# Purple fumes: the importance of iodine

Iodine, with its characteristic purple vapours, has myriad applications – from the familiar disinfectant to innovative solar cells.

By Frithjof C Küpper, Martin C Feiters, Berit Olofsson, Tatsuo Kaiho, Shozo Yanagida, Michael B Zimmermann, Lucy J Carpenter, George W Luther III, Zunli Lu, Mats Jonsson & Lars Kloo

What makes iodine so important and interesting? Not only does it sublimate into a dramatic purple gas, but it also affects many aspects of life on Earth and of human civilisation. Did you know, for example, that iodine protects marine algae from oxidative damage (for example

www.scienceinschool.org

from the Sun), prevents some congenital abnormalities in humans, and has many industrial applications?

The discovery of iodine can be traced back to the  $19^{\text{th}}$  century and the Napoleonic wars. With the British imposing a blockade on European ports, the French were faced with shortages of saltpetre (KNO<sub>3</sub>) for manufacturing gunpowder. So chemist Bernard Courtois investigated the potential of seaweed (brown algae, *Laminaria* sp.) as the potassium source for this crucial substance. He added concentrated sulphuric acid to seaweed ash and was surprised by the beautiful purple fumes that were produced (figure 1). Although Courtois suspected that his purple vapour was a new element, he did not have the financial means to follow up his research. It was left to his colleagues, including Joseph Gay-Lussac, to confirm his results and name the element iodine, from the Greek word *iodes*, which means purple or violet.

Gay-Lussac went on to investigate the chemistry of iodine, and despite the war, the French chemists found ways to correspond with British chemists, notably Sir Humphry Davy. Initially, Davy believed the vapour to be a chlorine compound, but soon concluded that it was indeed a new element. 304

#### ANNALES

## Découverte d'une substance nouvelle dans le Vareck.

## PAR M. B. COURTOIS (1).

Les eaux-mères des lessives de Vareck contienuent en assez grande quantité une substance bien singulière et bien curieuse ; on l'en retire avec facilité : il suffit de verser de l'acide sulfarique sur ces eaux-mères etde chauffer le tout dans une cornue dont le bec est adapté à une alonge, et celle-ci à un ballon. La substance qui s'est précipitée sous la forme d'une peudre noire-brillante , aussitôt après l'addition de l'acide sulfurique, s'élève en vapeur d'une superbe couleur violette quand elle éprouve la chaleur; cette vapeur se condense dans l'alonge et dans le récipient, sous la forme de lames cristallines très-brillantes et d'un éclat égal à celui du plomb sulfuré cristallisé ; en layant ces lames avec un peu d'eau distillée, on obtient la substance dans son état de pureté.

 (i) Cette découverte a été annoncée le 6 décembre,
à la séance de la première classe de l'Institut, per M. Clément. The front page of Courtois' historic publication reporting the discovery of iodine



Portrait of Joseph Louis Gay-Lussac, French physicist and chemist, by François Séraphin Delpech (1778–1825)

 $\mathcal{D}_{+}$ 

REVIEV

# Chemistry

- Biology
- Physics
- History
- Ages 13-18

In this concise update on the element iodine, the authors guide the reader through the history and the many applications of this important element, from medicine to industry and energy production. Suggestions for school laboratory experiments add interest and appeal to the topic.

Given the plain and clear style, I recommend this article not only to European science teachers but also to their students aged 13-18. It could be used in lessons on chemistry (the periodic table, halogens), biology (endocrine glands, the thyroid and its diseases) and physics (isotopes, radioactivity and solar cells). There is also an interdisciplinary opportunity to address the

history of science (the discovery of the elements), the role of scientists in the development of weapons, or the relationships between scientists of opposing countries during wartime.

Suitable comprehension questions include:

- 1. From the article you can deduce that seaweeds accumulate iodine:
  - a) To oxidise atmospheric ozone
  - b) To absorb atmospheric ozone
  - c) To produce atmospheric ozone
- d) To protect themselves from atmospheric ozone.
- 2. If we do not receive enough iodine:
  - a) Our thyroid gland enlarges / atrophies
- b) Our anterior pituitary gland secretes less / more thyroid-stimulating hormone

Giulia Realdon, Italy



With the help of X-ray absorption spectroscopy, we now know that seaweeds accumulate iodine as iodide (I), which acts as an antioxidant to protect them against oxidative damage caused by atmospheric ozone ( $O_3$ ). This goes some way to explaining why trace amounts of molecular iodine ( $I_2$ ) can be detected in the atmosphere of coastal regions and why human iodine intake in these regions is dependent on seaweed abundance rather than proximity to the sea.

