

## Acid Rain Lesson Plan

### Overview

#### Acid Rain Lesson Plan

The National Park Service Air Resources Division in an effort to increase the public's awareness of air quality issues has developed a series of five activities for elementary and secondary schools. The activities are for grades six through eight and help teach students about Acid Rain. The lesson plan was prepared as a part of The Uplands Field Research Laboratory, Volunteer in Parks, and Interpretation of Science Project. Funding was provided by the Great Smoky Mountains Natural History Association.

Below are links to the background of the lesson plan and the five activities design for the students. Each of these pages can be printed individually and the entire lesson plan will be available soon for download. If you have any questions or comments please contact the Air Resources Division through Email ([AirResources@den.nps.gov](mailto:AirResources@den.nps.gov))

## Acid Rain

### What is it and How is it Measured

Grade Levels 6-8

- [Goals](#)
- [Background Information](#)
  - [The pH Scale](#)
  - [Definition of Acid Rain](#)
  - [How Acid Rain is Measured](#)
  - [Sources of Acid Pollution](#)
  - [Pollution Control Measures](#)
  - [Efforts to Understand the Effects of Acid Rain](#)
  - [Why the National Park Service is Involved with NADP](#)

### 5 Lessons:

1. [Activity 1 The pH scale](#) Time: 1 hour
2. [Activity 2 Understanding the difference between an acid and a base](#) Time: 1-2 hours
3. [Activity 3 Understanding what gases contribute to acid rain](#) Time: 1 hour

4. Activity 4 How acid rain is measured and monitored in the U.S. Time: 2 hours
5. Activity 5 Understanding weather maps and the importance of storm tracking  
Time: Run by events; two to three storm events in 30 days

### Figures:

- Figure 1: pH Scale
- Figure 2: NADP Monitoring Equipment
- Figure 3: USA Rainfall Isopleth Map
- Figure 4: Data Sheet
- Figure 5a: Teacher's diagram
- Figure 5b: Student's diagram
- Figure 6: Sample pH Monitoring Data Sheet (Week)
- Figure 7: Sample pH Monitoring Data Sheet (Storm Event)
- Figure 8: United States Map
- Figure 9: Sample Weather Maps
- Table 1: pH of Common Substances

## Acid Rain Lesson Plan

### Goals

- The goal of this lesson plan is to introduce the grade school student to the topic of acid rain and its relevance to Great Smoky Mountains National Park.
- Five lessons are included, each building upon the previous one.
- There are many high quality environmental education kits on the market concerning acid rain. Teachers are encouraged to use them.
- This lesson plan was prepared by the staff of the Uplands Field Research Laboratory and is intended to provide information to the public on current research.

### pH Scale

- As mentioned above, the pH scale ranges between 0 and 14, with 7 being neutral (Figure 1). A substance with a pH less than 7 is acidic. If greater than 7, the substance is basic or alkaline.
- Each one-unit change in pH is a tenfold increase or decrease in the strength of the acid or base being measured.

- A unit change from pH 5 to pH 3 would be a hundred times ( $10 \times 10$ ) increase in acidity.

## Definition of Acid Rain

- Robert Angus Smith, an English chemist, first used the phrase "acid rain" in 1852 when he noted the connection between London's polluted skies and the acidity of its rainfall.
- Most Scientists agree that "normal" rainfall has a pH of 5.6. Rain in the atmosphere reacts with carbon dioxide ( $\text{CO}_2$ ) to form a weak carbonic acid, altering the rain pH to 5.6.
- Acid rain is defined as any form of wet precipitation which has a pH less than 5.6 (on a scale of 0 to 14, with 7 being neutral). The "rain" becomes acidic when water molecules ( $\text{H}_2\text{O}$ ) react with gases in the air.
- These gases are primarily sulfur dioxide ( $\text{SO}_2$ ) and various nitrogen oxides ( $\text{NO}_x$ ). This combination of gases and water molecules takes place when the water captures (attracts) hydrogen ions ( $\text{H}^+$ ) from the gases (ions are electrically charged particles in molecules).

## How Acid Rain is Measured

- The pH test can be done in different ways. Two common methods use either a pH meter or a pH comparator kit.
- A pH meter is a piece of equipment which measures the concentration of hydrogen ions in a solution. The pH meter uses a probe called an electrode, and a dial with a pH scale. The electrode and the ion meter sample a solution, "calculate" the  $\text{H}^+$  concentration, and record it on the dial. These pH meters are very expensive if highly accurate readings are required.
- A pH comparator kit is designed to calculate pH using indicator chemicals.
- One type of pH comparator uses acid-base titrations (a titration is a method of measuring the amount of something in a solution; in this case, the amount of acid in rain). With titrations, an indicator chemical (e.g., phenolphthalein) is added drop-by-drop to the sample. The number of drops needed to change the color of the sample is used to calculate the pH of the rain.
- Litmus paper uses indicator chemicals, which are combined with a special absorbent paper. When this paper comes into contact with anything acid, it

will change to a certain color which, when compared to a chart of standard colors, indicates the pH. This litmus paper is made for both acids and bases and is inexpensive (The results will not be as accurate as using a pH meter, however).

- The final type of comparator kit uses chemicals, which are added to the rain sample. The indicator will change the color of the sample, which is then compared with the appropriate standard color and pH.

## **Sources of Acid Pollution**

- From information gathered in the 1930's and 1950's, it appears that the acidity of rainfall in the eastern United States has increased significantly (in Great Smoky Mountains National Park: 1956 - 5.6; 1980 - 4.27). Some scientists dispute this theory, however.
- The gases sulfur dioxide (SO<sub>2</sub>) and various nitrogen oxides (NO<sub>x</sub>) are mainly responsible for the increase in acidity.
- These gases are primarily created by industrial factories, coal-fired power plants, and car emissions.
- It has been estimated that approximately 26 million tons of SO<sub>2</sub> and 22 million tons of NO<sub>x</sub> were put into the atmosphere in the United States in 1980. (If 1 ton = 20 students each weighing 100 lbs., how many students = 48 million tons of pollutants? Answer: 960 million or approximately 1 billion students).
- Some scientists believe that natural sources of SO<sub>2</sub> and NO<sub>x</sub> (forest fires, lightning, volcanoes, etc.) have an equally important effect on acid rain (pH levels) as manmade sources.
- Areas where the soil has been disturbed (mines, forest fires, landslides, construction sites) may be making water in streams and lakes more acidic. Many soils are already acidic or contain minerals which react with rainwater, snow melt, etc., to form acids. These acidic waters are carried into stream and lakes.
- The gases SO<sub>2</sub> and NO<sub>x</sub> are thought to be carried long distances by air currents. Storm systems also move long distances, carrying with them any pollutants they may pick up. The interaction of airborne pollutants and clouds is not well understood.

