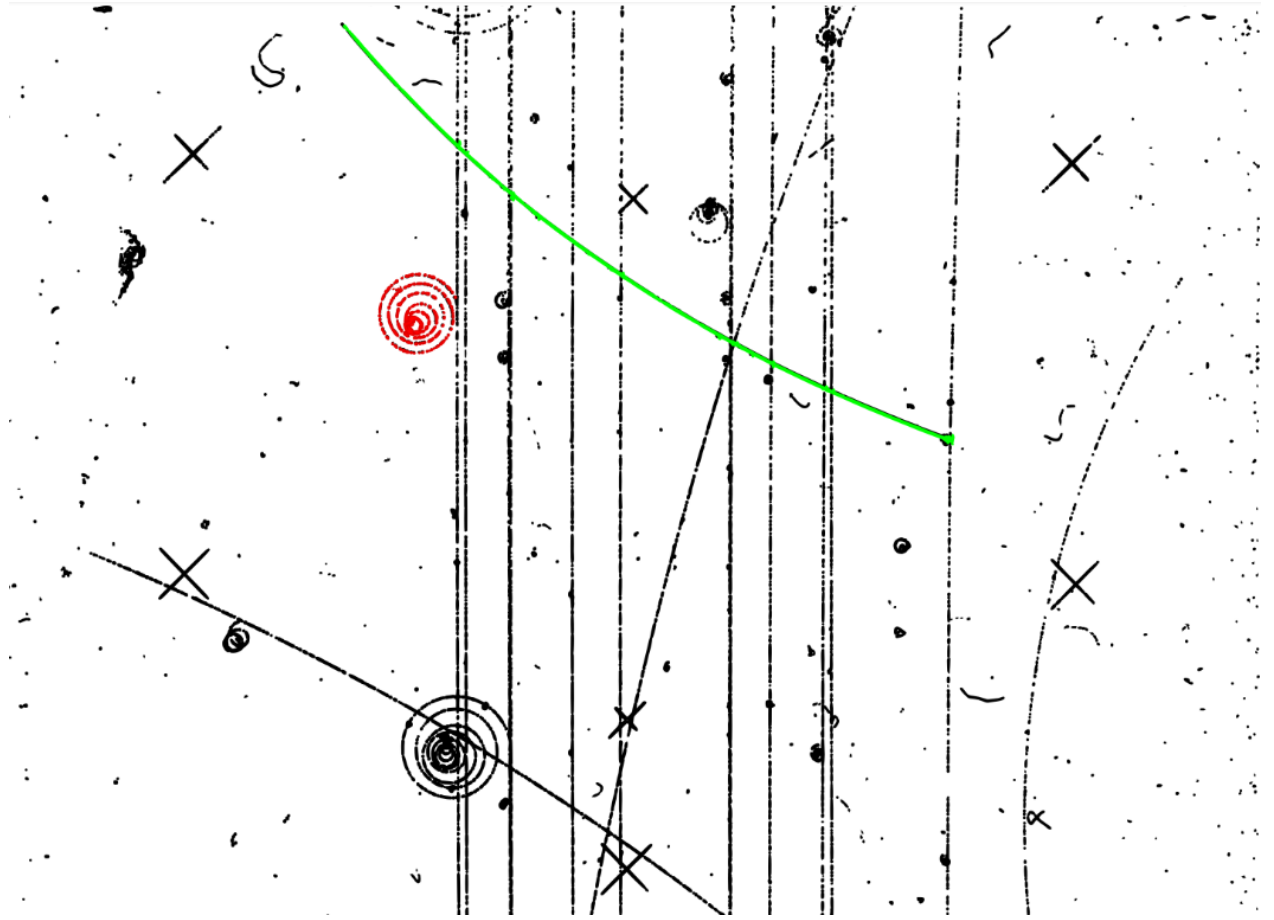


Bubble Chamber Educational Material

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Teilchenwelt/CERN

Bubble Chamber Educational Material





Interactive worksheets

- ▶ Embedded in GeoGebra
- ▶ Developed by Rebecca Schmidt and Floria Naumann from „Netzwerk Teilchenwelt“ on different levels
- ▶ Available in German

