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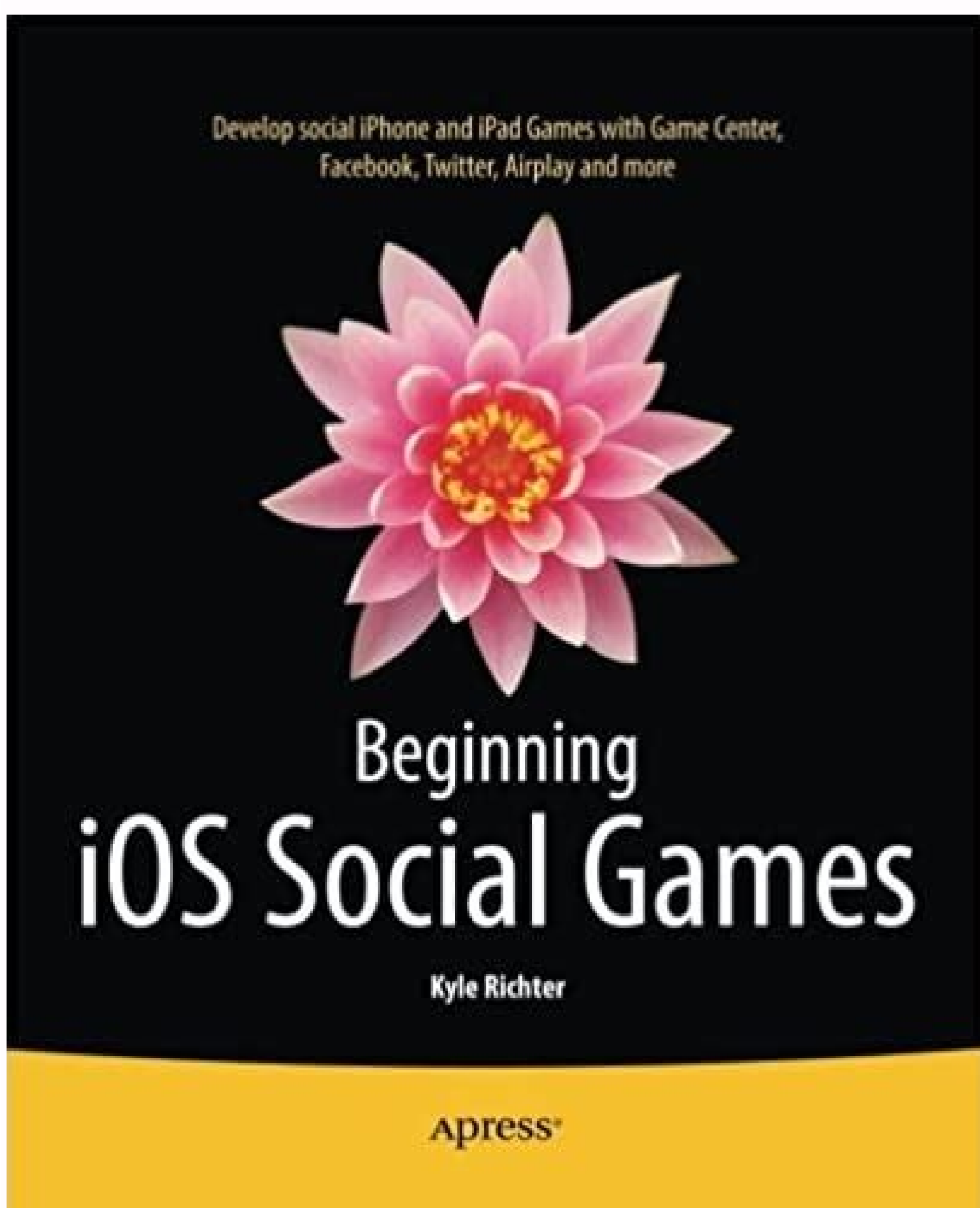
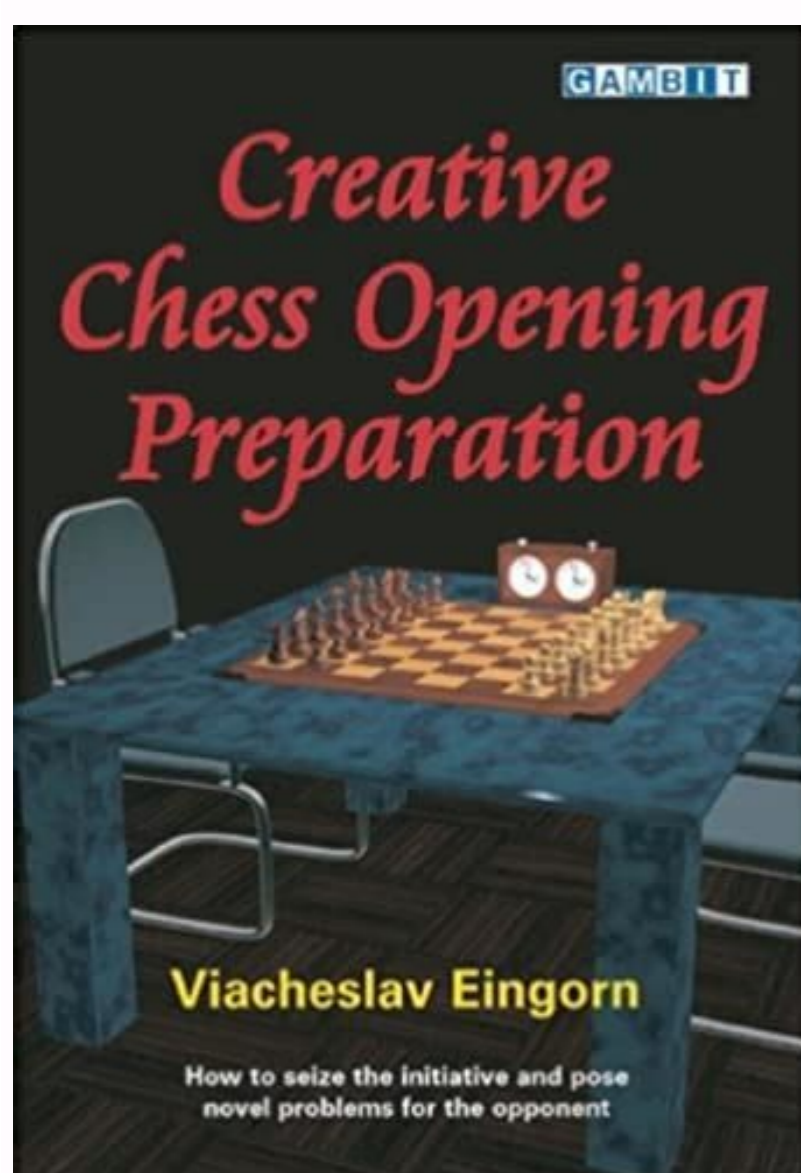
CHAPTER 7 REVIEW

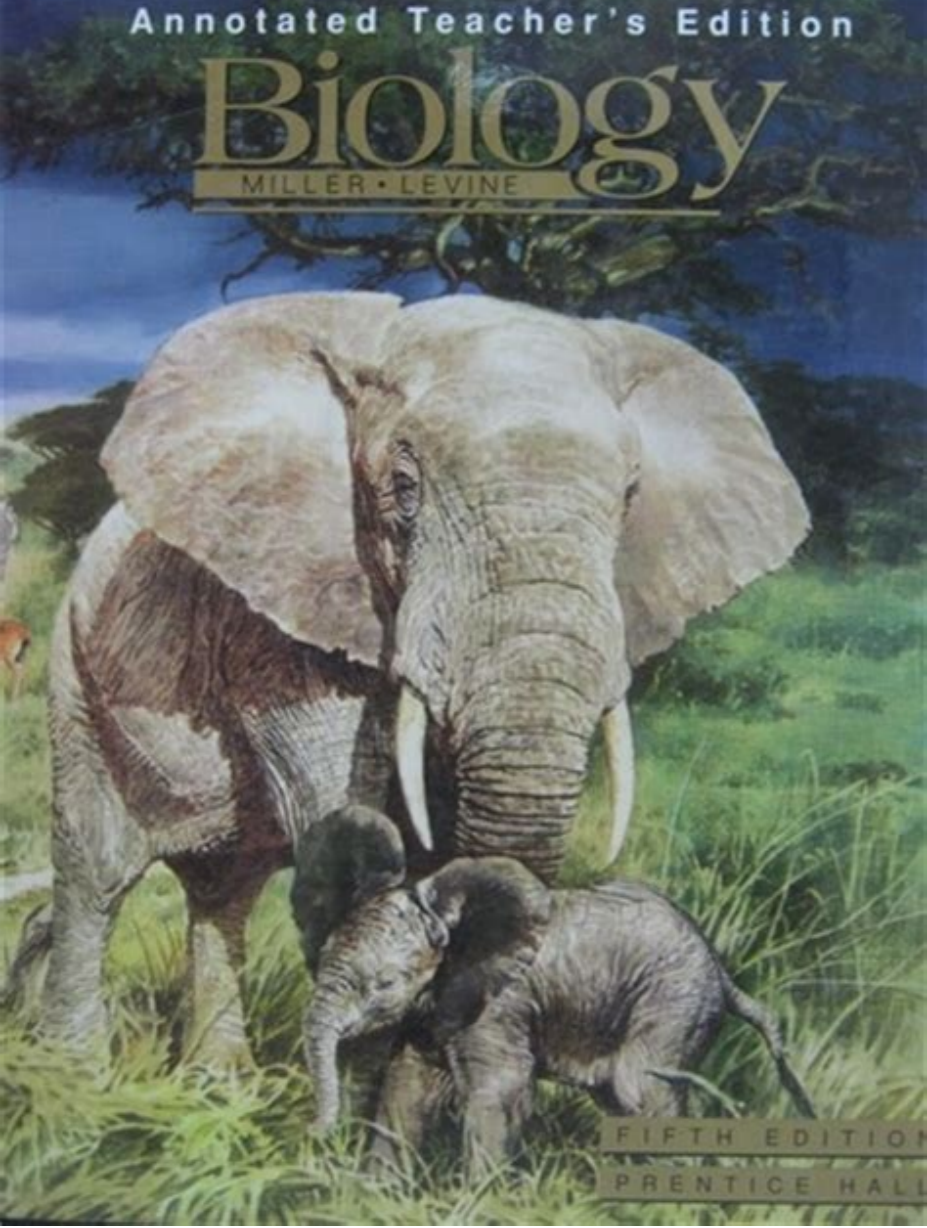
Chemical Formulas and Chemical Compounds

SECTION 7-1

SHORT ANSWER Answer the following questions in the space provided.

- c In a Stock name such as iron(III) sulfate, the roman numeral tells us _____.
 - how many atoms of Fe are in one formula unit
 - how many sulfate ions can be attached to the iron atom
 - the charge on each Fe ion
 - the total positive charge of the formula unit
- c The result of changing a subscript in a correctly written chemical formula is to _____.
 - change the number of moles represented by the formula
 - change the charges on the other ions in the compound
 - change the formula so that it no longer represents the compound it previously represented
 - have no effect on the formula
- The explosive TNT has the molecular formula $C_7H_5(NO_2)_3$.
 - 4 elements How many elements make up this compound?
 - 6 oxygen atoms How many oxygen atoms are present in one molecule of $C_7H_5(NO_2)_3$?
 - 21 atoms How many atoms in total are present in one molecule of $C_7H_5(NO_2)_3$?
 - 4.2×10^{24} atoms How many atoms are present in a sample of 2×10^{23} molecules of $C_7H_5(NO_2)_3$?
- How many atoms are present in each of these formula units?
 - 11 atoms $Ca(HCO_3)_2$
 - 45 atoms $C_{12}H_{22}O_{11}$
 - 10 atoms $Fe(ClO_2)_3$
 - 9 atoms $Fe(ClO_3)_2$
- N_2O_5 What is the formula for the compound dinitrogen pentoxide?
 - carbon(IV) sulfide What is the Stock name for the covalent compound CS_2 ?
 - H_2SO_3 What is the formula for sulfurous acid?
 - phosphoric acid What is the name for the acid H_3PO_4 ?





To continue enjoying our site, we ask you to confirm your identity as a human. Thank you so much for your cooperation. Research Research on the Contact Cart (0) Sign in your programs most recently viewed: American History Classes Mother Dias Digital Update available for the fall of 2021 classes for US History Research Courses. Thinking and counting history high of the US learning history of US learning gives life to the American past vividly through a containing mixture of engaging writing and original video. The integration of activities and evaluations directly in the narrative, the acclaimed author and educator H. W. Brands allows students to apply concepts and practice historical dwarfs without losing the thread of the story. Delivered via revel, learning of the US history causes students to read, write and think as historians. With the 2021 autumn classes, digital update enlightens the past through the New History 360 Experience Simulation and Artifacts as evidence. Revel enables students to actively participate in learning. More than a digital book, Revel offers an engaging mixture of containing, mother and assessment of the author. With the revel, students read and practice in a containing experience, anytime, anywhere in any device. Learn more about Revel. The highlights of digital update (provisional for fall classes of 2021) - New - History 360 Experience simulations allow students to learn about the story through the exploitation of history places. Each immersive experiment combines 360 -à € 20 degrees with sound, images and text to help bring to the past. Examples of websites that students can explore include: Mosque -Chabaviking Hugincrusader Castlebodie, CaliforniagetSburgnew - Artifacts as Evidencies soedÁv soedÁv sesse ,nainoshtimS oEÁšÁiutitsni a moc otunjnoc me odairC. socirÁtsih sotemivlovnesed e siaudividni sotafetra ertne sejuÁxenoc sa merolpxe sonula so euq metimrep soedÁv serutaef esehT .stneve tsap fo gnidnatsrednu tnerucc ruo stroppus taht ,stnemucod ecruos yramirp aiv ,ecnevive lacirotsih htiw stneduts tneserp serutaef oediv ?wonK eW oD woH.seigolodohtem delippa gnisu ,od snairotsih yaw eht stneve lacirotsih ezyzana ot stneduts tpmorp serutaef oediv yllacirotsiH gniknihT.retphac hcae nihtiw derevoc eb ot lairetam eht fo sweivrevo feirb edivorp snoitcudortni oediv rohtuA.stnemssessa rettam-tcejbus eht ni derevoc si tnetnoc rieht dna evitarran esorp eht ni detneserp ton noitamrofni niatnoc soediv esehT ,esruc eht ot largetniI .retphac hcae ni lairetam nettirw eht ,tnemelpmus naht rehtar ,tnemelpmoc soediv evitarranN :yrotsiH .S.U gniinrael.tuohguorht detargetni soediv fo sepyt eht fo emos era ereH .tneserp eht nopp tsap eht fo ecneulfini eht dna ,tnemugra ,ecnevive serolpxe sdnarB erehw ,notices enotspac yllacirotsiH gniknihT a ni evitarran eroc eht dnoyeb sevom Retphac hcae, yllanoitidda .rots eht fo daerht eht esol reven stneduts taht os, ytiunitnoc ev itarran no si tuohguorht sisahpme ehT .oediv lanigiro dna gniitirw gnigagne hguorht detneserp evitarran ylevil a ni tsap naciremA eht fo yrots eht silet sdnarB .W.H rohtua ,yrotsiH .S.U gniinrael.Á@ÁleveR ni Ákooxtset eht dnoyeb gnilletyrots dna gniknihT ,weiver reep ro ,stnemmmoc ,gnidarg rof snolatneserp nwo rieht daolpu dna drocer esla nac stnedutS ,aidem rehto dna soediv ot dnopser dna tsop ot stneduts dna srotcurtsni rof ysae ti ekam stnemngjissa aidemilium derahS - WEN:snioitsenp ecioche-élpitium depmats-emit yb deinapmocca soediv erahs nac srotcurtsniI ,gnidnatsrednu rieht gnitset dna stpecnoc gniylppa yb egdelwonk rieht rehtiruf ot seitinutroppo stneduts reffo sezziug oediv - WENtekeiT tnenhceapmi noshoj werdnAeolfir sprahS s'nworB nhojetteyafalL.renochs morf sefinaM pihs evalsSdraC gniyalP yranoituloveRsrjaI olbeuP iartseenA.edulcni stcafitra derutaef ehT .drocer lacirotsih eht morf smeti fo egnar ediw a fo noitanimaxe hguorht yrotsih Students to get involved in applied historical thinking, breaking as sources were used by those on one or both sides of a question. Arguing History Vadideo characteristic asking students to consider opposite views of a particular typical. Past and present video resources encourage students to examine as past decisions, controversy and events affect the present. The dynamic containment brings concepts to life containing interactive integrated directly into the narrative so that students actively learn, making it more likely that they retain what they read. Prepare to learn preterts minds of cousin students to learn about the tanks to be presented within each chapter. Incorporated evaluations, offered for each learning objective, as well as for each chapter, offer students regular opportunities to verify their understanding. The results allow instructors to measure students' understanding and provide timely feedback to address learning gaps along the way. Chapter review sections help students synthesize what they have learned in each chapter. Chronology Review provides a concise summary of key events. Flashcards allow students to revise key terms, people, events, and legislation the Mom Gallery allows students to revisit photos and key. The Source Collection provides extensive compilation of business documents. The Revel Merisable application allows students to read and practice anywhere, anytime, on any device, online and outside. It synchronizes work on all devices automatically recorded, allowing students to alternate between telephone, tablet and laptop while they move through their day. The list of reproduction of ádio allows students to listen and learn how they vain. Integrated writing opportunities measure literacy adahlitrapmoe adahlitrapmoe aitrce ed sosia. olutÁpac mu ed acifÁcepsse oEÁšÁes amu ed ortned sodadrobs socijÁt adnopses socijÁt ed acifÁcepsse e ervil amrof a euq aticilos omsilaroj O socirÁtsih sotnemugra ralumrof ed edadicapac aus a omoc meb ,sonula sod students students to address multiple sides of an issue by sharing and responding to each others viewpoints, encouraging all to critically analyze a historical event, text, or question.Essay prompts enable instructors to assign both automatic-graded and instructor-graded essays. Á Clear learning outcomes ensure that students learn what they need to learn Learning U.S. History was designed around the following learning outcomes, which encapsulate the authors major pedagogical goals:Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of U.S. history.Historical Sources: Analyze and interpret the relevant historical sources.Historical Argument: Create an argument through the use of historical evidence.Chapter-level learning objectives connect the material in each chapter to the overall learning outcomes. Online assessment tools available for each learning objective let instructors evaluate how well students have mastered the material. Á Actionable insights help improve results The educator dashboard offers an at-a-glance look at overall class performance. It helps instructors identify and contact struggling and low-activity students, ensuring that the class stays on pace.The enhanced grades view provides detailed insights on student performance, from specific assignments to individual student scores.LMS integration provides institutions, instructors, and students easy access to their Revel courses via Blackboard Learn, Canvas, Brightspace by D2L, and Moodle. Single sign-on lets students access Revel on their first day. 1. Old Worlds and New, 40,000 BCE to 1400 CE2. Exploration and Conquest, 1400 to 16003. The English Colonial Enterprise, 1600 to 16944. The English and the Americans, 1689 to 17635. Declaring Independence, 1763 to 17766. The Revolutionary War, 1776 to 17837. The Constitution, 1783 to 17898. Federalists and Republicans, 1789 to 18009. Republicans Over, 1800 to 181010. The Second War of Independence, 1810 to 182011. Jacksonian Democracy, 1820 to 184012. Manifest Destiny, 1840 to 185013. The Sectional Crisis, 1850 to 186014. The Civil War, 1861 to 186515. Reconstruction, 1865 to 1877 Want to cite, share, or modify this book? This book uses the Creative Commons Attribution License and you must attribute OpenStax. Attribution information If you are redistributing all or part of this book in a print format, then you must include on every physical page the following attribution: Access for free at If you are redistributing all or part of this book in a digital format, then you must include on every digital page view the following attribution: Access for free at Citation information Á©Á Jan 27, 2022 OpenStax. Textbook content produced by OpenStax is licensed under a Creative Commons Attribution License . The OpenStax name, OpenStax logo, OpenStax book covers, OpenStax CNX name, and OpenStax CNX logo are not subject to the Creative Commons license and may not be reproduced without the prior and express written consent of Rice University. Page 2 1. Which of the following Native peoples built homes in cliff dwellings that still exist?Anasazi Cherokee Aztec Inca 2. Which culture developed the first writing system in the Western Hemisphere? 3. Which culture developed a road system rivaling that of the Romans? Cherokee Inca Olmec Anasazi 4. What were the major differences between the societies of the Aztec, Inca, and Maya and the Native peoples of North America? 5. The series of attempts by Christian armies to retake the Holy Lands from Muslims was known as _____. the Crusades the Reconquista the Black Death the Silk Road 6. _____ became wealthy trading with the East. Carcassonne Jerusalem Rome Venice 7. In 1492, the Spanish forced these two groups to convert or leave. Christian Jews and Muslims and Protestant Jews and Catholic Muslims and Jews 8. How does European feudal society operate? How was this a mutual support system? 9. Why did Columbus believe he could reach the Far East by sailing west? What were the problems with this plan? 10. The city of _____ has become a leading center for Muslim scholarship and trade. Cairo Timbuktu Morocco Mali 11. Which of the following does not describe a form of slavery traditionally practiced in Africa? a system in which those who need supplies or protection give in servitude a system in which debtors reimburse those who must, giving in servitude a system in which people are treated as chattel - that is, as personal property to be bought and sold a system in which people are permanently enslaved by their race

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