- Understanding the movement of prevailing air currents and storm systems can greatly aid scientists in discovering where acid rain is coming from and, just as importantly, where the rain is returning to earth.
- Scientists hope to learn more about the movements of acid rain by studying storm events, high and low pressure movements (high pressure usually is an indication of good, clear weather, whereas low pressure fronts are associated with storms), and occluded fronts. Occluded fronts normally precede storm events, thus making them a good indicator for tracking storm events.
- Researchers are attempting to track where the pollution (gases, fly-ash, soot, and dust particles) goes when it leaves the heavy industrial and populated areas by making projections of storm event and air current movements.

## **Pollution Control Measures**

- Currently, there are two primary methods being used by industries and power plants to reduce the amount of pollutants released into the atmosphere.
- These two methods consist of installing cleansing devices in exhaust or "smoke" stacks. The two types currently available are called "scrubbers" and electrostatic precipitators.
- Scrubbers are designed to remove the various gases (SO<sub>2</sub>) from the plant emissions. These are considered to be very effective, and many states and EPA (Environmental Protection Agency) require that these be installed.
- Electrostatic precipitators are less effective than scrubbers. They are designed to remove the visible soot from the emissions. This makes the emissions look clean but does not remove the real culprits of acid rain, SO<sub>2</sub> and NO<sub>x</sub>.
- Cleaner vehicles are produced in the United States which recirculate automobile exhaust back to the engine in order to burn extra NO<sub>x</sub>. Many people think that catalytic converters do this job, but this is not true. Converters are designed to remove hydrocarbons (benzene, for instance) which are thought to cause cancer.
- By increasing the number of electric vehicles on the road we can decrease the total amount of NO<sub>x</sub> emissions from automobiles. California is currently requiring that 10% of all new cars sold in the state be zero emission vehicles (electric).

## Efforts to Understand the Effects of Acid Rain

- The United States government is concerned about the possible problems with acid rain. There are many indications that acid rain is beginning to take its toll of the streams, lakes, forests, and wildlife of the United States.
- Many Federal and State agencies began a national acid rain monitoring network called the National Atmospheric Deposition Program (NADP) in 1978. The NADP headquarters is located at the Illinois State Water Survey in Champaign. Its purpose is to gather data on atmospheric deposition in this country.
- There are 200 NADP collecting stations across the country. These sites are set up to collect precipitation (snow, rain, ice, etc.). *Figure 2* shows the equipment used by the NADP to collect these samples.
- In order to have data which can be compared in different parts of the country, NADP collects the samples from every site on the same day each week. These samples are then shipped to the headquarters in Illinois for analysis.
- *Figure 3* is an isopleth map of the United States (an isopleth is a group of similar numbers connected by a line. In this case, the isopleths define rainfall and pH figures). The black dots mark active collecting stations.
- At GRSM, the Uplands Field Research Laboratory is collecting these samples. Before they are sent to Illinois, the Laboratory is testing a portion of the sample for pH and conductivity.

## Why the National Park Service is involved with NADP

- The National Park Service is charged with protection of the unique natural resources of our national parks. There is much evidence suggesting damage by acid rain to many of these unique features.
- The National Park Service would like to understand more fully the effects of acid rain and ways to minimize these effects.

## 5 Lessons:

### Activity 1 – the pH Scale

Time: 1 Hour

#### ***Behavioral Objectives***

At the end of this lesson the student will be able to:

1. Describe the pH scale and its components
2. Explain why a pH measurement must be accurate and why small changes in pH are important.

#### ***Materials***

You will need enough of the following for each student:

1. Dried apricots
2. Grapefruit pieces
3. Lemon pieces
4. Molasses
5. Writing paper, pencils
6. Four paper cups for each child

#### ***Instructions to Teacher***

1. Write on blackboard:
  - Molasses - pH 5
  - Dried Apricots - pH 4
  - Grapefruit - pH 3
  - Lemon- pH 2

(Other common substances' pH can be found in *Table 1*)

2. After the students complete the following experiment, go back over the discussion on pH strengths (*Sources of Acid Pollution 1 - 3*).

3. Explain that the molasses the students tried had a pH of 5. The dried apricots had a pH of 4 and are 10 times more acidic than the molasses. Grapefruit (pH3) is 10 times more acidic than the apricots and 100 times (10 x 10) more acidic than the molasses. The lemons are 1,000 times (10 x 10 x 10) more acidic than the molasses.

### ***Instructions to Students***

1. Sample each item. You may try any one of the four samples first.
2. Record which sample tasted the least bitter, the most bitter. Rank them in that order. Save these answers for the discussion later.

### ***Questions to Students***

1. How did you rank the four samples, least bitter to most bitter?
2. Why did you rank them this way?
3. Where do you think the following fruits and vegetables would be placed on the pH scale: Apples? Carrots? Spinach? Jams? (pH 3, 5, 5, 4, respectively)

## **Activity 2 – Understanding the difference between an acid and a base**

**Time: 1-2 hours**

### ***Behavioral Objectives***

At the end of this lesson the student will be able to:

1. Explain the difference between an acid and a base.
2. Understand that an acid can be made more neutral by adding something which is basic or interacting with a natural buffering agent in nature.
3. Become familiar with the pH scale.

### ***Materials***

You will need:

1. Vinegar



2. Lemon juice
3. Tomato juice (pure)
4. Distilled water
5. Salt water (3 tbs./1 cup distilled water)
6. Ammonia
7. Milk of Magnesia
8. Alka-Seltzer
9. Blank Chart (*Figure 4*) - one per student or group
10. Enough wide-range (0-14 pH) litmus paper to give each group twenty-one 1-1/2 inch strips
11. Eight 6-8 oz. cups (Because the students will need to use the comparison chart included with the litmus container, you may wish to obtain enough dispensers for each group to have one.)

