For addition and subtraction, round FINAL ANSWERS to the same number of decimal places as the measurement with the fewest decimal places. This will give an answer that indicates the proper amount of uncertainty.

For multiplication and division, round FINAL ANSWERS to the same number of SIGNIFICANT FIGURES as the measurement with the fewest SIGNIFICANT FIGURES!

$$\frac{4}{15.62} \times 0.0667 \times \frac{3}{35.0} = 36.46489$$

How should we report this answer?

How should we report this answer?

Note: The first significant figure in our answer is the first "8" (on the left), since lead zeros cannot be significant...

A few more math with significant figures examples;

$$\frac{5}{15047} \times \frac{2}{11} \times 0.9876 = \frac{163464.5892}{160000}$$

Placeholder zeroes (or scientific notation) required here since we need to know where the decimal goes!

#### Addition:

DENSITY CALCULATION

The only way to improve the precision of this density measurement is to improve the precision of the VOLUME measurement, since it limits the precision of the answer.

(We can actually use a LESS precise balance than the one we're currently using and still have the same quality density measurement!)

# Exact Numbers

- Some numbers do not have any uncertainty. In other words, they weren't measured!
  - 1) Numbers that were determined by COUNTING!



2) Numbers that arise from DEFINITIONS, often involving relationships between units

- Treat exact numbers as if they have INFINITE significant figures or decimal places!

# Example

You'll need to round the answer to the right number of significant figures! Convert 4.45 m to in, assuming that 2.54 cm = 1 in

2.54 cm 
$$= 10^{-2} \text{m}$$

H, US  $= 175 \text{in}$ 
 $= 175 \text{in}$ 
 $= 175 \text{in}$ 
 $= 175 \text{in}$ 

Usually, in unit conversions the answer will have the same number of significant figures as the original measurement did.

EXCEPTION: Temperature conversions, since these often involve ADDTION (different rule!)

A note on rounding: If possible, try to round only at the END of a multiple-step calculations. Avoid rounding intermediate numbers if possible, since extra rounding introduces ERROR into your calculations.

#### DALTON'S ATOMIC THEORY

- 1808: Publication of Dalton's "A New System of Chemical Philosophy", which contained the atomic theory
- Dalton's theory attempted to explain two things:
  - (I) CONSERVATION OF MASS
    - The total amount of mass remains constant in any process, chemical or physical!

LAW OF DEFINITE PROPORTIONS (also called the LAW OF CONSTANT COMPOSITION): All pure samples of a given compound contain the same proportion of elements by mass

## The parts of Dalton's theory

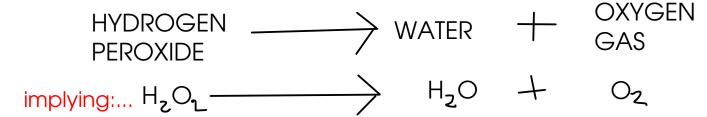
- Matter is composed of small, chemically indivisible ATOMS
- ELEMENTS are kinds of matter that contain only a single kind of atom. All the atoms of an element have identical chemical properties.
- COMPOUNDS are kinds of matter that are composed of atoms of two or more ELEMENTS which are combined in simple, whole number ratios.

## Most importantly,

- CHEMICAL REACTIONS are REARRANGEMENTS of atoms to form new compounds.
  - Atoms are not gained or lost during a chemical reaction.
  - Atoms do not change their identity during a chemical reaction.
  - All the atoms that go into a chemical reaction must go out again!

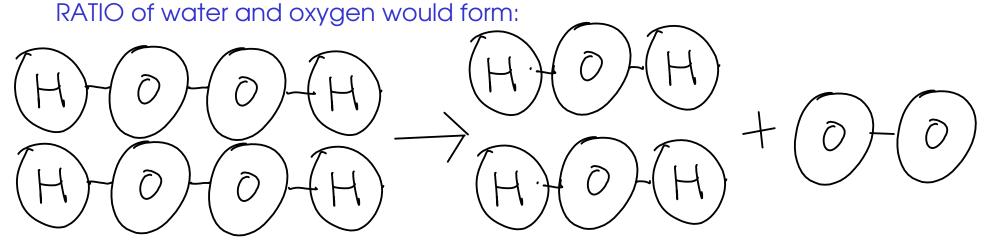
#### Another look at chemical reactions

The decomposition of hydrogen peroxide over time (or when poured over a cut) works like this:



... but wouldn't this mean that somehow an extra oxygen atom would form?

Not according to Dalton's theory. Dalton's theory would predict a different



$$2H_zO_L \longrightarrow 2H_zO + O_z$$

- Dalton's theory sets LIMITS on what can be done with chemistry. For example:
  - Chemistry can't convert lead (an element) into gold (another element). Sorry, alchemists!
  - You can't have a compound form in a chemical reaction that contains an element that was not in your starting materials.
  - You can only make a certain amount of desired product from a fixed amount of starting material.