

# HiSPARC in the Classroom

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# Goal of HiSPARC

- Special outreach project
  - Get students to experience real science and research
  - More physics students (also girls)
  - Improve opinion of science
  - Improve scientific literacy
  - etc

# Research questions

Questions from researchers and students

Both large and small

Examples:

- What is the origin of cosmic radiation?
- How does it get its energy?
- Is there a maximum to the energy?
- What forces in the universe influence the path of cosmic radiation and how?
- What happens in our atmosphere?
- Does the weather on earth affect airshowers?
- What is the composition of airshowers?
- What do the HiSPARC detectors measure?

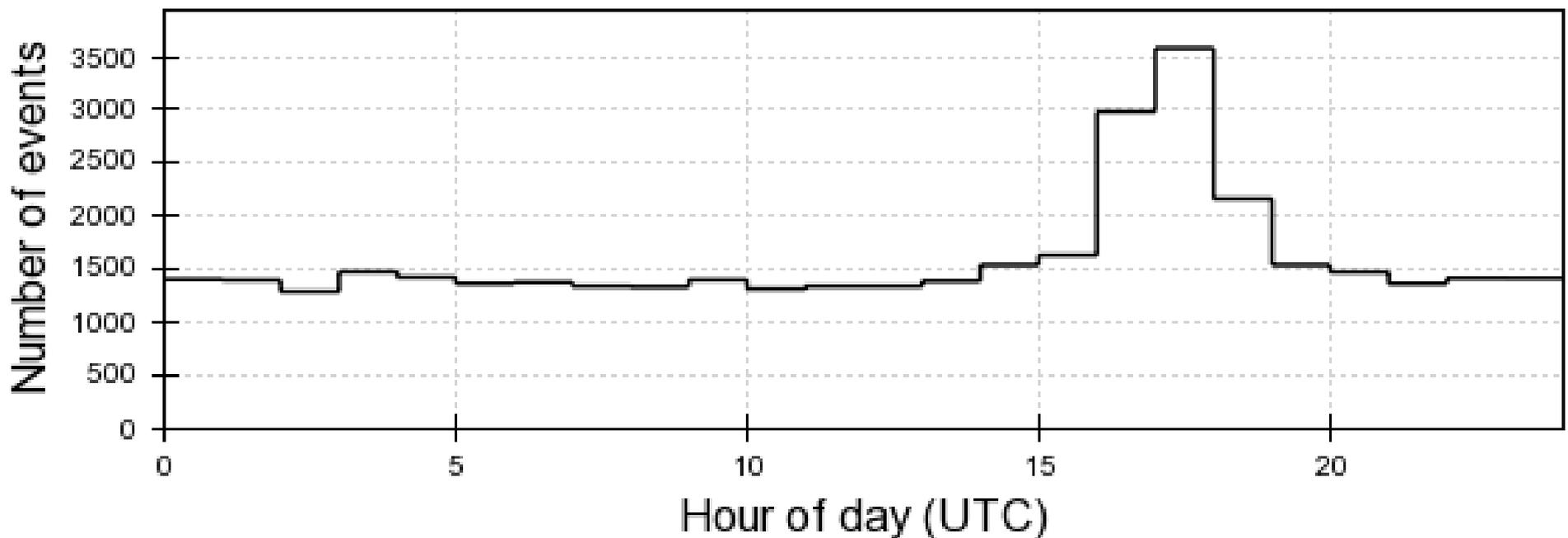
# Examples in this presentation

- Weather effects
- Gerasimova-Zatsepin effect
- Detector efficiency
- **Teaching materials**
- Work from students symposium 2012
  - Airshowers and atmospheric conditions
  - Particle detection
  - Angle reconstruction

# Weather effects

Students regularly inspect data for abnormalities

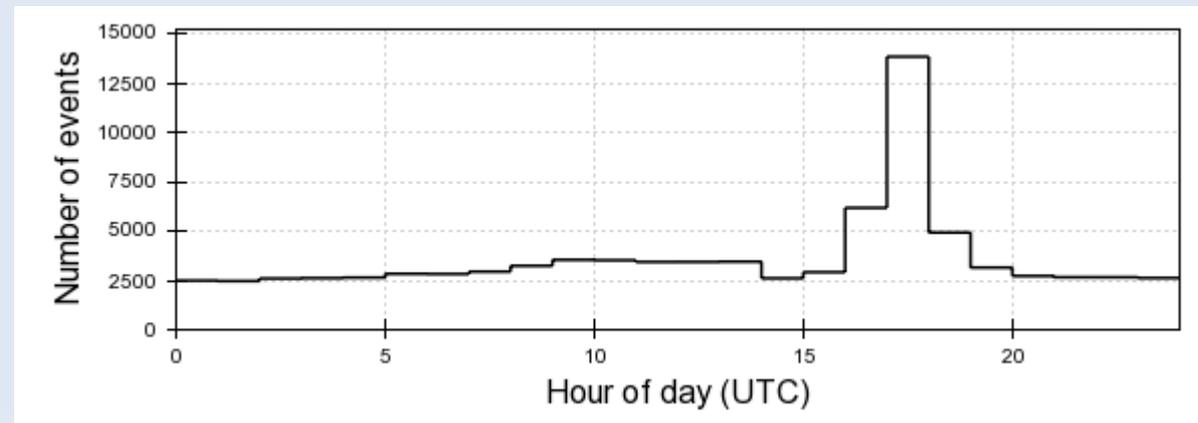
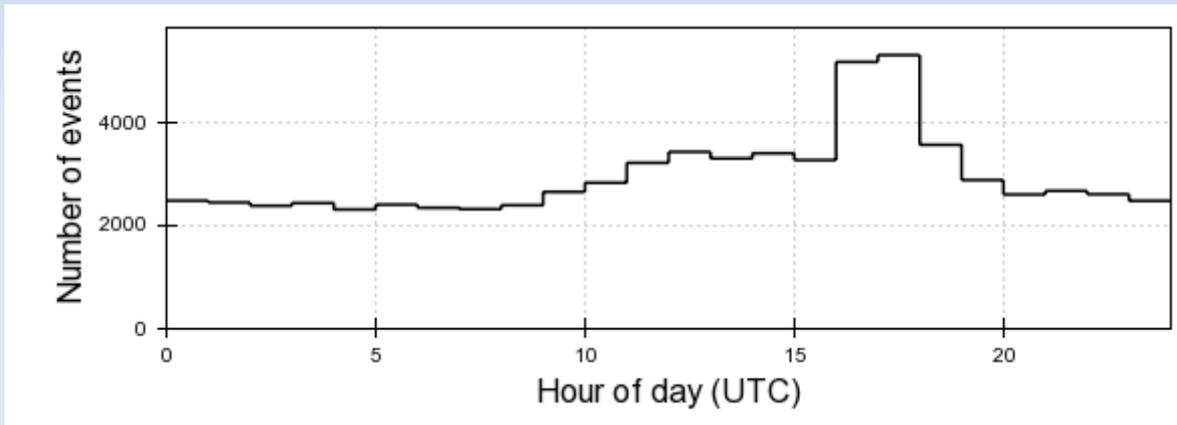
Sint Joris College Eindhoven 14 Jul 2010



