Name:	KEY	Date:	Period:
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Flame Test Lab Activity Key

Background

The heat from a laboratory burner will cause the ions of some elements to give off light. Electrons will absorb the heat energy from the flame and will "jump" to a higher energy level. When the electrons return to their original energy levels, this absorbed energy is released as light. Different elements absorb and release different amounts of energy and thus produce different kinds of light. This light may be visible or invisible, infrared or ultraviolet radiation. Analysis of this light can be used to identify elements and molecules. In today's lab, we will observe the visible range of light emission.

Objectives

- Perform a flame test to identify the characteristic color of metal ions.
- Identify the metal ion in an unknown solution.
- Calculate the energy of emitted photons.

	Note:	
Materials: (per lab group)	If chloride compounds are not available, metal nitrate	
10 ml dilute solutions of the following:	compounds may be substit	uted.
Barium Chloride		
Calcium Chloride	Use dilute or approximately 0.1 M solutions	
Lithium Chloride		* C-0* 1-0801000000000000000000000000000000000
Potassium Chloride	Unknowns:	
Sodium Chloride	Number the beakers 1-12. Add solutions as follows:	
Strontium Chloride		
Unknown Solution		
7 Wood Splints	1. Strontium Chloride	7. Calcium Chloride
1 Bunsen Burner	2. Calcium Chloride	8. Strontium Chloride
Safety Goggles & Aprons	3. Potassium Chloride	9. Barium Chloride
	4. Barium Chloride	10. Potassium Chloride
	Lithium Chloride	 Sodium Chloride
Procedure	6. Sodium Chloride	 Lithium Chloride

- Put on your safety goggles and an apron.
- Obtain a wood splint and the barium chloride solution.
- Dip the wood splint into the solution and allow it to soak for 1-2 minutes.
- 4. Light Bunsen Burner. USE CAUTION!
- 5. Remove the splint from the solution and hold the end of the splint into the flame. Do not burn the splint.
- Observe and record the color of the flame.
- Repeat steps 2-6 using the remaining chloride solutions.
- 8. Obtain an unknown solution from your teacher. Record the number of your unknown.
- Soak a wood splint in the unknown solution.
- Hold the splint in the flame and record the color of the flame that is produced.
- Using your data, identify the metal ion in your unknown solution.

Prentice Hall Flame Test Lab Answers

Charles H. Corwin

Prentice Hall Flame Test Lab Answers:

Prentice Hall Exploring Earth Science, 1997 Prentice Hall Earth Science ,1988 Chemistry Dorin, Prentice Hall Chemistry Eugene LeMay, Jr., Herbert Beall, Karen M. Robblee, Douglas C. Brower, Prentice-Hall Dictionary Editors, 1992 Matter Prentice-Hall Staff,1994 Resources for Teaching Middle School Science Smithsonian Staff,2002-02 Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents **Prentice Hall Chemistry** Antony C. Wilbraham, 2008 Prentice Hall Physical Science Concepts in Action Program Planner National Chemistry Physics Earth Science, 2003-11 Prentice Hall Physical Science Concepts in Action helps students make the important connection between

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very young tal factors in the routine medical history The role of the elderly and the chronically ill those most sus enhanced susceptibility as a factor in an individual s ceptible Environmental medicine fOCUSing on the response to toxic exposure is discussed **Nuclear Science Abstracts**,1964-04 **Laboratory Experiments** Charles H. Corwin,1985 *Chemical Abstracts*,1924 *Good Lighting and the Illuminating Engineer*,1911 *The Illuminating Engineer*,1912

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Table of Contents Prentice Hall Flame Test Lab Answers

- 1. Understanding the eBook Prentice Hall Flame Test Lab Answers
 - The Rise of Digital Reading Prentice Hall Flame Test Lab Answers
 - Advantages of eBooks Over Traditional Books
- 2. Identifying Prentice Hall Flame Test Lab Answers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Prentice Hall Flame Test Lab Answers
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from Prentice Hall Flame Test Lab Answers
 - Personalized Recommendations
 - Prentice Hall Flame Test Lab Answers User Reviews and Ratings
 - Prentice Hall Flame Test Lab Answers and Bestseller Lists

- 5. Accessing Prentice Hall Flame Test Lab Answers Free and Paid eBooks
 - Prentice Hall Flame Test Lab Answers Public Domain eBooks
 - Prentice Hall Flame Test Lab Answers eBook Subscription Services
 - Prentice Hall Flame Test Lab Answers Budget-Friendly Options
- 6. Navigating Prentice Hall Flame Test Lab Answers eBook Formats
 - ∘ ePub, PDF, MOBI, and More
 - Prentice Hall Flame Test Lab Answers Compatibility with Devices
 - Prentice Hall Flame Test Lab Answers Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Prentice Hall Flame Test Lab Answers
 - Highlighting and Note-Taking Prentice Hall Flame Test Lab Answers
 - Interactive Elements Prentice Hall Flame Test Lab Answers
- 8. Staying Engaged with Prentice Hall Flame Test Lab Answers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Prentice Hall Flame Test Lab Answers
- 9. Balancing eBooks and Physical Books Prentice Hall Flame Test Lab Answers
 - Benefits of a Digital Library
 - o Creating a Diverse Reading Collection Prentice Hall Flame Test Lab Answers
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Prentice Hall Flame Test Lab Answers
 - Setting Reading Goals Prentice Hall Flame Test Lab Answers
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Prentice Hall Flame Test Lab Answers
 - Fact-Checking eBook Content of Prentice Hall Flame Test Lab Answers
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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