For much of the next century, iodine continued to be extracted from seaweed. Today, however, it is removed from natural iodine-containing brines in gas and oil fields in Japan and the USA, or from Chilean caliches (nitrate ores), which contain calcium iodate  $(Ca(IO_3)_2)$ . The iodine is supplied to the market as a purplish-black solid.

# **Iodine chemistry**

Iodine belongs to the halogens, and thus shares many of the typical characteristics of the elements in this group. Because of its high electronegativity, iodine forms iodides with most elements in its formal oxidation state, -1. Many iodine-containing compounds are frequently used as reagents in organic synthesis – mainly for iodination, oxidation and C-C bond formation.

Iodine in the atmosphere originates mostly from biological and chemical processes in the ocean – such as the iodide antioxidant system in seaweeds. Most iodine is ultimately removed from the atmosphere by cloud formation. In the ocean, iodine is mainly dissolved and exists as iodate (IO<sub>3</sub><sup>-</sup>, oxidised form) and iodide (I<sup>-</sup>, reduced form). In Earth's outer layer (the lithosphere), most iodine is in marine and terrestrial sediments; iodine levels are low in igneous rocks.

# The physiological importance of iodine

Physiologically, iodine is an essential element, required for the synthesis

Inage courtesy of Jodi Squirmelia / Flick,

kelp forest, big Sur, California

Brown algae such as kelp are the strongest iodine accumulators among living systems. Photograph taken on the shore at Dunstaffnage, near Oban, Scotland, UK Image courtesy of Eleanor A Merritt



of thyroid hormones – triiodotyrosine and thyroxine (figure 3) – which regulate growth, development and cell metabolism. The recommended dietary intake of iodine for adults is  $150 \mu g/day$ , which can be obtained from dairy products, seaweed and iodised table salt.

The classic symptom of iodine deficiency is thyroid enlargement (goitre). As iodine intake falls, the anterior pituitary gland secretes increasing levels of thyroid-stimulating hormone in an effort to maximise the uptake of available iodine; this leads to exces-



Image courtesy of Michael Zimmermann

# The thyroid hormones thyroxine (T4) and triiodotyrosine (T3)

sive growth of the thyroid gland. But the most damaging effect of a lack of iodine is to the developing brains of babies, leading to mental retardation. Furthermore, severe iodine deficiency during pregnancy is associated with a greater incidence of stillbirth, miscarriage and congenital abnormalities.

The most effective way to prevent iodine deficiency is to add potassium

# **Science topics**

iodide (KI) or potassium iodate (KIO<sub>2</sub>) to table salt. This practice of salt iodisation is carried out in around 120 countries, with more than 70% of the world population now having access to iodised salt.

## Industrial uses of iodine

Iodine and its compounds are used in myriad products, from food and pharmaceuticals, through to animal feed and industrial catalysts (figure 4). For instance, iodine is a potent antimicrobial. For more than a century, iodine tincture - a mixture of ethanol, water, iodine and potassium iodide was used as an antiseptic for wounds. This has now largely been replaced by water-soluble ionophores (iodine complexed with surfactants), which are less irritating to the skin. For example, povidone iodine, a mixture of polyvinylpyrrolidone and iodine, is used widely as a surgical scrub.

In the industrial production of acetic acid, iodine compounds such as rhodium iodide (the Monsanto process) or iridium iodide (BP's Cativa process) are used to catalyse the carbonylation of methanol.

Silver iodide (AgI), used in early photographic plates, is used today in cloud seeding to initiate rain and to control climate. Because AgI has a similar crystal structure to ice, it can induce freezing by providing nucleation sites. This was done at the 2008 Beijing Olympics to prevent rainfall during the opening and closing ceremonies.

With its high atomic weight (126.9) and large number of electrons, iodine is also an excellent X-ray absorber and is used in X-ray contrast media. These substances are generally safe to administer to humans and enable the visualisation of soft tissues in X-ray examinations.

A more everyday application of iodine is in liquid-crystal displays for TVs, computers and mobile phones, which use polarising films to filter light. These films are commonly made of polyvinyl alcohol layers doped with iodine. Here, iodine acts as a cross-linker and ensures that the structure is polarising.

### **Iodine in the energy industry**

Iodine is used in one of the most promising solar cells on the market for the production of low-cost 'green energy': the dye-sensitised titanium oxide solar cell. Also known as the Grätzel cell after one of its inventors, it consists of polyiodide electrolytes as the charge transport layer between the cathode and the anode (to learn more, see Shallcross et al., 2009).

