## Photosynthesis: DPIP Lab 1. What is the purpose of DPIP in this experiment? What molecule found in chloroplasts does DPIP "replace" in this experiment? What is the source of the electrons that will reduce DPIP? What was measured with the colorimeter in this experiment? 5. What is the effect of darkness on the reduction of DPIP? Explain. What is the effect of boiling the chloroplasts on the subsequent reduction of DPIP? Explain. What reasons can you give for the difference in the absorbance between the live chloroplasts that were incubated in the light and those that were kept in the dark? Identify the function of each of the cuvettes. Cuvette 1: \_\_\_\_\_ Cuvette 2: \_\_\_\_\_ Cuvette 3: Cuvette 4: \_\_\_\_\_

9. Describe any sources of error that may have occurred during the lab and how they may be corrected.

Cuvette 5: \_\_\_\_\_

	Name	Per
	sis of Results absorbance from the four cuvettes on the graph below. Label each plotted	d line.
For this	s graph you will need to determine the following:	
a.	The independent variable:	
b.	The dependent variable:	
Graph 7	Title:	

## **Summarizing the lab** <a href="http://labwrite.ncsu.edu/">http://labwrite.ncsu.edu/</a>

Summarize each major section of the lab report--Introduction, Methods, Results, Discussion, and Conclusion--in 1 sentence each (two if a section is complex). Then string the summaries together in a paragraph in the order the sections come in the final report.

## More Help:

- Here are some suggestions for what to include in each sentence of the Abstract:
- Introduction: the main focus of the lab (scientific concept or lab procedure) and main objective(s) of the lab
- o **Methods:** a quick description of the how the lab was done
- Results: statement of the overall findings
- Discussion: statement explaining the findings of the lab and their relationship to the scientific concept or lab procedure
- Conclusion: what you learned about the scientific concept or lab procedure
- Put all these sentences together into one paragraph with the heading Abstract.

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