### ***Instructions to Teacher***

1. Refer to "*Sources of Acid Pollution* and the pH scale *Figure 1*.
2. Distribute litmus paper and *Figure 4* chart to students.
3. Direct supervision is necessary when working with these materials.
4. Put one of the seven samples in a cup and pass these among the students or groups for testing. The students should test each sample three times and arrive at an average pH using the following formula:  
Example: Test 1 = pH 2, Test 2 = pH 3, Test 3 = pH 2, Total (2+3+2) = 7  
Formula: Average pH = Total / 3 ( pH = 7/3 or pH = 2.3)

### ***Instructions to Students***

1. Using the wide-range litmus paper, test each different sample three times.
2. Using these three tests, calculate the average pH of the sample.
3. Record your results on the data sheet, *Figure 4*. Include the three pH test figures, the sum of these, and the average pH.
4. Repeat this for each of the seven samples.
5. With the help of your teacher, add two Alka-Seltzer tablets to a cup of vinegar. Test this solution for pH.

### ***Questions to Students***

1. How do your results of this test compare with the answers of the rest of the group?
2. What is an acid? A base? Look for answers in reference books such as encyclopedias, science books, etc.
3. Which samples are acidic? Neutral? Basic (alkaline)?
4. Did the pH of the vinegar change when you added the Alka-Seltzer tablets? Why? Hint: Make up a cup of Alka-Seltzer and test it for pH. What does this tell you about the pH change in the vinegar - Alka-Seltzer solution?

### **Activity 3 - Understanding what Gasses Contribute to Acid Rain**

Time: 1 hour

#### ***Behavioral Objectives***

At the end of this lesson the student will be able to:

1. Name two gases which significantly increase acidity in rainfall and give two naturally occurring sources of these gases and two manmade sources of these gases.
2. Tell how surface water (runoff, streams, and lakes) may already be acidic, even before any acid rain reaches it.

#### ***Materials***

You will need:

1. Writing paper
2. Pencils
3. *Figure 5a*, teacher's copy
4. *Figure 5b*, one copy per student
5. Markers: Orange, red, green, blue

#### ***Instructions to Teacher***

1. Describe to students how acid rain is formed and primary control measures. Refer to "Background Information", 3.1 to 3.6 and 4.1 to 4.5.

2. Have students fill in *Figure 5b*, labeling the illustration as called for in the list below the figure. Color the four major areas: orange for source, red for formation, green for land, and blue for water.
3. Have students write two to three paragraphs on how the United States is cutting down the amount of SO<sub>2</sub> and NO<sub>x</sub> emissions put into the air each year.

### ***Instructions to Students***

1. On the picture given to you by your teacher, put the items listed (1 to 12) on the picture in their proper place. Remember where the gases come from, where they mix with water, and where the acid rain returns to earth.
2. Color in these three main areas: where the gases come from, where they mix, and where they return. Write two or three paragraphs on how the United States is cutting down on the amount of SO<sub>2</sub> and NO<sub>x</sub> emissions put into the air each year.

### ***Questions to Students***

1. Where might acids form in the atmosphere? (Fog, smog, clouds)
2. Name two manmade sources and two natural sources of SO<sub>2</sub> and NO<sub>x</sub>.

## **Activity 4 – How Acid Rain is Measured and Monitored in the U.S.**

**Time: 2 hours**

### ***Behavioral Objectives***

At the end of this lesson the student will be able to:

1. Explain how acid rain is measured.
2. Explain how acid rain is monitored in the United States.
3. Compare locally measured pH or rain with that of Great Smoky mountains National Park and national figures as displayed in isopleths (*Figure 3*) for a specific storm event.

### ***Materials***

You will need:

1. Inexpensive pH test kit or comparator kit for water (many scientific supply houses for schools carry these).
2. Clean wide-mouth glass or plastic container for collecting samples.
3. Data sheet (*Figure 6*)
4. Isopleth map (*Figure 3*)
5. Accurate rain gauge

### ***Instructions to Teacher***

1. Describe to the students how the NADP measures acid rain. Refer to "Background Information."
2. Do test for one week or until sufficient rain is collected to run the tests.
3. Whenever the students work with any type of chemicals (pH kit), they should be under direct supervision.

### ***Instructions to Students***

1. As a group, you will be monitoring the pH of rainfall in your community. This pH test can be run once or many times. You will then be able to compare your local pH with the pH indicated on the isopleth map your teacher has.
2. Place the collection container in an open area away from buildings or trees that might block the rain.
3. Use rain gauge to measure rainfall during collecting period.
4. With the help of your teacher, test the rain sample for H, using the measurement kit.
5. Record the results of the test on a data sheet provided by your teacher. It will include:
  - Class and teacher's name
  - Date
  - Time information was recorded
  - Total rainfall of test period
  - Average pH of rain

6. The pH test of the sample should be run three times to get an average figure. Calculate the average directly on the data sheet in the space provided.
7. Using the isopleth map, compare your test results with the pH figure on the map for your locality.

### ***Questions to Students***

1. What was the average pH of the rain you tested?
2. How does your pH compare with that found in step 7 above? Was yours more or less than the isopleth map figure?
3. Can you think of reasons why your figures may be different from those on the map? How does your figure compare with the average pH figure given for Great Smoky Mountains National Park (pH scale, *Figure 1*)? Although one test is enough to demonstrate pH testing, repetition will give a more complete picture of pH levels in your area.

## **Activity 5 – Understanding weather maps and the importance of storm tracking**

**Time: Run by events; two to three storm events in 30 days**

### ***Behavioral Objectives***

At the end of this lesson the student will be able to:

1. Explain how storm tracking is important to understanding sources of acid rain pollution.
2. Read and understand a weather map.

### ***Materials***

You will need:

1. National Weather maps (these should be saved for the 30-day period of this activity. This will allow for tracking all storm events during the 30-day period). Collect them from your local newspaper.

2. Inexpensive pH test kit for water (or comparative kit). Many scientific supply houses for schools carry these.
3. Clean wide-mouth glass or plastic container for collecting rain samples.
4. Accurate rain gauge
5. Data sheet (*Figure 7*)
6. Blank United States map (make as many copies as necessary; *Figure 8*).

