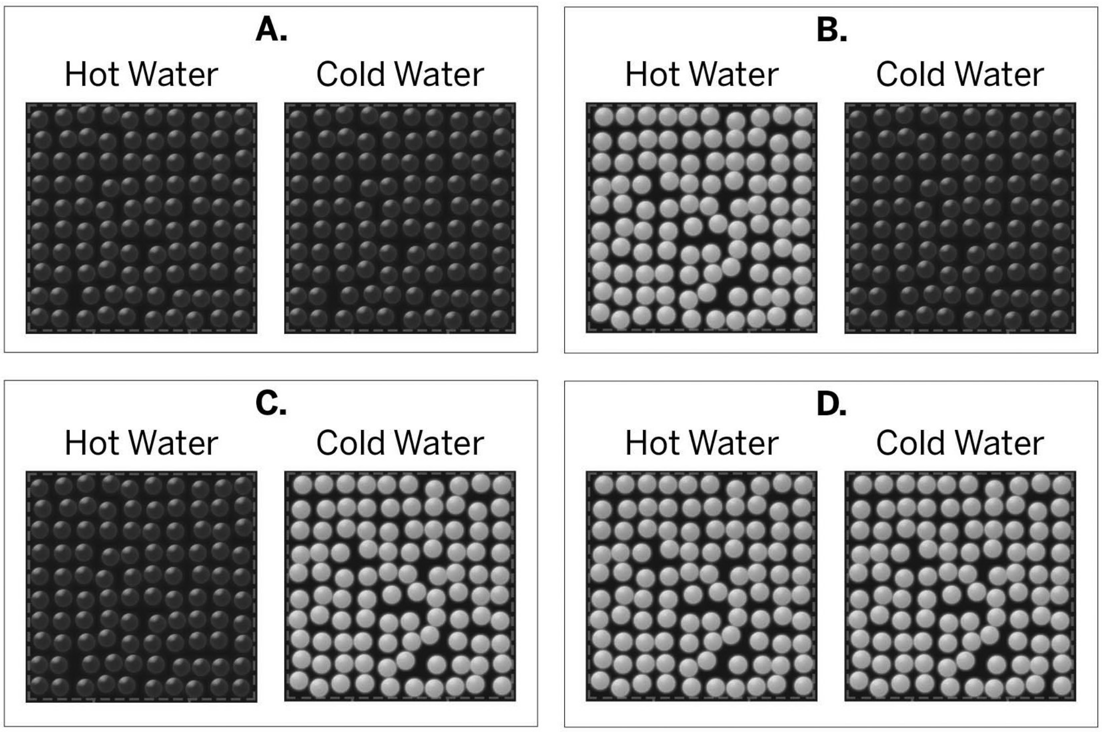
Reflection

- Look at the key and four images below.
- Answer the reflection question, and explain your response.

Key: Molecule Speed



Which image shows the difference between the speed of molecules in hot and cold water? (check one) (**Hint:** Refer to the key above the images.)

☐ A ☐ B ☐ C ☐ D

Explain your answer choice.

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Homework: Reading "Absolute Zero"

Read "Absolute Zero" and annotate the article with your own ideas and questions. When you are finished, answer the questions below.

1. Which of the following would be true if something was at absolute zero? (check one)

   ☐ The molecules that make up a sample wouldn't be moving.

   ☐ The molecules that make up a sample would be moving very slowly.

   ☐ The molecules that make up a sample would be moving very fast.

2. If the molecules of a sample speed up, what else happens? (check one)

   ☐ The temperature of the sample decreases.

   ☐ The temperature of the sample increases.

   ☐ The temperature of the sample stays the same.

Active Reading Guidelines

1. Think carefully about what you read. Pay attention to your own understanding.
2. As you read, annotate the text to make a record of your thinking. Highlight challenging words and add notes to record questions and make connections to your own experience.
3. Examine all visual representations carefully. Consider how they go together with the text.
4. After you read, discuss what you have read with others to help you better understand the text.

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Lesson 1.4: Molecules and Temperature

Is there a limit to how hot or cold something can be? What does temperature really tell us? Today, you'll use what you've learned in this chapter to reflect on these questions, and you will learn how calculating an average can help you think about temperature. Then, you'll create a model for the principal that shows how the air inside Riverdale School is different when it is warmer instead of cooler.

Unit Question

- Why do things change temperature?

Chapter 1 Question

- What is happening when the air in the school gets warmer?

Key Concepts

- Things are made of molecules (or other types of atom groups).
- When a thing gets hotter, its molecules are moving faster.
- When a thing gets colder, its molecules are moving slower.
- Temperature is a measure of the average speed of the molecules of a thing.

Vocabulary

- average
- molecule
- temperature

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Warm-Up

Revisiting “Absolute Zero”

Read the following quote from the article “Absolute Zero” and answer the questions below. If necessary, refer to the article.

> “This is because temperature is determined by average molecular movement, and there is a limit to how slowly something can move. After all, if something slows down completely, it just stops moving.”

Is there a limit to how cold things can get? (check one)

☐ Yes, there is. ☐ No, there is not.

Explain your answer using evidence from the article.

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Redefining Temperature

What does the article “Absolute Zero” tell us about what temperature really means? After the class discussion, if your ideas have changed, revise your answer to the Warm-Up below.

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Calculating the Average Speed of Molecules

Below are two diagrams that show things made of molecules moving at different speeds. Calculate the average speed of the molecules in Diagram 1 and Diagram 2 by adding the numbers together and dividing by the number of molecules in the diagram. Be sure to show your work. When you are finished, answer the questions below.

Diagram 1

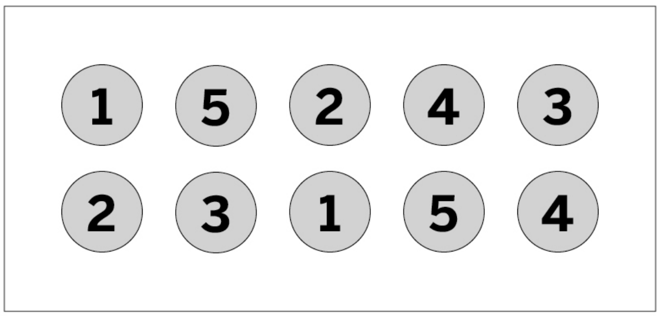
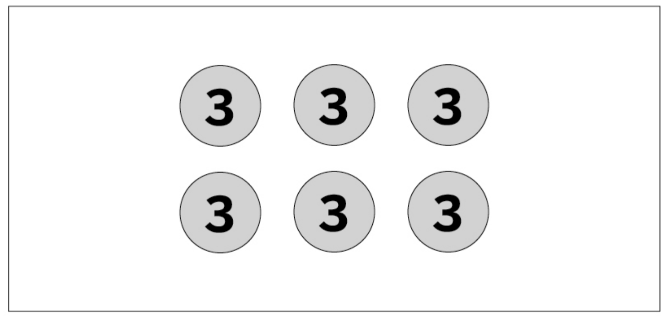


Diagram 2



The average speed of the molecules in Diagram 1 is: (circle one)

2 3 5 10 30

The average speed of the molecules in Diagram 2 is: (circle one)

2 3 5 10 30

What can you tell about the temperature of the things in these diagrams by calculating the average speed of the molecules? (check one)

- ☐ The thing in Diagram 1 has a higher temperature than the thing in Diagram 2.
- ☐ The thing in Diagram 2 has a higher temperature than the thing in Diagram 1.
- ☐ The things in both diagrams have the same temperature.

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Modeling Differences in Temperature

Use the Modeling Tool: Differences in Temperature sheet on the next page to help you show the Riverdale principal what happens when the air inside Riverdale School gets warmer.

Goal: Create a model that shows the difference between warmer and cooler air.

Do:

- In the "Colder Air" space, draw how the molecules in the air look when the air is colder.
- In the "Warmer Air" space, draw how the molecules in the air look when the air is warmer.
- When you have finished, write a short explanation of your model at the bottom of your sheet.

Tips:

- Use the "Molecule Speed" key on the right side of the sheet to help you make your model.
- Be sure to show the difference between warmer and colder air in your model and include it in your explanation.

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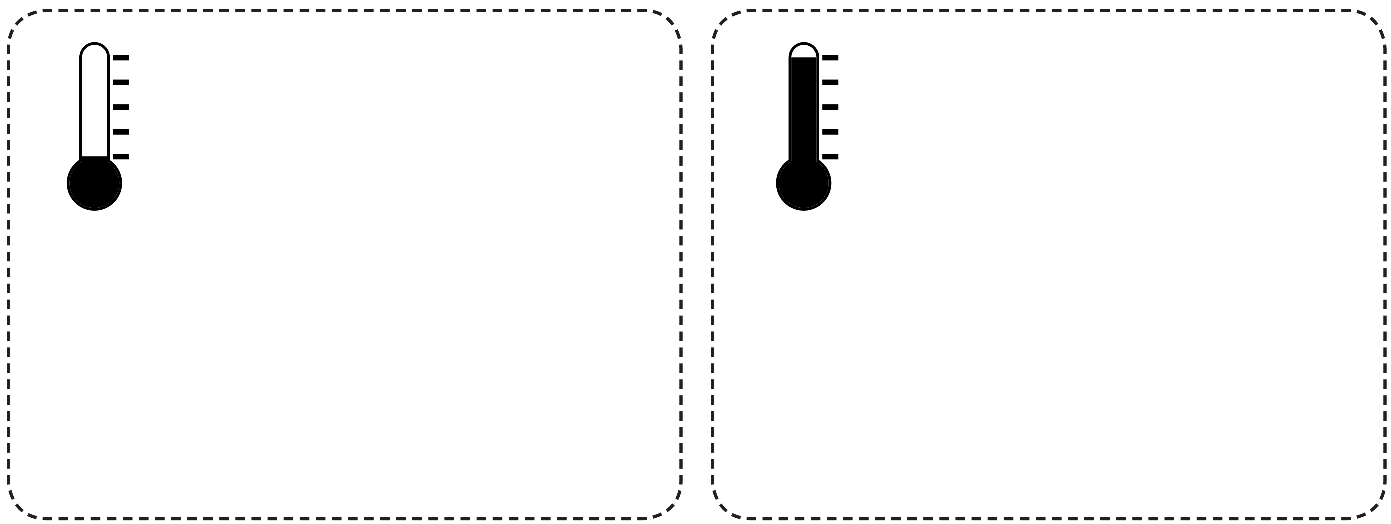
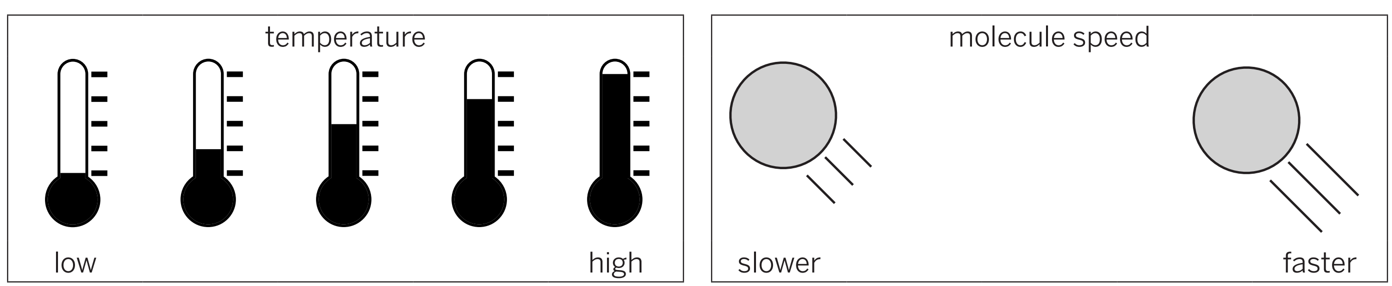
Modeling Differences in Temperature (continued)

Differences in Temperature Modeling Tool

Goal: Create a model that shows the difference between warmer and cooler air.



colder air | warmer air



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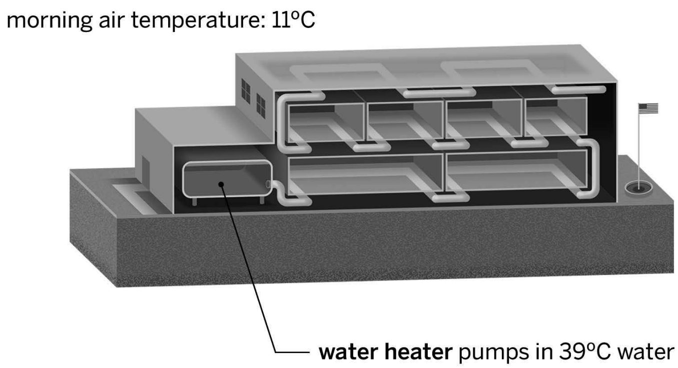
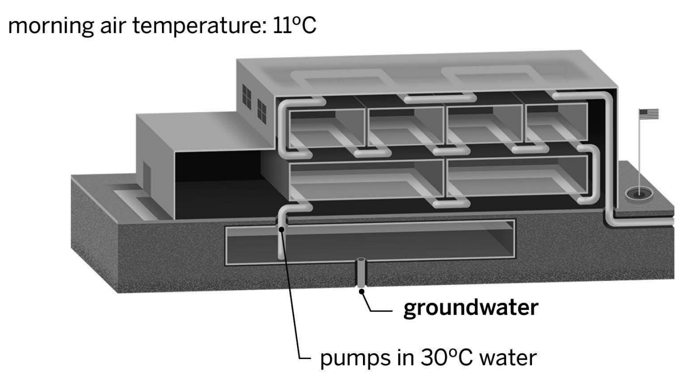
Considering the Heating Systems

Below are two diagrams showing the proposed heating systems being considered by the principal of Riverdale School. Based on what you know so far, answer the questions below.

Proposal #1:
Water Heater System



Proposal #2:
Groundwater System



Consider the molecules in the two proposed systems. How are they the same and how are they different?

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At this point, I think the **(water heater system / groundwater system)** will warm Riverdale School more. (circle one)

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Homework: Revisiting the Anticipation Guide

Below are two statements from the Anticipation Guide that you completed on page 6. Look back at each statement and decide whether you agree or disagree with it at this point. Then try revising each statement to make it more complete or correct.

Temperature is a measure of how hot or cold something is. (check one)

☐ agree ☐ disagree

How could you revise this statement to be more complete or correct?

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When something heats up, it moves faster, and when it cools down, it moves slower. (check one)

☐ agree ☐ disagree

How could you revise this statement to be more complete or correct?

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Homework: Check Your Understanding

This is a chance to reflect on your learning so far. This is not a test. Be open and truthful when you respond to the questions on this page and the next page.

Scientists investigate in order to figure things out. Are you getting closer to figuring out which heating system will warm the air inside Riverdale School more?

1. I understand the difference between the motion of the air molecules in the school and the air molecules in each heating system. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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2. I understand why the air in the school will change temperature when it comes into contact with water from a heating system. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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3. I understand what factors determine how much the motion of the air molecules in the school will change. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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Homework: Check Your Understanding (continued)

4. What do you still wonder about which heating system will warm the air in the school more?

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Chapter 2: Temperature and Energy
Chapter Overview

Now that you know that molecules speed up when they increase in temperature, you know that the heating systems, if they work properly, should speed up the air molecules inside the school. But what causes molecules to speed up? In this chapter you will investigate why changes in temperature occur.

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Lesson 2.1: Visualizing Motion Energy

Riverdale School needs your help to choose a heating system. Both systems use water to heat the air, but how can water even heat air? We already know that when things heat up, their molecules move faster, but why? In this lesson, you will begin investigating why molecules change speed so you can figure out what causes the air molecules inside the school to speed up. This will help you to figure out if and how the heating systems work.

Unit Question

- Why do things change temperature?

Chapter 2 Question

- What causes the air molecules inside the school to speed up?

