

(Edited version for public review)

1.3 Act 2

Drying Out

Your teacher has wet a paper towel at the front of class.

1. What do you think will happen to the paper towel by the end of class? How would this change if we placed a wet paper towel in the refrigerator? Outside in the sun?
2. It takes time for the paper towel to dry. What could we do to speed up this process? What could we do to slow it down?
3. Brainstorm with your group members: How could you test your conjectures for question 2? Describe a procedure you could follow given a supply of hot, cold, and room temperature water, as well as access to paper towels, plastic baggies, and ice.

Explore: With the help of your partners, carry out your procedure.

4. Describe what you observed below using pictures, words, and numerical data. (You may want to answer questions 5 & 6 while you wait for your paper towels to dry, and then come back to this question.)
5. One of the variables in the experiment was the amount of water ...

(Additional materials available in members' resources)

6. Another variable was when the paper towels were placed on the plastic bags. Why was it ...

(Additional materials available in members' resources)

7. Does adding energy increase the rate of drying? What evidence ...

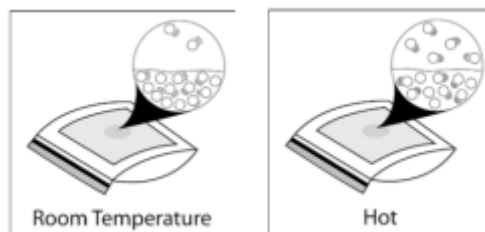
(Additional materials available in members' resources)

8. The wet paper towel from the beginning of class was not heated. Why did the water dry out anyway?

9. What happens to the water particles once the paper towel dries? Do you believe that ...

(Additional materials available in members' resources)

10. Go to the 'Evaporation' animation at this web site (direct link available on our class webpage under Unit 1.3 links): <http://www.middleschoolchemistry.com/multimedia/chapter2/lesson2#evaporation>. Based upon this animation, what does the term 'evaporation' mean?



11. The animated model showed water molecules evaporating from the paper towels. Explain, ...

(Additional materials available in members' resources)

