

Name: _____ Date: _____

Solubility Lab - Worksheet #3 - Level 1

In today's lab you will be working in groups to determine whether sugar or salt dissolves more quickly in water. The rate at which different substances dissolve depends on a number of factors. You should know several of these factors. (For instance, which dissolves quicker a sugar cube or granulated sugar?) What other factors affect how quickly a solute dissolves?

- 1) _____
- 2) _____
- 3) _____

The rate at which solutes dissolve is related to, but not the same as, solubility. Solubility is defined as the maximum quantity of solute that can dissolve in a certain quantity of solvent at a specified temperature. Differences in the solubility of different solutes are related primarily to differences in the chemical nature of the solutes and the solvents. Water is a very good solvent and many different substances dissolve quickly in water. Which do you think will dissolve more quickly in water: salt or sugar? Write your prediction and the reason for your choice in the space below.

Lab Procedure:

Your group will be given

- 2 beakers, each with 100 ml of room temperature water
- 2 stirring rods
- 4 containers, each with 1 gram of salt
- 4 containers, each with 1 gram of sugar
- a stop watch
- colored pencils

Collect Data

Within your group assign one person to add and stir the salt and one person to add and stir the sugar, one timer and one data recorder.

Salt

Add 1 gram of salt to the beaker of water. Start the timer and begin stirring immediately. Watch the solution. When all of the salt appears to have dissolved stop stirring but do not stop the stopwatch. Check to see if all of the salt has dissolved. If it has, note the time. Do not stop the stopwatch. Immediately add the second gram of salt to the beaker and begin to stir. If the salt has not completely dissolved start stirring again. Continue this procedure until all 4 grams of the salt are completely dissolved. Record the elapsed time each time a gram of salt completely dissolves. Record your data in Table 1.

Sugar

Repeat the same procedure using the sugar. Record the data in Table 1.

Table 1. Time needed to dissolve salt and sugar in 100 ml water

Amount of solute (grams)	Elapsed Time (sec)	
	Salt	Sugar
1		
2		
3		
4		

As a class you will collect individual group data and create a class data table. Copy the class data in the Table 2 below.

Table 2: Rate of Dissolving for Salt and Sugar in Water - Class Data

Salt	Amount of salt (grams)			
	1 gram	2 grams	3 grams	4 grams
Elapsed Time (seconds) - individual group data				
Average				
Sugar	Amount of sugar (grams)			
	1 gram	2 grams	3 grams	4 grams
Elapsed Time (seconds) - individual group data)				
Average				

Graph the data

1. Plot the averaged data for salt and sugar on the graph (separate sheet at the end of the lab worksheet).
2. The amount of solute is the variable that you manipulated. You measure the elapsed dissolving time for each gram of solute added. Based on this information, you should plot "Amount of solute in grams" on the x axis. And "Elapsed time in seconds" on the y axis.
3. Because we are interested in comparing how long it took the two solutes to dissolve, however, it makes more sense to plot "Elapsed time in seconds" on the x axis and "Amount of solute in grams" on the y-axis
4. Decide on an appropriate interval for both the x and y-axis. Remember that the x interval must include the highest and lowest values for all three **ELAPSED TIME** data table.

5. Plot the AVERAGED ELAPSED TIME for each gram of salt. Draw a best-fit line. Make this line green.
6. Plot the AVERAGED ELAPSED TIME for each gram of sugar. Draw a best-fit line. Make this line red.
7. Create a key on the side of the graph that shows what each color represents.
8. Add a title to the graph.

Analyze the Data

1. Which dissolves faster in water, salt or sugar? _____
2. What do you notice about the steepness of the lines representing salt and sugar? _____

3. Approximately much salt was dissolved in water at 45 seconds?

4. Approximately much sugar was dissolved in water at 45 seconds?

5. On a graph, how do you know if the solute was dissolving at a constant rate? _____

6. If a different solute dissolved much faster than salt, where would the line be on the graph compared to the line for salt?

7. At any given temperature, there is a maximum amount of any solute that can be dissolved in water. When no more of the solute can be dissolved, water is said to be saturated with that solute. What would

your graph for the rate of dissolving of salt or sugar look like after
the point of saturation? _____

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