# Weather effects

Check with other stations in region

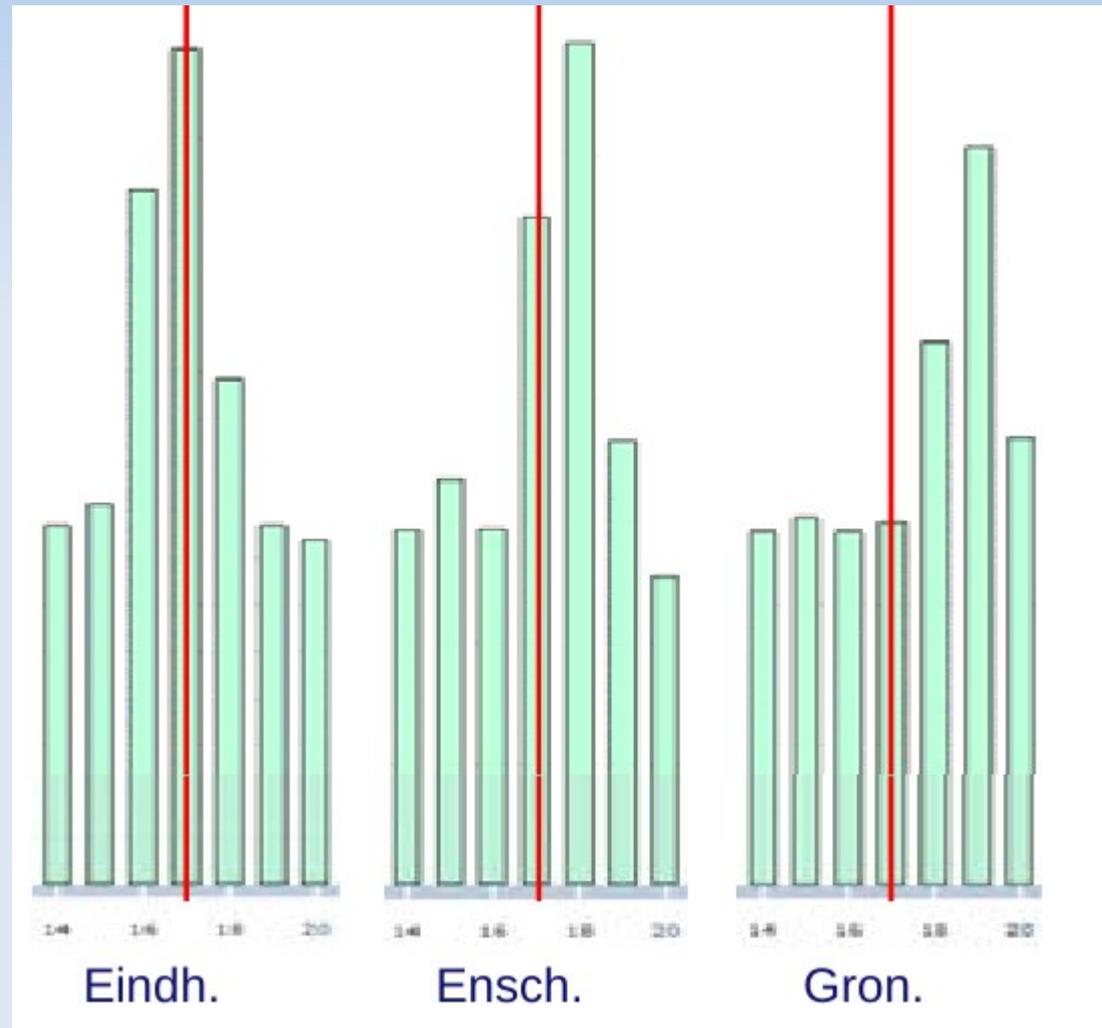
Also at university and in Tilburg (~30 km away)



# Weather effects

Gather all the data and look for explanations

- Multiple stations
- No 'bad' data
- Clear pattern



South

~150 km

~150 km

North

# Weather effects

What happened on 14th of July?

**Weather on 14 July**

<http://www.youtube.com/watch?v=uewixfetzHg>

Extreme heavy weather with lots of thunder

# Weather effects

## Literature study

**Science, 2005**

### **Terrestrial Gamma-Ray Flashes Observed up to 20 MeV**

David M. Smith,<sup>1\*</sup> Liliana I. Lopez,<sup>2</sup> R. P. Lin,<sup>3</sup>  
Christopher P. Barrington-Leigh<sup>4</sup>

Terrestrial gamma-ray flashes (TGFs) from Earth's upper atmosphere have been detected with the Reuven Ramaty High Energy Solar Spectroscopic Imager (RHESSI) satellite. The gamma-ray spectra typically extend up to 10 to 20 megaelectron volts (MeV); a simple bremsstrahlung model suggests that most of the electrons that produce the gamma rays have energies on the order of 20 to 40 MeV. RHESSI detects 10 to 20 TGFs per month, corresponding to ~50 per day globally, perhaps many more if they are beamed. Both the frequency of occurrence and maximum photon energy are more than an order of magnitude higher than previously known for these events.

