

Synthesis of Alum, $KAl(SO_4)_2 \cdot 12H_2O$

The purpose of this experiment is to synthesize potassium aluminum sulfate, $KAl(SO_4)_2 \cdot 12H_2O$, commonly referred to as "alum".

Mass approximately 1.0 grams of Aluminum foil.
Add 25 mL KOH.

Vacuum filter the solution and pour back into beaker.

Gently add 25 mL Sulfuric Acid and filter again.

Allow crystals to form. Filter again with Distilled Water present.

Quantitative

Mass of aluminum foil	0.999 g
Mass of filter paper (3 pieces)	3.015 g
Mass of f.p. and alum	11.194 g
Mass of alum crystals	8.179 g

Qualitative

The solution bubbles when KOH is added. The precipitate formed is white and chalky. Alum Crystals are numerous, transparent, and come in a wide variety of shapes.

Draw a picture of the alum crystals here.



1. Write balanced net ionic equations for the following reactions which occur in this synthesis:

- a. aluminum reacts with KOH and water forming potassium ions, $[Al(OH)_4]^-$ and hydrogen gas



- b. hydrogen ions from the acid react with the tetrahydroaluminate ions to precipitate aluminum hydroxide



- c. aluminum hydroxide reacts with additional hydrogen ions and water to form hydrated aluminum ions $[Al(H_2O)_6]^{3+}$



- d. alum forms from the potassium ions, hydrated aluminum ions, sulfate ions, and water



2. Calculate the theoretical yield of alum. What assumptions are being made in your determination of the theoretical yield?

$$(0.999 \text{ g Al} / 1) * (1 \text{ mol Al} / 26.982 \text{ Al}) * (1 \text{ mol Alum} / 1 \text{ mol Al}) * (474.338 \text{ g Alum} / 1 \text{ mol Alum}) = 17.6 \text{ g Alum}$$

We are assuming that the Aluminum foil is pure Aluminum and that all impurities were removed in the filtering process.

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(Loose-Leaf) Matthew Johll,2012-05-04 Matthew Johll's Exploring Chemistry covers the standard topics for the nonmajors course in the typical order but each chapter unfolds in the context of a single case study that helps students connect what

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Handbook of College Science Teaching Joel J. Mintzes, 2006 The Handbook offers models of teaching and learning that go beyond the typical lecture laboratory format and provides rationales for new practices in the college classroom It is ideal for graduate teaching assistants senior faculty and graduate coordinators and mid career professors in search of reinvigoration

Blended Learning Designs in STEM Higher Education Christopher N. Allan, Chris Campbell, Julie Crough, 2019-04-09 This book offers a set of learning principles to support the design of rich learning experiences in Science Technology Engineering and Mathematics STEM higher education including detailed evaluations and discussions for a variety of science subjects Further it presents a professional learning framework that can be used to support the implementation of blended learning technologies to increase buy in from academic staff to support grass roots initiatives to develop a sense of community and to sustain change The principles developed here will help readers to think about blended learning from a learner's perspective put learning first and develop activities that will help learners achieve better learning outcomes In addition the book addresses how to design rich evidence based blended learning experiences that support learning It demonstrates a range of learning principles in practice with step by step instructions and includes templates supporting material instructions and other resources to help teachers embed and adapt designs in their own subject Readers will be equipped with an expanded toolkit of resources designs ideas and activities that can be directly applied in a variety of subject areas

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