# Magnet and Electricity Assessment

Name _____ #_____

Date _____

**Part 1: Vocabulary**

1. _____ open circuit
2. _____ closed circuit
3. _____ repel
4. _____ attract
5. _____ components
6. _____ electromagnet
7. _____ current
8. _____ parallel circuit
9. _____ series circuit
10. _____ schematic diagram

A. A drawing of an electric circuit using symbols

B. A circuit with 2 or more paths of electricity

C. A name for the flow of electricity

D. The parts that make up an electric circuit

E. A circuit through which electricity will not travel

F. A circuit through which electricity will travel

G. A circuit with exactly 1 path of electricity

H. A magnet that can be turned on and off

I. What happens when 2 like poles of a magnet come together

J. What happens when 2 opposite poles of a magnet come together

**Part 2: Application**

11. Amy has a red magnet with labeled poles. She has a white magnet with unlabeled poles. When she brings the north pole of the red magnet near one pole of the white magnet, the magnets repel. Which pole must this be?

    A. north pole
    B. south pole
    C. east pole
    D. west pole

12. Marcus wants to use the strongest part of the magnet. Which part should he use?

    A. the top
    B. the bottom
    C. the side
    D. the poles

13. Study the picture below. This device will turn electricity into _____ and _____ energy.

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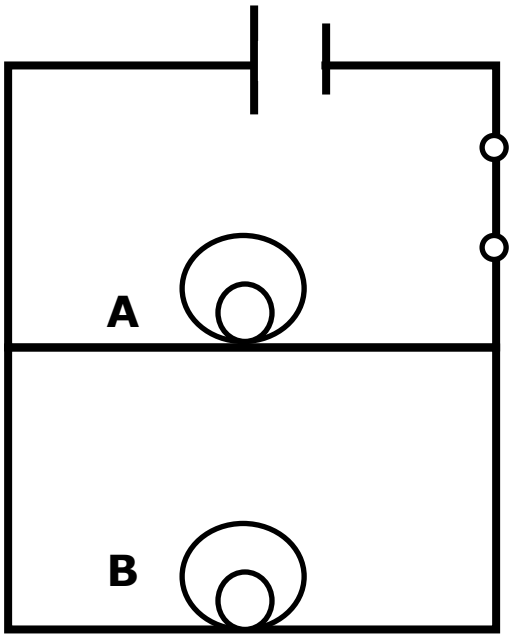
Use the diagram to the right to answer the questions below.




14. Circle all the words that describe the object.

| | | |
|---|---|---|
| **closed** | **series** | **circuit** |
| **open** | **parallel** | **electromagnet** |

15. What types of components are in the circuit?

| |
|---|
| 1. |
| 2. |
| 3. |
| 4. |

16. Predict what will happen if bulb B burns out.

_____

17. **A**. Where in real life is this type of circuit used? _____

**B**. Why is this type of circuit used in the situation you stated?

_____

_____

_____

18. Shawna has a weak electromagnet. Give her advice on how she can make it stronger. Explain to her at least 2 ways she can do this.

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