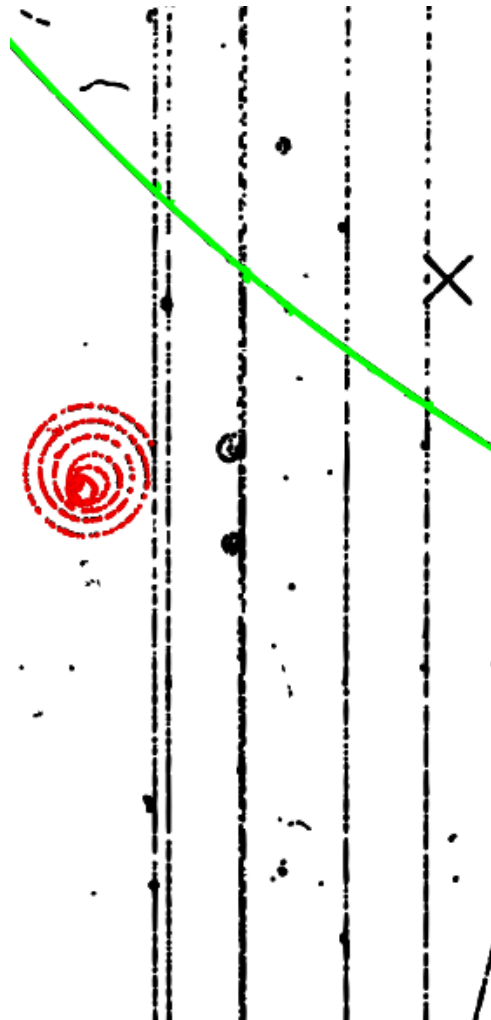


Conception of materials

- ▶ Introduction in GeoGebra and in Bubble Chambers
- ▶ **Interactive worksheets(GeoGebra)**
- ▶ Additional, analog worksheets

Interactive worksheets

► AB 2644



Aufgabe 2

Entscheide, welches Teilchen die rot hervorgehobene Spur hinterlassen hat.
Das Magnetfeld zeigt aus der Bildebene heraus.

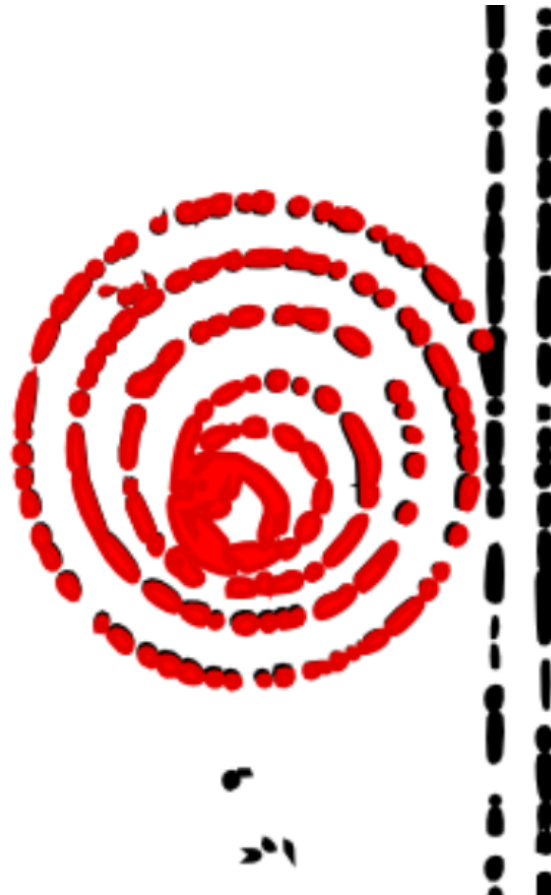
- ☐ Elektron
- ☒ Proton
- ☐ Positron
- ☐ Photon
- ☐ Neutron

Tipp

Beachte die Krümmungsrichtung der Spur.
Wie hängt sie von der elektrischen Ladung des Teilchens ab, von dem die Spur stammt?

Interactive worksheets

► AB 2644



Aufgabe 4

Jetzt geht es darum, den Impuls des Teilchens zu ermitteln, das die rot hervorgehobene Spur hinterlassen hat.

Ermittle zunächst den Krümmungsradius der rot hervorgehobenen Spur.

Gib den Wert auf eine Nachkommastelle genau an.

Der Radius beträgt cm

Tipp

Translation of the material

- ▶ On this basis Julia Woithe from S'Cool Lab at CERN developed analog worksheets in English



Bubble Chamber materials

► Needs not much pre-knowledge

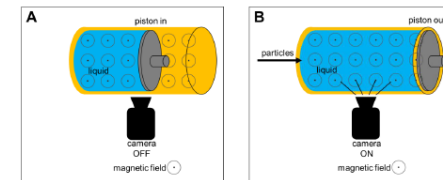
Activity 1: How does a bubble chamber work?

A large cylinder is filled with a liquid at a temperature just below its boiling point. Then, the pressure inside the cylinder is lowered by moving a piston out to increase the chamber volume. In this way, the liquid enters a metastable phase, the so called superheated state. Any disturbance will now cause the creation of bubbles when parts of the liquid enters the gaseous state. High-energy electrically charged particles leave a track of ionized molecules when penetrating the chamber. These ions will trigger the vaporization process, and a line of bubbles will form along the particle track. Once the newly formed bubbles have grown large enough, cameras mounted around the chamber capture the event. Afterwards, the piston is moved inwards again to increase the pressure and get rid of the produced bubbles to make the chamber ready for the next particles. A magnetic field penetrates the chamber to allow momentum measurements through the radius of curvature of the deflected particle tracks.

a) Connect the name of each component with the correct description.

Component	Description
a piston	<input type="radio"/> takes pictures of the bubbles created in the chamber [1]
b liquid	<input type="radio"/> is used to change the pressure of the liquid [2]
c camera	<input type="radio"/> enter the chamber when the liquid is superheated [3]
d magnetic field	<input type="radio"/> is responsible for the curvature of the tracks [4]
e particles	<input type="radio"/> provides particles (e.g. protons) with which the beam particles collide [5]

b) Describe the difference between the two pictures below and explain why both phases are needed to operate a bubble chamber.