# Weather effects

Correlate data



Cloud-ground



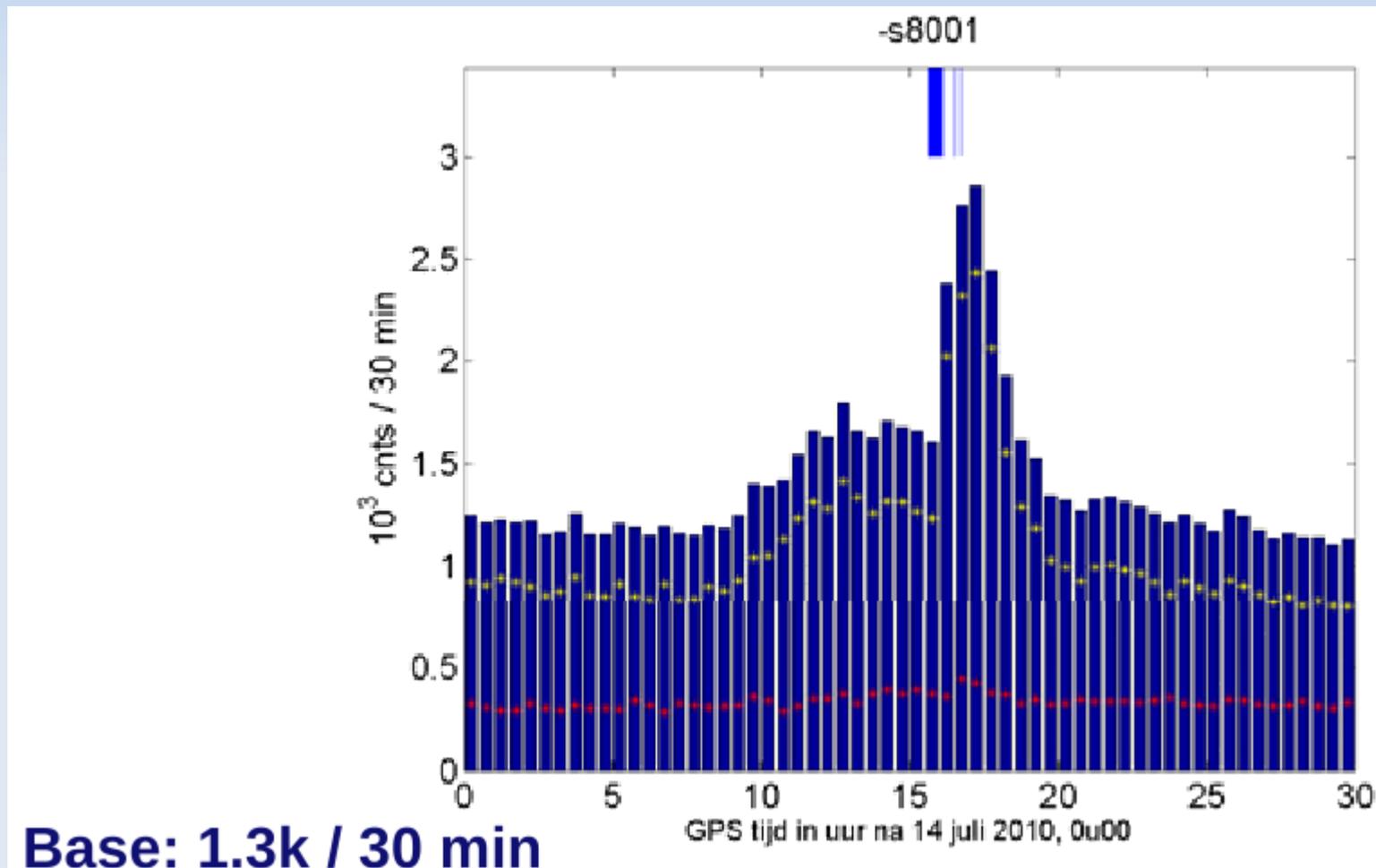
Cloud-cloud



**BLIDS**

# Weather effects

Time difference!



# Weather effects

Report findings to community:

- On 14th of July HiSPARC measured increased activity

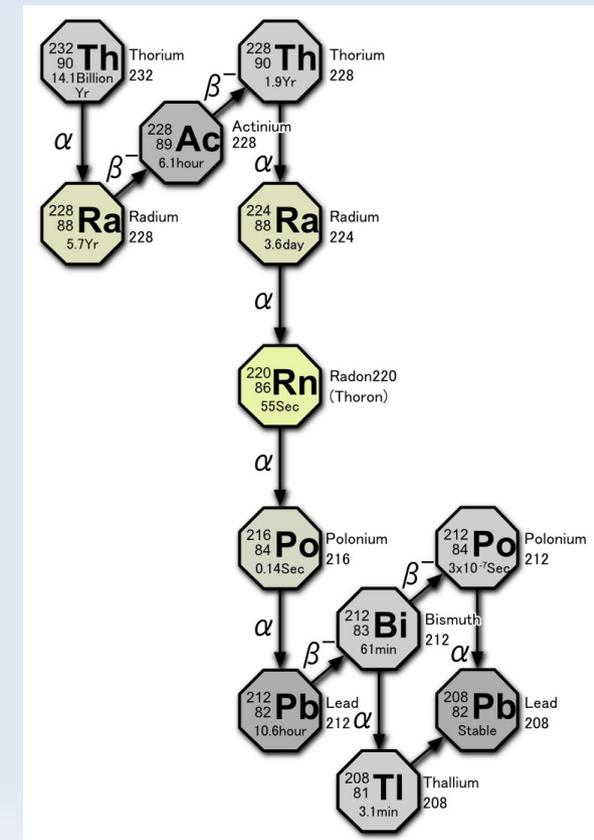
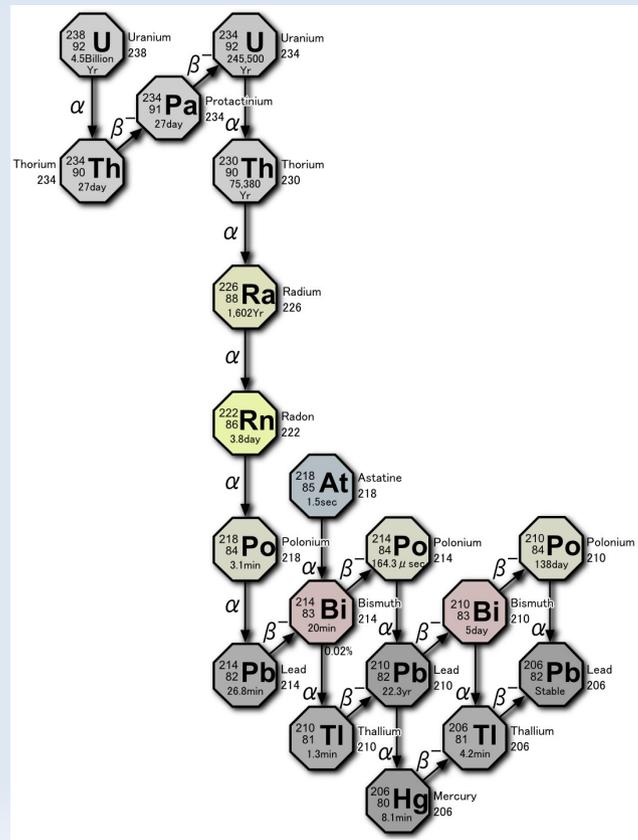
Possible explanation: Heavy thundercloud

- Delayed response of ~1 hour
- Sometimes sharp peak, not always
- No explanation for coincidences
- Still under investigation

# Weather effects

Different theory - Radon daughters in the atmosphere

- Variations in outdoor radiation levels in the Netherlands. Blauwboer et. al. 1996



# Weather effects

Model to explain results:

Rain collects underneath the detectors

- Uncorrelated emission of radiation
- But creates (large) increase in background radiation
- More random coincidences
- Visible in data (more events with high  $\Delta t$ )
- Time delay consistent with  $t_{1/2}$  of  $^{214}\text{Pb}$  and  $^{214}\text{Bi}$

# Weather effects

Two models, which one is correct?