Vocabulary

- average
- infer
- kinetic energy
- molecule
- temperature

Digital Tool

- *Thermal Energy* Simulation

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Warm-Up

Letter from a Concerned Parent

Dear Mr. Chang,

I am worried about your proposal to install a groundwater heating system in my daughter's school.

I don't think that water at a temperature of 30°C has enough energy to heat the school. If the school is too cold, the students won't be able to focus on learning.

Sincerely,

David Li

What do you think energy is?

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What do you think energy has to do with the heating systems?

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Visualizing Motion as Energy

Use the *Thermal Energy* Simulation to explore kinetic energy.

Part One

1. Open the Simulation.
2. Add one sample and turn on the View Kinetic Energy toggle.
3. Explore different ways to change the kinetic energy of your sample.

Based on your exploration in the Sim, what do you notice about kinetic energy?

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Part Two

Start over by resetting the Simulation.

1. Add two samples.
2. Do not turn on the View Kinetic Energy toggle yet.
3. Make one sample have faster molecules than the other sample. What do you predict about the molecules of the two samples? (circle one)

   I predict that the warmer sample with faster molecules will have **(more / less)** kinetic energy than the colder sample with slower molecules.
4. Turn on the View Kinetic Energy toggle to check your prediction. What did you observe about the molecules of the two samples? (circle one)

   I observed that the warmer sample with faster molecules will have **(more / less)** kinetic energy than the colder sample with slower molecules.

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Word Relationships

Use the vocabulary words we have learned so far in this unit to describe what happens when something warms up.

1. With your group, think of something you have observed getting warmer. You will create sentences about this object.
2. Use at least two different Word Relationships Cards to create a sentence describing what happens when your object warms up.
    - In your group, take turns as both the speaker and the listener.
    - Your group may use the same word more than once. You do not need to use all the vocabulary words.
    - There are many different ways to explain what happens when something warms up, and you may need to create more than one sentence in order to express your ideas completely.

Word Bank

average	infer	kinetic energy	molecule

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Lesson 2.2: "How Air Conditioners Make Cities Hotter"

Air conditioning keeps our schools, our cars, and our homes comfortable even as the temperature rises outside. But as the air inside cools and its molecules slow down, what happens to the kinetic energy those molecules had when the air was warmer? Today, you'll read "How Air Conditioners Make Cities Hotter," an article about how heating and cooling have more in common than you might think.

Unit Question

- Why do things change temperature?

Chapter 2 Question

- What causes the air molecules inside the school to speed up?

Key Concepts

- When a thing gets hotter, its molecules are moving faster and have more kinetic energy.
- When a thing gets colder, its molecules are moving slower and have less kinetic energy.
- Temperature is a measure of the average kinetic energy of the molecules of a thing.

Vocabulary

- average
- collision
- infer
- kinetic energy
- molecule
- system
- transfer

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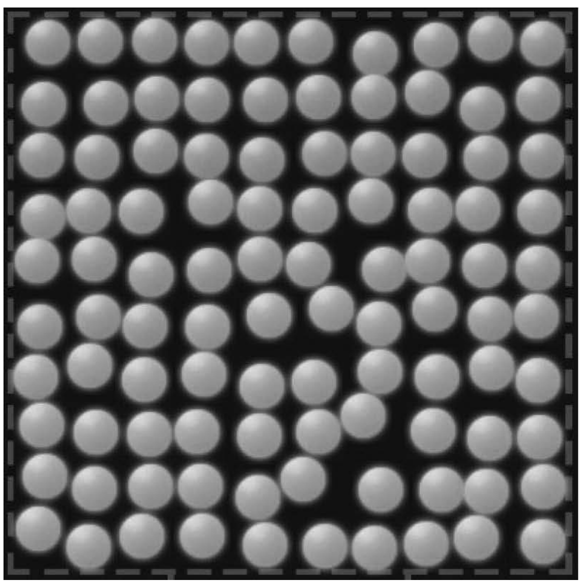
Warm-Up

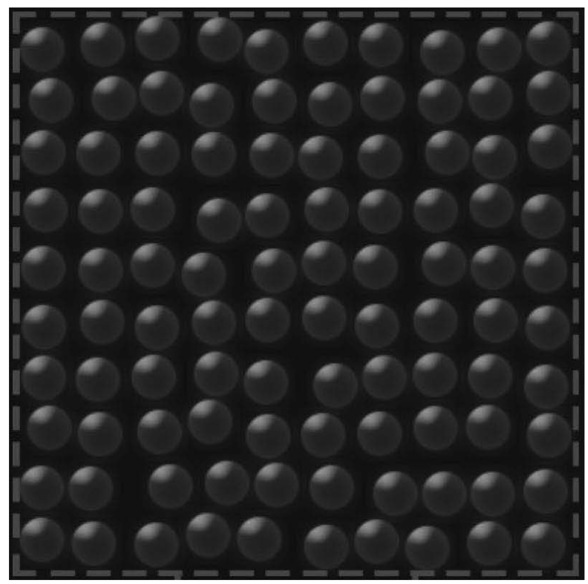
Relating Temperature, Speed, and Kinetic Energy

Below are diagrams representing the molecules of three pairs of samples. For each pair, label one sample as “hotter” and the other as “colder” based on your interpretation of the diagrams and your knowledge of how temperature, speed, and kinetic energy are related. If you need to, you can refer to the key concepts posted to the classroom wall. When you have finished labeling the images, answer the questions on the next page.

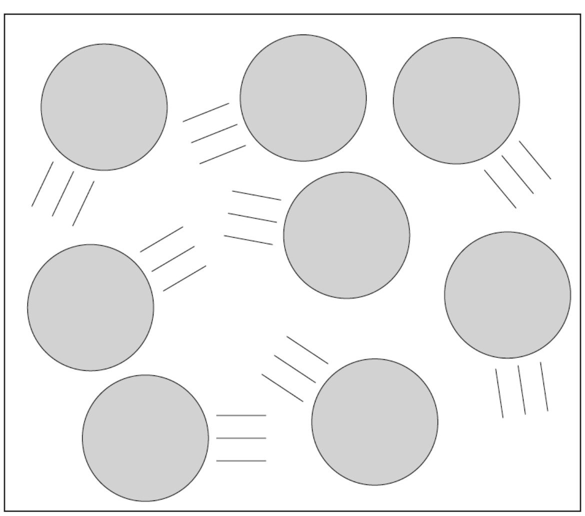
Sample A



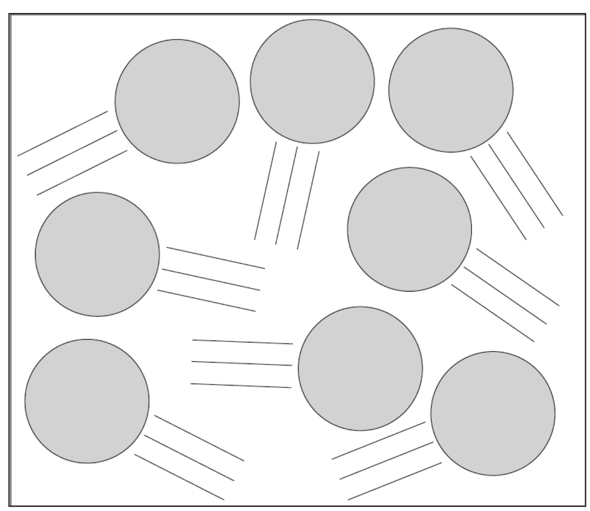
Sample B



Sample C



Sample D



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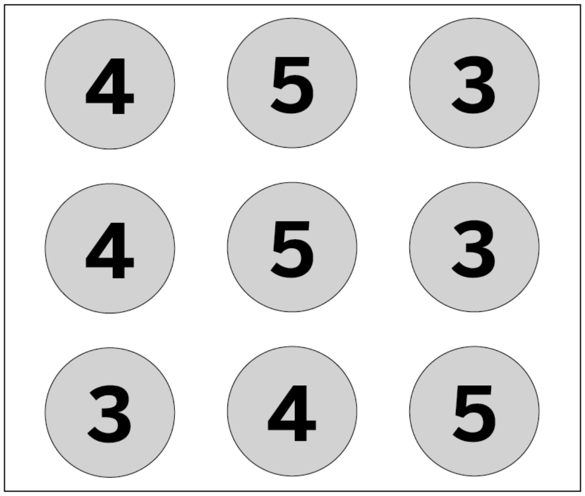
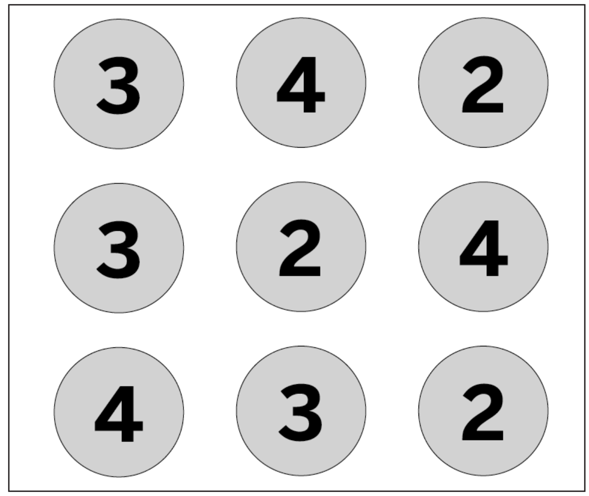
Warm-Up (continued)

Sample E



Sample F



The average kinetic energy of the molecules that make up Sample E is: (circle one)

3 4 5 36

The average kinetic energy of the molecules that make up Sample F is: (circle one)

2 3 4 27

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Reading "How Air Conditioners Make Cities Hotter"

1. Read and annotate the article "How Air Conditioners Make Cities Hotter."
2. Choose and mark annotations to discuss with your partner. Once you have discussed these annotations, mark them as discussed.
3. Now, choose and mark a question or connection, either one you already discussed or a different one you still want to discuss with the class.
4. Answer the reflection question below.

Rate how successful you were at using Active Reading skills by responding to the following statement.

As I read, I paid attention to my own understanding and recorded my thoughts and questions.

- ☐ Never
- ☐ Almost Never
- ☐ Sometimes
- ☐ Frequently/often
- ☐ All the time

Active Reading Guidelines

1. Think carefully about what you read. Pay attention to your own understanding.
2. As you read, annotate the text to make a record of your thinking. Highlight challenging words and add notes to record questions and make connections to your own experience.
3. Examine all visual representations carefully. Consider how they go together with the text.
4. After you read, discuss what you have read with others to help you better understand the text.

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Lesson 2.3: Analyzing Evidence and Evaluating Claims

You know that molecules can change speed, moving faster when things are warmer and slower when things are cooler. But why do these changes happen? Earlier in this chapter, you learned that a change in speed is also a change in kinetic energy. Today, you'll evaluate two claims about how energy causes molecules to change speed, using the Sim and revisiting "How Air Conditioners Make Cities Hotter" to gather evidence.

Unit Question

- Why do things change temperature?

Chapter 2 Question

- What causes the air molecules inside the school to speed up?

Key Concepts

- When a thing gets hotter, its molecules are moving faster and have more kinetic energy.
- When a thing gets colder, its molecules are moving slower and have less kinetic energy.
- Temperature is a measure of the average kinetic energy of the molecules of a thing.

Vocabulary

- average
- collision
- infer
- kinetic energy
- molecule
- system
- transfer

Digital Tool

- *Thermal Energy* Simulation

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Warm-Up

Today you will investigate two claims about why molecules change speed.

- First, look at the claims below and check the one you think is more likely to be correct.
- Then, open the Sim and begin exploring. Gather and record evidence that will help you choose between the claims. You will have more time to record evidence later in this lesson.

Investigation Question: *Why do molecules change speed?* (check one)

☐ **Claim 1:** Molecules speed up when energy is created and slow down when energy is destroyed.

☐ **Claim 2:** Molecules speed up when they get energy from other molecules and slow down when they give energy to other molecules.

Once you have chosen a claim, launch the *Thermal Energy* Simulation and begin gathering evidence in the Sim.

What evidence did you gather about the claims?

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Simulating Temperature Change

With a partner, continue to use the Sim to gather and record evidence about the claims.

Investigation Question: *Why do molecules change speed?*

Claim 1: Molecules speed up when energy is created and slow down when energy is destroyed.

Claim 2: Molecules speed up when they get energy from other molecules and slow down when they give energy to other molecules.

1. Launch the Sim.
2. Add two samples of the same size.
3. In Run, press the View Kinetic Energy toggle and the View Energy Transfer toggle.
4. Press the + or - buttons to add or remove energy so that one sample is warmer and the other sample is colder.
5. Drag the two samples together and observe what happens.
6. Open Analyze. Replay the Sim and observe what happens on the graph after the two samples are dragged together.
7. Build on any evidence you observed during the Warm-Up and complete the sentence at the bottom of the page. Be sure to mention evidence from both Run and Analyze.

What evidence did you gather about the claims?

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The evidence I gathered supports ______________. (check one)

☐ Claim 1

☐ Claim 2

☐ Claims 1 and 2

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Revisiting "How Air Conditioners Make Cities Hotter"

Continue to gather evidence about the two claims by rereading a portion of the article "How Air Conditioners Make Cities Hotter." Start at the fifth paragraph (which begins, "This kind of energy transfer doesn't just apply to hot buildings: it also applies to hot foreheads!"), and stop after the seventh paragraph (which ends, "When that happens, it's time to get a new, cool washcloth so that this energy transfer can keep going and you can keep getting relief!"). Use the evidence you gathered from the text to complete the sentence below.

Investigation Question: *Why do molecules change speed?*

Claim 1: Molecules speed up when energy is created and slow down when energy is destroyed.

Claim 2: Molecules speed up when they get energy from other molecules and slow down when they give energy to other molecules.

What evidence did you gather about the claims?

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____

The evidence I gathered supports ____________. (check one)

☐ Claim 1

☐ Claim 2

☐ Claims 1 and 2

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Reflection

Choosing a Claim

Think back on the evidence that you collected from the Sim and the article. Choose the claim that you think is best supported by this evidence.

Investigation Question: *Why do molecules change speed?* (check one)

☐ **Claim 1:** Molecules speed up when energy is created and slow down when energy is destroyed.

☐ **Claim 2:** Molecules speed up when they get energy from other molecules and slow down when they give energy to other molecules.

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Homework

Making a Convincing Argument

Kalani and Lael are students who have been asked to explain why freeze ray guns can’t shoot “cold” at people. Read and compare their arguments. Then, answer the questions below.

Kalani’s Argument

A freeze ray cannot shoot “cold” because cold can’t be transferred from one thing to another. Only energy can transfer.

Lael's Argument

A freeze ray cannot shoot “cold” because cold is not an object, it is a description of an object whose molecules have a small amount of kinetic energy.

In order to make something colder, kinetic energy has to be transferred out of it. Energy always transfers from the warmer thing to the colder thing, so you would have to put an even colder thing next to the person you were shooting so the kinetic energy would transfer out.

Which argument is more convincing? (circle one)

Kalani’s argument

Lael's argument

What makes one argument more convincing than the other?

____

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Name: ______________________________ Date: ____________________

Lesson 2.4: Investigating Energy Transfer

You know that energy transfers from warmer things to colder things, but does energy transfer ever stop? In this lesson, you will use the Sim to collect data about energy transfer. Then you will work with a group to create a physical model of how and why energy transfers and when and why it stops.

Unit Question

- Why do things change temperature?

Chapter 2 Question

- What causes the air molecules inside the school to speed up?

Key Concepts

- When a thing gets hotter, its molecules are moving faster and have more kinetic energy.
- When a thing gets colder, its molecules are moving slower and have less kinetic energy.
- Temperature is a measure of the average kinetic energy of the molecules of a thing.
- When two things are in contact, their molecules collide, and kinetic energy transfers from the faster-moving molecules to the slower-moving molecules.
- Energy isn't created or destroyed. Therefore, as energy transfers, it increases in one part of a system as it decreases in another part of the system.

