Automotive Technology 5th Edition
Chapter 39 ELECTRICAL FUNDAMENTALS
Opening Your Class

KEY ELEMENT	EXAMPLES
Introduce Content	This course or class provides complete coverage of the components, operation, design, and troubleshooting. It correlates material to task lists specified by ASE and NATEF and emphasizes a problem-solving approach. Chapter features include Tech Tips, Frequently Asked Questions, Real World Fixes, Videos, Animations, and NATEF Task Sheet references.
Motivate Learners	Explain how the knowledge of how something works translates into the ability to use that knowledge to figure why the engine does not work correctly and how this saves diagnosis time, which translates into more money.
State the learning objectives for the chapter or course you are about to cover and explain this is what they should be able to do as a result of attending this session or class.	Explain the chapter learning objectives to the students as listed: 1. Discuss the fundamentals of electricity and explain how electrons move through a conductor. 2. Explain the units of electrical measurement, and discuss the relationship among volts, amperes, and ohms. 3. Discuss the different sources of electricity. 4. Explain conductors and resistance
Establish the Mood or Climate	Provide a ***WELCOME,*** Avoid put downs and bad jokes.
Complete Essentials	Restrooms, breaks, registration, tests, etc.
Clarify and Establish Knowledge Base	Do a round robin of the class by going around the room and having each student give their backgrounds, years of experience, family, hobbies, career goals, or anything they want to share.

NOTE: This lesson plan is based on the 5th Edition Chapter Images found on Jim's web site @ www.jameshalderman.com

LINK CHP 39: ATE5 Chapter Images

ICONS	CH39 ELECTRICAL FUNDAMENTALS
	**1. TITLE SLIDE 1 ELECTRICAL FUNDAMENTALS**
	**Check for ADDITIONAL VIDEOS & ANIMATIONS @ http://www.jameshalderman.com/** **WEB SITE IS CONSTANTLY UPDATED** **VALVE & SEAT SERVICE** **Videos**
	**2. SLIDE 2 EXPLAIN Figure 39-1** In an atom (left), electrons orbit protons in the nucleus just as planets orbit the sun in our solar system (right). **3. SLIDE 3 EXPLAIN Figure 39-2** nucleus of an atom has a positive (+) charge and the surrounding electrons have a negative (-) charge. **4. SLIDE 4 EXPLAIN Figure 39-3** figure shows a balanced atom. The number of electrons is the same as the number of protons in the nucleus.
	**Copper Atom (View) (Download)**
	**5. SLIDE 5 EXPLAIN Figure 39-4** Unlike charges attract and like charges repel.
	**Magnets (View) (Download)**
	**DISCUSSION: Have students talk about flow of electrical current and how the constant flow, or jumping of electrons, creates current.**

DEMONSTRATION: Use magnets to demonstrate how opposites forces attract and like forces repel. Show how magnets attract and repel each other depending on the orientation of their poles.

6. **SLIDE 6 EXPLAIN Figure 39-5** unbalanced, positively charged atom (ion) will attract electrons from neighboring atoms.

Show ANIMATION: ELECTRON FLOW (Figure 39-5)
Electron Flow (View) (Download)

7. **SLIDE 7 EXPLAIN Figure 39-6** hydrogen atom is simplest atom, with only one proton, one neutron, and one electron. More complex elements contain higher numbers of protons, neutrons, and electrons.
8. **SLIDE 8 EXPLAIN Figure 39-7** As number of electrons increases, they occupy increasing energy levels that are farther from the center of the atom.
9. **SLIDE 9 EXPLAIN Figure 39-8** Electrons in the outer orbit, or shell, can often be drawn away from the atom and become free electrons.

DISCUSSION: Have students discuss electron orbit around nucleus & shells electrons orbit within. How many shells form around a nucleus? Discuss valence ring & how movement of electrons from this ring creates current. Describe difference between free & bound electrons.

10. **SLIDE 10 EXPLAIN Figure 39-9** conductor is any element that has one to three electrons in its outer orbit.
11. **SLIDE 11 EXPLAIN Figure 39-10** Copper is an excellent conductor of electricity because it has just one electron in its outer orbit, making it easy to be knocked out of its orbit and flow to other nearby atoms. This causes electron flow, which is definition of electricity.

DISCUSSION: Have students discuss different conductors. Why is copper most commonly used conductor in electrical systems.

12. **SLIDE 12 EXPLAIN Figure 39-11** Insulators are elements with five to eight electrons in the outer orbit.
13. **SLIDE 13 EXPLAIN Figure 39-12** Semiconductor elements contain exactly four electrons in the outer orbit.

DISCUSSION: Discuss insulators & reason they make poor conductors. What is relationship between number of electrons an insulator material has & its ability to acquire & release electrons?

Complete Task Sheet on Electrical Fundamentals Page 119

SEARCH INTERNET: Research amperage required for various household appliances, small electronic & electrical devices. Do these same devices use same number of amperes around world? Ask students to rank current drawn by different automobile accessories, such as headlights & IP panel lights. Ask students to create presentation of their findings for class.