REMINDER: Magnetic field lines are used to visualize the direction of magnetic fields. Derived from the shape of an arrow, the symbols below are used if the magnetic field is perpendicular to the page:

Magnetic fields points into the page

Magnetic fields points out of the page

2

Activity 2: Electrically charged particles in magnetic fields

When electrically charged particles move through a magnetic field, they are deflected due to the Lorentz force. The right [or left] hand rule tells you, in which direction the Lorentz force points. The radius of curvature of the tracks is proportional to the particles' momenta.

Right-hand rule for electrically positively charged particles

\vec{v} ... velocity of the electrically positively charged particle
 \vec{B} ... Magnetic field (from North to South)
 \vec{F} ... Force on the electrically positively charged particle

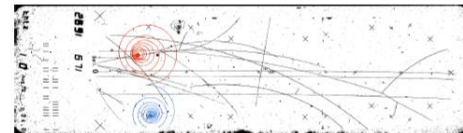
Left-hand rule for electrically negatively charged particles

\vec{v} ... velocity of the electrically negatively charged particle
 \vec{B} ... Magnetic field (from North to South)
 \vec{F} ... Force on the electrically negatively charged particle

a) In the picture below you can see a real picture of a bubble chamber. Two of the tracks are highlighted in red and blue to help you analyse the tracks. The particle beam enters the chamber from the left. The magnetic field points out of the page.

Which of the two coloured tracks belongs to a positively charged particle?

Which of the two coloured tracks belongs to a negatively charged particle?



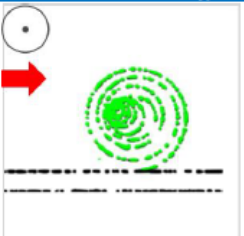
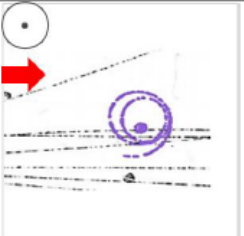
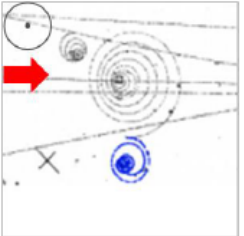
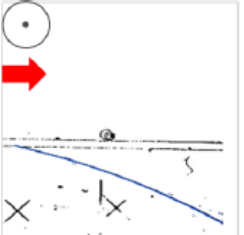
b) Why do these particles leave spiral tracks?

3

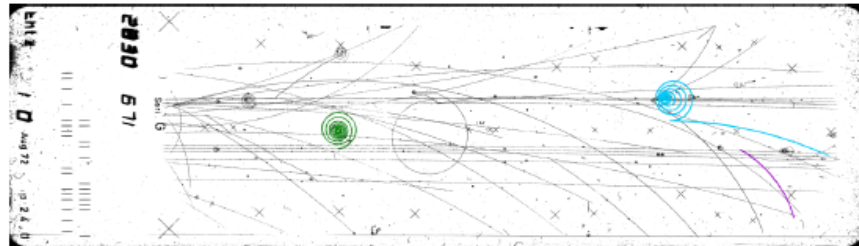
Activity 3: Particle identification and properties

Different types of particles leave different signatures in a bubble chamber due to their electric charge and their mass. In the following images, the particle beam enters the chamber from the left (→). The magnetic field points out of the page (⊙).

a) Cut out the explanation puzzle pieces on page 9 and assign them to the correct picture of a track.

	Bubble chamber track (coloured for better visibility)	Identified particle	Interaction process and particle signature in a bubble chamber
Picture 1			
Picture 2			
Picture 3			
Picture 4			

b) Identify the coloured tracks in the picture below:



	electron	positron	proton	explanation
green track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
upper blue track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
lower blue track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
purple track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

c) Which process was responsible for the two blue tracks? Explain!

d) Which of the two blue tracks belongs to the particle with the higher momentum? Explain!

e) Use a ruler to estimate the following measures.

Radius of curvature of upper blue track in m: $r_{image} =$ _____

Length of the visible area in m: $l_{image} =$ _____

In reality, the visible area of this bubble chamber was 2 metres long, what was the real radius of curvature of the upper blue track?

$r_{real} =$ _____



Testing of the Materials

- ▶ Used in different schools and in teacher trainings
- ▶ Positive feedback and small changes made



Access to the materials

German materials:

<https://www.geogebra.org/m/VAK3P8ar>

Worksheets by J. Woithe:

<https://scoollab.web.cern.ch/classroom-activities/bubble-chamber>

Article about materials (English, French, Italian, Portuguese):

<https://www.scienceinschool.org/fr/content/comment-suivre-les-particules-subatomiques-%C3%A0-la-trace>



Thanks for your attention!



Conclusion

- ▶ Interactive Bubble Chamber Education Material for GEGebra developed by Netzwerk Teilchenwelt in Dresden
- ▶ Translated material in English available now