

MICROSCALE AND MACROSCALE EXPERIMENTS FOR GENERAL CHEMISTRY

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The IUPAC has recommended that groups be designated by the numbers 1-18, but this system is not yet in wide use. Therefore, in this book, we will use the U.S. convention of Groups 1A-8A and 1B-8B.



MICROSCALE AND MACROSCALE EXPERIMENTS FOR GENERAL CHEMISTRY



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PREFACE

Second Edition

The first edition of this laboratory manual contained twenty microscale experiments and no conventional scale experiments. That version was intended to supplement other manuals and was not intended to be used as a stand-alone manual. In this second edition, we have added five microscale experiments and fifteen conventional scale experiments. The manual now contains sufficient experiments for a complete two-semester laboratory course sequence with a mixture of conventional scale and microscale experiments.

The experiments are organized by scale rather than by the more conventional method of order of coverage: all of the microscale experiments are listed first, followed by all of the conventional scale experiments.

The main purpose of the first edition of this manual was to popularize the use of microscale experiments in the general chemistry laboratory. While we are providing sufficient experiments for an entire general chemistry laboratory course sequence with this second edition, the primary thrust is still microscale. For this reason, the preface for the first edition is still appropriate.

First Edition

This laboratory manual for general chemistry is totally based on microscale experiments. It is designed to be a companion or supplement to any other conventional general chemistry laboratory manual. In general the experiments are aimed at the science-engineering students rather than at liberal arts students, but many of the experiments are appropriate for both classes. There is no intent for this manual to be used alone as a text. Rather the intent is to replace approximately one-half of the experiments in a conventional two-semester (or three-quarter) sequence with microscale experiments. We strongly feel that a student who passes through a general chemistry laboratory sequence should recognize and use conventional chemical apparatus and equipment such as glass burets and pipets, volumetric flasks, and spectro-photometers.

The advantages of microscale general chemistry laboratory experiments are several. First, and most important, is safety. The microscale experiments use extremely small quantities of chemicals. Small quantities of chemicals mean a simple and relatively inexpensive chemical disposal problem, an inexpensive laboratory, and the use of laboratory experiments that might otherwise be impractical because of safety problems associated with a conventional-scale experiment. Microscale experiments demonstrate the chemical principles as well as, and frequently better than, their macroscale counterparts. Microscale experiments are generally performed more quickly. Little time is required for washing and laboratory housekeeping, since much of the equipment is disposable. Finally and not insignificantly, microscale experiments are fun to perform.

The approach in this manual is to use very inexpensive (essentially disposable) equipment. All of the experiments use 3.5 mL plastic Pasteur pipets. The pipets are multipurpose; they can be used as a means of transferring liquids, as a microburet (by counting drops), and as a reaction vessel. Also every experiment uses plastic plates with indented wells. The plates used in a particular experiment will be one or more of the following: 6-well plate, 12-well plate, 24-well plate, and 96-well plate. These plates in general replace beakers and test tubes, but they are much more versatile than that.

An alternate approach to microscale experiments is to miniaturize conventional equipment. Currently there is a strong move to this approach in organic chemistry laboratories, both in academic and industrial settings. Although microscale glassware is very expensive, it is necessary for organic chemistry laboratory experiments. For the reasons discussed above, microscale is the direction in which academic laboratories are moving. Until such time as the normal college or university laboratories are equipped with microscale glassware, we feel that the experiments described in this manual are a very inexpensive way to introduce microscale into the general chemistry laboratory.

To reiterate, the philosophy of this laboratory manual is aimed at partial replacement or supplemention of existing laboratory experiments. It is not a radical change, but rather an easy and natural supplement (replacement). Chemistry is a laboratory science. We hope that these experiments will help make your laboratory experience more enjoyable, more educational, more economical, and safer.

Acknowledgments

The inspiration for this manual came from a seminar presented by Professor Stephen Thompson of Colorado State University. Professor Thompson, a pioneer in the area of microscale chemistry, has designed some extremely clever and innovative equipment and experiments.

Discussions with Professor Roy Mitchell of Texas Tech University were extremely valuable. His suggestions, comments, and criticisms are gratefully acknowledged. Robin Damico, an undergraduate student at University of Central Florida, was of invaluable help in the development and testing of these experiments. Stephen Hall and Roger Wolcott provided extended and stimulating discussions during the formative stages of this manual.