Vocabulary

- average
- change
- collision
- equilibrium
- infer
- kinetic energy
- molecule
- stability
- system
- temperature
- transfer

Digital Tool

- *Thermal Energy* Simulation

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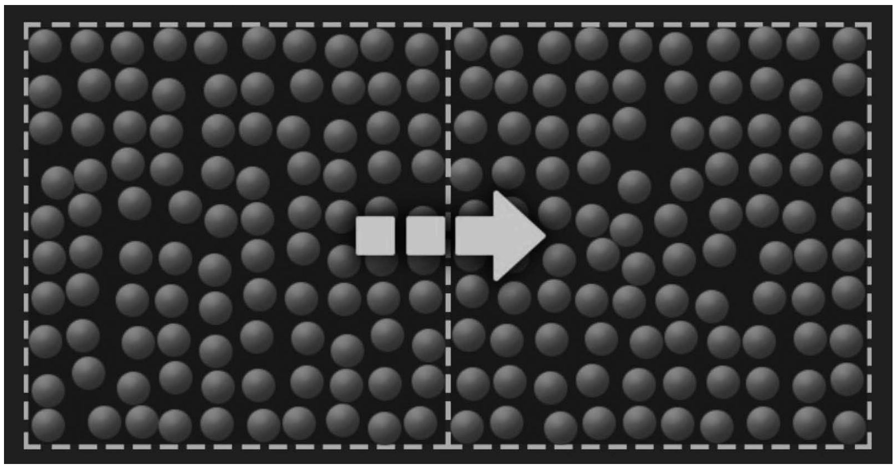
Name: ______________________ Date: ______________

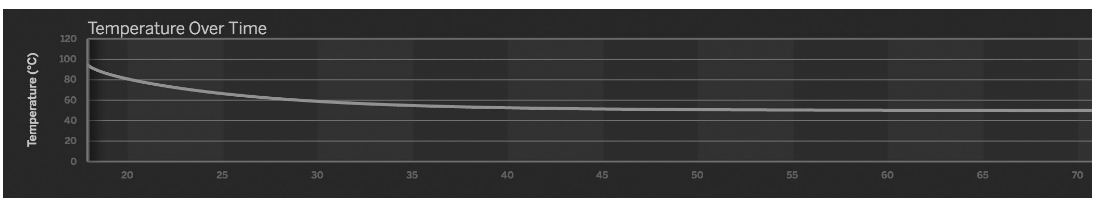
Warm-Up

Sample A and Sample B came into contact as shown below. The graph from the *Thermal Energy* Simulation shows information about how Sample A changed over time.

Sample A **Sample B**



Temperature Graph for Sample A



What does the graph tell you about the temperature of Sample A over time?

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What can you infer about what a temperature graph of Sample B would look like?

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Name: ______________________________ Date: ____________________

Investigating Energy Transfer

Use the Sim to examine how the temperature and energy of Samples A and B change after the samples come into contact.

1. Open the Simulation.
2. Add two samples of equal size.
3. Turn on the View Kinetic Energy toggle.
4. Make Sample A much hotter than Sample B. Record the starting temperatures of both samples in the table below.
5. Turn on the View Energy Transfer toggle.
6. Push the samples together and wait until the energy stops transferring. Record the final temperatures of both samples in the table below.

	Sample A	**Sample B**
Starting temperature (°C)		
Final temperature (°C)		

Before coming into contact, the molecules of Sample A had ____________________ the molecules of Sample B. (circle one)

more kinetic energy than **less kinetic energy than** **the same kinetic energy as**

Once the energy stopped transferring, the molecules of Sample A had ____________________ the molecules of Sample B. (circle one)

more kinetic energy than **less kinetic energy than** **the same kinetic energy as**

Before the samples came into contact, the temperature of Sample A was ____________________ the temperature Sample B. (circle one)

higher than **lower than** **the same as**

Once the energy stopped transferring, the temperature of Sample A was ____________________ the temperature Sample B. (circle one)

higher than **lower than** **the same as**

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Name: ______________________________ Date: ____________________

Investigating Energy Transfer (continued)

1. Switch to Analyze and scroll back to the beginning of the run.
2. Focus on the Thermal Energy graph.
3. Record the total energy of the samples after you made one hot and one cold.
4. Scroll forward and record the total thermal energy after the run ends.

	Sample A	**Sample B**
Starting thermal energy (kJ)		
Final thermal energy (kJ)		

The thermal energy of Sample A ______________. (check one)

☐ increased

☐ decreased

☐ stayed the same

The thermal energy of Sample B ______________. (check one)

☐ increased

☐ decreased

☐ stayed the same

Why did the transfer of energy between the two samples stop?

____

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Name: ______________________________ Date: ____________________

Using the Energy Cube Model

Demonstrating Energy Transfer

Goals:

- Demonstrate what happens when a warmer object comes into contact with a colder object.
- Show as many key concepts as you can in your model.

Reminders:

- Each person represents a molecule.
- Each group of four people represents one object.
- Cubes represent kinetic energy.
- All 32 cubes must be used in the model.

1. Decide which group of four will be Object 1 (warmer) and which will be Object 2 (colder).
2. Using your graphic organizers, decide how many of the 32 energy cubes each group (object) and each person (molecule) should take to accurately represent the fact that they are warmer or colder. Put the cubes on the molecules to show what you decide.
3. Discuss how many energy cubes should transfer from one object to the other when the objects come into contact, and how you know when to stop transferring energy cubes. Plan how you will show what happens when the objects come into contact.
4. Get up, distribute the cubes as you planned, and act out your physical model!

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Reflecting on Stability and Change

Reflecting on Equilibrium

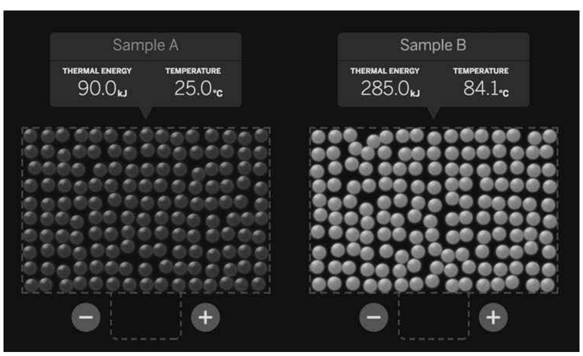
The diagrams below show the kinetic energy of different samples that are not yet in contact, but that may be in contact in the future. With your partner, predict what will happen in each system should their samples come in contact.

Select the systems below in which the samples will change if the samples come into contact. (Check all that apply.)

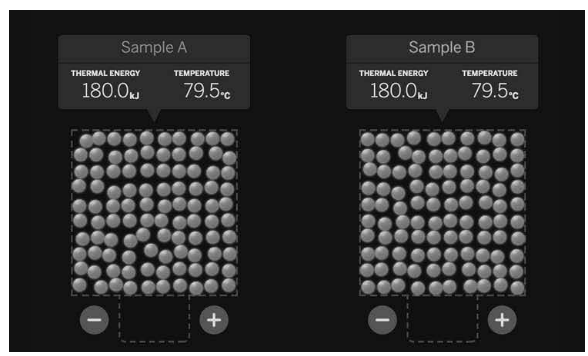
- ☐ The samples will not change in any of these systems.
- ☐ System 1
- ☐ System 2
- ☐ System 3
- ☐ System 4

Discuss with your partner why you chose the answer(s) you did. For samples that will change, what will happen over time?

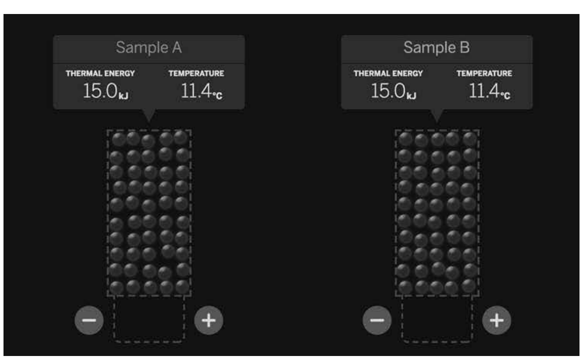
System 1



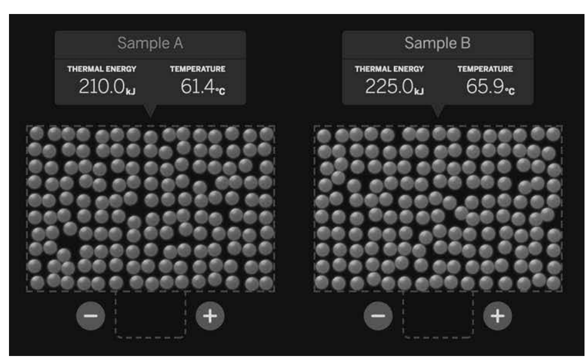
System 2



System 3



System 4



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Name: ______________________________ Date: ________________

Homework: Reading “Molecule Collisions and Newton’s Cradle”

As you read the article “Molecule Collisions and Newton’s Cradle,” annotate it with your own ideas and questions. When you have finished, answer the question below.

When a moving object collides with an object that isn't moving, what happens to the kinetic energy of each object?

____

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Active Reading Guidelines

1. Think carefully about what you read. Pay attention to your own understanding.
2. As you read, annotate the text to make a record of your thinking. Highlight challenging words and add notes to record questions and make connections to your own experience.
3. Examine all visual representations carefully. Consider how they go together with the text.
4. After you read, discuss what you have read with others to help you better understand the text.

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Name: ____________________ Date: ____________

Lesson 2.5: Explaining Changes in Temperature

Now that you understand why things change temperature, it's time to revisit the letter that David Li wrote to the principal. Was Mr. Li right to be skeptical about the groundwater system? How would either of the systems change the air temperature in the school? Today, you'll have a chance to use what you've learned to make a model for the principal.

Unit Question

- Why do things change temperature?

Chapter 2 Question

- What causes the air molecules inside the school to speed up?

Key Concepts

- When a thing gets hotter, its molecules are moving faster and have more kinetic energy.
- When a thing gets colder, its molecules are moving slower and have less kinetic energy.
- Temperature is a measure of the average kinetic energy of the molecules of a thing.
- When two things are in contact, their molecules collide, and kinetic energy transfers from the faster-moving molecules to the slower-moving molecules.
- Energy isn't created or destroyed. Therefore, as energy transfers, it increases in one part of the system as it decreases in another part of the system.

Vocabulary

- average
- change
- collision
- equilibrium
- infer
- kinetic energy
- molecule
- stability
- system
- transfer

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Name: ______________________ Date: ______________

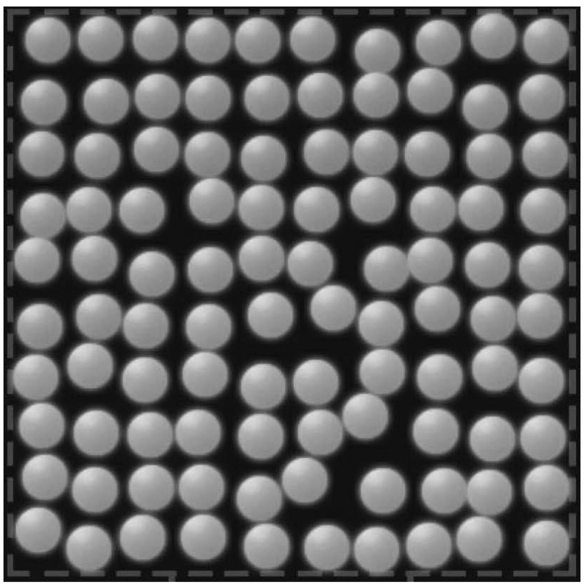
Warm-Up

Thinking About Equilibrium

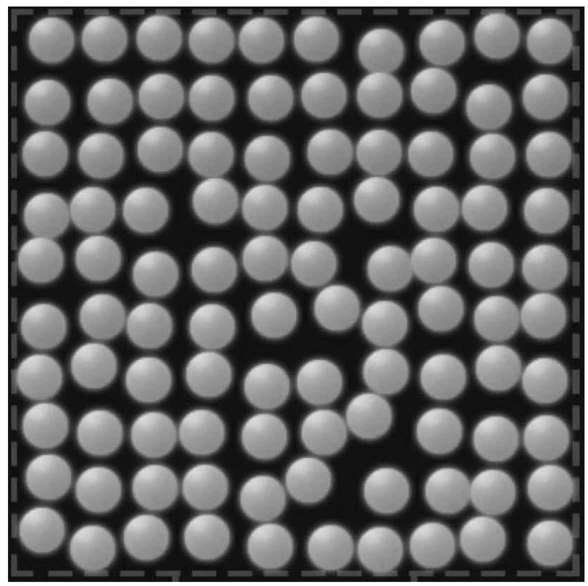
Below are visual representations of three pairs of samples: A and B, C and D, E and F. The samples in each pair are in contact. Based on your interpretation of the diagrams and your knowledge of kinetic energy transfers, label each pair of samples as "at equilibrium" or "not at equilibrium."

- Remember that the definition of *equilibrium* is "a balanced state at which a system is stable, such as when two or more samples are at the same temperature." Refer to the key concepts posted to the classroom wall if you need help.
- When you have finished labeling the images, complete the sentences on the next page.

Sample A

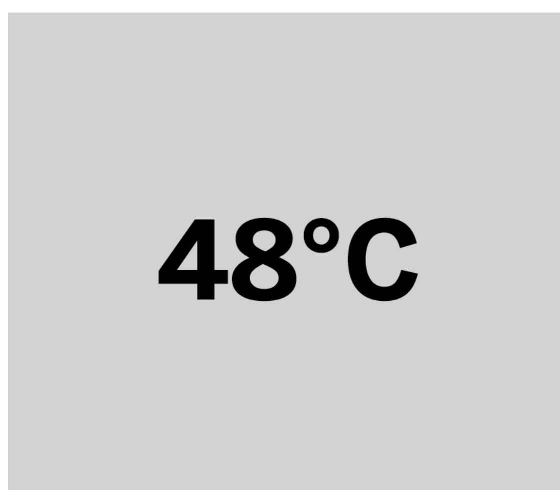


Sample B



Sample C

Sample D



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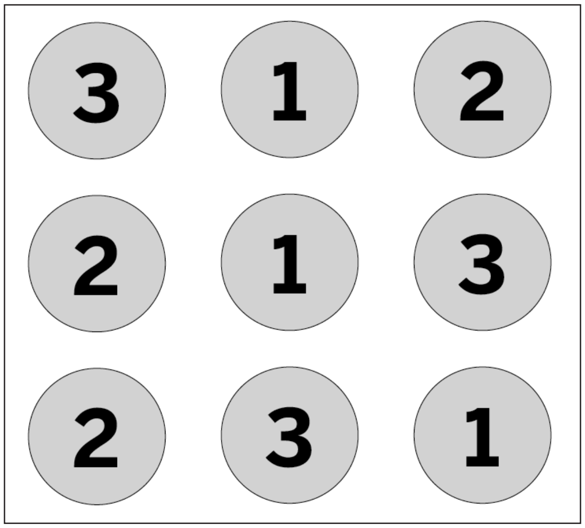
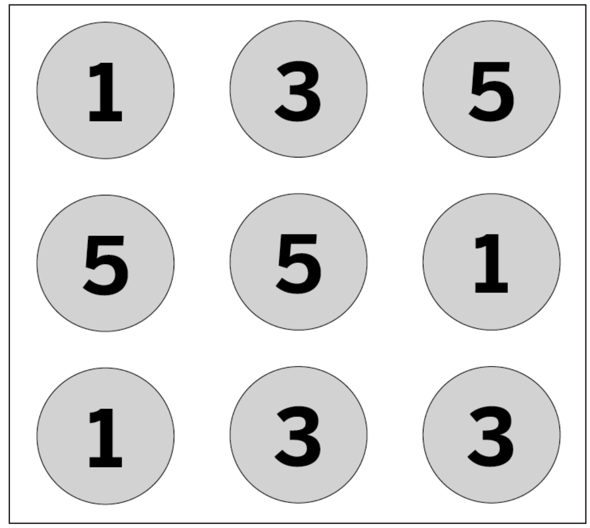
Name: ______________________ Date: ______________

Warm-Up (continued)

Sample E



Sample F



The average kinetic energy of the molecules that make up Sample E is: (circle one)

1 2 3 18

The average kinetic energy of the molecules that make up Sample F is: (circle one)

1 3 5 27

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Name: ______________________________ Date: ____________________

Word Relationships Routine

With your group, use the vocabulary words we have learned so far in this unit to answer the Investigation Question: *Why does the transfer of energy between two things stop?*

- Use at least two words from the Word Relationships Cards in each sentence. Take turns as both the speaker and the listener.
- You and your partner may use the same word more than once. Try to use all the vocabulary words.
- There are many different sentences that could help to answer the Investigation Question. You and your partner will need to create multiple sentences in order to answer the question completely.

