

CENTRAL FORCE MOTION
$\mathfrak{C l a z s i t a l}$ dilerhanity

CENTRAL FORCE MOTION
by
C. P. Frahm

1. Introduction ........................................................... . . . .
2. Procedures
.1
3. Conic Sections ............................................................... 2

Acknowledgments.......................................................... . . 6

## Title: Central Force Motion

Author: C. P. Frahm, Physics Dept., Illinois State Univ
Version: $2 / 1 / 2000 \quad$ Evaluation: Stage B0
Length: 2 hr ; 12 pages

## Input Skills:

1. For a given mechanical system use Lagrange's equations to obtain the equations of motion for the system (MISN-0-498).

## Output Skills (Knowledge):

K1. For arbitrary central force motion (a) determine the expression for the Lagrangian in terms of center of mass and relative coordinates, using the reduced mass concept. (b) Determine the first integrals of motion and the generalized form of Kepler's second law. (c) Determine the differential equation for $r$ as a function of angle. (d) Define turning points and effective potentials and explain how turning points can be determined from a graph of the effective potential.
K2. For planetary like motion obtain the general equation of the orbit and classify the orbits in terms of conic sections as a function of the energy. Include definitions and/or explanations.
K3. Derive Kepler's third law for planetary like motion.

## Output Skills (Problem Solving):

S1. Given a particular central force describe qualitatively the orbit using a graph of effective potential. Set up and solve the differential equation for the orbit.

## THIS IS A DEVELOPMENTAL-STAGE PUBLICATION OF PROJECT PHYSNET

The goal of our project is to assist a network of educators and scientists in transferring physics from one person to another. We support manuscript processing and distribution, along with communication and information systems. We also work with employers to identify basic scientific skills as well as physics topics that are needed in science and technology. A number of our publications are aimed at assisting users in acquiring such skills.

Our publications are designed: (i) to be updated quickly in response to field tests and new scientific developments; (ii) to be used in both classroom and professional settings; (iii) to show the prerequisite dependencies existing among the various chunks of physics knowledge and skill, as a guide both to mental organization and to use of the materials; and (iv) to be adapted quickly to specific user needs ranging from single-skill instruction to complete custom textbooks.

New authors, reviewers and field testers are welcome.

PROJECT STAFF

| Andrew Schnepp | Webmaster |
| :--- | :--- |
| Eugene Kales | Graphics |
| Peter Signell | Project Director |

## ADVISORY COMMITTEE

| D. Alan Bromley | Yale University |
| :--- | :--- |
| E. Leonard Jossem | The Ohio State University |
| A. A. Strassenburg | S. U. N. Y., Stony Brook |

Views expressed in a module are those of the module author(s) and are not necessarily those of other project participants.
(c) 2001, Peter Signell for Project PHYSNET, Physics-Astronomy Bldg., Mich. State Univ., E. Lansing, MI 48824; (517) 355-3784. For our liberal use policies see:
http://www.physnet.org/home/modules/license.html.

## CENTRAL FORCE MOTION

by
C. P. Frahm

## 1. Introduction

There are two types of motion which play especially important roles in classical as well as quantum) mechanics - harmonic motion and centralforce motion. Harmonic motion was covered in units 5 and 6 using Newtons laws of motion. Central-force motion has been reserved for this unit to illustrate the use of the Lagrangian formulation. All of the results of this unit can be obtained, of course, without recourse to the Lagrangian formulation. In fact you may have obtained them in a previous mechanics course. If that is the case, this unit will serve as a review of central-force motion as well as an example of the application of the Lagrangian technique.

## 2. Procedures

1. a. Read sections 8.1 and 8.2 of Marion.

Exercise: Fill in the details leading to eq. 8.4 of Marion.
b. Read section 8.3 of Marion.

Exercise: Fill in any missing details in the analysis leading to eqs. 8.7, 8.10, 8.12 and 8.14 of Marion.
c. Read section 8.4 of Marion. Exercise: Fill in any missing details in the analysis leading to eqs. 8.17 and 8.20.
d. Read sections 8.5 and 8.6 of Marion.
2. Read section 8.7 of Marion. Note that $a$ and $b$ are generally called the semi-major and semi-minor axes while $2 a$ and $2 b$ are called the major and minor axes.

Exercise: Fill in any missing details in the analysis leading to eq. 8.39 and 8.41.
Review the definitions and properties of conic sections (as needed) by working through Sect. 3.
Exercise: Fill in any missing details in the analysis leading to eqs. 8.42 - 8.44 and 8.48.