### ***Instructions to Teacher***

1. Refer to "Background Information," 3.0 to 3.10, 6.0 to 7.7.
2. Instruct the students to collect national weather maps for a 30-day period. These maps will be used continually throughout the lesson.
3. *Figure 9* is an example of the National Weather Service map for Friday, March 11, 1983, (Knoxville Journal, March 10, 1983. Knoxville, Tennessee).
4. Using a copy of the U.S. map (*Figure 8*), have the students track each storm event as it moves toward them (using a separate map for each event) during the 30-day period.
5. Have the students collect all precipitation for the 30-day period, keeping track of the total rainfall with a rain gauge and also recording the total rain per storm event.
6. At the end of the storm event collection period, assist students in measuring pH. Have them record information on data sheets (*Figure 7*).

### ***Instructions to Students***

1. Set up plastic or glass collection container for rain in an open area away from buildings and trees. This will be left out for a 30-day period. the rain is measured after each storm event and recorded. Also, the total amount for the 30-day period is recorded.
2. Each symbol on a weather map is important. The ones you should be mainly concerned with for this

activities are:

- Warm fronts and movement
- Cold fronts and movement
- Occluded fronts and movement

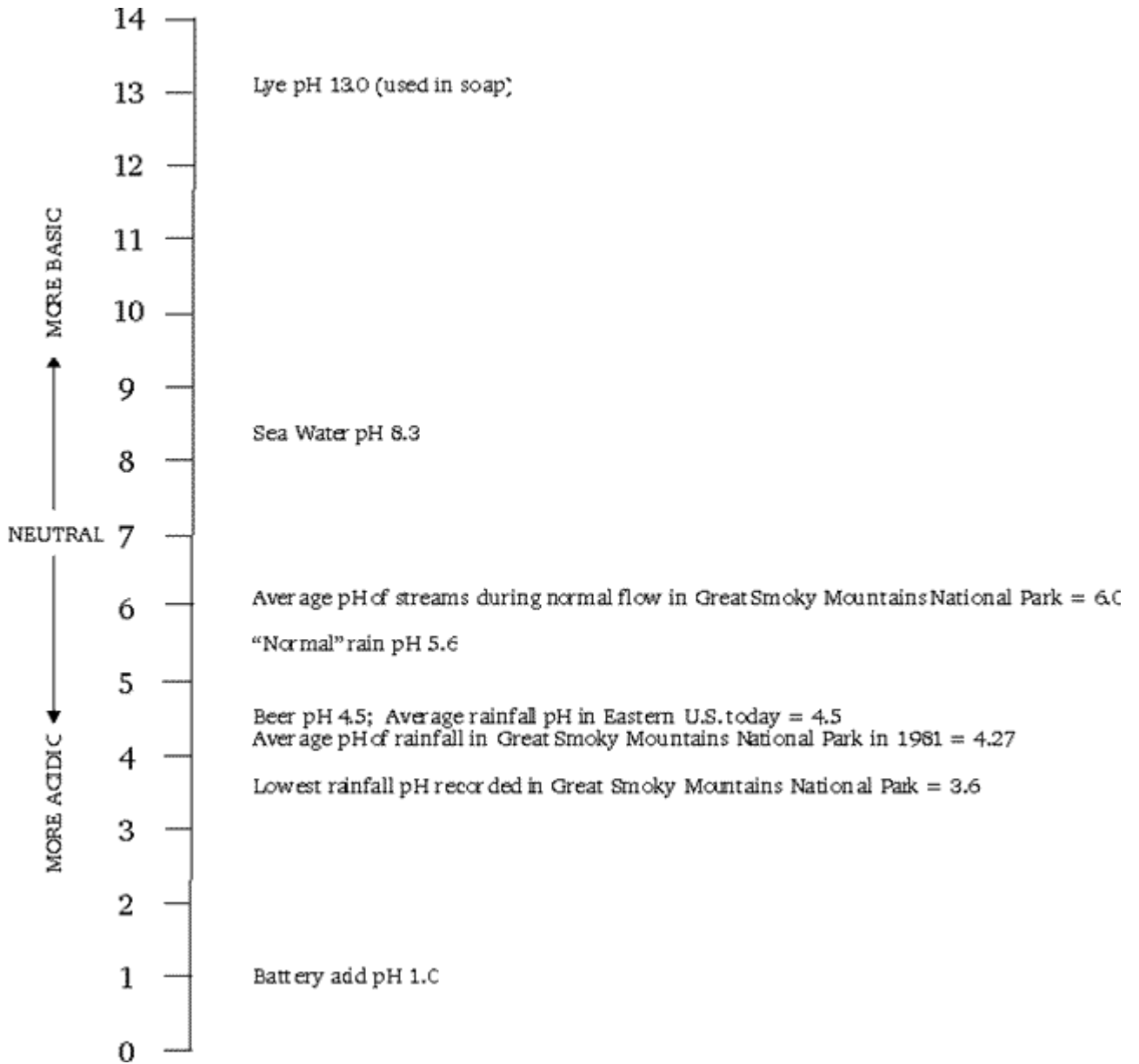
- Rain, snow, showers, flurries
3. You should know the direction of heavily populated areas, industrial areas, coal-fired power plants, etc., in your area. Plot these on the blank U.S. maps provided by your teacher.
  4. Each day of the activity, record the national weather on one of the U.S. maps. (The same map should be used during the whole storm event.) On the map, write in the days in which the event occurred.
  5. A storm front normally precedes what is termed an occluded front (this is when a cold front overtakes a warm front, forcing the warm air up and over the cold front).
  6. At the end of each storm event in the 30-day period, collect the rain gauge and the rain collector with the rain for the test period. With the help of your teacher, test the sample three separate times for pH and get an average pH figure. Record this and the total rainfall for the storm event on the data sheet (*Figure 7*).

### ***Questions to Students***

1. During the 30-day test period, were there any storm events? Which direction did they come from?
2. Are there any large sources of pollution (No. 3 above) in this direction? How far did the storm travel from the pollution sources to your area?
3. Was there any difference between pH calculated in this activity with the pH calculated for Activity 4? How much of a difference? How did this activity pH compare with GRSM pH?
4. Why might there be a difference between Activity 4 and 5? GRSM and Activity 4?

## Figure 1: pH Scale

On the pH scale illustrated below, you will find some common substances listed with their pHs and some pH figures from Great Smoky Mountains National Park.