LABORATORY SAFETY GUIDELINES

As stated in the Preface, it is assumed that this microscale laboratory manual is being used in conjunction with a conventional scale laboratory manual. You should have read and understood the safety section in that manual. Safety in the laboratory cannot be overemphasized. Therefore we present here an abbreviated list of safety rules.

- Safety glasses or safety goggles must be worn at all times when you are in the laboratory. Even if you are performing an experiment that is using no potentially dangerous chemicals, you are still in a laboratory where numerous potential hazards exist.
- Unless your instructor indicates otherwise, contact lenses are not to be worn in the laboratory.
- 3. You should know where to find and how to use first aid equipment.
- 4. Your instructor will show you where the eye wash is located. If a corrosive chemical gets in your eyes, immediately wash the affected area with large quantities of water from the eye wash. Notify the instructor of the accident.
- 5. Your instructor will show you where the safety shower is located. If a corrosive chemical gets on your skin or clothes, Immediately wash the affected area with large quantities of water. If your clothing catches fire or if a large quantity of chemicals is spilled on your clothing, then use the safety shower. Notify the instructor of the accident.
- 6. Never taste anything in the laboratory. Smoking, chewing, eating, or drinking in the laboratory under any circumstances is strictly prohibited.
- 7. Never directly smell the source of a vapor, but rather bring a small quantity of the vapor to your nose with your cupped hand.
- 8. Reactions involving malodorous, noxious, or dangerous chemicals should be performed in the hood.
- 9. You should know the location of and know how to use a fire extinguisher. A small fire, such as a liquid burning in a beaker, can be extinguished by covering the beaker to remove the source of oxygen.
- 10. No unauthorized experiments are to be performed.
- 11. Clean up broken glassware immediately.
- 12. When pouring one liquid into another, do so slowly and cautiously. To dilute an acid, pour the acid into the water: **never pour water into acid**.
- 13. When heating a test tube, make certain that the open end is pointed away from you and your fellow students. Then, if overheating causes the contents to bump out, they will not splash anyone.

- 14. If you are transferring corrosive chemicals or are mixing chemicals in your plastic Pasteur pipet, make certain that the open end is pointed away from you and your fellow students.
- 15. Do not rub your eyes while in the laboratory, as your hands might have chemicals on them.
- 16. Pay particular attention to the CAUTION statements in the Procedure section of the experiments. If you do not understand the caution, ask your instructor for clarification.
- 17. In case of any accident, immediately notify the instructor. In the event that your instructor is not available, notify the stockroom personnel.

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Experiment 1

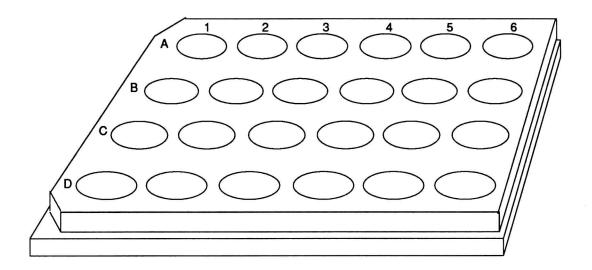
MICROSCALE LABORATORY TECHNIQUES

Objective

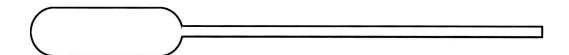
In this experiment you will learn to use equipment and develop the techniques for the microscale experiments in this laboratory manual.

Background

All of the experiments in this laboratory manual require the use of two pieces of equipment that are not commonly encountered in more traditional general chemistry laboratories: plastic well plates and plastic Pasteur pipets. The plastic well plates, such as the 24-well plate,



all have approximately the same outside dimensions. The size of the wells, and thus the number of wells, varies. Depending on the particular experiment, we will use one or more or the following: 96-well plates (8 x 12 wells), 24-well plates (4 x 6 wells), 12-well plates (3 x 4 wells), and 6-well plates (2 x 3 wells). You should notice that the wells are labeled by letters for the horizontal rows and by numbers for the vertical columns. Thus well $\bf B3$ would be the well in the second row and in the third column from the top left of the plate.



The Pasteur pipet will be used in many ways, even as a reaction vessel, during the course of the laboratory. The pipet can be used instead of a buret or volumetric flask by counting drops. In fact, it will be very important for you to be able to deliver drops that are not only very small but also uniform in size from the pipet to wells in the plate.

The purpose of today's experiment is to investigate how the drop size from a plastic Pasteur pipet varies depending on the method of delivery and on the configuration of the pipet tip. You will also learn the proper way to prepare a *stretched-tip* pipet, which you will use in many of the experiments in this laboratory manual.