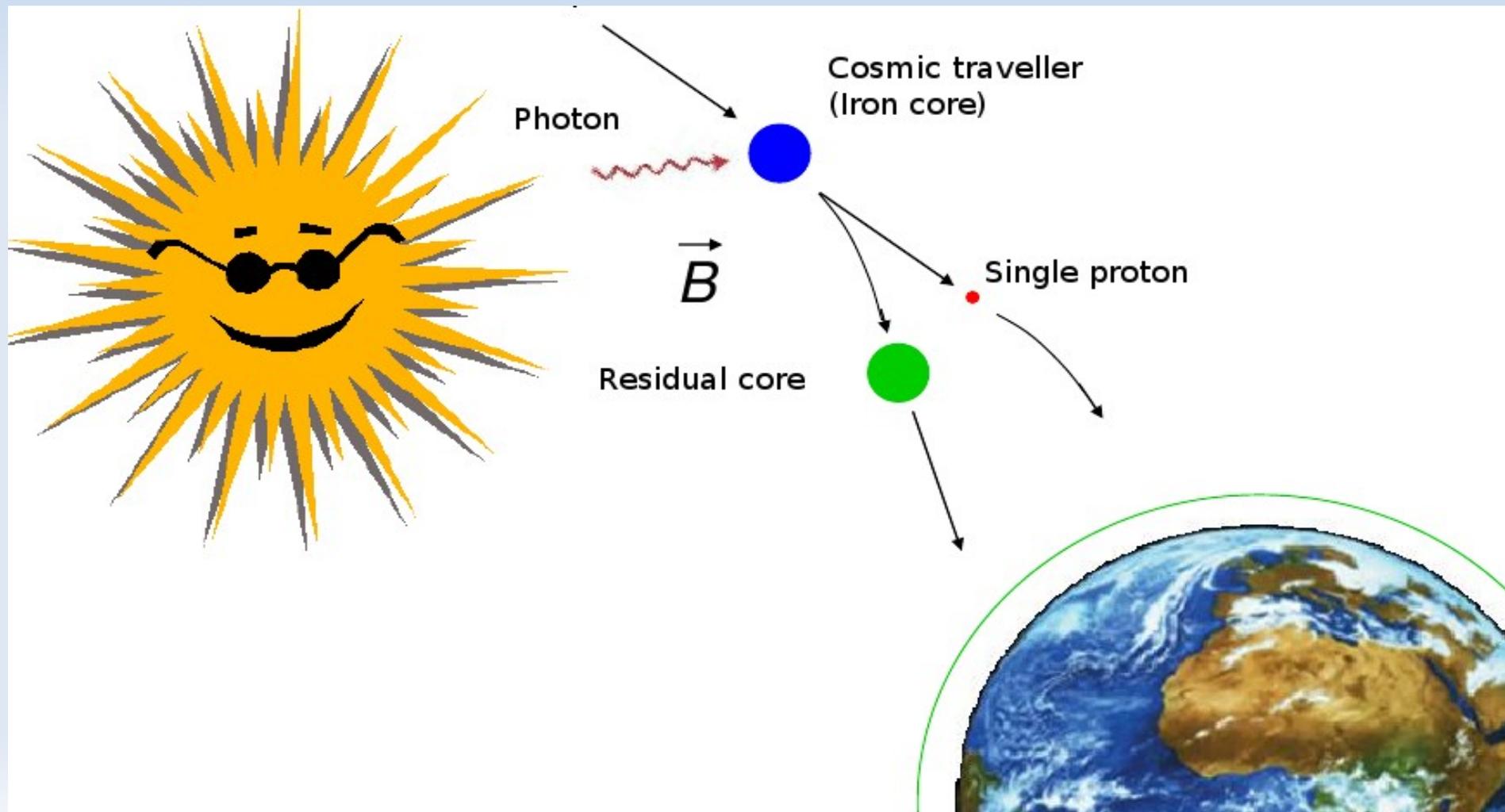
Obtained new information about detector network

- Network might be used to register thunder
- Natural background radiation fluctuates and might influence readings
- Time difference between plates might give useful information (other than shower angle)

Presented at 2011 symposium

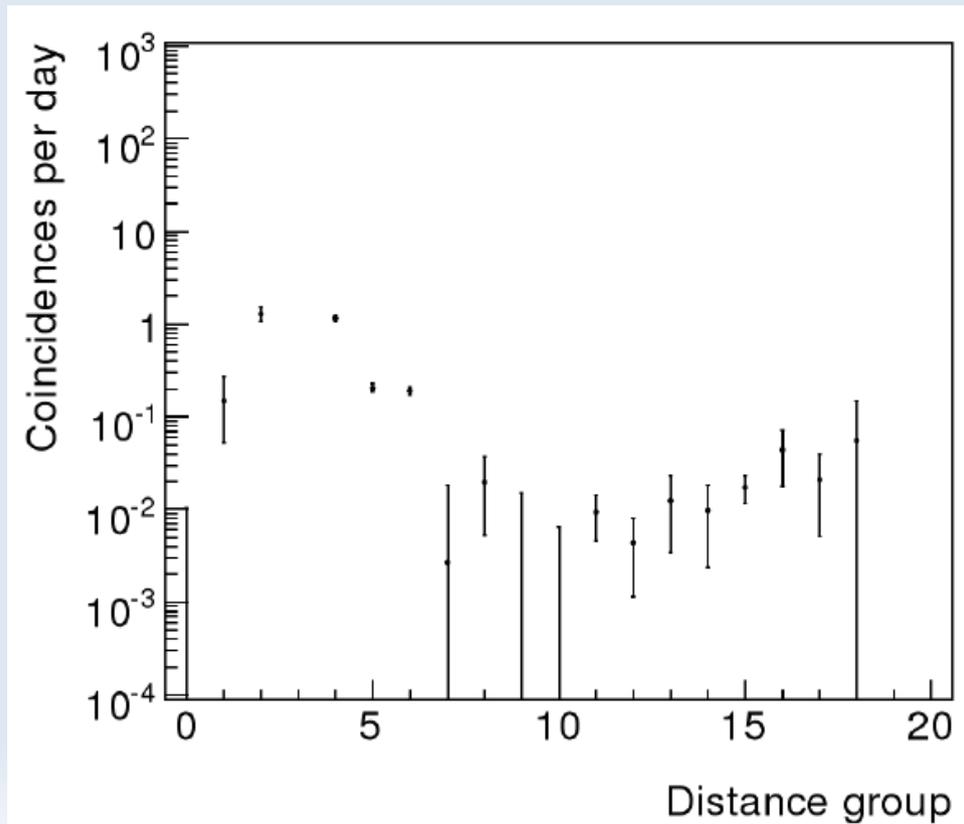
# Gerasimova-Zatsepin effect

Two showers, correlated in time and space



# Gerasimova-Zatsepin effect

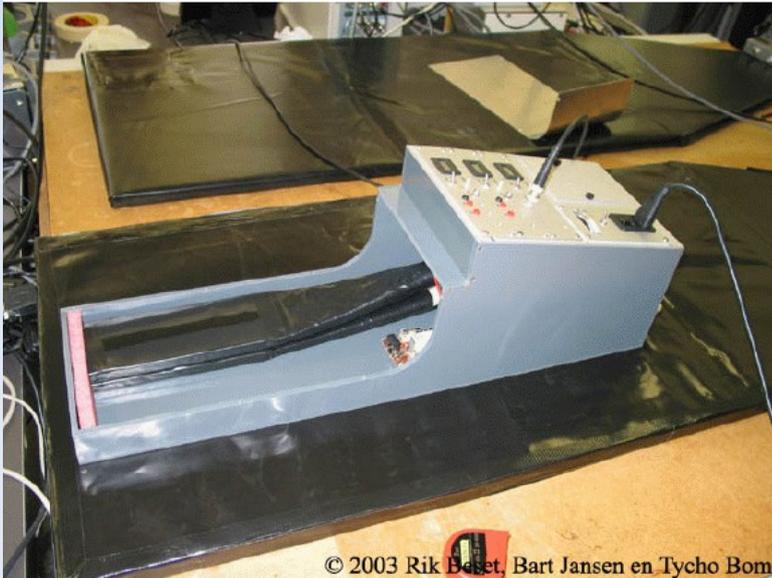
- Clear indication of Gerasimova-Zatsepin effect at small distances
- Software (and support) available for students to continue search at larger distances
- Expanding array to make this possible