**Figure 2: NADP Monitoring Equipment**



Picture of NADP Monitoring Equipment

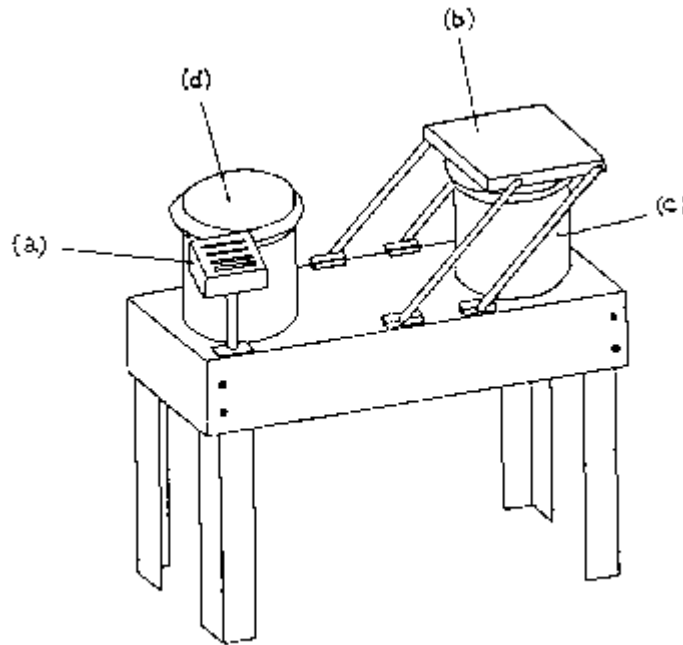
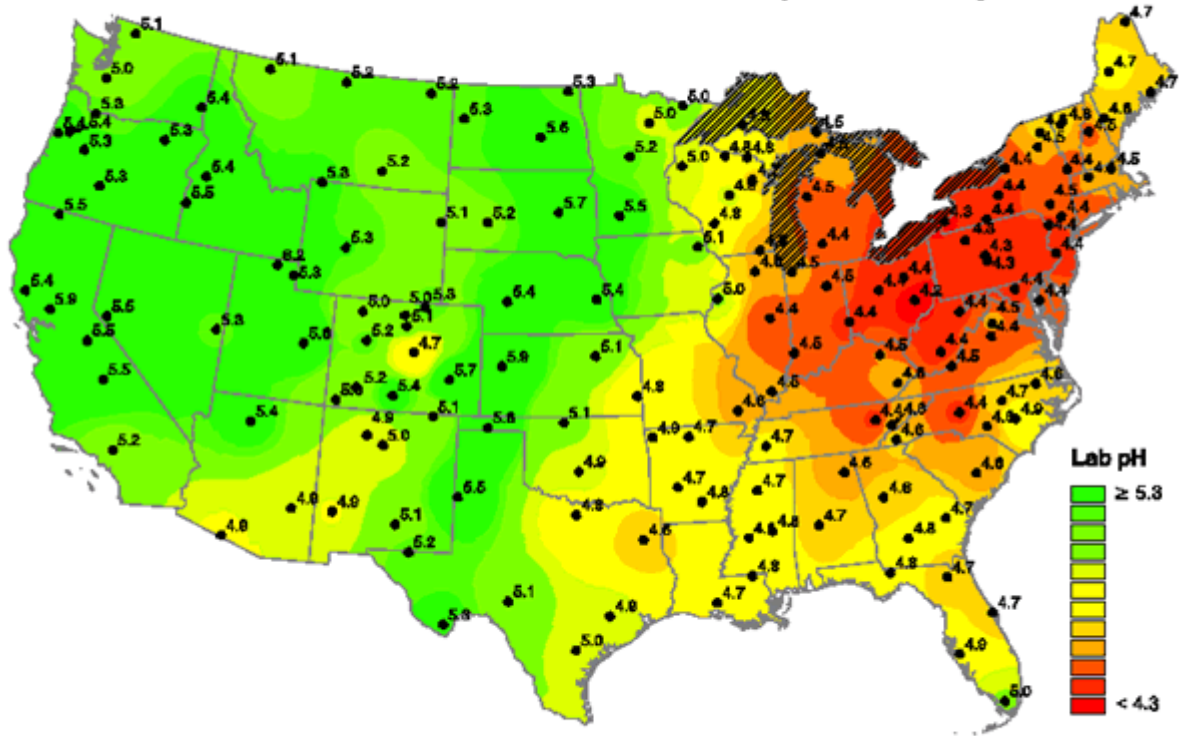


Diagram of NADP Monitoring Equipment

Standard "wet buckets" for collecting rain and snowfall. The sensor (a) is triggered through rain falling on its grid. This in turn operates the motor for the lid (b), which swings it off of the wet bucket (c), and onto the other side of the sampler (d), thus opening the wet bucket. This remains open until the storm event is over. The lid



Hydrogen ion concentrations as pH for 1996  
from measurements made at the Central Analytical Laboratory



National Atmospheric Deposition Program/National Trends Network

Printed: 09/01/97

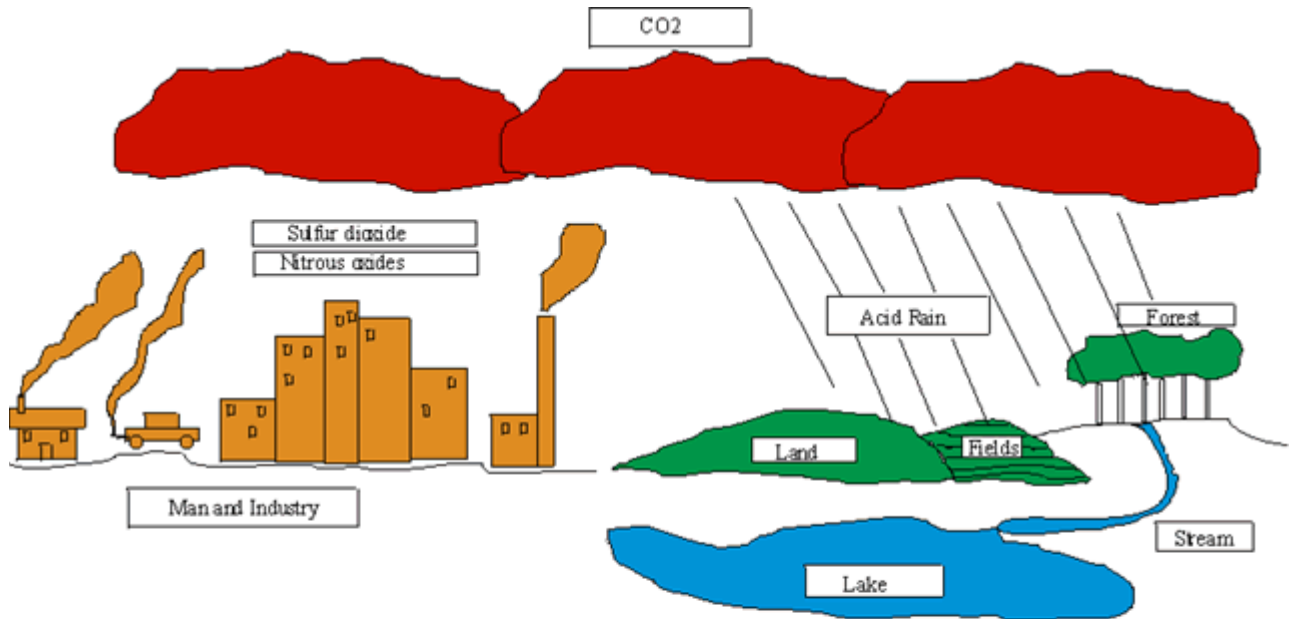
Isopleth of United States showing the distribution in rainfall pH for the year 1996