Word Bank

average	equilibrium	infer	kinetic energy	collision
molecule	system	transfer	stability	change

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Name: ______________________________ Date: ____________________

Modeling Temperature Change

Part 1: Temperature Change Model

Use the Modeling Tool: Temperature Change student sheet on the next page to help you respond to David Li's claim that the water in the groundwater system is not warm enough to heat the air inside the school.

Goal: Create a model that shows the difference between warmer and cooler air.

Do:

- On the left, examine the mostly-completed Morning model, which represents the air inside the school and the groundwater below the school immediately after coming into contact (right after the heaters were turned on).
- In the empty square in the Morning model, draw an energy arrow that shows the direction that energy transfer is occurring in this system
- On the right, complete the Afternoon model, filling in the molecules, molecule speeds, temperatures, and energy transfer arrows, to show what the system would look like after the air inside the school and the groundwater below the school have been in contact for several hours.

Tips:

- Use the key on the right side of the sheet to help you make your model.
- Don't forget the key concepts while you make your model.

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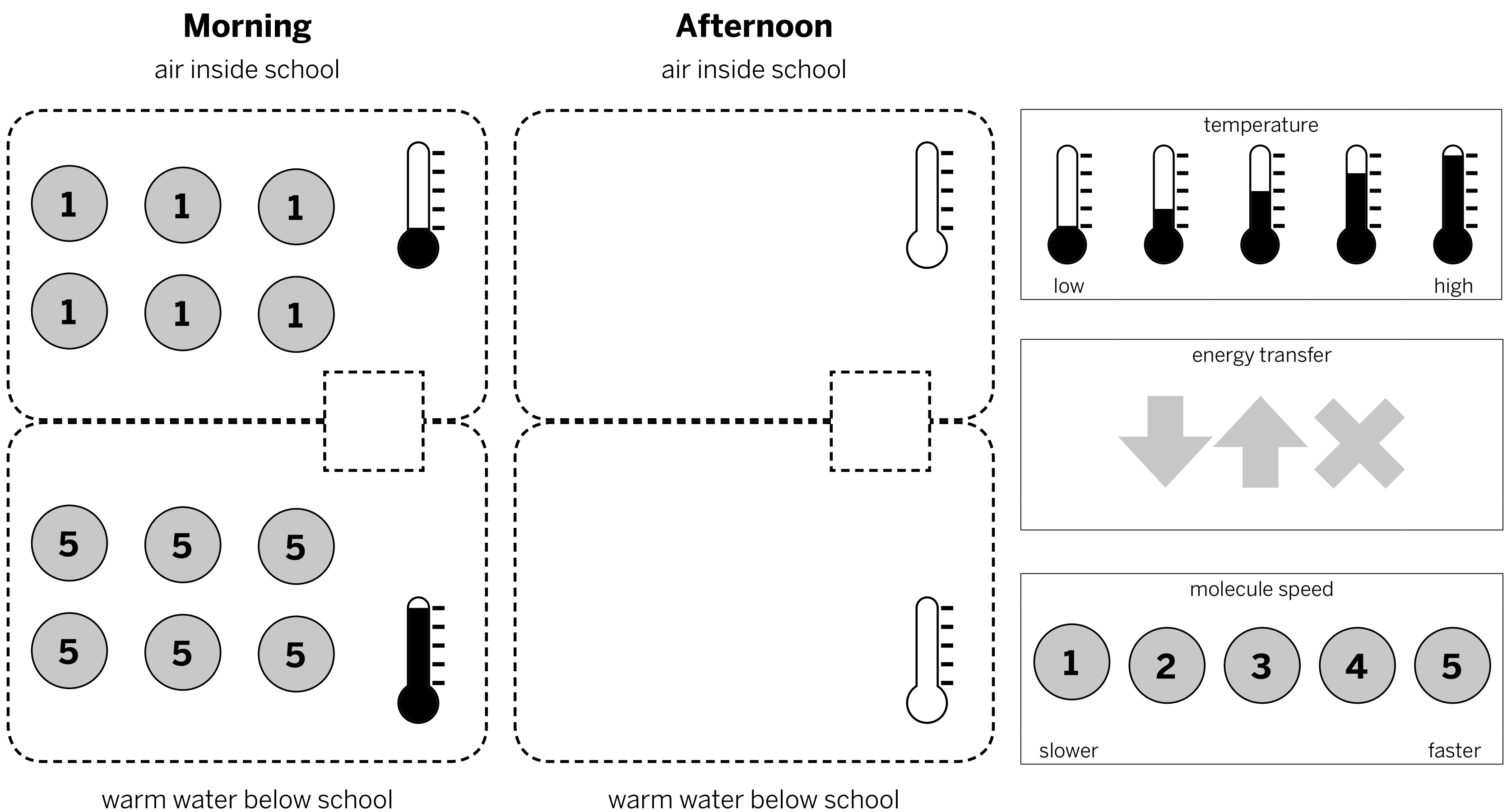
Modeling Temperature Change (continued)

Temperature Change Modeling Tool

Goal: Create a model that shows how the warm water below the school will warm the air inside the school.



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Modeling Temperature Change (continued)

Part 2: Stability and Change at Riverdale School

Answer the questions below, using your model and the new key concept: *The molecules of a system will transfer energy until the system reaches a stable state known as equilibrium, in which all of the molecules are moving at about the same speed.*

Respond to David Li's letter. Explain how the groundwater system could heat the air in the school.

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Explain what would happen to the air temperature at Riverdale School if the groundwater system were used. Use the terms **stability** and **change** in your explanation.

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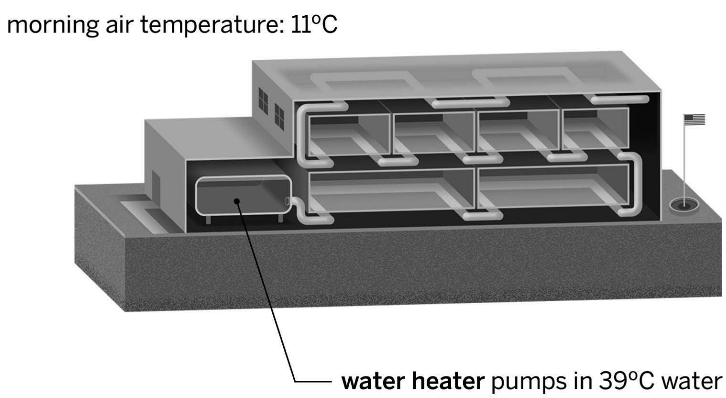
Name: ________________________ Date: ________________

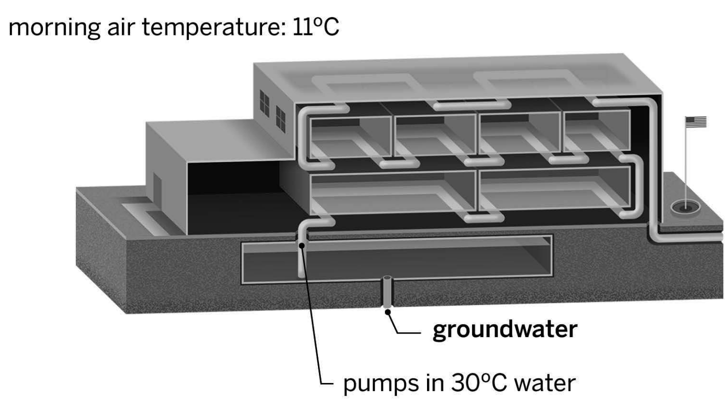
Comparing the Heating Systems

Here are the two proposed heating systems that the principal is considering. Based on what you've learned so far, discuss with a partner which of the two systems you think will do a better job of warming Riverdale School, and why you think so. Then, answer the question below.

Proposal #1:
Water Heater System



Proposal #2:
Groundwater System



At this point, I think the ______________ will warm Riverdale School more. (circle one)

water heater system **groundwater system**

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Name: ______________________________ Date: ____________________

Homework: Revisiting the Anticipation Guide

Below is a statement from the Anticipation Guide that you completed at the beginning of this unit on page 6. Look back at the statement and decide whether you agree or disagree with it at this point. Then, try revising the statement to make it more complete or correct.

When something heats up, new energy is created, and when something cools down, energy is destroyed. (check one)

☐ agree ☐ disagree

How could you revise this statement to be more complete or correct?

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Name: ____________________ Date: ____________

Lesson 2.7: Revisiting Energy and Molecules

Today, you will be using the Sim to review some of the big ideas that have been introduced in the first two chapters of this unit. Then, you'll get ready to play the Energy 3-in-a-Row game with a partner. In order to win, you'll need to use what you've learned so far about temperature, kinetic energy, and energy transfer. Are you ready? Let's play!

Unit Question

- Why do things change temperature?

Chapter 2 Question

- What causes the air molecules inside the school to speed up?

Key Concepts

- Things are made of molecules (or other types of atom groups).
- When a thing gets hotter, its molecules are moving faster and have more kinetic energy.
- When a thing gets colder, its molecules are moving slower and have less kinetic energy.
- Temperature is a measure of the average kinetic energy of the molecules of a thing.
- When two things are in contact, their molecules collide, and kinetic energy transfers from the faster-moving molecules to the slower-moving molecules.
- Energy isn't created or destroyed. Therefore, as energy transfers, it increases in one part of the system as it decreases in another part of the system.
- The molecules of a system will transfer energy until the system reaches a stable state known as equilibrium, in which all of the molecules are moving at about the same speed.

Vocabulary

- average
- change
- collision
- equilibrium
- infer
- kinetic energy
- molecule
- stability
- system
- temperature
- transfer

Digital Tool

- *Thermal Energy* Simulation

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Name: ______________________________ Date: ________________

Purple Group: Warm-Up

Reviewing Key Ideas in the Sim

Use the Sim to observe a hot and cold sample, and answer the questions below.

1. Launch the *Thermal Energy* Sim.
2. Add two same-sized samples.
3. Use the +/- buttons to make one sample as hot as possible and the other sample as cold as possible.
4. Turn on the View Kinetic Energy toggle.
5. Observe the samples and write whether you **agree** or **disagree** next to the statements below.

______________ Both samples are made of molecules.

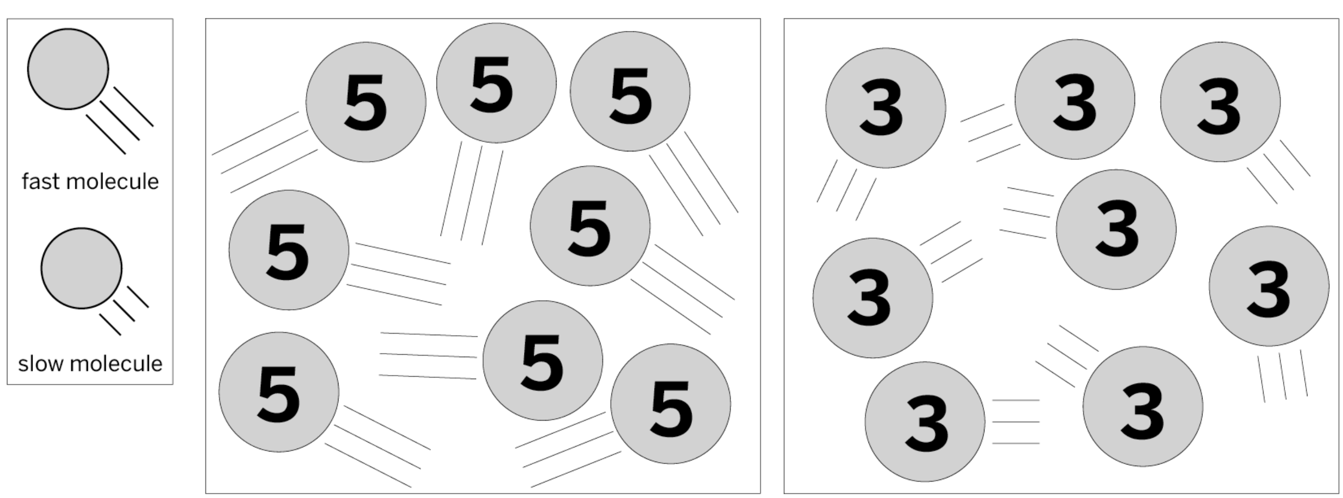
______________ The molecules of both samples are moving.

______________ The molecules of both samples are moving at the same speed.

______________ The molecules of both samples have the same average kinetic energy.

The molecular images below show a sample that changed from Time 1 to Time 2. Based on what you observed in the Sim, use the diagrams to answer the questions below.

Key **Sample at Time 1** **Sample at Time 2**



Between Time 1 and Time 2, the sample ____________________. (circle one)

got hotter **got colder** **stayed the same temperature**

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Name: ______________________________ Date: ______________

Purple Group: Warm-Up (continued)

Explain your answer choice using evidence from the molecular diagram.

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Name: ______________________________ Date: ________________

Green Group: Warm-Up

Reviewing Key Ideas in the Sim

Use the Sim to observe a hot and cold sample and review energy transfer.

1. Launch the *Thermal Energy* Simulation.
2. Add two same-sized samples.
3. Use the +/- buttons to make one sample as hot as possible and the other sample as cold as possible.
4. Turn on the View Kinetic Energy toggle.
5. Observe the samples and answer the questions below.

The molecules of the hotter sample have ____________________ the molecules of the colder sample. (check one)

☐ a higher average kinetic energy than

☐ a lower average kinetic energy than

☐ the same average kinetic energy as

If the two samples are placed into contact, what do you predict will happen and why?

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Name: ______________________________ Date: ________________

Green Group: Warm-Up (continued)

1. Reopen the Sim.
2. Add two same-sized samples.
3. Use the +/- buttons to make one sample as hot as possible and the other sample as cold as possible.
4. Turn on the View Energy Transfer toggle.
5. Select the samples and drag them into contact.
6. Observe the samples and answer the questions below.

After the two samples were moved into contact, the hotter sample __________. (check one)

- ☐ gained kinetic energy
- ☐ lost kinetic energy
- ☐ did not change

After the two samples were moved into contact, the colder sample __________. (check one)

- ☐ gained kinetic energy
- ☐ lost kinetic energy
- ☐ did not change

How is energy transferred between molecules?

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Name: ______________________________ Date: ____________________

Blue Group: Warm-Up

Examining a Changing Sample

Use the Sim to complete the mission described below.

Mission: Observe some of the molecules of a sample in the Sim moving faster or slower than other molecules of that same sample.

1. Launch the *Thermal Energy* Simulation.
2. Use the features of the Sim to to show the molecules described in the Mission.
3. Once you have made the observation described in the Mission, answer the following questions:

How did you set up the Sim in order to make the observation described in the Mission?

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Why do you think some of the molecules are moving faster or slower than others?

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Name: ______________________ Date: ______________

Blue Group: Warm-Up (continued)

Will the molecules of the sample continue to move at different speeds?

