**Unit 3- Types of Reactions**

**PURPOSE**

The purpose of this activity is to observe and write balanced equations for different types of reactions.

**INTRODUCTION**

There are six general types of reactions that will be observed in this lab: 1) synthesis (redox), 2) decomposition(redox), 3) single replacement (redox), 4) precipitation (double replacement), 5) acid-base neutralization, and 6) combustion of a hydrocarbon(redox).   
It is useful to study different types of reactions because when you recognize a reaction as being a particular type, you can predict what the products of the reaction may be.

In this lab, you will do six separate experiments – one experiment for each type of reaction. Because this lab is qualitative in nature, you do not need to worry about making precise measurements. However, you will need to record your observations thoroughly. Be sure to record your observations at each step. Then determine whether each step involves a physical or a chemical change. By using your observations and knowledge of what happens in each type of reaction, you can write a word equation for each chemical change. Then you can take your word equation and make it into a balanced chemical equation.

**SAFETY AND WASTE MANAGEMENT**

When magnesium metal burns it emits ultraviolet light. Do not stare at the burning magnesium for more than a few seconds.

Acids must be neutralized before disposal in the sink. Put waste containing acids in the proper container.

**EXPERIMENT A: SYNTHESIS (COMBINATION)**

**Materials**: Bunsen burner, crucible tongs, magnesium metal

1. Use scissors to cut a 2 cm strip of magnesium ribbon.   
Is this a physical or chemical change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Using crucible tongs, hold the Mg in a Bunsen burner flame.   
(Do not stare at the flame for more than a few seconds.)   
Is this a physical or chemical change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Record observations.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Predict the predict and balance the equation for the reaction.   
  
\_\_\_\_\_ Mg (s) + \_\_\_\_\_ O2 (g) \_\_\_\_\_

5. Complete the word equation for the reaction.   
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

6. Clean up. Put the ashes into the trash can.

**EXPERIMENT B: DECOMPOSITION**

**Materials**: hydrogen peroxide solution, contact lens case

1. Fill the contact lens container about half way with hydrogen peroxide solution.

2. The dark gray part on the cover of the case contains catalyst. Recall that a catalyst is a substance that speeds up a reaction, but does not undergo any permanent change. Attach the cover onto the container so that the catalyst is immersed in the hydrogen peroxide.   
Is this a physical or chemical change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Record observations.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Balance the equation for the reaction.   
 catalyst  
\_\_\_\_\_ H2O2 (aq) \_\_\_\_\_ H2 O (l) + \_\_\_\_\_ O2 (g)

5. Complete the word equation for the reaction.   
 catalyst  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_

6. Clean up. Pour the mixture into the sink and wash the test tube.

**EXPERIMENT C: SINGLE REPLACEMENT (REDOX)**

**Materials**: test tube rack, 2 test tubes, test tube holders, hydrochloric acid, zinc metal, wood splint, matches

1. Pour 5 mL of hydrochloric acid into a test tube.

2. Add a small piece of zinc to the hydrochloric acid.   
Is this a physical or chemical change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Trap the gas by placing an inverted empty test tube on top of the one with the reaction in it. After a few minutes you can test for the presence of hydrogen gas using a lit splint. Hold a lit splint at the mouth of the inverted tube. You will hear a pop if hydrogen is present.

4. Record observations.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Predict the products and balance the equation for the reaction.   
  
\_\_\_\_\_ Zn (s) + \_\_\_\_\_ HCl (aq) \_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_

6. Complete the word equation for the reaction.   
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Clean up. After all of the zinc metal has reacted, pour the solution into the designated container for acid disposal. Wash out the test tube.

**EXPERIMENT D: PRECIPITATION (DOUBLE REPLACEMENT)**

**Materials**: test tube rack, 2 test tubes, silver nitrate solution, distilled water, sodium chloride

1. Fill a test tube about one third full of distilled water. Dissolve a pinch of table salt (sodium chloride) in the water.   
Is this a physical or chemical change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Add a few drops of silver nitrate solution to the sodium chloride solution in the test tube.   
Is this a physical or chemical change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Record observations.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Balance the equation for the reaction.   
  
\_\_\_\_\_ AgNO3 (aq) + \_\_\_\_\_ NaCl (aq) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Complete the word equation for the reaction.   
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Clean up. Pour the mixture into the sink and wash the test tube.

**EXPERIMENT E: ACID-BASE NEUTRALIZATION**

**Materials** evaporating dish, 10 mL graduated cylinder, baking soda, vinegar

1. Put a very small scoop of baking soda (sodium hydrogen carbonate) into an evaporating dish.   
Record observations.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Pour 5 mL of vinegar (acetic acid solution) into a graduated cylinder. Record observations.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Pour the vinegar into the evaporating dish containing the baking soda.   
Record observations.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Is this a physical or chemical change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
4. Balance the equation for the reaction.   
  
\_\_\_\_\_ HC2H3O2 (aq) + \_\_\_\_\_ NaHCO3 (s) \_\_\_\_\_ CO2 (g) + \_\_\_\_\_ H2O (l) + \_\_\_\_\_ NaC2H3O2 (aq)  
5. Complete the word equation for the reaction.   
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_

6. Clean up. Pour the mixture into the sink and wash the test tubes.

**EXPERIMENT F: COMBUSTION OF A HYDROCARBON**

**Materials**: evaporating dish, 10 mL graduated cylinder, wooden splint, matches, isopropyl alcohol

1. Pour 5 mL of isopropyl alcohol into an evaporating dish.

2. Use a wooden splint to light the alcohol.   
Is this a physical or chemical change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Record observations.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Balance the equation for the reaction.   
  
\_\_\_\_\_ C3H8O (aq) + \_\_\_\_\_ O2 (g) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Complete the word equation for the reaction.   
  
isopropyl alcohol and \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Clean up. Be careful not touch the evaporating dish until it has cooled down. Pour any remaining alcohol into the sink and wash the evaporating dish.

**POST-ACTIVITY QUESTIONS**

1. Name the six general types of reactions.

2. Tell what type of reaction is represented by each word equation.

a. sodium + calcium chloride → sodium chloride + calcium \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. potassium + sulfur → potassium sulfide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. aluminum oxide → aluminum + oxygen gas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. propane (C3H8) + oxygen gas → carbon dioxide + water \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e. hydrochloric acid + lithium hydroxide → water + lithium chloride \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f. barium chloride + sodium sulfate → barium sulfate + sodium chloride \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_