Semiconductors

Next Generation Science Standards

NGSS Science and Engineering Practices:

- ☐ Asking questions and defining problems
- ☐ Developing and using models
- ☑ Planning and carrying out investigations
- ☑ Analyzing and interpreting data
- ☑ Using mathematics and computational thinking
- ☑ Constructing explanations and designing solutions
- ☑ Engaging in argument from evidence
- ☑ Obtaining, evaluating, and communicating information

NGSS Cross-cutting Concepts:

- ☐ Patterns
- ☑ Cause and effect
- ☐ Scale, proportion, and quantity
- ☐ Systems and system models
- ☑ Energy and matter
- ☐ Structure and function
- ☐ Stability and change

NGSS Disciplinary Core Ideas:

- ☑ PS3.D: Energy in Chemical Processes and Everyday Life

Initial Prep Time

Approx. 10-15 min. per apparatus

Lesson Time

1 – 2 class periods, depending on experiments completed

Assembly Requirements

- Scissors
- Small Philips screwdriver

Materials (for each lab group):

- Horizon Solar Hydrogen Science Kit
- Distilled water
- AA batteries
- Protractor
- Stopwatch
- Colored construction paper
- Various colored light filters
- Heat lamp and/or UV lamp (optional)
- Horizon Renewable Energy Monitor or multimeter (optional)

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Lab Setup

- We recommend completing steps 1 and 2 in the Assembly Guide for each electrolyzer so your students do not have to cut tubing or fill the electrolyzer initially.
- Lab includes small parts that can go missing easily. Set up a resource area for each lab table or for the entire class to minimize lost pieces.
- A heat lamp or UV lamp may be used during experiment #2, if available.
- If you don't have access to a multimeter or Horizon Renewable Energy Monitor, omit the Measurements section of this activity.

Safety

- Battery packs can short out and heat up if the red and black contacts touch each other while the unit is in the on position. Be sure to keep them off when not in use.
- Using regular tap water instead of distilled water will severely shorten the lifespan of the fuel cells. Distilled water can be found at most pharmacies or drug stores.
- Running electric current through dry fuel cells or attaching the battery packs backwards can destroy the fuel cells. Be sure to always connect red to red and black to black.
- Beware of water spills, and don't be surprised if someone tries to start a syringe water fight.

Notes on the Solar Hydrogen Kit

- Direct sunlight, or a strong electric light, is necessary for operation. Overcast and indirect sunlight may not provide sufficient energy. Be sure any artificial light source is close to the solar panel.
- Be sure to line up the gaps on the inner cylinders of the H2 and O2 tanks so that bubbles can escape.
- You may need to inject more water into the O2 side of the cell if the electrolysis reaction is being sluggish. Wait 3 minutes and then try again.

Common Problems

- The motor's fan sometimes needs a little push to get started.
- If there's hydrogen left but the motor doesn't run, you may have to purge the fuel cell. Unplug the black plug and then quickly replace it to purge impure gases.
- If the water level doesn't change after purging the cells, make sure the gaps on the base of the inner cylinders are open so that water can fill them.

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Goals

- Use a solar panel to generate electricity from light
- Understand how semiconductors in the solar panel change light to electricity

Background

Metalloids are strange elements. They exhibit characteristics of both metals and nonmetals, defying categorization in either category. Silicon and germanium, the metalloids in Group 14, have become some of the most important elements to our modern world: they're the most commonly used semiconductors.

A semiconductor is a material that conducts electricity weakly due to high resistance. However, unlike metals, their resistance decreases when heated. From the first experiments with semiconductors in the 1830s by Michael Faraday, it was obvious that they behaved differently. They quickly became vital materials for radios and telephones. Since the late 20th century, they've enabled the mass production of computers and solar panels.

In a solar panel, silicon semiconductors use the photovoltaic effect to convert sunlight to electricity. Photons of light strike valence electrons in the semiconductor, causing them to travel through the material and generating an electric current that can be collected and used as a power source for all kinds of applications, from satellites and spaceships to pocket calculators.

During this activity, we will use the semiconductors in a solar panel to generate an electric current and use that current to power a small motor and determine how the semiconductors work.