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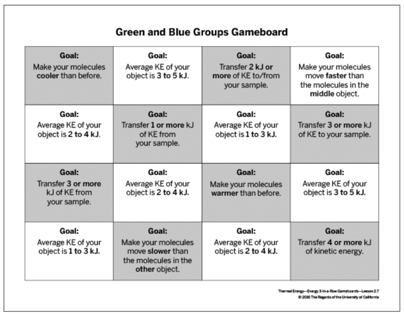
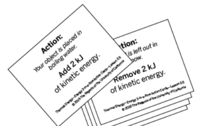
Getting Ready to Play Energy 3-in-a-Row

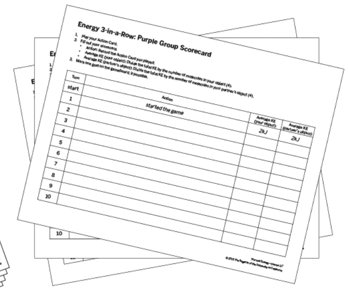
Today, you are going to play a game called Energy 3-in-a-Row with a partner. You will need the materials shown below.



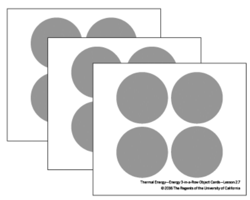
1 gameboard



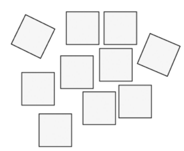
1 deck of Action Cards



3 scorecards



2 object cards (Purple)
3 object cards
(Green and Blue)



50 energy cubes

Goal: Be the first player to transfer different amounts of energy and change the kinetic energy of your object in different ways in order to mark three boxes in a row on the game board.

Setup:

- Each player gets one Object Card and places it face up on the table. In the Green and Blue games, the last Object Card is the "middle" object, and will be placed in between the two players.
- At the beginning of the game, place energy cubes on each Object Card so that each object has a **total** kinetic energy of 8kJ and an **average** kinetic energy per molecule of 2kJ.
- Shuffle the Action Cards and deal three to each player. Place the rest face down in a stack on the table.
- Decide which player will go first.

Playing the Game:

- There are different versions of the game for the Purple, Green, and Blue Groups. Make sure to read and follow the rules for your group!
- When you finish your game, you can move on to the next version of the game.

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Sharing Experiences

Talking About Energy 3-in-a-Row

Take a moment to think about your experience of playing Energy 3-in-a-Row. Then, discuss the following questions with your partner.

- Did you learn anything new by playing Energy 3-in-a-Row? If so, what?
- Did playing Energy 3-in-a-Row help you review any of the ideas from this unit? If so, which ones?

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Homework: Check Your Understanding

This is a chance for you to reflect on your learning so far. This is not a test. Be open and truthful when you respond to the questions below.

Scientists investigate in order to figure things out. Are you getting closer to figuring out which heating system will warm the air inside Riverdale School more?

1. I understand the difference between the motion of the air molecules in the school and the air molecules in each heating system. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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2. I understand why the air in the school will change temperature when it comes into contact with water from a heating system. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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3. I understand what factors determine how much the motion of the air molecules in the school will change. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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4. What do you still wonder about which heating system will warm the air in the school more?

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Name: ______________________ Date: ______________

Chapter 3: Changes in Temperature
Chapter Overview

You have discovered that both heating systems should work to increase the air temperature of the school. But which system will warm the school more? In this chapter you'll investigate factors that affect how much energy transfers and how much temperature changes. By the end of the chapter, you'll be able to choose the best heating system.

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Name: ______________________________ Date: ____________________

Lesson 3.1: "Thermal Energy Is NOT Temperature"

Welcome back, student thermal scientists! Now that you know that the water used in the water heater system and the water used in the groundwater system are both warm enough to transfer kinetic energy to the air inside the school, how will you help the principal choose between the two? You know that the water used in the water heater system is warmer, but the groundwater system uses more water. Does that matter? Today, you'll read an article that looks closely at this very topic.

Unit Question

- Why do things change temperature?

Chapter 3 Question

- Which heating system will warm the air in the school more?

Vocabulary

- average
- change
- collision
- equilibrium
- infer
- kinetic energy
- molecule
- stability
- system
- temperature
- thermal energy
- transfer

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Name: ______________________ Date: ______________

Warm-Up

Comparing an Average to a Total

On the left is an image of a small cup of tea. The water inside the teacup is very hot, about 80°C. On the right is an image of a large bathtub. The water inside the bathtub is warm, about 40°C.

A small cup of very hot water (80°C).

A large bathtub of warm water (40°C).

Which do you think has the greater *average* kinetic energy? (check one)

- ☐ the molecules of the water in the teacup
- ☐ the molecules of the water in the bathtub
- ☐ not sure

Which do you think has the greater *total* kinetic energy? (check one)

- ☐ the molecules of the water in the teacup
- ☐ the molecules of the water in the bathtub
- ☐ not sure

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Name: ______________________________ Date: ________________

Reading "Thermal Energy Is NOT Temperature"

1. Read and annotate the article "Thermal Energy Is NOT Temperature."
2. Choose and mark annotations to discuss with your partner. Once you have discussed these annotations, mark them as discussed.
3. Now, choose and mark a question or connection, either one you already discussed or a different one you still want to discuss with the class.
4. Answer the reflection question below.

Rate how successful you were at using Active Reading skills by responding to the following statement.

As I read, I paid attention to my own understanding and recorded my thoughts and questions.

- ☐ Never
- ☐ Almost Never
- ☐ Sometimes
- ☐ Frequently/often
- ☐ All the time

Active Reading Guidelines

1. Think carefully about what you read. Pay attention to your own understanding.
2. As you read, annotate the text to make a record of your thinking. Highlight challenging words and add notes to record questions and make connections to your own experience.
3. Examine all visual representations carefully. Consider how they go together with the text.
4. After you read, discuss what you have read with others to help you better understand the text.

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Name: ______________________________ Date: ______________

Homework: Sim Mission

Use the Sim to complete the mission below.

Mission: Observe the Sim showing a cooler sample that has more total kinetic energy (thermal energy) than a warmer sample.

1. Open the Simulation.
2. Use the features of the Sim to set up the samples as mentioned above and then observe the Sim.
3. Once you have observed the samples as described in the Mission, fill out the data table below. Then, answer the questions below.

	Colder sample	**Warmer sample**
Sample size		
Temperature (°C)		
Total kinetic energy (thermal energy) (kJ)		

How did you set up the Sim in order to make the observation described in the mission?

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Could you change your samples so that they both have the same amount of total kinetic energy (thermal energy)? How?

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Name: ______________________________ Date: ________________

Lesson 3.2: Thermal Energy and Temperature Change

It is almost time for you to recommend a heating system to the principal! Before you choose, you need to dig a little deeper into the differences between the two systems. Today, you'll do so by beginning to investigate how differences in the total kinetic energy (thermal energy) of things can impact how much they will change temperature.

Unit Question

- Why do things change temperature?

Chapter 3 Question

- Which heating system will warm the air in the school more?

Vocabulary

- average
- change
- collision
- equilibrium
- infer
- kinetic energy
- molecule
- stability
- system
- temperature
- thermal energy
- transfer

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Name: ____________________ Date: ____________

Warm-Up

Revisiting the Teacup and the Bathtub

In the last lesson, you compared a small teacup full of very hot water (80°C) to a large bathtub full of warm water (40°C). Below are two diagrams that use circles to represent molecules and numbers to represent how much kinetic energy each molecule has. Diagram 1 represents the bathtub full of warm water, and Diagram 2 represents the teacup full of hot water. Examine the diagrams and use them to answer the questions below. (**Remember:** In order to find the total kinetic energy of a thing, you need to add up the kinetic energy of all of its molecules.)

Diagram 1: Bathtub

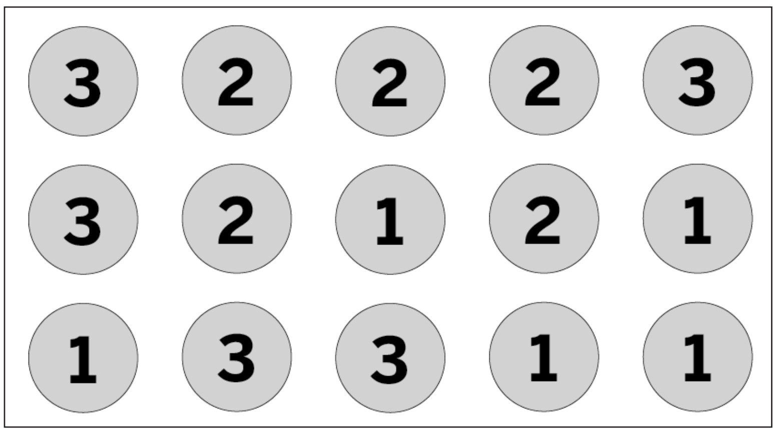
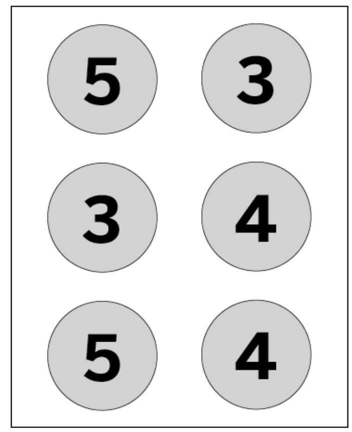


Diagram 2: Teacup



What is the total kinetic energy of the molecules in Diagram 1? ____________

What is the average kinetic energy of the molecules in Diagram 1? ____________

What is the total kinetic energy of the molecules in Diagram 2? ____________

What is the average kinetic energy of the molecules in Diagram 2? ____________

Complete these sentences.

The water in the teacup has **(higher / lower / the same)** average kinetic energy compared with the water in the bathtub. However, the water in the bathtub has **(greater / lower / the same amount of)** total kinetic energy because it has **(more molecules / fewer molecules / molecules with more energy / molecules with less energy)**.

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Rereading “Thermal Energy Is NOT Temperature”

Reread the third paragraph of “Thermal Energy Is NOT Temperature” (which begins, “Since the two containers of soup began at the same temperature, the molecules in the bowl of soup and the mug of soup started off with the same average kinetic energy”). Think about the Investigation Question as you read. Be sure to review any diagrams you find in the text as these may also be used as evidence. Then, use the evidence you gathered from the text and the diagrams to answer the Investigation Question.

What determines how much total kinetic energy something has?

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Name: ______________________ Date: ______________

Revisiting the Energy Cube Model

Part 1: Modeling Objects of Different Sizes

Goal: Demonstrate the difference between average kinetic energy, total kinetic energy, and temperature.

Reminders:

- Object A has 6 molecules and Object B has 2 molecules.
- Each cube represents 1 kJ of kinetic energy.

Reviewing the difference between average kinetic energy, total kinetic energy, and temperature.

1. For each trial, set up your molecules with the average kinetic energy indicated in the table below. Be sure to use all 32 of your cubes.
2. Fill in the total thermal energy for both objects.
3. In the last column, select the statement that is true.
4. Repeat steps 1–2 for the next trials.

Trial	Object	Average KE (temperature)	Total KE (thermal energy)	What is the state of the system? (choose one option from below)
1	Object A larger: 6 molecules	4kJ		The system is at equilibrium because the objects are the same temperature. The system is not at equilibrium because Object A is colder than Object B. The system is not at equilibrium because Object B is colder than Object A.
	Object B smaller: 2 molecules	4kJ		
2	Object A larger: 6 molecules	3kJ		The system is at equilibrium because the objects are the same temperature. The system is not at equilibrium because Object A is colder than Object B. The system is not at equilibrium because Object B is colder than Object A.
	Object B smaller: 2 molecules	7kJ		
3	Object A larger: 6 molecules	5kJ		The system is at equilibrium because the objects are the same temperature. The system is not at equilibrium because Object A is colder than Object B. The system is not at equilibrium because Object B is colder than Object A.
	Object B smaller: 2 molecules	1kJ		

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Revisiting the Energy Cube Model (continued)

Part 2: Revisiting the Energy Cube Model

Goal: Demonstrate what happens when a warmer object comes into contact with a colder object.

Reminders:

- Object A has 6 molecules and Object B has 2 molecules.
- Partners work together to transfer energy between the molecules of the two objects.
- The cubes represent kinetic energy.

What happens when a warmer object comes in contact with a colder object?

1. Set up the energy cubes according to the starting KE numbers indicated in the data table below for Trial 1. Make sure to use all 32 of your energy cubes.
2. Imagine that Object A and Object B have been pushed into contact.
3. Transfer kinetic energy until the system is at equilibrium.
4. With your partner, complete the last two columns of the data table below.
5. Repeat steps 1–4 for Trial 2.

Trial	Object	Starting average KE (temperature)	Starting total KE (thermal energy)	Ending average KE (temperature)	Ending total KE (thermal energy)
1	Object A (warmer) larger: 6 molecules	5kJ	30kJ		
	Object B (colder) smaller: 2 molecules	1kJ	2kJ		
2	Object A (colder) larger: 6 molecules	1kJ	6kJ		
	Object B (warmer) smaller: 2 molecules	13kJ	26kJ		

When you have completed Trials 1 and 2, discuss the following questions with your partner:

- How was what happened in Trial 1 similar to what happened in Trial 2?
- How was what happened in Trial 1 different from what happened in Trial 2?

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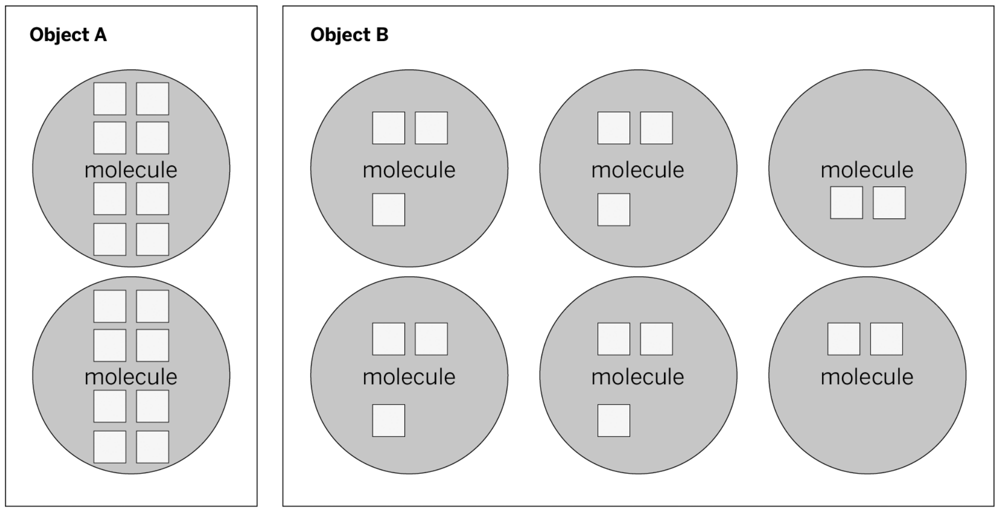
Name: ____________________ Date: ____________

Homework: Correcting Your Friend

Your friend Jack was using the Energy Cube Model in class. Read about his model and answer the question below.

Jack's Model with Object A and B in Equilibrium



Jack's model includes one object consisting of two molecules and one object consisting of six molecules. He put 16 energy cubes in each object and stated that his model showed the two objects at equilibrium.

Explain what is wrong with Jack's model.

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Name: ______________________________ Date: ________________

Lesson 3.3: Temperature Change and Equilibrium

The principal is waiting for you to make your recommendation. Which heating system should they install at the school? How can you determine how much each heating system would warm the school? Today, you'll gather the last pieces of evidence from a demonstration and the Sim to help make an educated, evidence-based recommendation.

Unit Question

- Why do things change temperature?

Chapter 3 Question

- Which heating system will warm the air in the school more?

Key Concepts

- For things at the same temperature, the thing with more molecules has more total kinetic energy (thermal energy) than the thing with fewer molecules.
- At equilibrium, the average kinetic energy (temperature) of the molecules in the system is the total kinetic energy (thermal energy) evenly divided by the number of molecules in the system.
- When a thing gains or loses energy, the energy gained or lost is divided among all the molecules of the thing.