# Detector efficiency

Yearly task for students

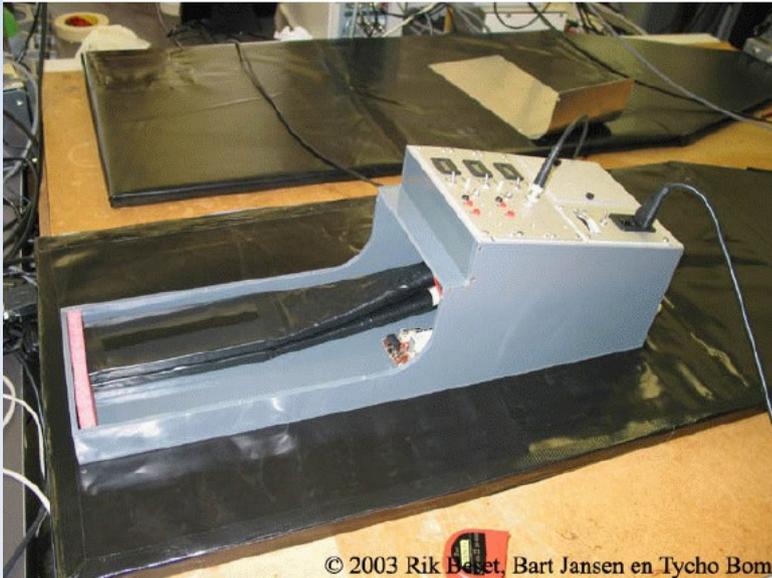
Calibration



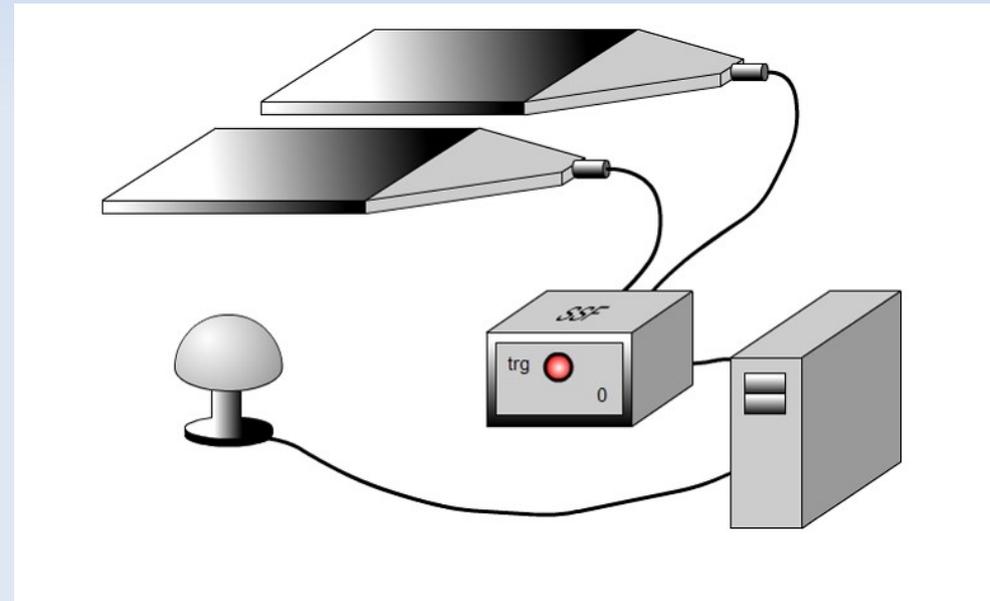
# Detector efficiency

Yearly task for students

Calibration



and monitor efficiency



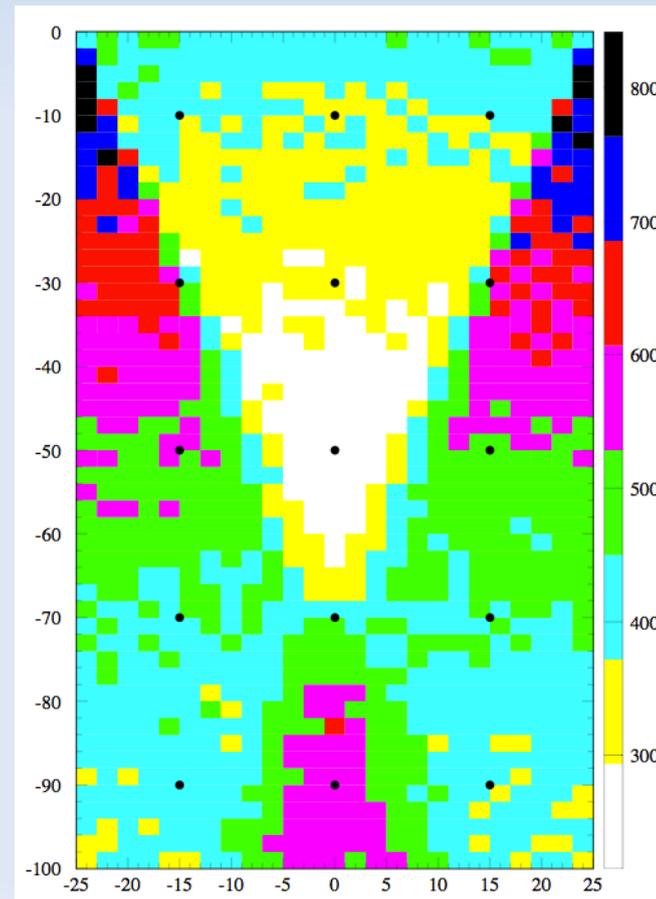
# Detector efficiency

Yearly task for students

Calibration



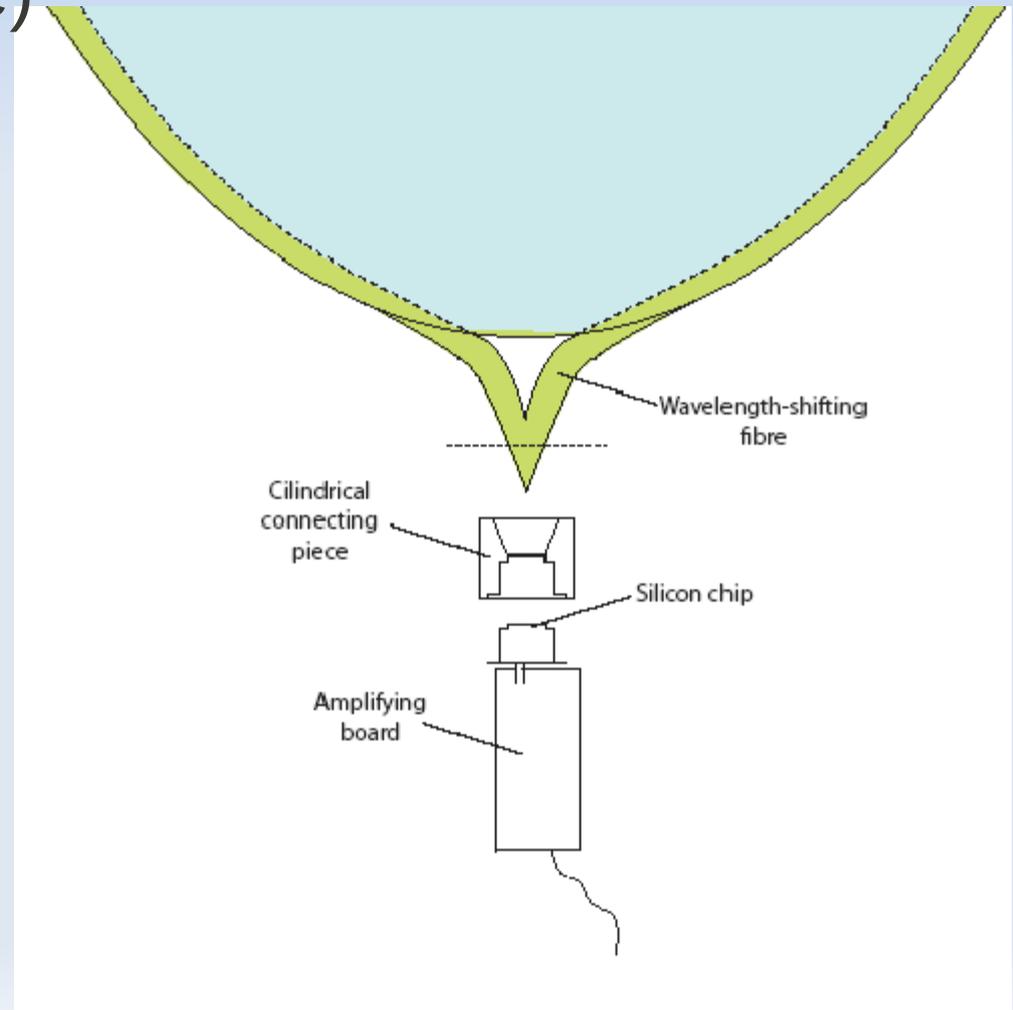
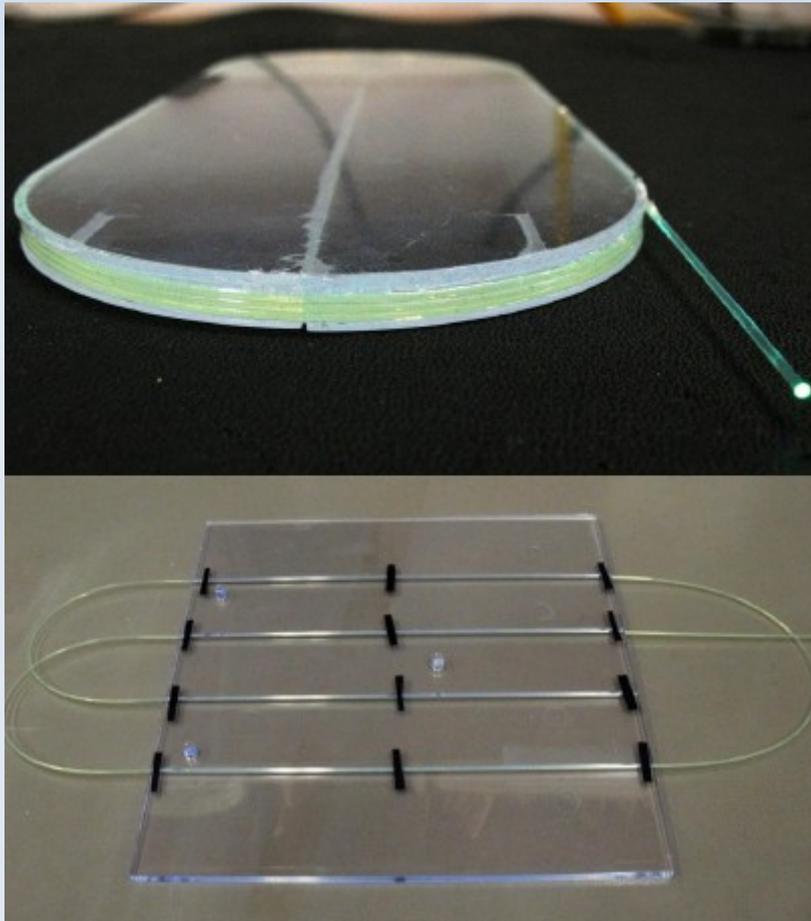
and monitor efficiency



# Detector efficiency

## Possible new design

Research done by 17 year old student at Cavendish Laboratory (Cambridge)



# Teaching materials

# Teaching materials

Book to get students started

Aimed at small (~15 hours) practical research assignment

## Kosmische Straling

een module NLT



Translation and adaptation almost complete  
Need schools to test material

Cor Heesbeen  
Connie Morsing

### H3 De dampkring als detector

*We hebben in Hoofdstuk 2 gezien dat er in de ruimte allerlei hoogenergetische deeltjes geproduceerd worden. Alles bij elkaar, vanaf de deeltjes die de zon produceert tot de meest energetische deeltjes ooit ontdekt, vormen ze een constante deeltjesstroom van zo'n 100.000 deeltjes per vierkante meter per seconde! Deze deeltjesstroom aan de bovenkant van onze aardse atmosfeer vormt de primaire kosmische straling. In de atmosfeer botsen de geladen deeltjes op moleculen. De gevolgen daarvan kunnen we aan het aardoppervlak meten.*

