



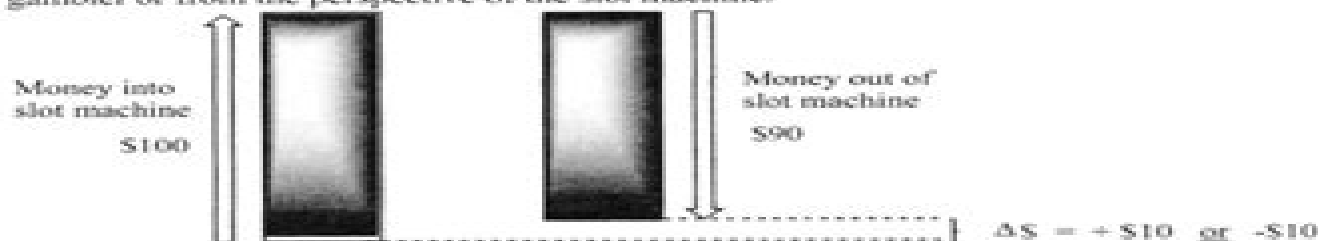
ChemActivity 6

Part A: Energy Diagrams

(What is the sign of $\Delta H_{\text{reaction}}$ for an exothermic reaction?)

Model 1A: The Slot Machine

Imagine a gambler sitting at a slot machine. Over the course of an hour the gambler puts \$100 into the machine and the machine pays out \$90. We know a net change (Δ) of ten dollars occurred, but what is the sign of this change in money (ΔS). To determine if $\Delta S = +10$ or -10 we need to decide if we calculate ΔS from the perspective of the gambler or from the perspective of the slot machine.



To translate this analogy into chemistry remember that:

- **Money = energy.**
- **The slot machine = the reaction.**
- **The gambler = the experimenter (you).**
- **All changes (Δ) will be calculated from the perspective of the reaction (a.k.a. the slot machine).**

Critical Thinking Questions

1. Using the convention listed above for calculating changes (Δ), what is the sign of ΔS in the example in Model 1A?
2. Based on this same convention, what sign must be attached to the \$100 that the gambler put into the slot machine in Model 1A? The sign of the \$90 that comes out is the opposite. **Add the appropriate sign to each value in Model 1A.**
3. On a different day the gambler puts in a total of \$20 and the slot machine pays out a total of \$100. What is the sign and value of ΔS for this day?



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SA Adler



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Introductory Chemistry Michael P. Garoutte, Ashley B. Mahoney, 2015-08-10 The ChemActivities found in Introductory Chemistry A Guided Inquiry use the classroom guided inquiry approach and provide an excellent accompaniment to any one semester Introductory text Designed to support Process Oriented Guided Inquiry Learning POGIL these materials provide a variety of ways to promote a student focused active classroom that range from cooperative learning to active student participation in a more traditional setting General, Organic, and Biological Chemistry Michael P. Garoutte, 2014-02-24 Classroom activities to support a General Organic and Biological Chemistry text Students can follow a guided inquiry approach as they learn chemistry in the classroom General Organic and Biological Chemistry A Guided Inquiry serves as an accompaniment to a GOB Chemistry text It can suit the one or two semester course This supplemental text supports Process Oriented Guided Inquiry Learning POGIL which is a student focused group learning philosophy of instruction The materials offer ways to promote a student centered science classroom with activities The goal is for students to gain a greater understanding of chemistry through exploration *Organic Chemistry, a Guided Inquiry* Andrei Straumanis, 2004

Merrill Chemistry Robert C. Smoot, Smoot, Richard G. Smith, Jack Price, 1998 Prentice Hall Chemistry, 2000

Chemistry Richard S. Moog, John J. Farrell, 2008-01-09 The ChemActivities found in Chemistry A Guided Inquiry Fourth Edition use the classroom guided inquiry approach and provide an excellent accompaniment to Spencer's Chemistry Structure and Dynamics Fourth Edition or any other General Chemistry text Designed to support Process Oriented Guided Inquiry Learning POGIL these materials provide a variety of ways to promote a student focused active classroom that range from cooperative learning to active student participation in a more traditional setting They are designed to train students to use and analyze data figures and text to deduce chemical concepts **Process Oriented Guided Inquiry Learning (POGIL)** Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL's theoretical basis its implementations in diverse environments and evaluation of student outcomes Chemists' Guide to Effective Teaching Norbert J. Pienta, Melanie M. Cooper, Thomas J. Greenbowe, 2005 For courses in Methods of Teaching Chemistry Useful for new professors chemical educators or students learning to teach chemistry Intended for anyone who teaches chemistry or is learning to teach it this book examines applications of learning theories presenting actual techniques and practices that respected professors have used to implement and achieve their goals Each chapter is written by a chemist who has expertise in the area and who has experience in applying those ideas in their classrooms This book is a part of the Prentice Hall Series in Educational Innovation for Chemistry

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