Vocabulary

- average
- change
- collision
- equilibrium
- infer
- kinetic energy
- molecule
- stability
- system
- temperature
- thermal energy
- transfer

Digital Tools

- *Thermal Energy* Simulation
- Data Tool activity: Thermal Energy vs. Temperature

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Name: ____________________ Date: ____________________

Warm-Up

Predicting Changes in Water Samples

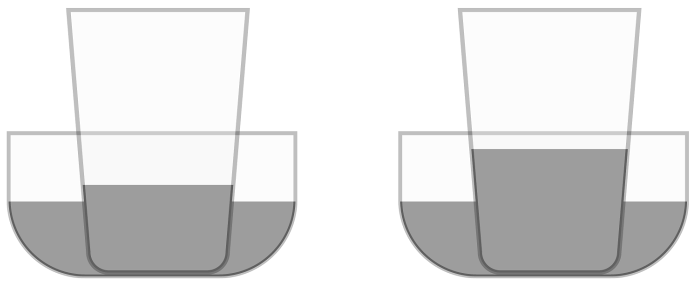
Today, you will see a demonstration of energy transfer that uses the setup pictured below. Look over the diagram and decide whether you agree or disagree with the predictions below.

System X

Cup X:
100 mL of hot water

System Y

Cup Y:
300 mL of hot water



Container X:
100 mL of cold water

Container Y:
100 mL of cold water

Write whether you **agree** or **disagree** with each statement below.

__________ 1. The water in Cup X will end up at the same temperature as the water in Container X.

__________ 2. The water in Cup Y will end up at the same temperature as the water in Container Y.

__________ 3. All of the water in both containers and cups will end at the same temperature.

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Name: ______________________________ Date: ______________

Simulating the Demo

Follow the instructions to simulate the demonstration. When you have finished both trials, answer the questions below.

System X: 100 mL cold water, 100 mL hot water

1. In the *Thermal Energy* Simulation, add a **medium** sample (Sample A) to represent the water in Container X. Cool this sample to 4.5ºC.
2. Add a **medium** sample (Sample B) to represent the water in Cup X. Warm this sample to 38.6ºC.
3. Record the Starting Thermal Energy of both samples in the table below.
4. Add the Starting Thermal Energy of both samples together to calculate the Starting Thermal Energy of the system.
5. Pull the samples into contact. When energy stops transferring, fill out the rest of the table.

System X	Sample A	Sample B	System
Starting temperature (°C)	4.5	38.6	
Starting thermal energy (kJ)			
Ending temperature (°C)			
Ending thermal energy (kJ)			

System Y: 100 mL cold water, 300 mL hot water

1. Add a **medium** sample (Sample A) to represent the water in Container Y. Cool this sample to 4.5ºC.
2. Add a **large** sample (Sample B) to represent the water in Cup Y. Warm this sample to 38.6ºC.
3. Record the Starting Thermal Energy of both samples in the table below.
4. Add the Starting Thermal Energy of both samples together to calculate the Starting Thermal Energy of the system.
5. Pull the samples into contact. When energy stops transferring, fill out the rest of the table on the next page.

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Name: ______________________________ Date: ______________

Simulating the Demo (continued)

System Y	Sample A	Sample B	System
Starting temperature (°C)	4.5	38.6	
Starting thermal energy (kJ)			
Ending temperature (°C)			
Ending thermal energy (kJ)			

In both systems, how did the starting thermal energy compare to the ending thermal energy of the system?

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Which system reached a higher equilibrium temperature? (circle one) **System X** **System Y**

Why do you think this system reached equilibrium at a higher temperature?

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Name: ______________________________ Date: ____________________

Solving the Heating System Question

Simulating the Heating Systems

Use the Sim to answer the Chapter 3 Question: *Which heating system will warm the air in the school more?* With a partner, run two separate tests and compare the results, then write your answer to the question below.

Test 1: Water heater system

1. In the *Thermal Energy* Simulation, add a large sample to represent the air inside the school. Cool this sample to 11.4º C.
2. Add a small sample to represent the water in the water heater. Warm this sample to 38.6º C.
3. Pull the samples together to find out the equilibrium temperature and record it below.

Test 2: Groundwater system

1. Add a large sample to represent the air inside the school. Cool this sample to 11.4º C.
2. Add a large sample to represent the groundwater. Warm this sample to 29.5º C.
3. Pull the samples together to find out the equilibrium temperature and record it below.

Test	**System name**	**Tank size**	**Water temperature (ºC)**	**Equilibrium temperature (ºC)**
1	water heater	small sample	38.6	
2	groundwater	large sample	29.5	

Based on your findings in the Sim, which system will warm the school more during the winter? Why will this heating system warm the school more?

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Name: ______________________________ Date: ________________

Homework: Revisiting the Anticipation Guide

Below is a statement from the Anticipation Guide that you completed at the beginning of this unit on page 6. Look back at the statement and decide whether you agree or disagree with it at this point. If you changed your mind since the beginning of the unit, then change your answer to show your current thinking. Then, try revising the statement to make it more complete or correct.

Hotter things have more energy than colder things. (check one)

☐ agree

☐ disagree

How could you revise this statement to be more complete or correct?

____

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Homework: Reading "Dumpling Dilemma: Oil or Water?"

As you read the article "Dumpling Dilemma: Oil or Water?," annotate it with your own ideas and questions. When you have finished, answer the question below.

What are two reasons why dumplings cook faster in oil than in water?

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What is something new you learned about temperature and thermal energy from reading this article?

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Active Reading Guidelines

1. Think carefully about what you read. Pay attention to your own understanding.
2. As you read, annotate the text to make a record of your thinking. Highlight challenging words and add notes to record questions and make connections to your own experience.
3. Examine all visual representations carefully. Consider how they go together with the text.
4. After you read, discuss what you have read with others to help you better understand the text.

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Lesson 3.4: Recommending a Heating System

It is time to make a recommendation to the principal of Riverdale School! Before writing your recommendation, you'll prepare by making models that show differences in temperature change. Then, you'll get ready to write by using reasoning to explain how the evidence supports a claim about the groundwater system. Finally, you'll write your recommendation to convince the principal, Mr. Chang, that the groundwater system will work best so that he will choose the best heating system.

Unit Question

- Why do things change temperature?

Chapter 3 Question

- Which heating system will warm the air in the school more?

Key Concepts

- For things at the same temperature, the thing with more molecules has more total kinetic energy (thermal energy) than the thing with fewer molecules.
- At equilibrium, the average kinetic energy (temperature) of the molecules in the system is the total kinetic energy (thermal energy) evenly divided by the number of molecules in the system.
- When a thing gains or loses energy, the energy gained or lost is divided among all the molecules of the thing.
- Energy isn't created or destroyed. Therefore, as energy transfers, it increases in one part of the system as it decreases in another part of the system. The total energy of a system doesn't change.

Vocabulary

- average
- change
- collision
- equilibrium
- infer
- kinetic energy
- molecule
- stability
- system
- temperature
- thermal energy
- transfer

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Name: ______________________ Date: ______________

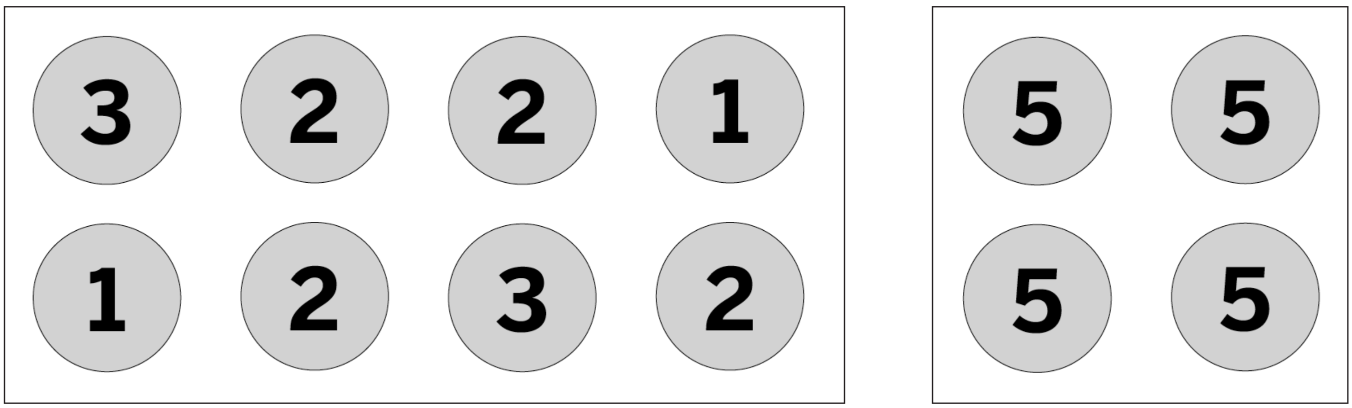
Warm-Up

Calculating Total and Average Kinetic Energy

Review the system shown and answer the questions below.

These objects have just been pushed together.

Sample A   Sample B



What is the total kinetic energy of the molecules in this system (Sample A + Sample B) at the moment shown in the diagram above? ______________

What will the total kinetic energy of the molecules in this system be when the system reaches equilibrium? ______________

What will the average kinetic energy of the molecules in this system be when it reaches equilibrium?

____

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Name: ______________________________ Date: ____________________

Modeling Differences in Temperature Change

Modeling Objects of Different Sizes

Use the Modeling Tool: Differences in Temperature Change sheet to help you show the equilibrium temperatures of different systems.

Goal: Create models that show how the number of molecules in the objects of a system affects changes in temperature.

Do:

- In Modeling Differences in Temperature Change: Part 1, model how Sample A and Sample B will change temperature over time.
- In Modeling Differences in Temperature Change: Part 2, model how Sample C and Sample D will change temperature over time.

Tips:

- Use the key on the right side of the sheet to help you make your models.
- Remember to use the key concepts to help you make your models.

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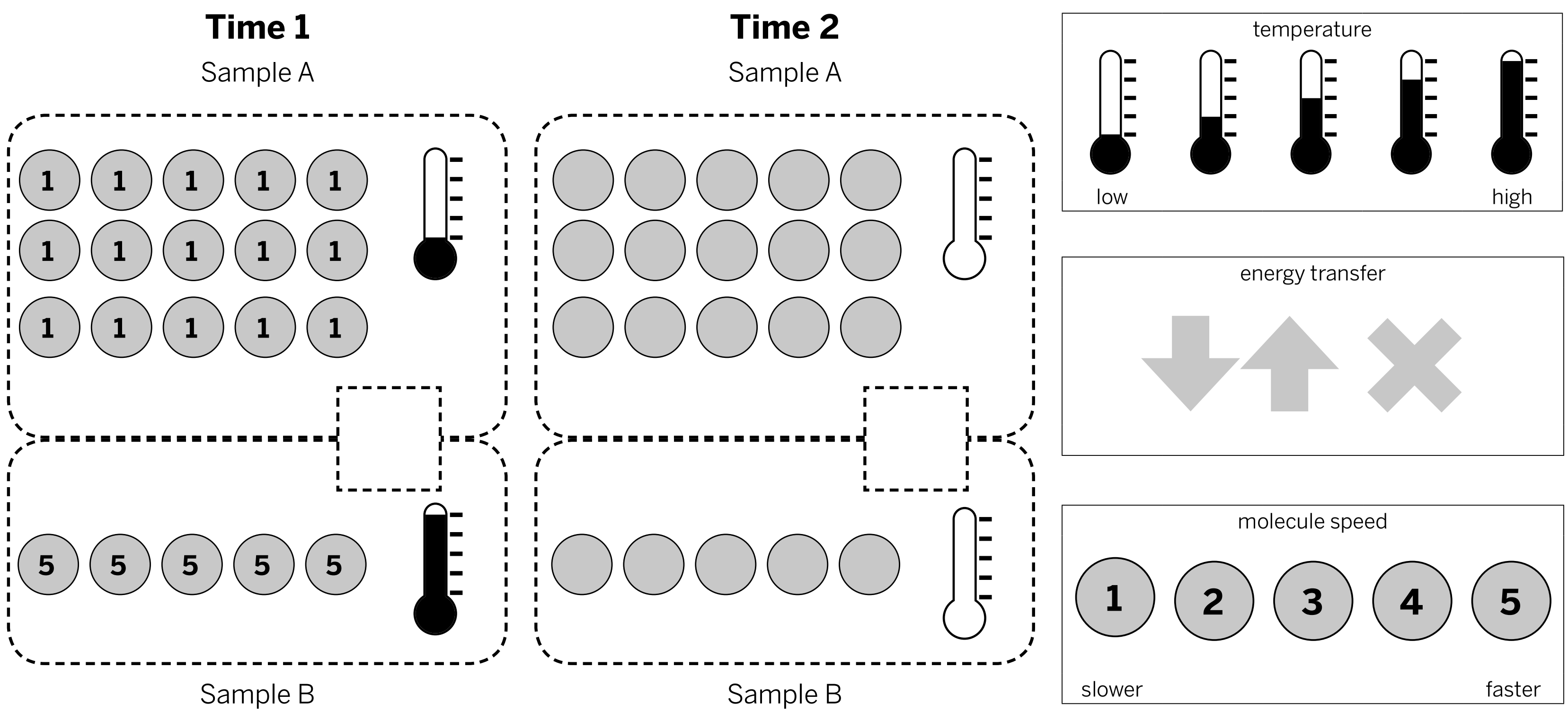
Modeling Differences in Temperature Change (continued)

Differences in Temperature Change Modeling Tool

Part 1

Goal: Complete the model below to show how Sample A and Sample B will change over time.



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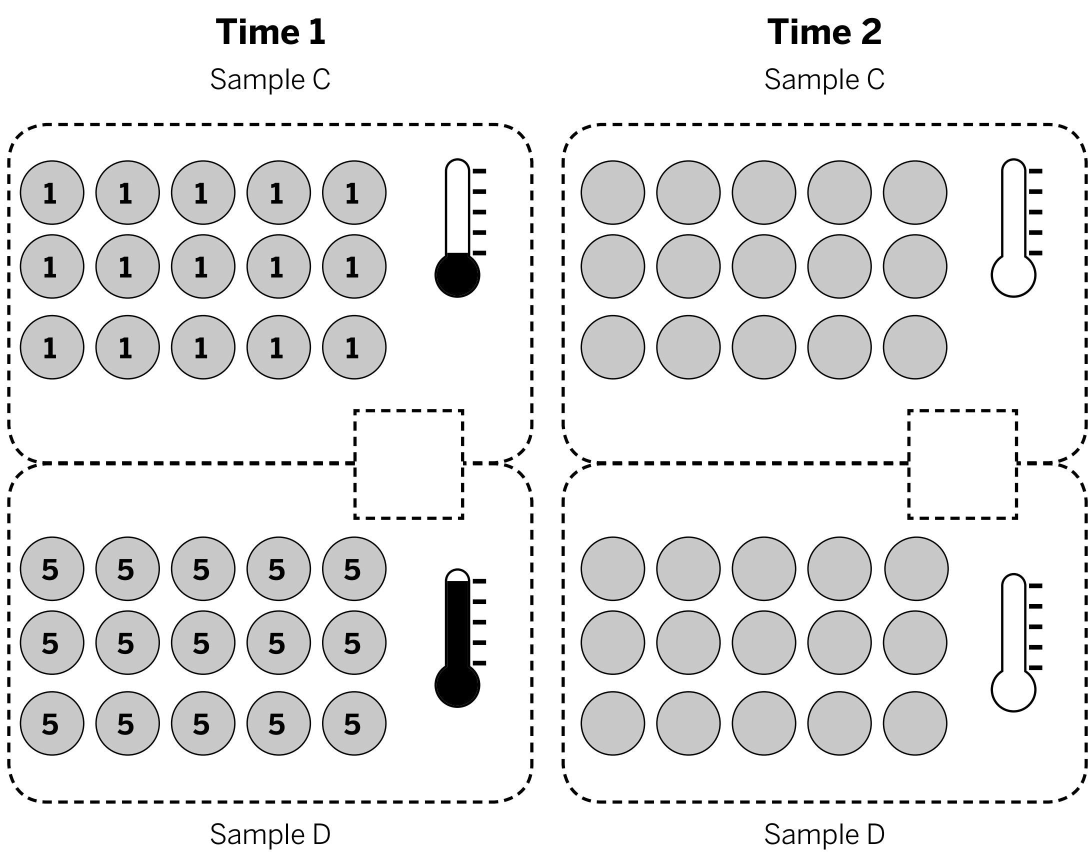
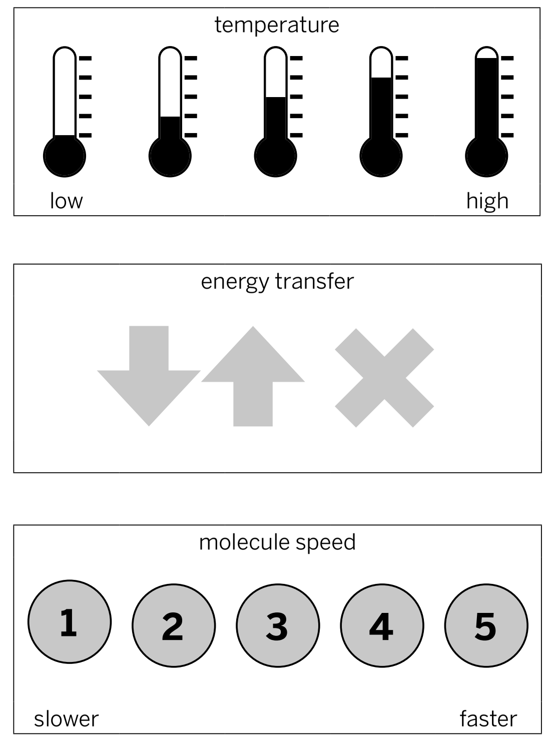
Modeling Differences in Temperature Change (continued)

Differences in Temperature Change Modeling Tool

Part 2

Goal: Complete the model below to show how Sample C and Sample D will change over time.