Procedure

1. Use your solar cell to power the small motor that controls the fan. You'll need to connect the solar cell to the fan using wires to carry the electricity. Why do you think you need two wires?
2. When you've connected the solar cell to the motor, you may have to give the fan a little push to get it started. The solar cell will work best in direct sunlight. What happens to the fan if you try the solar cell with other light sources?
3. You can use the electricity from the solar panel to generate hydrogen gas using the electrolyzer. The electrolyzer is the square with "H2" and "O2" printed on either side. What do you think will happen if you connect it to a source of electricity like the solar cell?
4. Your electrolyzer is also a hydrogen fuel cell that can generate electricity from hydrogen and oxygen. It has two small tubes attached to it. Is there anywhere else on the fuel cell that you could attach the longer tubes?
5. Look at the remaining pieces of your kit. If the fuel cell splits water into hydrogen and oxygen gases, what could you use to trap the gases so they don't float away?

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6. Connect the tubes of your fuel cell so that you can trap the gases. To generate hydrogen, you'll need to supply an electric current. You can do this with the battery pack or the solar cell. Try both. Which is better at producing hydrogen? How do you know?
7. When you've produced hydrogen, you can use the fuel cell to power the motor just like you did with the solar cell. Plug the motor into the fuel cell and it should start turning. Note in your observations if you see any difference in how the motor works with the fuel cell instead of the solar cell.

Observations

Experimentation

1. With the motor attached, try tilting the solar panel so that it changes the angle of the light that hits it. Can you tilt it far enough that the motor stops running? Does it matter which direction you tilt the panel? Using a protractor, measure the biggest angle at which you can still run the motor.

Maximum angle will change based on type of light source. A powerful light source may be able to keep an almost perpendicular solar cell running. Students should present data to determine whether one direction of tilt is better or worse than another.

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2. You can use colored plastic gels, or different lightbulbs, to change the color of light hitting the solar panel. Do certain colors work better than others? Try using the solar panel to run the electrolyzer while the panel is hit with different wavelengths of light and record your observations below:

Light Color:	Time to fill H2:	Observations:

3. Attach the solar panel to the motor and use a piece of paper or other method to shade parts of the panel. Using a ruler, measure the farthest distance in from the edge of the solar panel that you can move the covering before the motor stops running.

Side:	Distance:	Observations:

Measurement

For this section, you will need a multimeter or the Horizon Renewable Energy Monitor. For an introduction to using a multimeter, click here.

1. With the solar panel connected to the motor, measure the current in Amps and the voltage in Volts while tilting the panel to get the highest values. Record your measurements below:

(Answers will vary, but check that they are within reason, i.e. not >1A.)

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Current: ____________ A

Voltage: ___________ V

2. Measure the current in Amps and the voltage in Volts while shading the solar panel. What is the lowest current and voltage that will still run the motor?

Current: ____________ A

Voltage: ___________ V

3. Use different colors of light with your solar panel as before. Measure the current in Amps and the voltage in Volts while running the motor. What color gave the highest values? Record your answers below:

Color: _____________

Current: ____________ A

Voltage: ___________ V

Analysis

1. Make a scientific claim about silicon semiconductors based on what you observed while running the solar panel.

Claim should reference physical or chemical characteristics of silicon semiconductors.
Example: "Silicon solar cells are best at conducting electrons with a visible light wavelength."

2. What evidence do you have to back up your scientific claim?

Evidence should cite data in Observations and/or Experimentation sections.
Example: "The electrolyzer filled the hydrogen cylinder in 116 seconds when the solar panel was under visible light. Infrared took 451 seconds and ultraviolet took 389 seconds."

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3. What reasoning did you use to support your claim?

Reasoning can draw from Background section and/or other materials used in class.
Example: "Longer times mean the semiconductors couldn't conduct electrons as well."

4. Design an experiment that could test the effects of temperature extremes on the silicon in the solar cell. Describe your experiment below:

Many answers are possible, but students should include ways of changing/measuring the temperature and monitoring the solar cell electrical output. There should be clear control and experimental groups in the description.

Conclusions

1. Based on your observations, do you think a solar panel would be useful for generating electric energy from any type of light? Explain your reasoning.

"Yes" or "no" are both acceptable answers, so long as students are able to point to specific data from their experiments to back up their assertion.

2. What would you say is the most important factor in determining how much electric energy a solar panel produces?

Student answers should reference data collected in all experiments.

3. Based on your observations, what color of light is absorbed most easily by the solar panel?

Answers will depend on the variety of colors used.