FLAME TEST LAB PROCEDURE

Materials & Equipment

Safety Goggles Gloves Beakers, 250-mL, 2 Matches Weighing dishes, 6 Wooden splints soaked in water, 6 Water, distilled or deionized, 250 mL

Calcium chloride, CaCl2_2H2O, 1–1.5 g Copper chloride, CuCl2_2H2O, 1–1.5 g Lithium chloride, LiCl, 1–1.5 g Potassium chloride, KCl, 1–1.5 g Sodium chloride, NaCl, 1–1.5 g Strontium chloride, SrCl2_6H2O, 1–1.5 g

Procedure:

- 1. Put on Safety Goggles.
- 2. Wear gloves when handling chemicals.
- Obtain a 250-ml, beaker about half-full with distilled or deionized water. Obtain six wooden splints that have been soaked in distilled or deionized water. Place them in this beaker of water to continue soaking at your lab station.
- 4. Fill a second 250-mL beaker about half-full with tap water. Label this beaker "rinse water".
- Obtain six weighing dishes labeled "CaCl2", "CuCl2", "LiCl", "NaCl", "KCl", "SrCl2". Each contains a small scoopful (about 1–1.5 g) of each metallic solid in the corresponding weighing dish.
- 6. Dip the soaked end of one of the wooden splints in one of the metallic salts.
- Light a match and then place the "dipped" wooden splint into the flame. Observe the color of the flame. Allow the splint to burn until the color fades. Try not to allow any of the solid to fall onto your desk. If necessary, repeat the test with the same splint and salt.
- Immerse the wooden splint in the "rinse water" to fully extinguish it, as well as the match. Then
 discard both into the trash.
- 9. Record your observations for the flame color produced by the metallic salt in the Data Table.
- Repeat Steps 6-8 for the other five metallic salts. Record your observations for the flame color produced by each metallic salt in the Data Table.
- 11. Clean up your area, put everything away, and wash your hands before leaving the lab.

Representative Wavelength, nm	Wavelength Region, nm	Color
410	400-425	Violet
470	425-480	Blue
490	480-500	Blue-green
520	500-560	Green
565	560-580	Yellow-green
580	580-585	Yellow
600	585-650	Orange
650	650-700	Red

Figure 1.

Sample High School Flame Test Lab With Answer Key

Raffaela Di Napoli

Sample High School Flame Test Lab With Answer Key:

The Life Cycle of Everyday Stuff Mike Reeske, Shirley Watt Ireton, National Science Teachers Association, 2001 In the context of life cycles these units use central science concepts to explore the energy raw materials and waste issues that are the history of any manufactured product As students consider the trade offs made at each step they will learn to recognize the decisions made to balance economic developmental and environmental needs **Resources for Teaching Middle** School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-03-30 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 Carolina Science and Math Carolina Biological Supply Company, 2003 Lab Experiments for Modern Chemistry Tzimopoulo,1990

Bibliography of Scientific and Industrial Reports ,1946 **Breaking Through** Katalin Karikó, 2024-10-08 A powerful memoir from Katalin Karik winner of the 2023 Nobel Prize in Physiology or Medicine whose decades long research led to the COVID 19 vaccines Katalin Karik's story is an inspiration Bill Gates Riveting a true story of a brilliant biochemist who never gave up or gave in Bonnie Garmus author of Lessons in Chemistry A KIRKUS REVIEWS BEST BOOK OF THE YEAR Katalin Karik has had an unlikely journey The daughter of a butcher in postwar communist Hungary Karik grew up in an adobe home that lacked running water and her family grew their own vegetables She saw the wonders of nature all around her and was determined to become a scientist That determination eventually brought her to the United States where she arrived as a postdoctoral fellow in 1985 with 1 200 sewn into her toddler s teddy bear and a dream to remake medicine Karik worked in obscurity battled cockroaches in a windowless lab and faced outright derision and even deportation threats from her bosses and colleagues She balked as prestigious research institutions increasingly conflated science and money Despite setbacks she never wavered in her belief that an ephemeral and underappreciated molecule called messenger RNA could change the world Karik believed that someday mRNA would transform ordinary cells into tiny factories capable of producing their own medicines on demand She sacrificed nearly everything for this dream but the obstacles she faced only motivated her and eventually she succeeded Karik's three decade long investigation into mRNA would lead to a staggering achievement vaccines that protected millions of people from the most dire consequences of COVID 19 These vaccines are just the beginning of mRNA s potential Today the medical community eagerly awaits more mRNA vaccines for the flu HIV and other emerging infectious diseases Breaking Through isn t just the story of an extraordinary woman It s an indictment of closed minded thinking and a testament to one woman's commitment to laboring intensely in obscurity knowing she might never be recognized in a culture that is driven by prestige power and privilege because she believed her work would save ERDA Energy Research Abstracts United States. Energy Research and Development Administration, 1976 lives

Commercial News USA., 1982 Nuclear Science Abstracts, 1952 Technical Abstract Bulletin, 1964
Sustaining University Program Research, 1969 Sustaining University Program Research United States. National Aeronautics and Space Administration, Sustaining University Program Research, 1970 United States. National Aeronautics and Space Administration. Office of University Affairs, 1970 School Education, 1895 Fossil Energy Update, 1984

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