*In dit hoofdstuk gaan we kijken naar wat er zich in de atmosfeer afspeelt.*

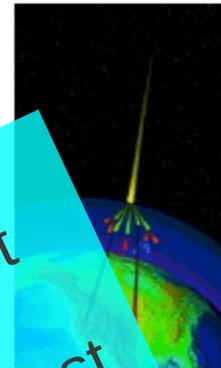
#### §3.1 Botsingen in de atmosfeer.

Na een lange reis door de ruimte komen er hoogenergetische deeltjes op de Aarde af. Eenmaal in de dampkring schiet zo'n deeltje langs een heleboel atomen en moleculen tot het uiteindelijk tegen een ander deeltje aanbotst. De kans is natuurlijk het grootst dat dit een stikstofmolecuul is. Door de grote snelheid van het binnenkommende deeltje gaan de brokstukken ook hoofdzakelijk in dezelfde richting verder. Maar er gebeurt ook iets aparts. Er ontstaan elementaire deeltjes.

#### §3.2 Elementaire deeltjes

In de atmosfeer gebeurt hetzelfde als wat fysici in CERN willen onderzoeken: als je deeltjes met heel veel energie op elkaar laat botsen ontstaan er allerlei nieuwe deeltjes, die je normaal niet tegenkomt. Bij CERN gebeurt dit onder gecontroleerde omstandigheden. Maar in de atmosfeer kunnen de botsingsenergieën een factor 1000 hoger zijn! Het resultaat van de botsing is een hele regen van nieuwe deeltjes. Deze deeltjes zijn niet de brokstukken van de oorspronkelijke kern van het atoom maar hele nieuwe deeltjes. (Het is geen Marssonde die te pletter stort en uiteenvalt in talloze kleine deeltjes. En ook geen bom die nieuwe moleculen maakt uit grotere moleculen of energie meegeeft aan bestaande moleculen. Er worden echt nieuwe deeltjes gecreëerd.)