Read section 8.9 and the first two paragraphs of section 8.10 in Marion. You are not responsible for this material, but it is worth reading through one time.
3. Work problems 8-4, 8-13, 8-14, 8-15 and 8-23 in Marion.

## 3. Conic Sections

A1l conic sections can be represented by the single mathematical expression

$$
\frac{\alpha}{r}=1+\epsilon \cos \theta
$$

where $r$ and $\theta$ are radial and angular variables respectively while $\epsilon$ and $\alpha$ are constants:

$$
\begin{gathered}
\epsilon=\text { eccentricity } \\
\alpha=\text { semi-latus rectum. }
\end{gathered}
$$

The name conic section comes from the observation that these curves are precisely those obtained as the perimeters of slices (or sections) through a right circular cone.

1. ellipse - the locus of points for which the sum of the distances from two fixed points ( $F, F^{\prime}=$ foci) is a constant (see Fig. 1).
By definition for any point $P$ on the ellipse:

$$
r+r^{\prime}=2 Q=\text { constant. }
$$

Inspection of the figure then shows that

$$
O V=F B=a=\text { semimajor axis }
$$

and

$$
V V^{\prime}=2 a=\text { major axis }=\text { intervertical distance }
$$

For convenience let:

$$
\begin{gathered}
b=O B=\text { semiminor axis, } \\
\epsilon=\text { interfocal distance }
\end{gathered}
$$

Then inspection of the figure again shows that

$$
O F=a \epsilon,
$$



Figure 1. .

$$
b=a \sqrt{1-\epsilon^{2}}
$$

To determine the equation of the ellipse note that the definition gives:

$$
\left(r^{\prime}\right)^{2}=(2 a-r)^{2}=4 a^{2}-4 a r+r^{2}
$$

while the law of cosines gives

$$
\begin{aligned}
\left(r^{\prime}\right)^{2}= & r^{2}+4 a^{2} \epsilon^{2}-2(2 a \epsilon) r \cos (\pi-\theta) \\
& =r^{2}+4 a^{2} \epsilon^{2}+4 a \epsilon r \cos \theta
\end{aligned}
$$

Equating these and rearranging gives

$$
\frac{a\left(1-\epsilon^{2}\right)}{r}=1+\epsilon \cos \theta
$$

This is the equation of a conic section with

$$
\epsilon=\text { eccentricity }
$$

(justifying the earlier choice of notation)

$$
\alpha=a\left(1-\epsilon^{2}\right)=\text { semi-latus rectum }
$$

Letting $\theta=\pi / 2$ in the equation of the ellipse and consulting the figure reveals that

$$
F A=\alpha
$$



Figure 2. .
2. parabola - the locus of points equidistant from a straight line $(D=$ directrix) and a point ( $F=$ focus) (see Fig. 2).
For convenience let

$$
\frac{a}{2}=F V=V O
$$

Then from the figure for any point $P$ on the parabola

$$
r+r \cos \theta=a
$$

so that

$$
\frac{a}{r}=1+\cos \theta
$$

This is the equation of a conic section with an eccentricity of 1 and with

$$
\alpha=a=\text { semi-latus rectum }
$$

Letting $\theta=-\pi / 2$, shows that

$$
F A=\alpha .
$$

3. hyperbola - the locus of points for which the difference between the distances from two fixed points ( $F, F^{\prime}=$ foci) is a constant (see Fig. 3).


Figure 3. .
By definition for any point $P$ on the hyperbola

$$
r-r^{\prime}=2 a=\text { constant. }
$$

Inspection of the figure then shows that

$$
O V=a
$$

As in the case of the ellipse it is convenient to define

$$
\epsilon=\frac{\text { interfocal distance }}{\text { intervertical distance }} .
$$

The definition of a hyperbola then gives

$$
\left(r^{\prime}\right)^{2}=(2 a+r)^{2}=4 a^{2}+4 a r+r^{2}
$$

which with the law of cosines gives

$$
\left(r^{\prime}\right)^{2}=r^{2}+4 a^{2} \epsilon^{2}-4(4 a \epsilon) r \cos \theta
$$

Equating and rearranging yields

$$
\frac{a\left(\epsilon^{2}-1\right)}{r}=1+\epsilon \cos \theta
$$

## Acknowledgments

The author would like to thank Illinois State University for support in the construction of this lesson. Preparation of this module was supported in part by the National Science Foundation, Division of Science Education Development and Research, through Grant \#SED 74-20088 to Michigan State University.