Of the 37 known isotopes of iodine, all but one, <sup>127</sup>I, are radioactive. Most of these radioisotopes, which are produced via fission reactions in nuclear power plants and weapons, are short-lived, which makes them useful as tracers and therapeutic agents in medicine. For example, iodine isotopes can be used to image the thyroid gland, which absorbs radioactive iodine when it is injected into the bloodstream.

Unfortunately, radioactive <sup>131</sup>I, released from nuclear accidents - such as the disaster in Fukushima, Japan, in 2011 – is also taken up by the thyroid. Because it is a high-energy  $\beta$ -particle

Image courtesy of Michael Zimmermann



A 12-year-old boy with a goitre caused by iodine deficiency

Image courtesy of: Wen-Yan King / Flicki



preventable and treatable with just pinches of iodised salt.

Image courtesy of Tatsuo Kaiho



emitter, it damages cells and induces cancer. To counteract this effect, nonradioactive potassium iodide (KI) tablets are ingested to saturate the thyroid's ability to take up radioactive iodine.

These are just a small sample of the many applications of iodine. Clearly, although the element has been known for only two hundred years, it is well established in modern chemistry, physics and medicine.

# Acknowledgement

This article was adapted from a much longer publication in *Angewand-te Chemie International Edition* (Küpper et al., 2011).

# References

Küpper FC, Feiters MC, Olofsson B, Kaiho T, Yanagida S, Zimmermann MB, Carpenter LJ, Luther GW, Lu Z, Jonsson M, Kloo L (2011) Commemorating two centuries of iodine research: an interdisciplinary overview of current research. *Angewandte Chemie International Edition* **50**: 11598-11620. doi: 10.1002/ anie.201100028

Shallcross D, Harrison T, Henshaw S, Sellou L (2009) Looking to the heavens: climate change experiments. *Science in School* **12**: 34-39. www. scienceinschool.org/2009/issue12/ climate

# lodine in the classroom

No doubt we are all familiar with the colourful 'iodine clock' experiment between hydrogen peroxide, potassium iodide, starch and sodium thiosulphate – but there are many other ways to introduce iodine practically into the classroom. For example:

- When catalysed by water, aluminium and iodine react to produce spectacular clouds of purple iodine vapour.
- In a direct reaction between a metal and a nonmetal, zinc powder reacts with a solution of iodine in ethanol to form zinc iodide in an exothermic redox reaction.
- Potassium iodide can be used to detect the presence of starch in a range of foods.
- Various solutions, including aqueous sodium iodide, can be electrolysed and the products at the electrodes identified. Students can then use their practical experience and theoretical knowledge to construct simple ionic equations.

Details of these and many other school experiments can be downloaded from the Learn Chemistry website<sup>w1</sup>.

CLASSROOM ACTIVITY 🦪



## Web reference

w1 – The Learn Chemistry website of the UK's Royal Society of Chemistry offers a wide range of downloadable resources to support the teaching and learning of chemistry. See: www.rsc.org/learn-chemistry

Frithjof C Küpper is a professor of marine biodiversity at the University of Aberdeen, UK. His research focuses on the biochemistry and biodiversity of marine algae and microbes – in particular, on halogen metabolism of seaweeds and its atmospheric impact. He is engaged in a range of scientific outreach activities, recently including the production of a filmed documentary (Immersed in the Arctic).

Martin C Feiters is an associate professor in the Institute for Molecules and Materials at the Radboud University Nijmegen, the Netherlands. He has been involved in many spectroscopic and structural studies involving synchrotron radiation, and in chemistry demonstrations for secondary-school students who are interested in studying science further. Berit Olofsson is a professor of organic chemistry at Stockholm University, Sweden. Her research focuses on hypervalent iodine chemistry, which involves iodine compounds in high oxidation states. She has given several popular scientific lectures to secondary-school students to stimulate their interest in chemistry.

Dr Tatsuo Kaiho is the director of Nihon Tennen Gas Co Ltd, Japan. His research interests are iodine production and its novel applications. Shozo Yanagida is a professor at the Center for Advanced Science and Innovation, Osaka University, Japan. His research focuses on dye-sensitised solar cells.

Michael B Zimmermann MD is a professor of human nutrition at the Swiss Federal Institute of Technology (ETH) in Zurich, Switzerland. His research focuses on the disorders caused by iodine deficiency. He teaches several courses on nutrition and metabolism at the University, at both undergraduate and graduate level.

Image courtesy of the Pharmacie Centrale des Armées



Image courtesy of the AIEA /Wikimedia

The nuclear power plant at Tricastin, France, is situated close to a densely populated region. Approximately every five years, potassium iodide pills are distributed to the people who live nearby to prevent damage to their thyroid glands in case of a nuclear accident.