Figure 4: Data Sheet for Activity 2

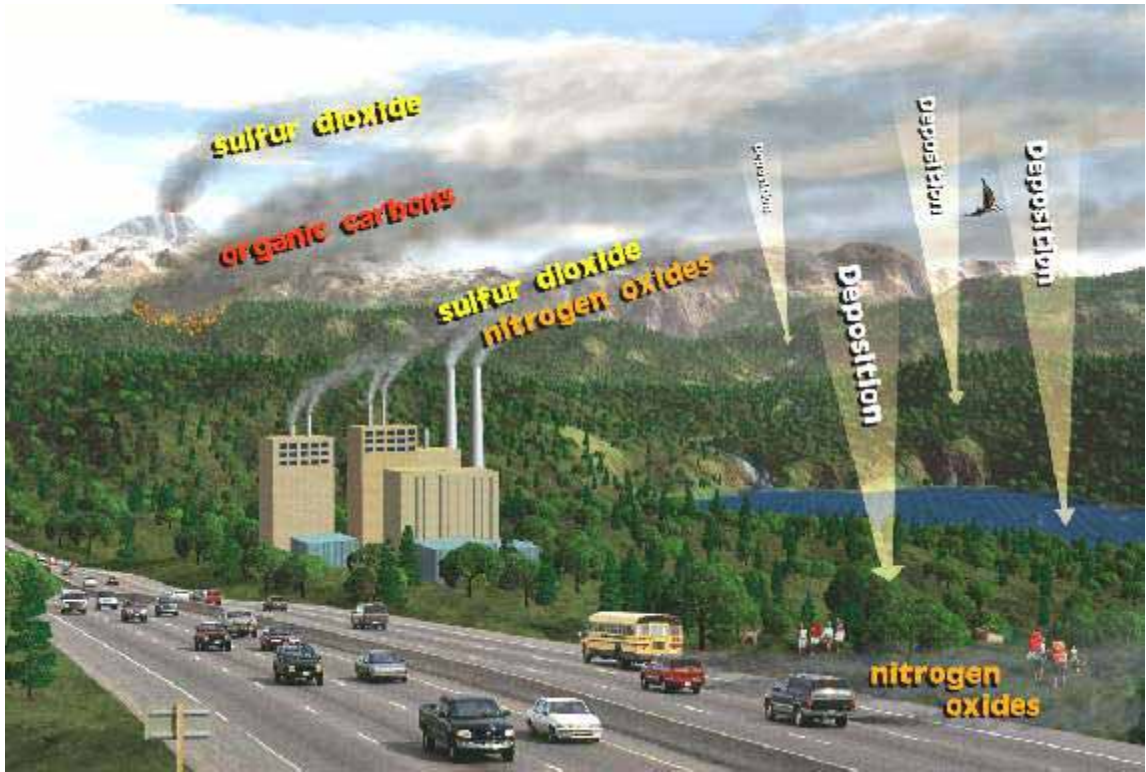
Test Number	Vinegar	Lemon Juice	Tomato Juice	Distilled Water	Salt Water	Ammonia	Milk of Magnesia
1							
2							
3							
Average pH							

**Figure 5a: Teacher's diagram for Activity 3**

Teacher's diagram in Adobe PDF format requiring an *Adobe Acrobat Reader*. This map will print out much better than the GIF file shown below on this page.