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Name: ______________________ Date: ______________

Modeling Differences in Temperature Change (continued)

How is the model you made in Part 1 different from the model you made in Part 2?

How can you use your model to explain why the groundwater system is the better choice?

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Reasoning About the Groundwater System

Making Reasoning Clearer

With your partner, choose two pieces of evidence listed in the first column of the Reasoning Tool (using the Evidence Cards for Reasoning Tool) and use the middle column to connect them to the groundwater claim.

Question: *Which heating system will warm the air in the school more?*

Claim: The groundwater system will warm the air in the school more.

Evidence	**This matters because . . .**	**Therefore, . . .** (claim)
Evidence source: *Thermal Energy* Sim		The groundwater system will warm the air in the school more.
Evidence source: "Thermal Energy Is NOT Temperature" article		
Evidence source: Energy Cube Model		
Evidence source: Thermal Energy and Size Demo		

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Homework: Advising the Principal

Use the evidence you recorded in the Reasoning Tool (in the previous activity) to help you write a message to Mr. Chang recommending the groundwater heating system. You may wish to use some of the vocabulary words listed in the Word Bank and the Scientific Argumentation Sentence Starters below to help you write.

Question: *Which heating system will warm the air in the school more?*

Claim: The groundwater system will warm the air in the school more.

Word Bank

average	change	collision	equilibrium
infer	kinetic energy	molecule	stability
system	thermal energy	transfer	

Scientific Argumentation Sentence Starters	
Describing evidence:	**Describing how the evidence supports the claim:**
The evidence that supports my claim is . . .	If ____________, then . . .
My first piece of evidence is . . .	This is important because . . .
Another piece of evidence is . . .	Since ____________, . . .
This evidence shows that . . .	Based on the evidence, I conclude that . . .
	This claim is stronger because . . .

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Name: ______________________ Date: ______________

Homework: Advising the Principal (continued)

Write a message to Mr. Chang explaining why the groundwater heating system will warm the school more than the water heater system. Use evidence to support your claim. For each piece of evidence you use, explain how the evidence supports your claim.

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Homework: Check Your Understanding

This is a chance for you to reflect on your learning so far. This is not a test. Be open and truthful when you respond to the questions below.

Scientists investigate in order to figure things out. Are you getting closer to figuring out which heating system will warm the air inside Riverdale School more?

1. I understand the difference between the motion of the air molecules in the school and the air molecules in each heating system. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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2. I understand why the air in the school will change temperature when it comes into contact with water from a heating system. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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3. I understand what factors determine how much the motion of the air molecules in the school will change. (check one)

   ☐ yes ☐ not yet

Explain your answer choice.

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4. What do you still wonder about which heating system will warm the air in the school more?

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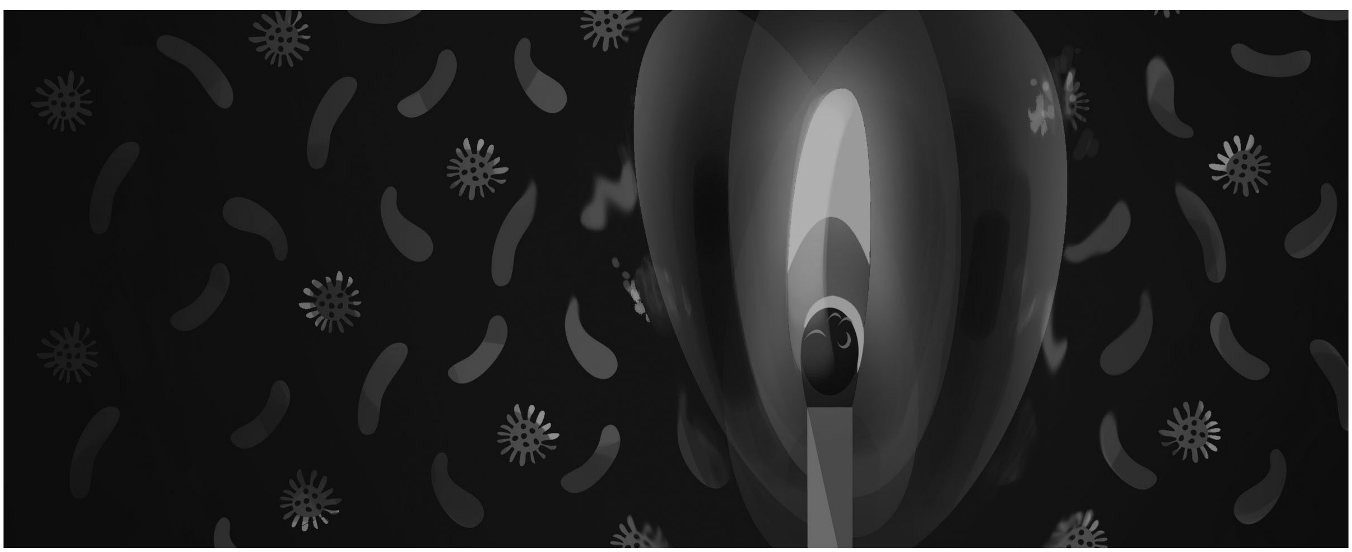
Name: ____________________ Date: ____________

Chapter 4: Water Pasteurization
Chapter Overview

Great job solving the question of the school heating systems! In this chapter, you'll face a new challenge: figuring out why a water pasteurization kit failed to make water safe for drinking. Pasteurize Our Water (POW) kits were distributed in the aftermath of a natural disaster on Louis Island and should have made water safe to drink, but some people still got sick. You'll use what you've learned about temperature, thermal energy, and energy transfer to examine the evidence and make an argument about what went wrong.



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Lesson 4.1: Pasteurizing Water in an Emergency

Student thermal scientists, you have made your recommendation to Mr. Chang, and the students and teachers of Riverdale School are grateful. Now, there's another problem that urgently needs your attention. After a natural disaster, an aid organization has been handing out kits that heat water to make it safe to drink, but some people are worried because the kits don't always seem to work. The aid organization needs you to help them analyze the evidence and figure out what could have gone wrong. Time to dive in!

Unit Question

- Why do things change temperature?

Chapter 4 Question

- Why wasn't the water pasteurized?

Key Concepts

- Things are made of molecules (or other types of atom groups).
- When a thing gets hotter, its molecules are moving faster and have more kinetic energy.
- When a thing gets colder, its molecules are moving slower and have less kinetic energy.
- Temperature is a measure of the average kinetic energy of the molecules of a thing.
- When two things are in contact, their molecules collide, and kinetic energy transfers from the faster-moving molecules to the slower-moving molecules.
- Energy isn't created or destroyed. Therefore, as energy transfers, it increases in one part of the system as it decreases in another part of the system. The total energy of a system doesn't change.
- The molecules of a system will transfer energy until the system reaches a stable state known as equilibrium, in which all of the molecules are moving at about the same speed.
- For things at the same temperature, the thing with more molecules has more total kinetic energy (thermal energy) than the thing with fewer molecules.
- At equilibrium, the average kinetic energy (temperature) of the molecules in the system is the total kinetic energy (thermal energy) evenly divided by the number of molecules in the system.
- When a thing gains or loses energy, the energy gained or lost is divided among all the molecules of the thing.

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Name: ______________________ Date: ______________

Lesson 4.1: Pasteurizing Water in an Emergency (continued)

Vocabulary

- average
- change
- claim
- collision
- equilibrium
- evidence
- infer
- kinetic energy
- molecule
- stability
- system
- temperature
- thermal energy
- transfer

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Name: ______________________________ Date: ____________________

Warm-Up

For the next three lessons, you will be investigating a case that involves pasteurization. *Pasteurization* is the process of heating a liquid to a high enough temperature that harmful bacteria are destroyed.

Pasteurization is named after Louis Pasteur (1822–1895), the French chemist and microbiologist who discovered it.

Why do you think it might be important to pasteurize certain liquids?

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Water Emergency on Louis Island

Read the news report below.

LOUIS ISLAND — An organization involved in the emergency response effort on Louis Island desperately searches for answers.

After Hurricane Nora made landfall along the coast last week, many people on Louis Island were stranded without access to clean drinking water. An organization called Pasteurize Our Water (POW) quickly developed and distributed free pasteurization kits to help people on the island make their own clean water. These kits are designed to heat water to a high enough temperature that any harmful bacteria are killed, making the water safe to drink.

The people of Louis Island used the pasteurization kits until some residents got sick, reporting symptoms like stomach pain, diarrhea, vomiting, and fever. People became concerned that POW's pasteurization kits might not be heating the water to a high enough temperature to kill harmful bacteria present in the water.

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Water Emergency on Louis Island (continued)

Why Wasn't the Water Pasteurized?

The people at Pasteurize Our Water have asked you to investigate what went wrong on Louis Island. They want to know why the water did not get hot enough for the harmful bacteria to be killed.

Question: *Why wasn't the water pasteurized?*

Claim 1: If you follow the instructions, the POW kits **will always** heat the water above the correct temperature for pasteurization (65°C), but some people didn't follow the instructions.

Claim 2: Even if you follow the instructions, the POW kits **will not** heat the water above the correct temperature for pasteurization (65°C).

Pasteurize Our Water has provided you with the instructions that they included with the kits. Examine the information and discuss it with your partner. Consider the following questions:

- How does this kit use energy from the fire to heat the water?
- What ideas do you have about what might have gone wrong?

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Analyzing the Evidence

Pasteurize Our Water's investigators have collected some evidence for you to analyze. Read and annotate the Science Seminar Evidence Cards. Use the following questions to guide you as you analyze each card:

- What questions do you have about the information on the card?
- Can you use what you know about temperature and energy to explain the evidence?
- What does the evidence tell you about why the water wasn't pasteurized?

When you have finished annotating the cards, share your annotations with your partner. Use the suggestions below to guide your discussion:

- Discuss the annotations and questions you had about the Science Seminar Evidence Cards. If possible, answer each other's questions.
- Are there any two pieces of evidence that you think could work together? How do you think these two cards are connected to each other?

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Name: ____________________ Date: ____________

Sorting Evidence

1. Place the Science Seminar Question at the top of your desk.
2. Place the two claims side-by-side, underneath the question.
3. With a partner, discuss whether or not each piece of evidence supports or refutes one of the claims. Use the sentence starters below to help you discuss these claims with your partner.
4. Add new annotations to each evidence card.
   - If the evidence supports a claim, write "Supports Claim 1 *or* 2" on that card.
   - If the evidence refutes a claim, write "Refutes Claim 1 *or* 2" on that card.
   - If the evidence connects one evidence card with another, write "Connects with Evidence Card A, B, C, D, *or* E" on that card.
5. Sort the evidence by placing the cards under the claim they support.

Sentence Starters
I think this evidence supports this claim because . . . I don't think this evidence supports this claim because . . . I agree because . . . I disagree because . . .

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Name: ______________________________ Date: ________________

Lesson 4.2: Discussing the POW System

Some residents of Louis Island have gotten sick from unclean drinking water. Pasteurize Our Water (POW) wants to find out if there are problems with its pasteurization kit so that they can fix it if necessary. In today's Science Seminar, you and your fellow student thermal scientists will discuss the evidence, listen to one another's ideas, and try to make the best argument about why the water was not pasteurized.

Unit Question

- Why do things change temperature?

Chapter 4 Question

- Why wasn't the water pasteurized?

Key Concepts

- Things are made of molecules (or other types of atom groups).
- When a thing gets hotter, its molecules are moving faster and have more kinetic energy.
- When a thing gets colder, its molecules are moving slower and have less kinetic energy.
- Temperature is a measure of the average kinetic energy of the molecules of a thing.
- When two things are in contact, their molecules collide, and kinetic energy transfers from the faster-moving molecules to the slower-moving molecules.
- Energy isn't created or destroyed. Therefore, as energy transfers, it increases in one part of the system as it decreases in another part of the system. The total energy of a system doesn't change.
- The molecules of a system will transfer energy until the system reaches a stable state known as equilibrium, in which all of the molecules are moving at about the same speed.
- For things at the same temperature, the thing with more molecules has more total kinetic energy (thermal energy) than the thing with fewer molecules.
- At equilibrium, the average kinetic energy (temperature) of the molecules in the system is the total kinetic energy (thermal energy) evenly divided by the number of molecules in the system.
- When a thing gains or loses energy, the energy gained or lost is divided among all the molecules of the thing.

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Name: ______________________________ Date: ____________________

Lesson 4.2: Discussing the POW System (continued)

Vocabulary

- average
- change
- claim
- collision
- equilibrium
- evidence
- infer
- kinetic energy
- molecule
- reasoning
- scientific argument
- stability
- system
- temperature
- thermal energy
- transfer

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Name: ______________________________ Date: ____________________

Warm-Up

Revisiting the Evidence

Review your sorted Science Seminar Evidence Cards from the previous lesson. Use the evidence cards to answer the questions below.

Why wasn't the water pasteurized?

Which claim do you think is the most convincing so far? (check one)

- ☐ **Claim 1:** If you follow the instructions, the POW kits **will always** heat the water above the correct temperature for pasteurization (65°C), but some people didn't follow the instructions.
- ☐ **Claim 2:** Even if you follow the instructions, the POW kits **will not** heat the water above the correct temperature for pasteurization (65°C).

Draw a star on the evidence card that best supports your claim. Why did you choose this piece of evidence?

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Name: ______________________ Date: ______________

Preparing for the Science Seminar

Preparing a Science Seminar Argument

1. With your partner, take turns sharing which claim you think is the most convincing and why.
2. Use your Warm-Up responses and the Scientific Argumentation Sentence Starters for help.
3. Refer to the Science Seminar Evidence Cards as needed.

Why wasn't the water pasteurized?

Claim 1: If you follow the instructions, the POW kits **will always** heat the water above the correct temperature for pasteurization (65°C), but some people didn't follow the instructions.

Claim 2: Even if you follow the instructions, the POW kits **will not** heat the water above the correct temperature for pasteurization (65°C).

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Participating in the Science Seminar

Science Seminar Observations

Write a check mark in the right-hand column every time you hear one of your peers say or do something listed in the left-hand column. If you hear an interesting idea, write it in the last row of the table.