Lucy J Carpenter is a professor of atmospheric chemistry at the University of York, UK. Her specialities are volatile halogens and their influence on atmospheric chemistry.

George W Luther is the Harrington Professor of Marine Chemistry at the School of Marine Science & Policy at the University of Delaware, USA. He explores biogeochemical processes in marine environments, emphasising research that interfaces chemistry with biology with the view that chemistry drives biology. He performs chemical magic shows for local schools and outreach programmes, and takes high-school teachers on oceanographic research cruises, including those studying hydrothermal vents.

Zunli Lu is an assistant professor at Syracuse University, NY, USA, and specialises in geological cycling of iodine.

Mats Jonsson is a professor of nuclear chemistry at the Royal Institute of Technology, in Stockholm, Sweden.

Lars Kloo is a professor of inorganic chemistry and the head of applied physical chemistry at the Royal Institute of Technology (KTH), in Stockholm, Sweden. He is often involved with school teachers and their classes, on the subject of solar energy in general and solar cells in particular. Currently, he is involved in the Soljakten programme, jointly with the Nobel Museum, in Stockholm, which is aimed at final-year elementaryschool classes.

**₽ (** 

To learn how to use this code, see page 53.



Publisher: EIROforum, www.eiroforum.org

#### Editor-in-chief: Dr Eleanor Hayes,

European Molecular Biology Laboratory, Germany

Co-editor: Isabelle Kling, European Molecular Biology Laboratory, Germany

#### **Editorial board:**

Dr Giovanna Cicognani,

- Institut Laue-Langevin, France Dr Dominique Cornuéjols, European
- Synchrotron Radiation Facility, France Dr Phil Dooley, European Fusion
- Development Agreement, UK
- Richard Hook, European Southern Observatory, Germany
- Dr Rolf Landua, European Organization for Nuclear Research (CERN), Switzerland
- Dr Dean Madden, National Centre for Biotechnology Education, University of Reading, UK
- Lena Raditsch, European Molecular Biology Laboratory, Germany
- Monica Talevi, European Space Agency, the Netherlands
- Dr Fernand Wagner, European Association for Astronomy Education, Luxembourg
- Copy editor: Dr Caroline Hadley

Composition: Nicola Graf, nicolagraf@t-online.de

Printers: ColorDruckLeimen, Germany www.colordruck.com

Web developer: Alexander Kubias, Alperion GmbH, Germany, www.alperion.de

#### **ISSN:**

Print version: 1818-0353 Online version: 1818-0361

#### Cover images:

Pigs: Image courtesy of Scott Bauer, US Department of Agriculture / Wikimedia Commons

Hubble telescope: Image courtesy of NASA



At the end of each article in this issue, you may notice a square black and white pattern. With the aid of a smart phone, this QR code will lead

you straight to the online version of the free QR code reader app (such as BeeTagg or i-Nigma) for your smart phone and scan the code with your phone's camera. To find a suitable app for your phone, see: http://tinyurl.com/byk4wg

Hint: the apps work better in good light conditions, and with a steady hand. You may also want to try holding your camera at different distances from the code.

You can then use all the live links to the references and resources, download the PDF, send the article to your friends, leave comments, and much more.

#### Safety note

For all of the activities published in Science in School, we have tried to check that all recognised hazards have been identified and that suitable precautions are suggested. Readers should be aware, however, that errors and omissions can be made, and safety standards vary across Europe and even within individual countries.

Therefore, before undertaking any activity, readers should always carry out their own risk assessment. In particular, any local rules issued by employers or education authorities MUST be obeyed, whatever is suggested in the Science in School articles.

Unless the context dictates otherwise, it is assumed that:

- Practical work is carried out in a properly equipped and maintained science laboratory
- Any electrical equipment is properly maintained
- Care is taken with normal laboratory operations such as heating
- Good laboratory practice is observed when chemicals or living organisms are used
- Eye protection is worn whenever there is any recognised risk to the eyes
- Pupils and / or students are taught safe techniques for activities such as handling living organisms, hazardous materials and equipment.

#### Credits

Science in School is a non-profit activity. Initially supported by the European Commission, it is now funded by EIROforum.

#### Disclaimer

Views and opinions expressed by authors and advertisers are not necessarily those of the editors or publisher.

We are grateful to all those who volunteer to translate articles for the Science in School website (see the guidelines on our website). We are, however, unable to check the individual translations and cannot accept responsibility for their accuracy.

#### Copyright

With very few exceptions, articles in Science in School are published under Creative Commons copyright licences allow the text to be reused noncommercially. Note that the copyright licences refer to the text of the articles and not to the images. You may republish the text according to the following licences, but you may not reproduce the images without the consent of the copyright holder. Most Science in School articles carry one of two

# copyright licences:

#### 1) Attribution Non-commercial Share Alike No Endorsement (by-nc-sa-ne): ®\$08

This licence lets you remix, tweak, and build upon the author's work non-commercially, as long as you credit the author and licence their new creations under the identical terms. You can download and redistribute the author's work, but you can also translate or produce new articles based on the work. All new work based on the author's work will carry the same licence, so any derivatives will also be non-commercial in nature.

Furthermore, you may not imply that the derivative work is endorsed or approved by the author of the original work or by Science in School.

#### 2) Attribution Non-commercial No Derivatives (by-nc-nd)

(℠)(\$)(=)

This licence is often called the 'free advertising' licence because it allows you to download the author's works and share them with others as long as you mention and link back to the author, but you cannot change them in any way or use them commercially.

For further details, see: http://creativecommons.org All articles in Science in School carry the relevant copyright logos or other copyright notice.

#### **EIROforum**

Science in School is published and funded by EIROforum, a collaboration between eight of Europe's largest inter-governmental scientific research organisations, which combines the resources, facilities and expertise of its member organisations to support European science in reaching its full potential. See: www.eiroforum.org

#### CERN

The European Organization for Nuclear Research (CERN) is one of the world's most prestigious research centres. Its main mission is fundamental physics - finding out what makes our Universe work, where it came from, and where it is going. See: www.cern.ch

#### EFDA-JET

The Joint European Torus (JET) investigates the potential of fusion as a safe, clean, and virtually limitless energy source for future generations. It can create the conditions (100-200 million °C) in the plasma sufficient for fusion of deuterium and tritium nuclei to occur - and it has observed fusion power to a maximum of 16 MW. As a joint venture, JET is collectively used by more than 40 European fusion laboratories. The European Fusion Development Agreement (EFDA) provides the platform to exploit JET, with more than 350 scientists and engineers from all over Europe currently contributing to the JET programme. See: www.efda.org/jet

#### EMBL

The European Molecular Biology Laboratory (EMBL) is one of the world's top research institutions, dedicated to basic research in the life sciences. EMBL is international, innovative and interdisciplinary. Its employees from 60 nations have backgrounds including biology, physics, chemistry and computer science, and collaborate on research that covers the full spectrum of molecular biology. See: www.embl.org

#### ESA

The European Space Agency (ESA) is Europe's gateway to space. Its mission is to shape the development of Europe's space capability and ensure that investment in space continues to deliver benefits to the citizens of Europe and the world. See: www.esa.int

#### ESO

The European Southern Observatory (ESO) is the foremost inter-governmental astronomy organisation in Europe and the world's most productive astronomical observatory. It operates telescopes at three sites in Chile – La Silla, Paranal and Chajnantor – on behalf of its 15 member states. At Paranal, ESO's Very Large Telescope is the world's most advanced visible-light astronomical observatory. ESO is the European partner of the revolutionary astronomical telescope ALMA, and is planning a 40-metre-class European Extremely Large optical / near-infrared Telescope, the E-ELT. See: www.eso.org

#### ESRF

The European Synchrotron Radiation Facility (ESRF) is one of the most intense sources of X-rays in the world. Thousands of scientists come every year to ESRF to carry out experiments in materials science, biology, medicine, physics, chemistry, environmental science, and even palaeontology and cultural heritage. See: www.esrf.eu

#### **European XFEL**

The European XFEL is a research facility currently under construction in the Hamburg area of Germany. It will generate extremely intense X-ray flashes to be used by researchers from all over the world. See: www.xfel.eu

#### ILL

The Institut Laue-Langevin (ILL) is an international research centre operating the most intense steady neutron source in the world. Every year, more than 800 experiments are performed by about 2000 scientists coming from all over the world. Research focuses on science in a variety of fields: condensed matter physics, chemistry, biology, nuclear physics and materials science. See: www.ill.eu

# How many schools and teachers do you reach – Worldwide?



# Advertising in Science in School

- Choose between advertising in the quarterly print journal or on our website.
- Website: reach over 30 000 science educators worldwide every month.
- In print: target over 5000 European science educators every quarter, including over 3500 named subscribers.
- Distribute your flyers, brochures, CD-ROMs or other materials to the recipients of the print copies.

# For more details, see www.scienceinschool.org/advertising