14. **SLIDE 14 EXPLAIN Figure 39-13** Current electricity is the movement of electrons through a conductor.
15. **SLIDE 15 EXPLAIN Figure 39-14** Conventional theory states that current flows through a circuit from positive (+) to negative (-). Automotive electricity uses the conventional theory in all electrical diagrams and schematics.
16. **SLIDE 57 EXPLAIN Figure 39-15** One ampere is the movement of 1 coulomb (6.28 billion billion electrons) past a point in 1 second.
17. **SLIDE 17 EXPLAIN Figure 39-16** ammeter is installed in the path of the electrons similar to a water meter used to measure the flow of water in gallons per minute. **The ammeter displays current flow in amperes.**
18. **SLIDE 18 EXPLAIN Figure 39-17** Voltage is electrical pressure that causes electrons to flow through a conductor

Show ANIMATION: VOLTAGE (Figure 39-17)
Voltage & Resistance (View) (Download)

19. **SLIDE 19 EXPLAIN Figure 39-18** This digital multimeter set to read DC volts is being used to test the voltage of a vehicle battery. Most multimeters can also measure resistance (ohms) and current flow (amperes).

DEMONSTRATION: Show how DMM measures voltage. Use Trainer to show students measuring voltage

20. SLIDE 20 EXPLAIN Figure 39-19 Resistance to flow of electrons through conductor measured in ohms.

DEMONSTRATION: Show how DMM measures voltage. Use Project Board to show students measuring RESISTANCE

DISCUSSION: Have students talk about resistance to electron flow, or ohms. How does material used as a conductor affect resistance?

21. SLIDE 21 EXPLAIN Figure 39-20 Display at Henry Ford Museum in Dearborn, Michigan, which includes a hand-cranked generator and a series of light bulbs. Figure shows a young man attempting to light as many bulbs as possible. Crank gets harder to turn as more bulbs light because it requires more power to produce necessary watts of electricity.

HANDS-ON TASK: Have battery cables and common electrical wiring available to provide students a hands-on experience with differences in resistance that result from conductors of different lengths, diameters, and materials.

DEMONSTRATION: Demonstrate friction, or static electricity, by rubbing a balloon on volunteer student's hair & sticking balloon to wall. Ask students to name & explain some common examples of static electricity.

22. SLIDE 22 EXPLAIN Figure 39-21 Electron flow is produced by heating the connection of 2 different metals.

Electron Travel, Heat (View) (Download)

DISCUSSION: Ask students to discuss heat, light, pressure, chemical, & magnetic means of producing electrical current. Which principle is basis of automotive battery? Which principle is basis for how an alternator works?

23. SLIDE 23 EXPLAIN Figure 39-22 Electron flow is produced by light striking a light-sensitive material.

Electron Travel, Light (View) (Download)

Electron Travel, Magnet (View) (Download)

Electron Travel, Pressure (View) (Download)

24. SLIDE 24 EXPLAIN Figure 39-23 Electron flow is produced by pressure on certain crystals

DISCUSSION: Have students discuss how wattage rating affects current. What is the relationship between watts & amperes?

DISCUSSION: Have students discuss various sizes of conductors & reasons different sizes are used for different circuits. What happens when the conductor length is doubled? What happens when conductor diameter is increased?

SEARCH INTERNET as Class Task: Have students work in small groups and use Internet to research a small electromagnet. Ask them to construct an electromagnet, based on their research. As a class, have students theorize how their magnet's strength could be increased.

25. SLIDE 25 EXPLAIN Figure 39-24 figure shows a resistor color-code interpretation.

DEMONSTRATION: Gather a supply of resistors in various sizes. Use them to show color bands, or color-coded conductor ratings. Based on your DEMO ask students to explain meaning and importance of bands

26. SLIDE 26 EXPLAIN Figure 39-25 typical carbon resistor.

DISCUSSION: Have students discuss effect of replacing resistor with one of lower or higher value. How would this change affect operation of a load in circuit?

27. **SLIDE 27 EXPLAIN Figure 39-26** three-wire variable resistor called a potentiometer.
28. **SLIDE 28 EXPLAIN Figure 39-27** two-wire variable resistor is called a rheostat.

ASSESSMENT: Have students calculate values of several different resistors that you provide with the use of a guide sheet. Grade them on their accuracy in determining the values.

HOMEWORK: SEARCH INTERNET: Have students use Internet to research electrical current. Ask them to work in groups of 3 or 4 to prepare slide presentations for class. Have class discuss information presented in each presentation.

AC, Alternating Current (View) (Download)
Math Formula, Eng-Metric Conversion - Area (View) (Download)
Math Formula, Eng-Metric Conversion - Volume (View) (Download)

HOMEWORK
Crossword Puzzle (Microsoft Word) (PDF)
Word Search Puzzle (Microsoft Word) (PDF)

Crossword Pu

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