Observations during the seminar	**Check marks**
I heard a student use evidence to support a claim.	
I heard a student respectfully disagree with someone else's thinking.	
I heard a student explain how her evidence is connected to her claim.	
I heard a student evaluate the quality of evidence.	
I heard an idea that makes me better understand one of the claims. That idea is:	

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Homework: Reflecting on the Science Seminar

Now that the Science Seminar is over, think back on the claim you selected at the beginning of the lesson. After participating in the discussion, you may have changed your mind about which claim you think is best supported. Show your current thinking by answering the questions below.

Why wasn't the water pasteurized?

Which claim do you think is the most convincing? (check one).

- ☐ **Claim 1:** If you follow the instructions, the POW kits **will always** heat the water above the correct temperature for pasteurization (65°C), but some people didn't follow the instructions.

- ☐ **Claim 2:** Even if you follow the instructions, the POW kits **will not** heat the water above the correct temperature for pasteurization (65°C).

Did the Science Seminar cause your thinking about the claims to change? Explain your answer.

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Name: ________________________________ Date: ____________________

Lesson 4.3: Writing a Scientific Argument

It's time to make your case about why the water on Louis Island wasn't pasteurized when the residents used their POW kits. Today, you will write a scientific argument, using evidence to support your chosen claim. As you prepare to write this argument, you will use the Reasoning Tool to help you clearly explain how the evidence supports your claim.

Unit Question

- Why do things change temperature?

Chapter 4 Question

- Why wasn't the water pasteurized?

Key Concepts

- Things are made of molecules (or other types of atom groups).
- When a thing gets hotter, its molecules are moving faster and have more kinetic energy.
- When a thing gets colder, its molecules are moving slower and have less kinetic energy.
- Temperature is a measure of the average kinetic energy of the molecules of a thing.
- When two things are in contact, their molecules collide, and kinetic energy transfers from the faster-moving molecules to the slower-moving molecules.
- Energy isn't created or destroyed. Therefore, as energy transfers, it increases in one part of the system as it decreases in another part of the system. The total energy of a system doesn't change.
- The molecules of a system will transfer energy until the system reaches a stable state known as equilibrium, in which all of the molecules are moving at about the same speed.
- For things at the same temperature, the thing with more molecules has more total kinetic energy (thermal energy) than the thing with fewer molecules.
- At equilibrium, the average kinetic energy (temperature) of the molecules in the system is the total kinetic energy (thermal energy) evenly divided by the number of molecules in the system.
- When a thing gains or loses energy, the energy gained or lost is divided among all the molecules of the thing.

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Name: ______________________________ Date: ____________________

Lesson 4.3: Writing a Scientific Argument (continued)

Vocabulary

- average
- change
- collision
- equilibrium
- infer
- kinetic energy
- molecule
- stability
- system
- temperature
- thermal energy
- transfer

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Name: ______________________________ Date: ____________________

Warm-Up

Making a Convincing Argument

Kalani and Lael are students who have been comparing the total kinetic energy (thermal energy) of an iceberg to an ice cube. Read and compare their arguments. Then, answer the questions below.

Kalani's Argument

My claim is that an iceberg has more total kinetic energy (thermal energy) than an ice cube. This is because even though an iceberg is about the same temperature as an ice cube, it is also much larger, so it is made of a lot more molecules. For this reason, an iceberg will have more total kinetic energy (thermal energy) than an ice cube.

Lael's Argument

An iceberg has more total kinetic energy (thermal energy) than an ice cube because it is larger and made of more molecules. This matters because molecules move, and moving things have kinetic energy, so each molecule adds its kinetic energy to the total. Since the iceberg and the ice cube are around the same temperature, the fact that the iceberg has extra molecules means that it will have more total kinetic energy (thermal energy).

Which argument is more convincing? (circle one)

Kalani's argument

Lael's argument

What makes one argument more convincing than the other?

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Name: ______________________ Date: ______________

Using the Reasoning Tool

Why is reasoning important?

After scientists state a claim, they connect evidence to the claim in the reasoning process. This makes their argument convincing.

Using the Reasoning Tool to Support Your Claim

1. In the right column, record the claim that you think is best supported by the evidence. You may record your own claim if you prefer.
2. In the left column, tape the evidence cards that support your claim. You do not need to use all of the evidence cards, but you should use more than one to support your claim.
3. In the middle column, record how the evidence card in the left column connects to the claim in the right column.

Evidence	**This matters because . . .** (How does this evidence support the claim)	**Therefore, . . .** (claim)

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Name: ______________________________ Date: ________________

Organizing Ideas in the Reasoning Tool

Using the Reasoning Tool to Support Your Claim

- Draw a circle around your strongest piece of evidence.
- Draw an X over a piece of evidence if you do not plan to use it in your argument.
- Drawn an arrow to connect two pieces of evidence if you think that they go together.

Example

Evidence	This matters because . . . (How does this evidence support the claim?)	Therefore, . . . (claim)
Example Evidence Card A	Your ideas about how the evidence supports the claim	Your claim
~~Example Evidence Card B~~	~~Your ideas about how the evidence supports the claim~~	
Example Evidence Card C	Your ideas about how the evidence supports the claim	

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Name: ______________________________ Date: ________________

Writing a Scientific Argument

Write your scientific argument about the POW kits below. As you write, remember to:

- Review your Reasoning Tool. Be sure to include your strongest piece of evidence and to make a connection between pieces of evidence that go together.
- Use the Scientific Argumentation Sentence Starters to help you explain your thinking.

Scientific Argumentation Sentence Starters	
Describing evidence:	**Describing how the evidence supports the claim:**
The evidence that supports my claim is . . .	If ____________, then . . .
My first piece of evidence is . . .	This is important because . . .
Another piece of evidence is . . .	Since ____________, . . .
This evidence shows that . . .	Based on the evidence, I conclude that . . .
	This claim is stronger because . . .

First, explain how water gets warmed with the POW Kit, why following the instructions is important, and how failure to follow the instructions could lead to problems.

Next, write a scientific argument that addresses the question: *Why wasn't the water pasteurized?*

1. First, state your claim.

   Claim 1: If you follow the instructions, the POW kits **will always** heat the water above the correct temperature for pasteurization (65°C), but some people didn't follow the instructions.

   Claim 2: Even if you follow the instructions, the POW kits **will not** heat the water above the correct temperature for pasteurization (65°C).

2. Then, use evidence to support your claim.
3. For each piece of evidence you use, explain how it supports your claim.

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Name: ______________________ Date: ______________

Writing a Scientific Argument (continued)

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Name: ______________________ Date: ______________

Writing a Scientific Argument (continued)

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Name: ____________________ Date: ____________

Homework: Revising an Argument

1. Reread the scientific argument you wrote in class. Complete your argument, if needed.
2. Then, look for ways you could make your argument clearer or more convincing.
3. Consider reading your argument aloud or having another person read it.
4. Use the questions below to help you review your argument:
   - Does your argument clearly explain why the POW kit might or might not be able to pasteurize water?
   - Do you describe your supporting evidence?
   - Do you thoroughly explain how the evidence supports your claim?
5. Rewrite any sections of your argument that could be clearer or more convincing.

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Name: ______________________ Date: ______________

Homework: Revising an Argument (continued)

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Name: ______________________________ Date: ____________________

Homework: Check Your Understanding

This is a chance for you to reflect on your learning so far. This is not a test. Be open and truthful when you respond to the questions below.

1. I understand that scientists need to stay open to new ideas so they can change their minds when presented with new, convincing evidence.

   ☐ yes ☐ not yet

Explain your answer choice.

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2. What are the most important things you have learned in this unit about why things change temperature?

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3. What questions do you still have?

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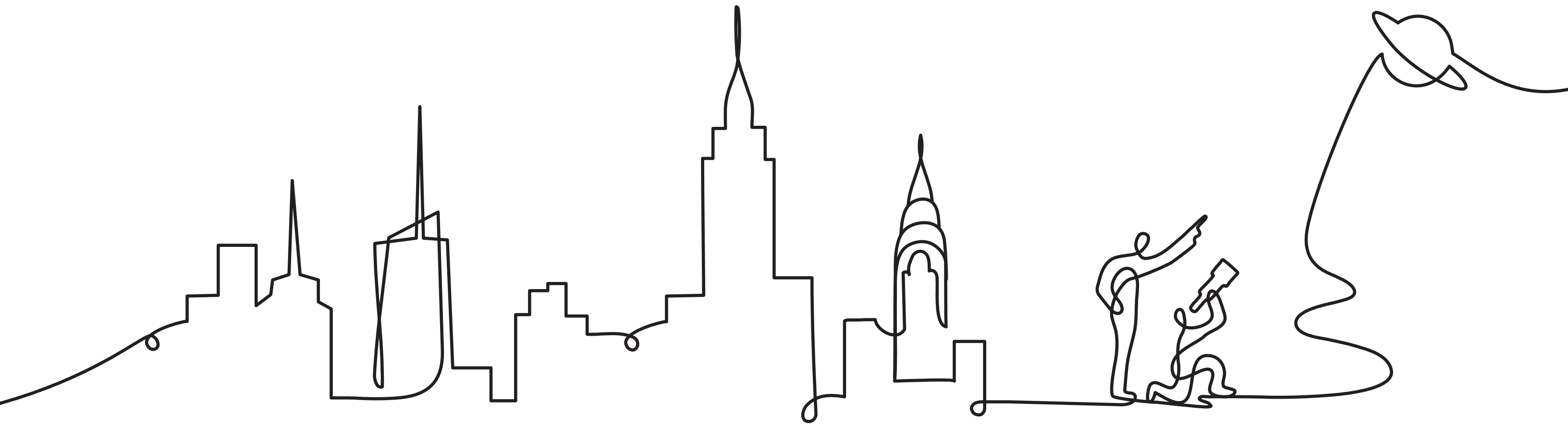

New York City Companion Lesson

Name: ________________________ Date: ____________

Designing Hot and Cold Packs

Part 1: Researching Substances

Safety Note: Using Chemicals

Do not taste or touch the substances in the investigation. Mix substances only when you are told to do so by your teacher. The substances present skin irritation risks. Wash exposed areas when finished. If a substance gets on your skin or clothes, tell your teacher and rinse the substance off with water. If you get a substance in your eyes, tell your teacher and rinse your eyes with water for 15 minutes. If a substance is inhaled, move to fresh air and seek medical help for any breathing difficulties.

Criteria:

- Reach the highest or lowest temperature possible.
- Use as little of the substances as possible.

Procedure:

1. Test what happens when you mix different combinations of substances in a plastic bag. Use these tests to explore substances that you might use in a hot or cold pack design.
2. In each test, mix no more than two solids with water. Clearly label your bag with the names of the substances and record them in the table below.
3. For solids, measure ¼ teaspoon (leveled), and add it to the plastic bag. For water, measure 45 mL. Add the water last.
4. Quickly and carefully press the air out of the bag and seal it. Mix the substances through the bag with your fingers.
5. Observe what happens and record the results.

Substances:

- baking soda ($NaCHO_3$)
- calcium chloride (CaCl)
- citric acid ($C_6H_8O_7$)
- water (H_2O)

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Name: ______________________________ Date: ____________________

Designing Hot and Cold Packs (continued)

Substances	Observations

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Name: ______________________ Date: ______________

Designing Hot and Cold Packs (continued)

1. Which type of pack will you design?

- ☐ a hot pack
- ☐ a cold pack

2. Which substances will you use in your design? (Check all that apply.)

- ☐ baking soda ($NaCHO_3$)
- ☐ calcium chloride (CaCl)
- ☐ citric acid ($C_6H_8O_7$)
- ☐ water (H_2O)

3. Why did you choose these substances?

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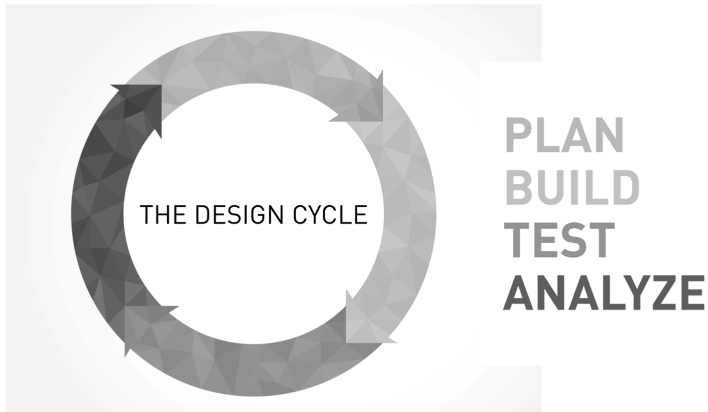
Name: ______________________ Date: ______________

Designing Hot and Cold Packs (continued)

Part 2: Finding an Optimal Design



Constraints:

- In any design, do not use more than 1 teaspoon of calcium chloride, baking soda, or citric acid.
- If using water, always use 45 mL.

PLAN

VERSION

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BUILD

Substance	Amount

TEST

Highest or Lowest Temperature: ______________________

Notes:

ANALYZE

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Name: ______________________________ Date: ____________________

Designing Hot and Cold Packs (continued)

VERSION	PLAN
	______________________________
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BUILD

Substance	Amount

TEST

Highest or Lowest Temperature:

Notes:

ANALYZE

VERSION	PLAN
	______________________________
	______________________________
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	______________________________

BUILD

Substance	Amount

TEST

Highest or Lowest Temperature:

Notes:

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Designing Hot and Cold Packs (continued)

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Substance	Amount

TEST

Highest or Lowest Temperature:

Notes:

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Designing Hot and Cold Packs (continued)

Part 3: Writing a Proposal

1. Explain how your hot or cold pack works.

2. Explain why your design is the optimal design. Be sure to address each criterion and provide evidence that shows how your design meets each criterion.

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Thermal Energy Glossary

average: a number that summarizes a set of data and that can be computed by adding all the numbers in a list and then dividing by the number of numbers in the list

promedio: un número que resume un conjunto de datos y que se calcula sumando todos los números de una lista y luego dividiendo la suma entre la cantidad de números de la lista

bacteria: tiny organisms that are made of a single cell

bacterias: organismos diminutos que están hechos de una sola célula

change: when something becomes different over time

cambio: cuando algo se vuelve diferente con el tiempo

collision: the moment when two objects hit each other

colisión: el momento cuando dos objetos chocan entre sí

energy: the ability to make things move or change

energía: la capacidad de hacer que las cosas se muevan o cambien

equilibrium: a balanced state in which a system is stable, such as when two or more samples are at the same temperature

equilibrio: un estado balanceado en el cual un sistema está estable, por ejemplo, cuando dos o más muestras están a la misma temperatura

groundwater: water that is underground

agua subterránea: el agua que está bajo la tierra

infer: to reach a conclusion using evidence and reasoning

inferir: llegar a una conclusión usando evidencia y razonamiento

kinetic energy: the energy that an object has because it is moving

energía cinética: la energía que tiene un objeto porque se está moviendo

matter: anything that has mass and takes up space

materia: cualquier cosa que tenga masa y ocupe espacio

molecule: a group of atoms joined together in a particular way

molécula: un grupo de átomos unidos de una manera particular

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pasteurize: to make something safe to eat or drink by heating it
pasteurizar: hacer que algo sea seguro para comer o beber al calentarlo

sample: a small part that is meant to show what the whole is like
muestra: una pequeña parte que sirve para mostrar cómo es el todo

stability: when something stays mostly the same over time
estabilidad: cuando algo permanece más o menos igual a lo largo del tiempo

system: a set of interacting parts forming a complex whole
sistema: un conjunto de partes que interactúan formando un todo complejo

temperature: a measure of how hot or cold something is
temperatura: una medida de qué tan caliente o frío está algo

transfer: to move from one object to another or one place to another
transferir: mover de un objeto a otro o de un lugar a otro

water heater: a heating unit that stores and warms water
calentador de agua: una unidad de calentamiento que almacena y calienta el agua

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