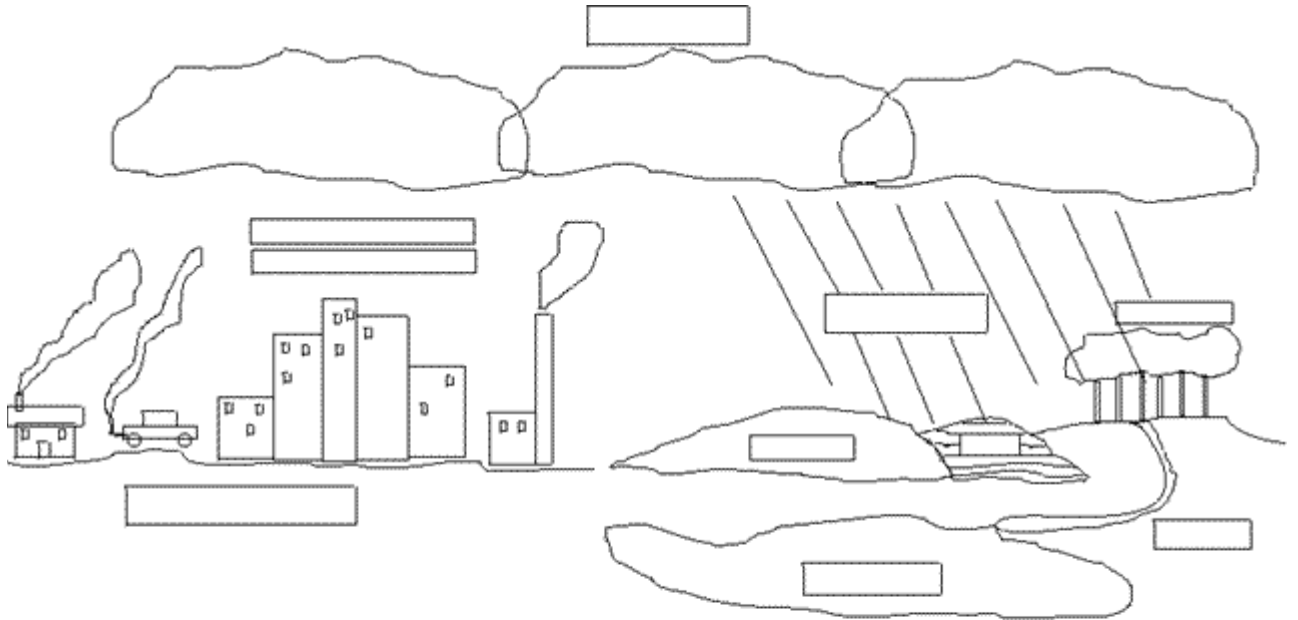


- |                   |                     |
|-------------------|---------------------|
| 1. Sulfur dioxide | 6. Forests          |
| 2. CO2            | 7. Man and Industry |
| 3. Stream         | 8. Nitrous oxides   |
| 4. Acid rain      | 9. Fields           |
| 5. Lake           | 10. Land            |



### Figure 5b: Student's diagram for Activity 3

Student's diagram in Adobe PDF format requiring an *Adobe Acrobat Reader*. This map will print out much better than the GIF file shown below on this page.



1. Sulfur dioxide
2. CO<sub>2</sub>
3. Stream
4. Acid rain
5. Lake

6. Forests
7. Man and Industry
8. Nitrous oxides
9. Fields
10. Land

**Figure 6: Sample pH Monitoring Data Sheet (Week)**

TRACHER'S NAME- _____		CLASS _____	DATE _____
TIME RECORDED _____	ADDITIONAL COMMENTS (notes on weather, trouble with pH test, etc.)		
TOTAL RAINFALL FOR WEEK _____			
pH OF RAIN FOR WEEK	Test 1: _____		
_____	Test 2: _____		
	Test 3: _____		
	Total = _____		
	average = Total / 3		



### Figure 7: Sample pH Monitoring Data Sheet (Storm Event)

This Data Sheet is for recording your results in *Activity 5*.

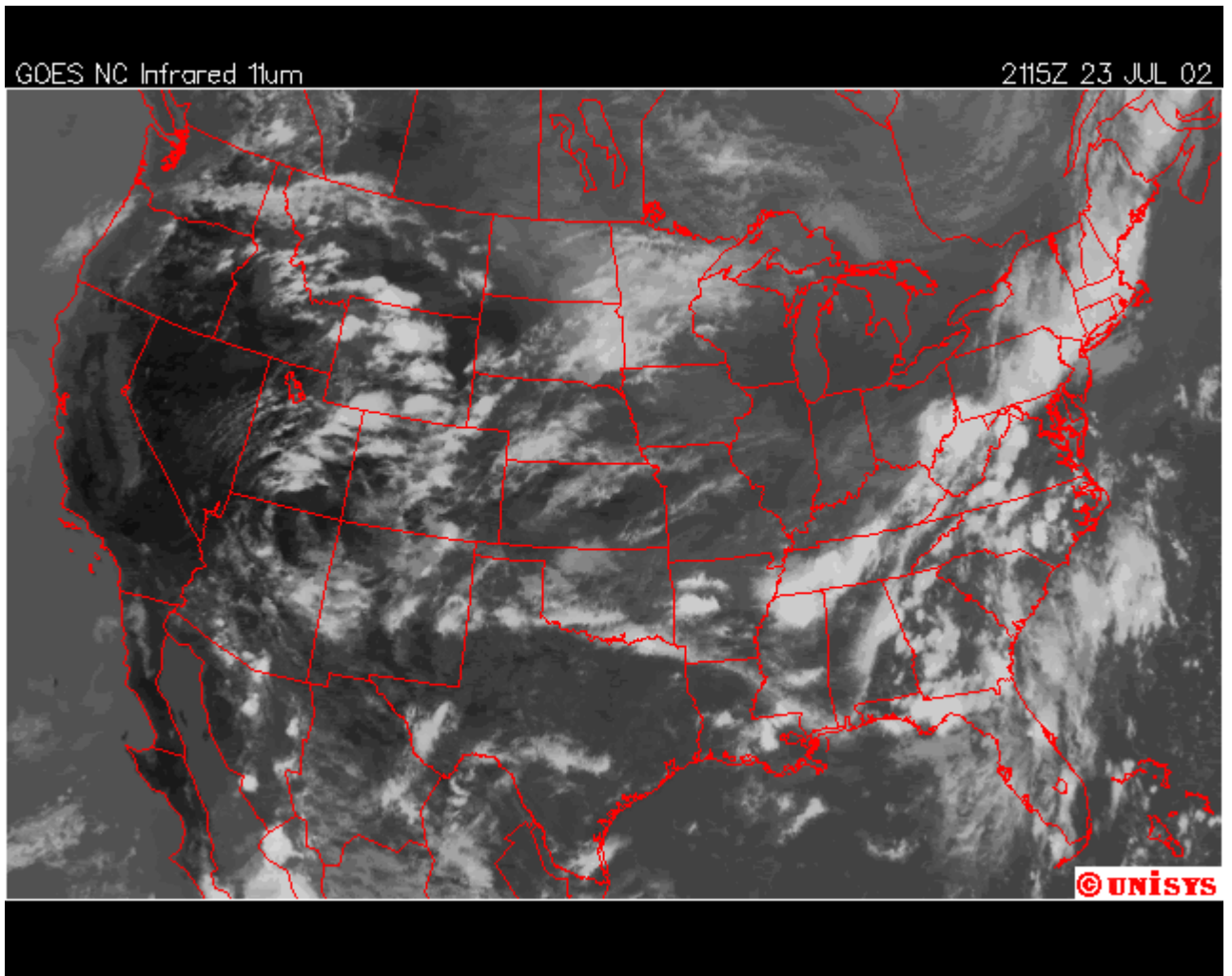
TEACHER'S NAME- _____		CLASS _____	DATE _____
TIME RECORDED _____	ADDITIONAL COMMENTS (notes on weather, trouble with pH test, etc.)		
TOTAL RAINFALL FOR STORM EVENT _____			
pH OF RAIN FOR STORM EVENT	Test 1: _____		
_____	Test 2: _____		
	Test 3: _____		
	Total = _____		
	average = Total / 3		

### Figure 8: United States Map

This map is for tracking Storm Events across the U.S. for *Activity 5*.