Om deze nieuwe deeltjes te maken is energie nodig. Dat is wat we sinds Einstein weten:  $E = mc^2$ ! Als we deze wet in woorden uitdrukken dan staat er dat massa (in kg) en energie (in J) in elkaar zijn om te zetten, en dat de



# Teaching materials

Lesson book for project on radiation in Key Stage 3

Subjects include:

- Waves
- Particles
- Magnetism
- Orders of magnitude

Also aimed at practical work

# straling



HiSparc-project voor klas 2



# Teaching materials

Lesson letters forming a route of knowledge

Can be used by students without help from teacher

Derde klas	Spiegels	Parabolische spiegels			
	Lenzen	Lenzen slijpen			
	Telescopen				
Vierde klas	De hemel	Het heelal	Het uitdijend heelal	Radiotelescopen	Astronomisch profielwerkstuk
	De Zon	Kleur			
		Zonnewind			
		van der Waals en Wilson	Kosmische straling		Kosmische straling profielwerkstuk
Vijfde klas	Stereolutie	Onderzoek	Bronnen		
	Botsingen		Compton	Tsjerenkov	
	Michelson en Morley	Relativiteit			Detector profielwerkstuk
	Detecteren	de Broglie	Fluorescentie		
	Elementaire deeltjes	Muon-verval Simulatie	Airshowers		
Zesde klas	Deeltjes in het standaardmodel	Krachten in het standaardmodel	Deeltjes in een airshower		
	Periodieke data verwerken	Niet-periodieke data verwerken			
	Detector	Detector bouwen	Detector testen	Detector testen	
	Detectiestation installeren	Detectienetwerk	Richting primair deeltje	Detectiestation primair deeltje	

Translation and adaptation almost complete  
Need schools to test material

# Teaching materials

Routenet contains letters about:

- Telescopes and optics
- Relativity
- Compton scattering
- Cherenkov radiation
- The Standard Model
- Muon decay
- De Broglie
- Building detector
- Testing detector
- Inner workings of detector
- Analysing data
- Using Excel
- Detection network

# Teaching materials

## Routenet example

### 2 Cherenkov

Pavel Alekseyevich Cherenkov (1904-1990) was a Soviet physicist who shared the Nobel Prize in Physics in 1958 with Ilya Frank and Igor Tamm for the discovery of Cherenkov radiation made in 1934.

Cherenkov was researching the radiation emitted by nuclear reactors containing water which is used both as a cooling agent as well as a neutron moderator.<sup>1</sup>

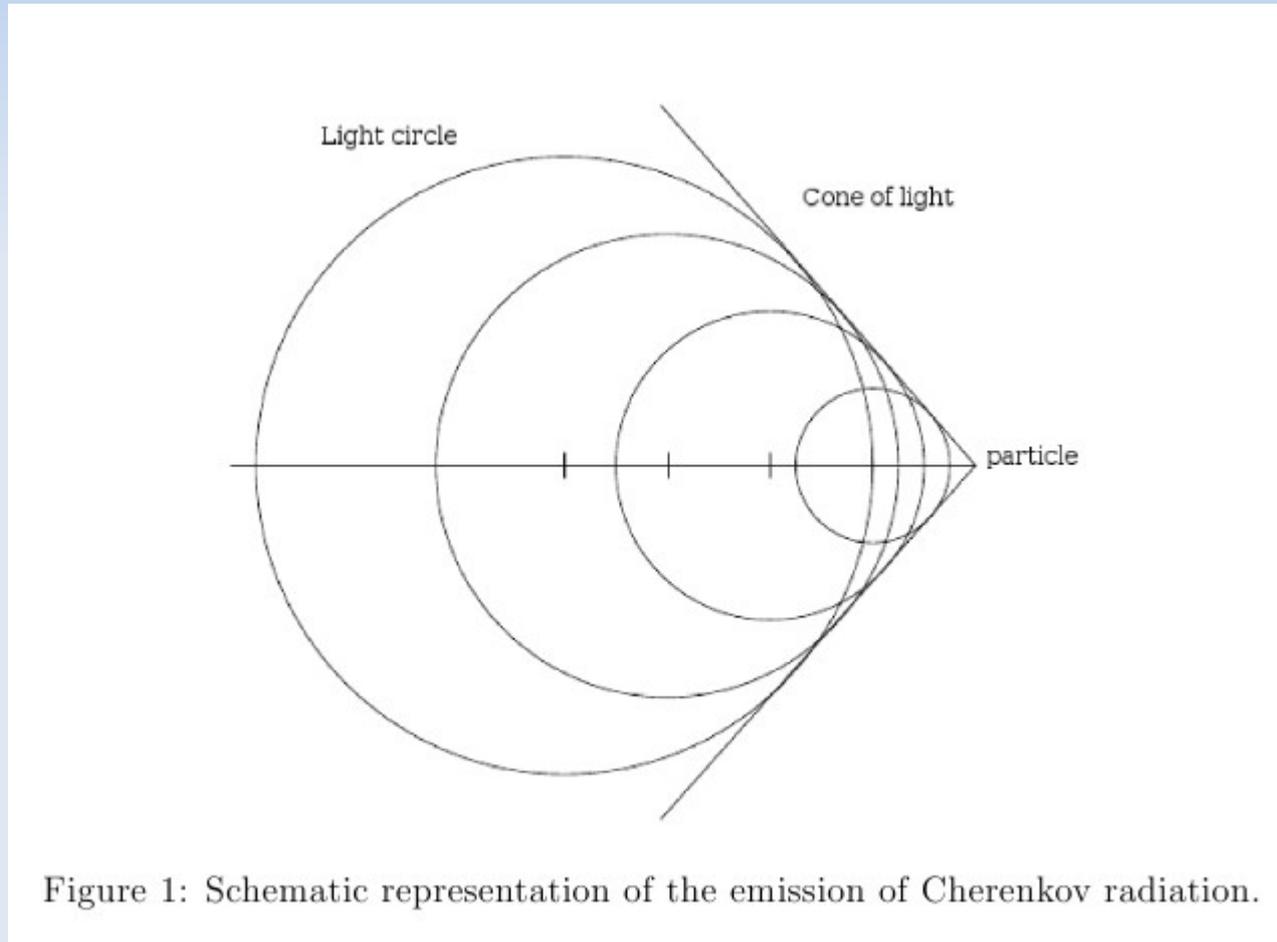
As we have seen with the Geiger counter, moving particles can knock away electrons from a medium. The electron can jump to a higher energy state within the atom or be made completely free from the atom (also a form of higher energy state). With Cherenkov radiation the electron immediately returns to its ground state, emitting its excess energy in the form of a photon. If this happens in water then photon won't have the speed of light in vacuum, but it will move slower  $c_{medium} = \frac{c}{N_{medium}}$ . The particle that knocked the electron into a higher energy state could have had a higher velocity than  $c_{medium}$ .

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<sup>1</sup>A moderator is a medium that reduces the speed of fast neutrons inside nuclear reaction. This deceleration is necessary to maintain the nuclear reaction. Without the moderator the fast neutrons will escape the reactor vessel without interacting with other nuclei. This will cause the reactor to shut down. Too many slow neutrons is also a problem. This is rapidly increase the number of nuclear reactions causing overheating, if this is not stopped soon enough the reactor could be damaged by a melt-down (Harrisburg and Chernobyl).

