

Elements, Compounds and Mixtures Lab

Directions: Visit all the stations and decide if each substance is an element, compound, or a mixture. If it is a mixture, specify whether it is heterogeneous or homogeneous (solution)

Data Table:

Station #	Substance	Element/Compound/Mixture (Heterogeneous or Homogeneous- Solution)
1	Corn Syrup	
2	Aluminum	
3	Copper	
4	Pyrite	
5	Glue	
6	Copper Sulfate	
7	Table Salt	
8	Oxygen	
9	Air	
10	Water	
11	Granite (rock)	
12	Baking soda	
13	vinegar	
14	Sulfur	
15	Silly Putty	

Questions:

- 1). Check all of the items that you identified as elements. Are they all in the Periodic Table?
 - a. List each element you found and give it atomic number. (Check your P.T.)

Name: _____

Period: _____

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- 2). a. Can compounds be separated into their separate elements by physical means? _____.
- b. Are compounds *chemically* or *physically* bound together? _____.
- c. The two elements that make up table salt are _____ and _____.
- d. Do compounds have the same properties as the elements they are made of? _____.
- e. Describe the properties of the two separate elements that make up salt and explain how they are different from the properties of salt as a compound.

- 3). a. Can mixtures be separated into their different components by physical means? _____.
- b. Are mixtures *chemically* or *physically* bound together? _____.
- c. Pick any two mixtures you identified and explain how you could separate them into their individual components.

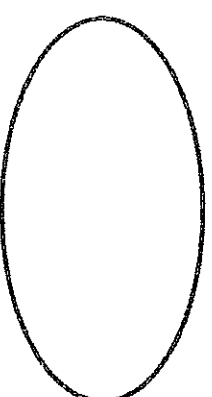
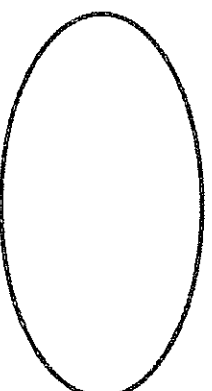
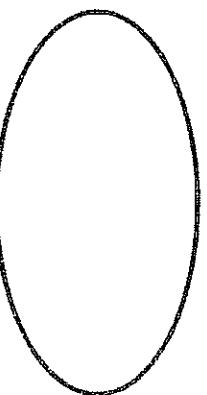
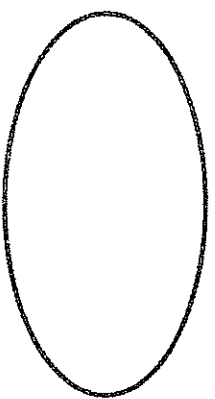
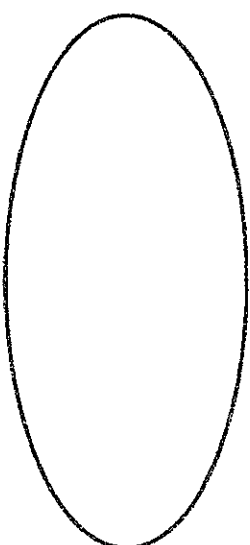
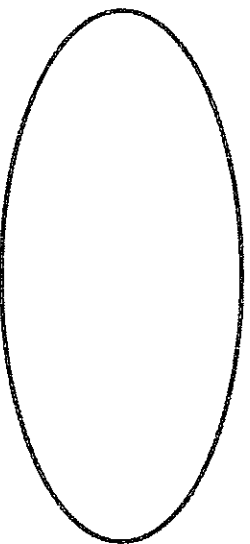
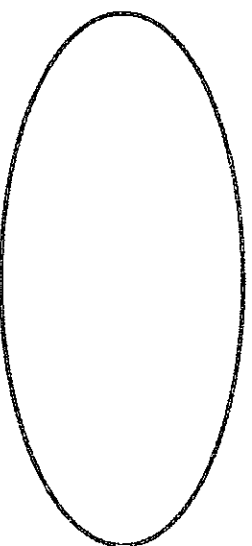
1)

2)

- 4). Which of your mixtures were heterogeneous? Explain your reasoning for this.

- 5). State which mixtures were ^(homogeneous) solutions and explain your reasoning for classifying as such.

Create a concept map of matter in the space below. Be sure to use the following terms: **MIXTURE, ELEMENT, HETEROGENEOUS, COMPOUND, PURE SUBSTANCE, HOMOGENEOUS, MATTER.** Start by figuring out which of these terms is the **MAIN IDEA** and put this in the top bubble. Draw lines connecting the bubbles. Be sure to provide examples from the lab activity that you just did in class.



Examples from lab:

Examples from lab:

Examples from lab:

Examples from lab:

