
QUANTUM (Q)-KIT

Quantum Chemistry:
Laboratory for Primary Level Students
Teacher Manual



WOMEN SUPPORTING
WOMEN IN THE SCIENCES

Mission Statement

The mission of this laboratory is to teach primary level students (ages ~5-11) about atoms with hands-on activities.

Contents

1. Introduction to WS2 Laboratory Kits	4
1.1. Information about WS2	4
1.2. Using the Guide	4
1.3. Key Vocabulary	5
1.4. Key Question	5
1.5. Purpose.....	6
1.6. Fundamental Science Concepts Covered	6
1.7. Practical Skills.....	6
2. Background on Main Topics	6
2.1. The Atom	6
3. Summary of Experiments	8
3.1. Supplies List.....	8
3.2. Safety Information.....	9
3.3. Teacher Pre-Lab	9
4. Experiments.....	9
4.1. Part I. Candy Atomic Models	9
4.1.1. Pre-Activity Questions.....	9
4.1.2. Materials.....	10
4.1.3. Procedure & Analysis (work in groups of 2-4)	10
4.1.4. Post-Activity Questions.....	11
5. Extension Challenge.....	12
5.1 Extension Questions	12
5.2 Extension Sketch	13

6. Sources 14

7. Appendix 14

1. Introduction to WS2 Laboratory Kits

1.1. Information about WS2

Women Supporting Women in the Sciences (WS2), an international organization unifying and supporting graduate and professional-level women and allies in science, technology, engineering, and mathematics (STEM), was awarded an American Physical Society (APS) Innovation Fund in 2020 to form international teams to design and distribute low-cost physics and materials science lab kits to primary and secondary school students, predominantly in eastern Africa. The lab kits utilized local resources and included topics that are especially relevant to young girls in order to spur their interest in STEM subjects. From 2020-2023, over 5100 students from eastern Africa at over 40 school sites engaged with our lab kits, with 62% being girls.

WS2 was awarded their second APS Innovation Fund in 2025 to support another Lab Kit Initiative, though this time with a focus on quantum topics. For more information about WS2, please visit our website at ws2global.org.

WS2 is sponsored by the APS Innovation Fund, APS Forum on Education, Northwestern University Materials Research Science and Engineering Center, and Northwestern University Multicultural Student Affairs. WS2 is extremely grateful to the lab kit design volunteers for their hard work and external consultants (SciBridge and Projekt Inspire) for their advising. WS2 also thanks and acknowledges PhysicsQuest (<https://www.aps.org/initiatives/physics-education/physicsquest>) and Quantum Explorations Student Toolbox (QuEST) for example experiments that were used as foundation for the lab kit content.

1.2. Using the Guide

This manual is to be used by the teacher or facilitator of the laboratory kit, and it is similar in content to the student manual but may contain additional material, namely: Fundamental Science Concepts Covered, Practical Skills, Summary of Experiments, Teacher Pre-Lab, and Troubleshooting. These additional sections are intended to provide the teacher with the background and foundation critical for successfully implementing this laboratory kit in the classroom. It is recommended that the teachers of this laboratory kit go through the guide from beginning to end to familiarize themselves with the content prior to teaching the laboratory kit to students. Questions about the content can be directed at any time to ws2global.org@gmail.com, using the subject line "Question about Lab Kit Content".

IMPORTANT NOTES:

- This laboratory kit is intended for use with primary-level students (ages ~5-11), but depending on the specific students' educational background, the content may need to be modified by the teacher to be made simpler or more complex. The teacher is encouraged to also cover the content at the pace that works best for the students; some younger students may need more time and attention from the teacher and/or facilitator to go through the questions and experiments, while older students may be more independent and require less attention from the teacher and/or facilitator. Thus, the content covered, depth of coverage, and pacing are left to the teacher's and/or facilitator's discretion.
- The content in this lab kit manual may not fit into the specific curriculum of the school in which it is being taught. It is up to the facilitator(s) and teacher(s) whether they would like to introduce new content or skip certain sections that are not applicable to their classrooms.
- In certain areas, modifications to the supply list may need to be made depending on the availability of the supplies in the specific area in which the lab is being taught. We have attempted to list some alternatives in the supply list, but we understand this list of alternatives is not exhaustive.
- In the experiments, the students are split into groups of three to four. If supplies allow, students may instead be split into groups of two.

1.3. Key Vocabulary

- Atom: the smallest unit of an element that is still that element
- Electron: negatively charged particle that forms "cloud" around atom's nucleus
- Nucleus: dense center of atom consisting of neutrons and protons

1.4. Key Question

- What are the key features of the Rutherford model of the atom?
 - Answer: *The Rutherford model has a dense nucleus with electrons surrounding the nucleus and contains a lot of empty space. This model was created following the famous gold foil experiment.*

1.5. Purpose

The purpose of this lab kit manual is to enable students to understand atoms through theory and demonstration. The manual introduces the students to atomic models.

1.6. Fundamental Science Concepts Covered

This laboratory kit introduces the topic of quantum chemistry, relevant to numerous fields including Physics, Chemistry, and Biology, to elementary/primary-level students. Specifically, the lab kit encourages students to think about the building block of matter, the atom, through a model. Students will come away with the following key takeaway: (1) atomic models built upon each other, with the current model describing atoms as having a dense nucleus with protons and neutrons and electrons in orbitals.

1.7. Practical Skills

- Students will understand the structure of the basic building block of matter, the atom, which forms everything around us
- Students will gain experience counting and assembling items into a model of another thing

2. Background on Main Topics

2.1. The Atom

The atom is the basic building block of matter, making up everything around us. Atoms essentially are the smallest unit of an element (examples of elements are carbon, nickel, aluminum, and hydrogen) that still is that element. Atoms are incredibly small and cannot be seen with our naked eyes, but they are extremely important. Atoms determine the way things function, from metal chairs we sit on to the air we breathe. Beginning in the 1800s, scientists attempted to describe the atom. In 1808, John Dalton proposed that atoms were solid spheres that are small and indivisible. J. J. Thomson built on this model and in 1904 proposed the “plum pudding” model described the atom as a sphere of positive charge with negatively embedded electrons, like plums found inside pudding (similar to blueberries or other fruit pieces inside of a

cake or muffin), and these opposing charges equal each other. Electrons, which are extremely light, play a key role in how chemical reactions occur and also are the carriers that flow in electricity.

The concept of the atomic nucleus came about in 1911, when Ernest Rutherford described atoms with a dense middle that contains positive charge, the so-called nucleus. Electrons then move about the nucleus and the atom consists of a lot of empty space (Figure 1). Rutherford came up with this description after performing what became famously known as the “gold foil experiment” (see Figure 2). Rutherford and his team aimed particles at a thin gold sheet. Rutherford thought that these particles would pass directly through the sheet. Mostly these particles passed through the sheet, but occasionally, some bounced back. This was a remarkable finding, and led to Rutherford's famous quote, “It was almost as incredible as if you fired a 15-inch shell at a piece of tissue paper and it came back and hit you.” This finding led Rutherford to conclude that atoms have a dense nucleus where most of their mass is concentrated. We now describe the nucleus as containing both protons, which are positively-charged particles that define the identity of an element, and neutrons, which are particles with no charge and have similar mass to protons. For comparison, protons and neutrons are about 2000 times heavier than electrons.

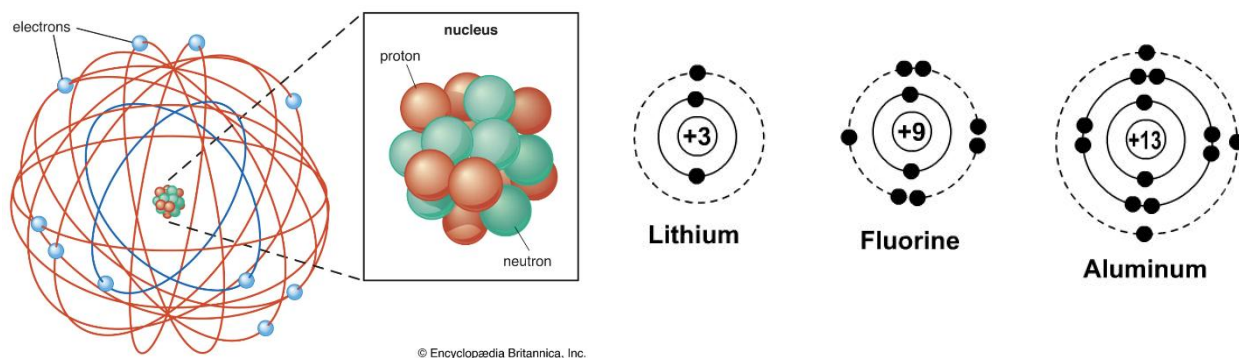


Figure 1. In the Rutherford model of the atom (left), the nucleus is a dense concentration of mass at the center of the atom and there is a lot of empty space. In Bohr model of the atom (right), the electrons orbit the nucleus with orbits that are well-defined sizes and energies. [This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#).

Improvements to the model of the atom concerned electrons. In 1913, Niels Bohr said that electrons orbit the nucleus (like the way planets orbit the Sun), and the well-defined orbits have specific sizes and energies (see Figure 1), but this was later improved upon by Erwin Schrodinger in 1926 who said that electrons are really found in clouds, or orbitals, around the nucleus which contains protons and neutrons. The electron orbitals are areas that have a high probability of containing electrons. This model of the atom, known as the quantum mechanical model, is how we still describe atoms today.

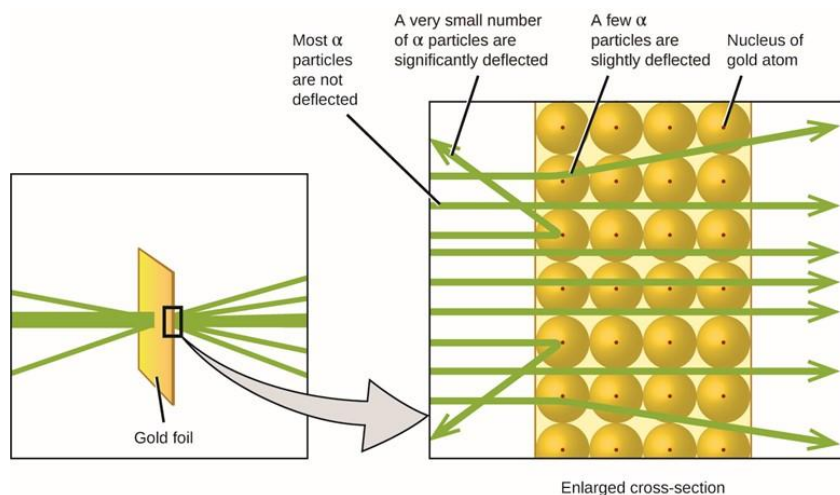


Figure 2. Gold foil experimental schematic. Most alpha particles passed through the gold foil, but a very small number are deflected when they hit the dense nucleus. [This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#).

3. Summary of Experiments

This lab kit consists of one activity and one extension challenge to understand concepts related to quantum chemistry. This investigation will begin by providing relevant background on atoms before modelling and demonstrating key phenomena. The goals of the activity and challenge are the following:

Part I: To model the atom using candy that showcases a dense nucleus of protons and neutrons and electrons surrounding the nucleus

Extension Challenge: To model an additional atom of the student's choosing

3.1. Supplies List

- Spherical-like candies of three colors (or compressed foil balls of three colors)
- Toothpicks
- Dark string (or pipe cleaners)
- Paper
- Marker

3.2. Safety Information

Before the students begin the laboratory, please take into consideration the following safety concerns:

- Students should not eat or taste items during experiments.

3.3. Teacher Pre-Lab

Teachers can organize the supplies for the experiments and activities ahead of time. For each student or each group of 2-4 students, the materials needed are: spherical-like candies of three colors (at least 8 per group) (or compressed foil/paper balls of three colors), several toothpicks, length of dark string (approximately ~0.5 m) (or ~4-5 pipe cleaners), paper (at least 2 pieces), and a pen or pencil.

4. Experiments

Note for teachers:

Encourage open discussion and questions from the class when introducing the experiments.

4.1. Part I. Candy Atomic Models

4.1.1. Pre-Activity Questions

1. What particles are found at the center of the atom (nucleus)?
 - a. Answer: Protons (positively charged) and neutrons (no charge).
2. What particles surround the nucleus?
 - a. Answer: Electrons (negatively charged).
3. What are the key features of the Rutherford model of the atom?
 - a. Answer: Dense nucleus at center of atom and electrons that surround the nucleus. The atom is mostly empty space.

4.1.2. Materials

- Spherical-like candies of three colors (or compressed foil/paper balls of three colors) (at least 8 of each per group)
- Toothpicks
- Dark string (or pipe cleaners)
- Paper
- Marker

4.1.3. Procedure & Analysis (work in groups of 2-4)

1. Sort out candies of different colors (or create balls of paper/foil that are three different colors).
2. Select 8 candies each of two colors and use toothpicks to join them together in a densely packed nucleus. Set this nucleus on a piece of paper.
 - a. What do these two types of candies represent? Label this on the paper.
 - i. Answer: *Protons and neutrons.*
3. Use two lengths of dark string (or pipe cleaners) and make concentric circles around the nucleus.
 - a. What do these circles represent? Label this on the paper.
 - i. Answer: *Orbits or orbitals.*
4. Select 8 candies of the remaining color and place them on the concentric circles.
 - a. What do these candies represent? Label this on the paper.
 - i. Answer: *Electrons.*
5. Now, place 2 candies on the inner circle and 6 on the outer circle. This represents how electrons fill the outermost orbitals in this element (the first level contains 2 electrons and the second level contains 6 electrons, though it could contain up to 8 electrons total). See Figure 3 for an example of the candy atom model.



Figure 3. Example of the candy atom model with the densely packed nucleus and the electron orbits.

4.1.4. Post-Activity Questions

1. What element did you model in this activity? Hint: to figure this out, count the number of protons and then go to a periodic table (see Appendix) and find the element that has this number of protons (it will be labelled with an eight!)
 - a. Answer: Oxygen. Oxygen has 8 protons, and we know this from the periodic table, which shows oxygen's atomic number is 8.
2. Was this atom charged in this activity? Hint: to figure this out, count the number of protons in your atom and count the number of electrons in your atom. Are they the same? If so, the atom is neutral, which means it has no charge. If they are different, the atom is charged.
 - a. Answer: No, the atom was not charged. This is because the number of positive charges (protons) equaled the number of negative charges (electrons).

- b. Extension question: How could you imagine making this atom charged?
- i. Answer: *If we removed or added an electron, the oxygen atom would be charged. If we removed an electron, the atom would be positively charged, and if we added an electron, the atom would be negatively charged. Note that the atom would not be oxygen if we change the number of protons. Remember the number of protons determines what element we have.*
3. What are additional improvements that you could make to your model to more realistically represent an atom? Consider the other atomic models that followed Rutherford. Try these improvements out and record your observations.
- a. Answer: *Encourage student creativity. A couple of possible options: (1) We could try to represent the quantum mechanical model with electron clouds. Perhaps we could use cotton instead of flat circles in this case. Cotton pieces would represent orbitals and the probabilistic nature of finding electrons. (2) We could also better represent the sizes of the subatomic particles. Electrons are much smaller than protons or neutrons, so we could use a much smaller candy to represent them.*

5. Extension Challenge

The Challenge: Create another atom of a different element

We have seen in the previous demonstration that the number of protons dictates the element we have. Select another element on the periodic table in the first two rows and try to model it with your candies! Some important points to remember: for this model, the number of neutrons will equal the number of protons in your nucleus, a neutral atom contains the same number of electrons and protons, and the first electron orbital (circle) can contain 2 electrons and the second electron orbital (circle) can contain 8 electrons.

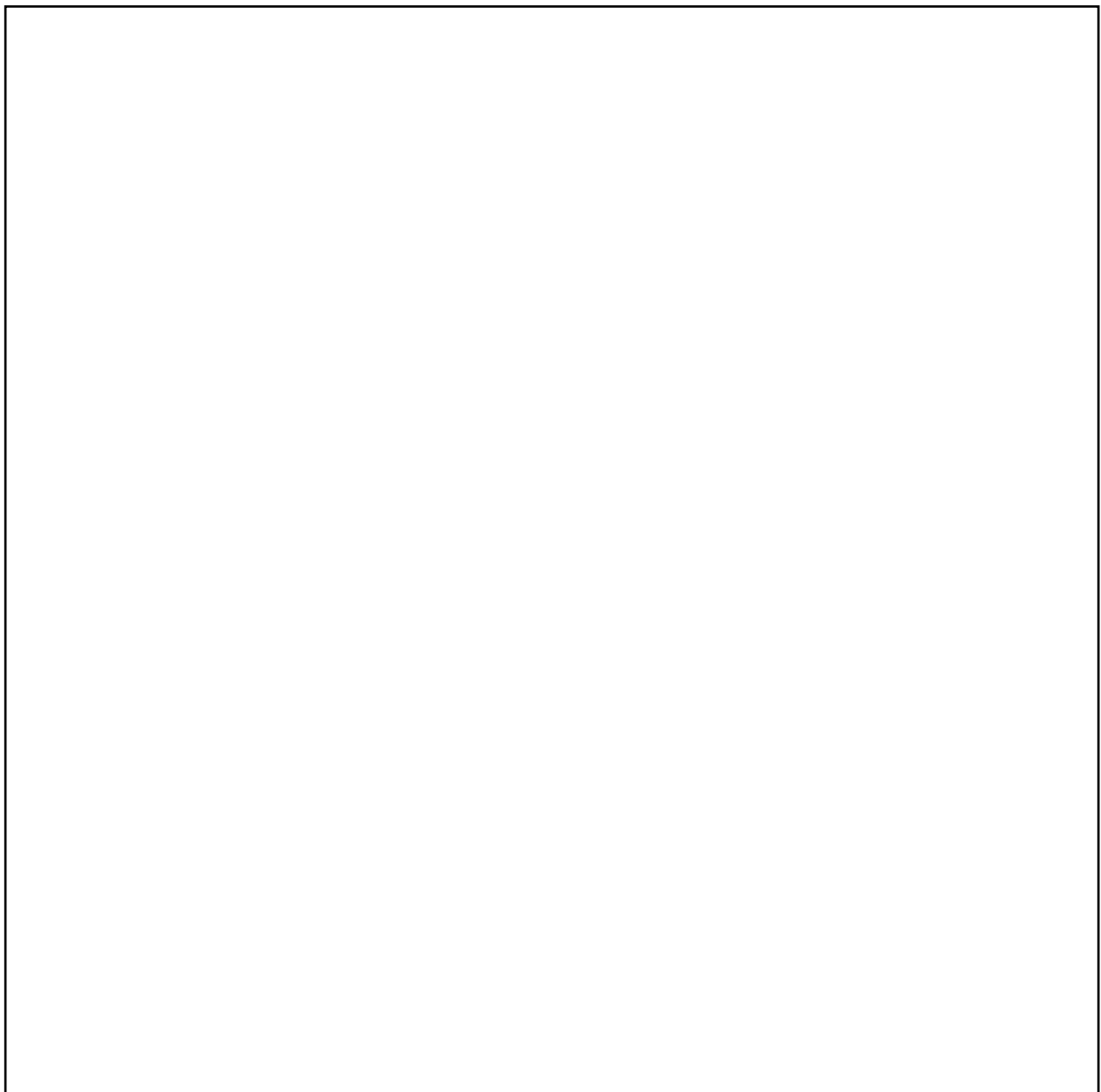
5.1 Extension Questions

1. What atom did you choose to model?
2. How many protons and neutrons do you need?
3. How many electrons do you need? Where will they go in your two orbitals?

Note to teachers: Answers to the above will be unique to each student. Encourage the student to browse a periodic table to pick an element to model (ideally, in the first 10 elements). The number of protons and neutrons will be the same and depends on the atomic number. The number of electrons will also be the same as the number of protons in a neutral atom. The orbitals will fill from the inside out. 2 electrons can go in the first and up to 8 in the second.

5.2 Extension Sketch

Sketch the model of your atom and then try to create it with your candies!



6. Sources

Atoms and atomic models:

<https://medium.com/@Intlink.edu/a-timeline-of-atomic-models-cb2607b1da85>

7. Appendix

PERIODIC TABLE
Atomic Properties of the Elements

NIST
National Institute of
Standards and Technology
U.S. Department of Commerce

Frequently used fundamental physical constants

For the most accurate values of these and other constants, visit physics.nist.gov/constants

1 second = 9 192 631 770 periods of radiation corresponding to the transition between the two hyperfine levels of the ground state of ¹³³Cs

speed of light in vacuum	<i>c</i>	299 792 458 m s ⁻¹ (exact)
Planck constant	<i>h</i>	6.626 07 × 10 ⁻³⁴ J s (<i>h</i> = <i>h</i> /2π)
elementary charge	<i>e</i>	1.602 177 × 10 ⁻¹⁹ C
electron mass	<i>m_e</i>	9.109 38 × 10 ⁻³¹ kg
proton mass	<i>m_p</i>	1.672 622 × 10 ⁻²⁷ kg
fine-structure constant	<i>α</i>	1/137.035 999
Rydberg constant	<i>R_∞</i>	10 973 731.569 m ⁻¹
Boltzmann constant	<i>k</i>	1.380 65 × 10 ⁻²³ J K ⁻¹

Physical Measurement Laboratory
www.nist.gov/pml

Standard Reference Data
www.nist.gov/srd

█ Solids

█ Liquids

█ Gases

█ Artificially Prepared

Group	1 IA	2 IIA											13 IIIA	14 IVA	15 VA	16 VIA	17 VIIA	18 VIIIA											
1	¹ H Hydrogen 1.008 1s																	2	² He Helium 4.002602 1s ²										
2	³ Li Lithium 6.94 1s ² 2s ¹	⁴ Be Beryllium 9.0121831 1s ² 2s ²																5	⁵ B Boron 10.81 1s ² 2s ² 2p ¹	6	⁶ C Carbon 12.011 1s ² 2s ² 2p ²	7	⁷ N Nitrogen 14.007 1s ² 2s ² 2p ³	8	⁸ O Oxygen 15.999 1s ² 2s ² 2p ⁴	9	⁹ F Fluorine 18.99840316 1s ² 2s ² 2p ⁵	10	¹⁰ Ne Neon 20.1797 1s ² 2s ² 2p ⁶
3	¹¹ Na Sodium 22.98976928 (Ne)3s ¹	¹² Mg Magnesium 24.305 (Ne)3s ²															13	¹³ Al Aluminum 26.9815385 (Ne)3s ² 3p ¹	14	¹⁴ Si Silicon 28.0855 (Ne)3s ² 3p ²	15	¹⁵ P Phosphorus 30.97376200 (Ne)3s ² 3p ³	16	¹⁶ S Sulfur 32.06 (Ne)3s ² 3p ⁴	17	¹⁷ Cl Chlorine 35.448 (Ne)3s ² 3p ⁵	18	¹⁸ Ar Argon 39.948 (Ne)3s ² 3p ⁶	
4	¹⁹ K Potassium 39.0983 (Ar)4s ¹	²⁰ Ca Calcium 40.078 (Ar)4s ²	²¹ Sc Scandium 44.955908 (Ar)3d ¹ 4s ²	²² Ti Titanium 50.9415 (Ar)3d ² 4s ²	²³ V Vanadium 50.9415 (Ar)3d ³ 4s ²	²⁴ Cr Chromium 51.9961 (Ar)3d ⁵ 4s ¹	²⁵ Mn Manganese 54.938044 (Ar)3d ⁵ 4s ²	²⁶ Fe Iron 55.845 (Ar)3d ⁶ 4s ²	²⁷ Co Cobalt 58.933194 (Ar)3d ⁷ 4s ²	²⁸ Ni Nickel 58.6934 (Ar)3d ⁸ 4s ²	²⁹ Cu Copper 63.546 (Ar)3d ¹⁰ 4s ¹	³⁰ Zn Zinc 65.38 (Ar)3d ¹⁰ 4s ²	³¹ Ga Gallium 69.723 (Ar)3d ¹⁰ 4s ² 4p ¹	³² Ge Germanium 72.630 (Ar)3d ¹⁰ 4s ² 4p ²	³³ As Arsenic 74.921595 (Ar)3d ¹⁰ 4s ² 4p ³	³⁴ Se Selenium 78.971 (Ar)3d ¹⁰ 4s ² 4p ⁴	³⁵ Br Bromine 79.904 (Ar)3d ¹⁰ 4s ² 4p ⁵	³⁶ Kr Krypton 83.798 (Ar)3d ¹⁰ 4s ² 4p ⁶											
5	³⁷ Rb Rubidium 85.4678 (Kr)5s ¹	³⁸ Sr Strontium 87.62 (Kr)5s ²	³⁹ Y Yttrium 88.90584 (Kr)4d ¹ 5s ²	⁴⁰ Zr Zirconium 91.224 (Kr)4d ² 5s ²	⁴¹ Nb Niobium 92.90637 (Kr)4d ⁴ 5s ¹	⁴² Mo Molybdenum 95.96 (Kr)4d ⁵ 5s ¹	⁴³ Tc Technetium (98) (Kr)4d ⁵ 5s ²	⁴⁴ Ru Ruthenium 101.07 (Kr)4d ⁷ 5s ¹	⁴⁵ Rh Rhodium 102.90550 (Kr)4d ⁸ 5s ¹	⁴⁶ Pd Palladium 106.42 (Kr)4d ¹⁰	⁴⁷ Ag Silver 107.8682 (Kr)4d ¹⁰ 5s ¹	⁴⁸ Cd Cadmium 112.414 (Kr)4d ¹⁰ 5s ²	⁴⁹ In Indium 114.818 (Kr)4d ¹⁰ 5s ² 5p ¹	⁵⁰ Sn Tin 118.710 (Kr)4d ¹⁰ 5s ² 5p ²	⁵¹ Sb Antimony 121.760 (Kr)4d ¹⁰ 5s ² 5p ³	⁵² Te Tellurium 127.60 (Kr)4d ¹⁰ 5s ² 5p ⁴	⁵³ I Iodine 126.90447 (Kr)4d ¹⁰ 5s ² 5p ⁵	⁵⁴ Xe Xenon 131.293 (Kr)4d ¹⁰ 5s ² 5p ⁶											
6	⁵⁵ Cs Cesium 132.9054520 (Xe)6s ¹	⁵⁶ Ba Barium 137.327 (Xe)6s ²	⁷² Hf Hafnium 178.49 (Xe)4f ¹⁴ 5d ² 6s ²	⁷³ Ta Tantalum 180.94788 (Xe)4f ¹⁴ 5d ³ 6s ²	⁷⁴ W Tungsten 183.84 (Xe)4f ¹⁴ 5d ⁴ 6s ²	⁷⁵ Re Rhenium 186.207 (Xe)4f ¹⁴ 5d ⁵ 6s ²	⁷⁶ Os Osmium 190.23 (Xe)4f ¹⁴ 5d ⁶ 6s ²	⁷⁷ Ir Iridium 192.222 (Xe)4f ¹⁴ 5d ⁷ 6s ²	⁷⁸ Pt Platinum 195.084 (Xe)4f ¹⁴ 5d ⁹ 6s ¹	⁷⁹ Au Gold 196.966569 (Xe)4f ¹⁴ 5d ¹⁰ 6s ¹	⁸⁰ Hg Mercury 200.592 (Xe)4f ¹⁴ 5d ¹⁰ 6s ²	⁸¹ Tl Thallium 204.38 (Xe)4f ¹⁴ 5d ¹⁰ 6s ² 6p ¹	⁸² Pb Lead 207.2 (Xe)4f ¹⁴ 5d ¹⁰ 6s ² 6p ²	⁸³ Bi Bismuth 208.98040 (Xe)4f ¹⁴ 5d ¹⁰ 6s ² 6p ³	⁸⁴ Po Polonium (209) (Xe)4f ¹⁴ 5d ¹⁰ 6s ² 6p ⁴	⁸⁵ At Astatine (210) (Xe)4f ¹⁴ 5d ¹⁰ 6s ² 6p ⁵	⁸⁶ Rn Radon (222) (Xe)4f ¹⁴ 5d ¹⁰ 6s ² 6p ⁶												
7	⁸⁷ Fr Francium (223) (Rn)7s ¹	⁸⁸ Ra Radium (226) (Rn)7s ²	¹⁰⁴ Rf Rutherfordium (261) (Rn)5f ¹⁴ 6d ² 7s ²	¹⁰⁵ Db Dubnium (268) (Rn)5f ¹⁴ 6d ³ 7s ²	¹⁰⁶ Sg Seaborgium (271) (Rn)5f ¹⁴ 6d ⁴ 7s ²	¹⁰⁷ Bh Bohrium (272) (Rn)5f ¹⁴ 6d ⁵ 7s ²	¹⁰⁸ Hs Hassium (270) (Rn)5f ¹⁴ 6d ⁶ 7s ²	¹⁰⁹ Mt Meitnerium (276) (Rn)5f ¹⁴ 6d ⁷ 7s ²	¹¹⁰ Ds Darmstadtium (281) (Rn)5f ¹⁴ 6d ⁸ 7s ²	¹¹¹ Rg Roentgenium (280) (Rn)5f ¹⁴ 6d ⁹ 7s ²	¹¹² Cn Copernicium (285) (Rn)5f ¹⁴ 6d ¹⁰ 7s ²	¹¹³ Uut Ununtrium (284) (Rn)5f ¹⁴ 6d ¹⁰ 7s ² 7p ¹	¹¹⁴ Fl Flerovium (289) (Rn)5f ¹⁴ 6d ¹⁰ 7s ² 7p ²	¹¹⁵ Uup Ununpentium (288) (Rn)5f ¹⁴ 6d ¹⁰ 7s ² 7p ³	¹¹⁶ Lv Livermorium (293) (Rn)5f ¹⁴ 6d ¹⁰ 7s ² 7p ⁴	¹¹⁷ Uus Ununseptium (294) (Rn)5f ¹⁴ 6d ¹⁰ 7s ² 7p ⁵	¹¹⁸ Uuo Ununoctium (294) (Rn)5f ¹⁴ 6d ¹⁰ 7s ² 7p ⁶												
			Lanthanides	⁵⁷ La Lanthanum 138.90547 (Xe)4f ¹ 5d ¹ 6s ²	⁵⁸ Ce Cerium 140.116 (Xe)4f ¹ 5d ¹ 6s ²	⁵⁹ Pr Praseodymium 140.907 (Xe)4f ³ 6s ²	⁶⁰ Nd Neodymium 144.242 (Xe)4f ⁴ 6s ²	⁶¹ Pm Promethium (145) (Xe)4f ⁵ 6s ²	⁶² Sm Samarium 150.36 (Xe)4f ⁶ 6s ²	⁶³ Eu Europium 151.964 (Xe)4f ⁷ 6s ²	⁶⁴ Gd Gadolinium 157.25 (Xe)4f ⁷ 5d ¹ 6s ²	⁶⁵ Tb Terbium 158.92535 (Xe)4f ⁹ 6s ²	⁶⁶ Dy Dysprosium 162.500 (Xe)4f ¹⁰ 6s ²	⁶⁷ Ho Holmium 164.93033 (Xe)4f ¹¹ 6s ²	⁶⁸ Er Erbium 167.259 (Xe)4f ¹² 6s ²	⁶⁹ Tm Thulium 168.93422 (Xe)4f ¹³ 6s ²	⁷⁰ Yb Ytterbium 173.054 (Xe)4f ¹⁴ 6s ²	⁷¹ Lu Lutetium 174.967 (Xe)4f ¹⁴ 5d ¹ 6s ²											
			Actinides	⁸⁹ Ac Actinium (227) (Rn)5f ⁷ 7s ²	⁹⁰ Th Thorium 232.0377 (Rn)6d ² 7s ²	⁹¹ Pa Protactinium 231.03688 (Rn)5f ² 7s ²	⁹² U Uranium 238.02891 (Rn)5f ³ 7s ²	⁹³ Np Neptunium (237) (Rn)5f ⁴ 7s ²	⁹⁴ Pu Plutonium (244) (Rn)5f ⁶ 7s ²	⁹⁵ Am Americium (243) (Rn)5f ⁷ 7s ²	⁹⁶ Cm Curium (247) (Rn)5f ⁸ 7s ²	⁹⁷ Bk Berkelium (247) (Rn)5f ⁹ 7s ²	⁹⁸ Cf Californium (251) (Rn)5f ¹⁰ 7s ²	⁹⁹ Es Einsteinium (252) (Rn)5f ¹¹ 7s ²	¹⁰⁰ Fm Fermium (257) (Rn)5f ¹² 7s ²	¹⁰¹ Md Mendelevium (258) (Rn)5f ¹³ 7s ²	¹⁰² No Nobelium (259) (Rn)5f ¹⁴ 7s ²	¹⁰³ Lr Lawrencium (262) (Rn)5f ¹⁴ 7p ¹ 7d ¹											

█ Solids

█ Liquids

█ Gases

█ Artificially Prepared

Atomic Properties of the Elements

Atomic Number, Ground-state Level, Symbol, Name, Standard Atomic Weight, Ground-state Configuration, Ionization Energy (eV)

*Based upon ¹²C. () indicates the mass number of the longest-lived isotope.

[†]UPAC conventional atomic weights; standard atomic weights for these elements are expressed in intervals; see lana.org for an explanation and values.

For a description of the data, visit physics.nist.gov/data NIST SP 966 (September 2014)

This Photo by Unknown Author is licensed under CC BY-SA