# Teaching materials

## Routenet example



# Student work symposium 2012

- Robin de Vries
  - Correlation Airshowers and atmospheric conditions
- Luciano van der Veecken & Dylan Cruz
  - Built their own Cloud Chamber
- Gijs Bouman, Sam Huizing & Cees de Wit
  - Angle reconstruction

# Airshowers and atmospheric conditions

Robin de Vries wrote his own software to import data from data-website and schools weather station

```
# import the libraries
import csv
import urllib2
from pylab import *

#download weather
weatherurl = "http://www.stmichaelcollege.nl/weersmc/data/jan-11.csv"
file = urllib2.urlopen(weatherurl)
r = csv.reader(file,delimiter=";")
data = [row for row in r]
pressure = [float(r[3]) for r in data]

#set event url without day number
eventurl = "http://data.hisparc.nl/django/show/source/eventtime/101/2011/1/"

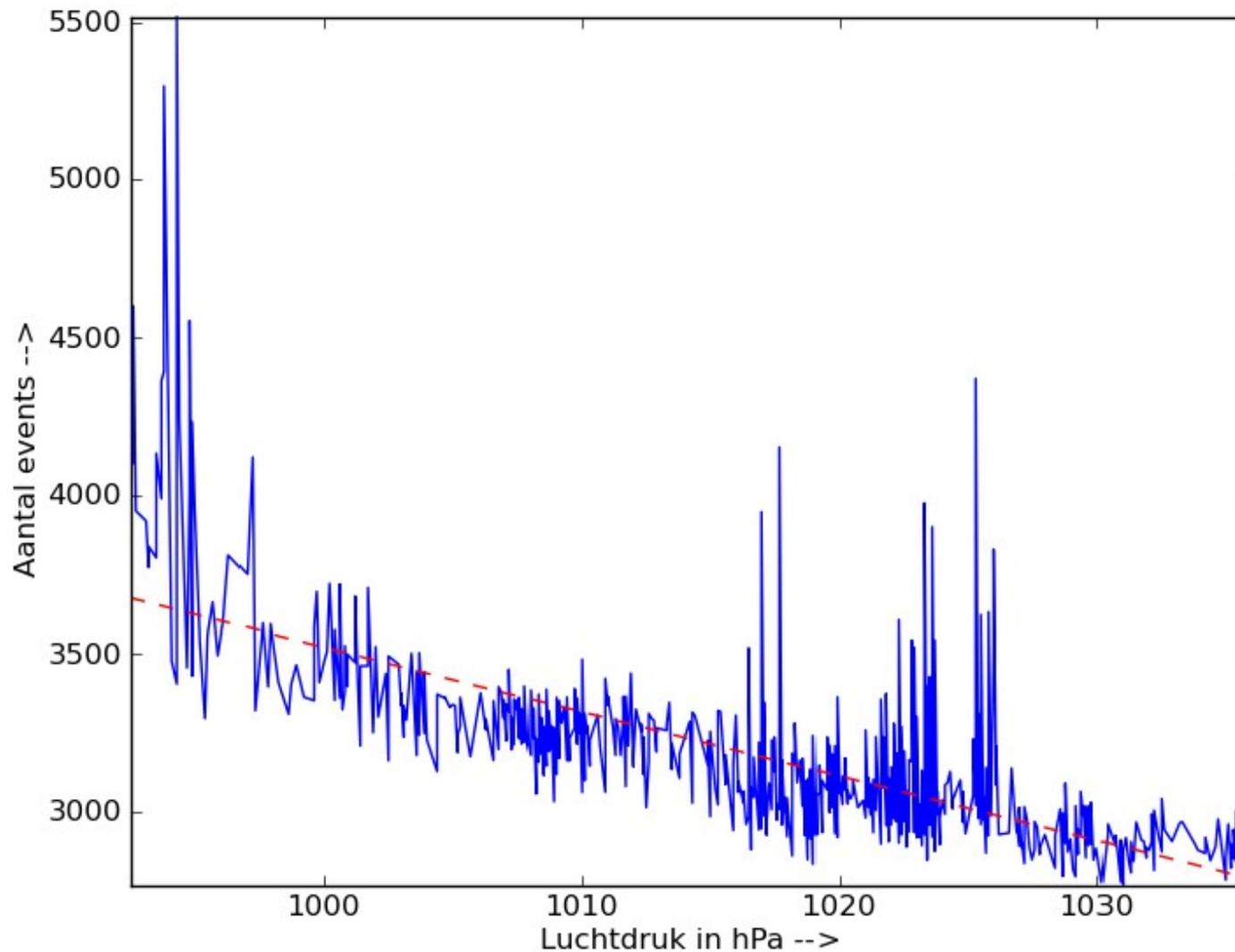
#january 2011 has 31 days, in range 1-32
for i in range(1,32):
    # i is an integer, but we use it as a string
    url = eventurl + str(i) + "/"
    file = urllib2.urlopen(url)
    r = csv.reader(file,delimiter=";")
    data = [row for row in r][7:-1]
    tmp = [int(r[1]) for r in data]
    #print i
    #print tmp

    if(i == 1):
        nevents = tmp
    else:
        nevents.extend(tmp)

#combine the data
data = zip(pressure,nevents)
```

# Airshowers and atmospheric conditions

And then looked at different possible correlations



# Building your own particle detector

Luciano van der Veecken & Dylan Cruz built their own Cloud Chamber



# Angle reconstruction

Gijs Bouman, Sam Huizing, and Cees de Wit started with lots of formulas

The image shows a piece of paper with handwritten mathematical derivations. The equations are as follows:

$$\frac{B_y - m \cdot B_x}{\sqrt{m^2 + 1}} = v \cdot B_c$$
$$\frac{B_y - m \cdot B_x}{B_c \cdot \sqrt{m^2 + 1}} = v$$
$$\frac{C_y - m \cdot C_x}{\sqrt{m^2 + 1}} = v \cdot C_c$$
$$v = \frac{C_y - m \cdot C_x}{C_c \cdot \sqrt{m^2 + 1}}$$
$$\frac{B_y - m \cdot B_x}{B_c \cdot \sqrt{m^2 + 1}} = \frac{C_y - m \cdot C_x}{C_c \cdot \sqrt{m^2 + 1}}$$
$$C_y \cdot B_c \cdot \sqrt{m^2 + 1} - m \cdot C_x \cdot B_c \cdot \sqrt{m^2 + 1} = B_y \cdot C_c \cdot \sqrt{m^2 + 1} - m \cdot B_x \cdot C_c \cdot \sqrt{m^2 + 1}$$
$$C_y \cdot B_c - m \cdot C_x \cdot B_c = B_y \cdot C_c - m \cdot B_x \cdot C_c$$
$$-m \cdot C_x \cdot B_c + m \cdot B_x \cdot C_c = B_y \cdot C_c - C_y \cdot B_c$$
$$(B_x C_c - C_x B_c) m = B_y C_c - C_y B_c$$
$$m = \frac{B_y C_c - C_y B_c}{B_x C_c - C_x B_c}$$
$$m = \frac{B_y C_c - C_y B_c}{B_x C_c - C_x B_c} \cdot \frac{-1}{-1} = \frac{C_y B_c - B_y C_c}{C_x B_c - B_x C_c}$$



# Impression symposium



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153957 Photography  
<http://arne.delaat.net>



# Impression symposium



# Impression symposium



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# Impression symposium





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# Impression symposium



# Impression symposium



# Impression symposium



# Impression symposium





# Shower location and energy

JSparc

Competition between students

