**Non-obvious controls:**

* In **Experiment** mode, a single Hydrogen atom is hidden behind the black box. In **Prediction** mode, the atom is visible. Students should be able to discover that only the predictions of the **Schrodinger** model match the results of an experiment.
* Select **Transitions** in the **Help** menu to show the wavelengths needed for transitions in the **Bohr**, **deBroglie**, and **Schrodinger** models. If **Light** is set to **Monochromatic**, the wavelength slider flashes white when it is over a wavelength that could excite the electron from the ground state.
* Use the camera icon () to take a snapshot of the **Spectrometer** so that you can compare the patterns for different models.
* Set the slider at the bottom to **fast** to build up the Spectrometer pattern quickly.
* You can **Pause** the sim and then use **Step** to incrementally analyze.
* If you are doing a lecture demonstration, set your screen resolution to 1024x768 so the simulation will fill the screen and be seen easily.

**Important modeling notes / simplifications:**

* These atoms are not to scale!
* In the **Schrodinger** model, transitions obey the selection rules Δl = ±1, Δm = 0, ±1. Because of these selection rules, the state 2,0,0 is a metastable state from which the electron cannot spontaneously emit a photon. If **Light** is set to **White**, whenever the electron falls into this state, the gun will soon emit a photon of exactly the right energy to excite it. If **Light** is set to **Monochromatic**, the electron will remain stuck in this state unless you select a wavelength that can excite it out of this state.
* In the **Plum Pudding** model, we assume the electron can absorb any frequency of light, but always emits light with frequency equal to its oscillation frequency.[[1]](#footnote-1)

**Insights into student use / thinking:**

* Students may not realize that UV photons can have different wavelengths, since they all look the same.
* If **Light** is set to **Monochromatic**, students may not realize that they need to move the slider into the **UV** region to excite the atoms.
* Students many have trouble identifying the red goo in the **Plum Pudding** model as positive charge. In interviews, we see that some students describe the **Plum Pudding** model as a cloud of negative charged filled with little specks of positive charge, rather than the other way around. The word “cloud” suggests that they are mixing up the **Plum Pudding** model with the **Schrodinger** model, in which the electrons are often described as a cloud of negative charge. These students initially thought that the electron in the simulation was a proton, but were eventually able to identify it correctly by using the legend or by comparing it to the electrons in other models.

**Suggestions for sim use:**

* For tips on using PhET sims with your students see: [**Guidelines for Inquiry Contributions**](http://phet.colorado.edu/teacher_ideas/contribution-guidelines.php)and [**Using PhET Sims**](http://phet.colorado.edu/teacher_ideas/classroom-use.php)
* The simulations have been used successfully with homework, lectures, in-class activities, or lab activities. Use them for introduction to concepts, learning new concepts, reinforcement of concepts, as visual aids for interactive demonstrations, or with in-class clicker questions. To read more, see [**Teaching Physics using PhET Simulations**](http://phet.colorado.edu/phet-dist/publications/Teaching_physics_using_PhET_TPT.pdf)
* For activities and lesson plans written by the PhET team and other teachers, see: [**Teacher Ideas & Activities**](http://phet.colorado.edu/teacher_ideas/index.php)
* Ask students to determine which model most closely matches the experimental observations.
* Ask students to explain the reasons that people believed in each model, as well as the reasons they discarded each model in favor of a new model. This sim can be used in conjunction with the *Rutherford Scattering* sim, which illustrates the reasons for moving from the plum pudding model to the solar system model.

1. A.P. French and E. F. Taylor, *An Introduction to Quantum Physics* (1978), p. 11. [↑](#footnote-ref-1)