Procedure

Part 1. Drop Count

In the first part of the experiment, you will ascertain how the size of drops relates to the angle of the pipet (the angle of delivery) and to the size and configuration of the pipet tip. The results that you obtain and the technique that you develop will be very important in the acquisition of accurate data in other experiments in this laboratory.

- Obtain a clean 96-well plate, a 12-well plate, and a new plastic Pasteur pipet from your instructor. Fill one of the wells in your 12-well plate with distilled water to which a small quantity of food color has been added. (The colored water will normally be provided in a plastic squeeze bottle.) The purpose of the food coloring is simply to make the water level in the well more visible.
- 2. Fill your pipet with the colored water. Select a well in the 96-well plate and, holding the pipet vertically (at a 90° angle), count the number of drops required to exactly fill one of the wells completely. The level of the water in the well should be touching the side of the well top, with about one-third of a sphere extending beyond the top, but not overflowing. Be very careful that the drops on the pipet tip fall freely into the well. If you allow the drops to touch the side of the well, you will obtain poor results. If you make an error, simply repeat the procedure in another well. Record the number of drops required on your answer sheet.
- 3. Repeat step 2, but hold the pipet at a 45° angle during delivery. Fill the well to the same height. Record the results. Repeat step 2, but hold the pipet horizontally during delivery. Record the results. If any of the wells overflow, cotton swabs are very effective at cleaning the plate. They are also useful in cleaning and drying the wells.
- 4. It will be very important in many of the microscale experiments to use a pipet with a tip that is smaller than that present on a new Pasteur pipet. Such a tip can be made by stretching the stem and then cutting the plastic in the stretched area. Take your empty pipet and hold the stem with your dominant hand about an inch from the tip,

using a piece of cloth (for better friction). With the bulb of the pipet in the palm of your other hand, grasp the stem near where you are holding it with your dominant hand. Gently stretch the stem using your dominant hand until the stetched area is 1.0 - 1.5 inches long as is shown below:

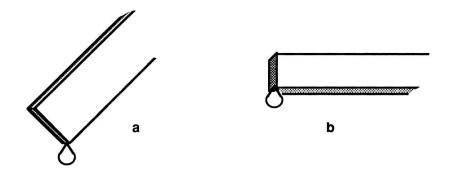


Using scissors or a knife, cut the stem in two in the stretched area. Discard the short piece. Either using your fingernails or the back of the knife blade and the desktop, gently flatten the last quarter inch of the stem to the tip. If you are too forceful with the flattening procedure, you will split the plastic tip. If this happens, make another attempt with the same pipet or start over with a new pipet. Practice holding the flattened pipet first so that the flattened tip is parallel to the bench top, then twist the flattened tip vertical to the bench top.

Repeat step 2, using the flattened end pipet. Record the results on your answer sheet. Keeping the flattened end of the tip parallel to the bench top, repeat step 3, counting the number of drops required to fill the wells when holding the pipet (a) at a 45° angle, and (b) horizontally:



Record your results. Now, keeping the flattened end of the tip vertical to the bench top (that is, keeping the flattened end pointing as much up and down as possible), repeat step 3, counting the number of drops required to fill the wells when holding the pipet (a) at a 45° angle, and (b) horizontally:



Record your results. If the well will not easily hold 25 drops when holding the pipet at 45° with the flattened area pointing up and down, then you have not stretched and flattened the tip properly. Try the procedure again with another pipet.

Part 2. Drop Volume

In this part of the experiment you are to determine the reproducibility (variation) of drop size and the volume of one drop. If you do not have access to an analytical balance (or a balance accurate to at least 1 mg), then you will skip this part of the experiment. Your instructor may wish to furnish you with some typical data rather than your measuring it.

Note: In all experiments in this laboratory manual that call for the use of a stretched-tip pipet, the pipet should be prepared as in step 4. The pipet should be held at 45° with the flattened end pointing up and down. Unstretched tips also always should be held at 45°.

6. Using either a clean, dry 24-well plate or a small beaker (whichever you are provided with that fits on the balance), determine the weight of 100 drops of water using your stretched-tip pipet. Record the data. Repeat the 100-drop weight determination again. You can most simply perform the weighing by adding the second 100 drops to the first. (If you are using a 24-well plate, then add the water to a new well.) The weight of the second 100 drops is determined by difference. Repeat the 100-drop weighing a third time.