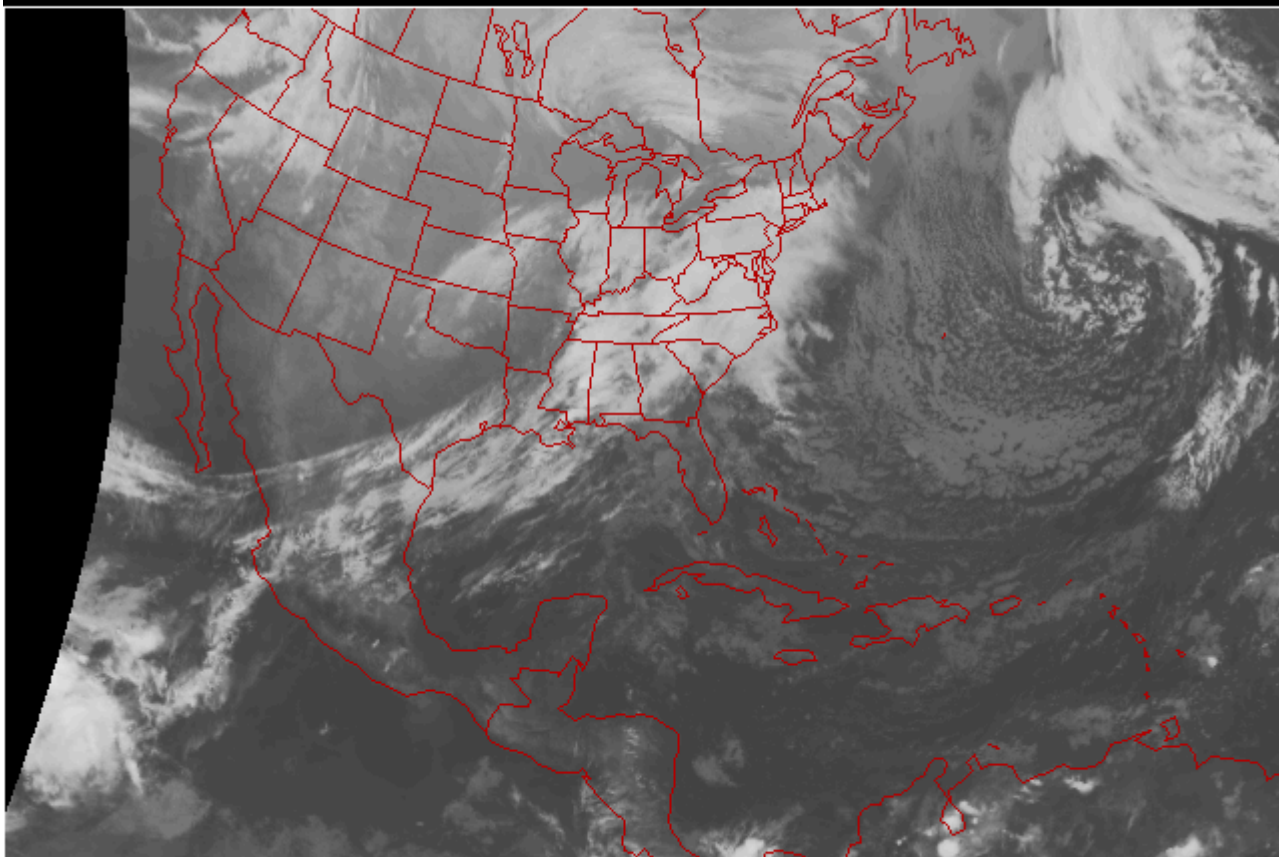


**Figure 9: Satellite Map of the United States**



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**Table 1: Approximate pH of Some Common Substances**

<b>Items</b>	<b>pH</b>	<b>Items II</b>	<b>pH4</b>
Apples	2.9 - 3.3	Limes	1.3 - 2.0
Asparagus	5.4 - 5.7	Milk of Magnesia	10.5
Battery Acid	1.0	Milk, Cow	6.4 - 6.8
Beans	5.0 - 6.0	Olives	3.6 - 3.8
Beets	4.9 - 5.6	Oranges	3.0 - 4.0
Bread, White	5.0 - 6.0	Peas	5.8 - 6.0
Beers	4.0 - 5.0	Peaches	3.4 - 3.6
Blackberries	3.2 - 3.6	Pears	3.6 - 4.0
Cider	2.9 - 3.3	Pickles, Dill	3.2 - 3.5
Crackers	7.0 - 8.5	Pickles, Sour	3.0 - 3.5
Cabbage	5.2 - 5.4	Pimento	4.7 - 5.2
Carrots	4.9 - 5.2	Plums	2.8 - 3.0
Corn	6.0 - 6.5	Pumpkin	4.8 - 5.2
Cherries	3.2 - 4.1	Raspberries	3.2 - 3.7
Dates	6.2 - 6.4	Rhubarb	3.1 - 3.2
Flour, Wheat	6.0 - 6.5	Sauerkraut	3.4 - 3.6
Grapes	3.5 -	Salmon	6.1 -

	4.5		6.3
Gooseberries	2.8 - 3.1	Shrimp	6.8 - 7.0
Ginger Ale	2.0 - 4.0	Spinach	5.1 - 5.7
Hominy (Lye)	6.9 - 7.9	Squash	5.0 - 5.3
Human Blood Plasma	7.3 - 7.5	Strawberries	3.1 - 3.5
Human Duodenal Contents	4.8 - 8.2	Sweet Potatoes	5.3 - 5.6
Human Feces	4.6 - 8.4	Tomatoes	4.1 - 4.4
Human Gastric Contents	1.0 - 3.0	Tuna	5.9 - 6.1
Human Milk	6.6 - 7.6	Turnips	5.2 - 5.5
Human Saliva	6.0 - 7.6	Vinegar	2.4 - 3.4
Human Spinal Fluid	7.3 - 7.5	Water, Mineral	6.2 - 9.4
Human Urine	4.8 - 8.4	Water, Sea	8.0 - 8.4
Jams, Fruit	3.5 - 4.0	Water, Distilled (=air)	5.8
Jellies, Fruit	3.0 - 3.5	Water, Distilled (No CO2)	6.8 - 7.0
Lemons	2.2 - 2.4	Wines	2.8 - 3.8