# “Introduction to Carbon Cycle Science and pH in the Ocean”

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Earth2Class Workshops for Teachers

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# The Importance of the Carbon Cycle

- Carbon is the key to Life as we know it—most biological molecules (carbohydrates, lipids, proteins, DNA and RNA) are carbon-based
- Biological energy – either photosynthetic or chemosynthetic—require carbon compounds
- Hydrocarbons have served as the most essential fuels during the past 150 years
- Coal and plant fuels also are carbon-based
- C is very reactive and rarely uncombined

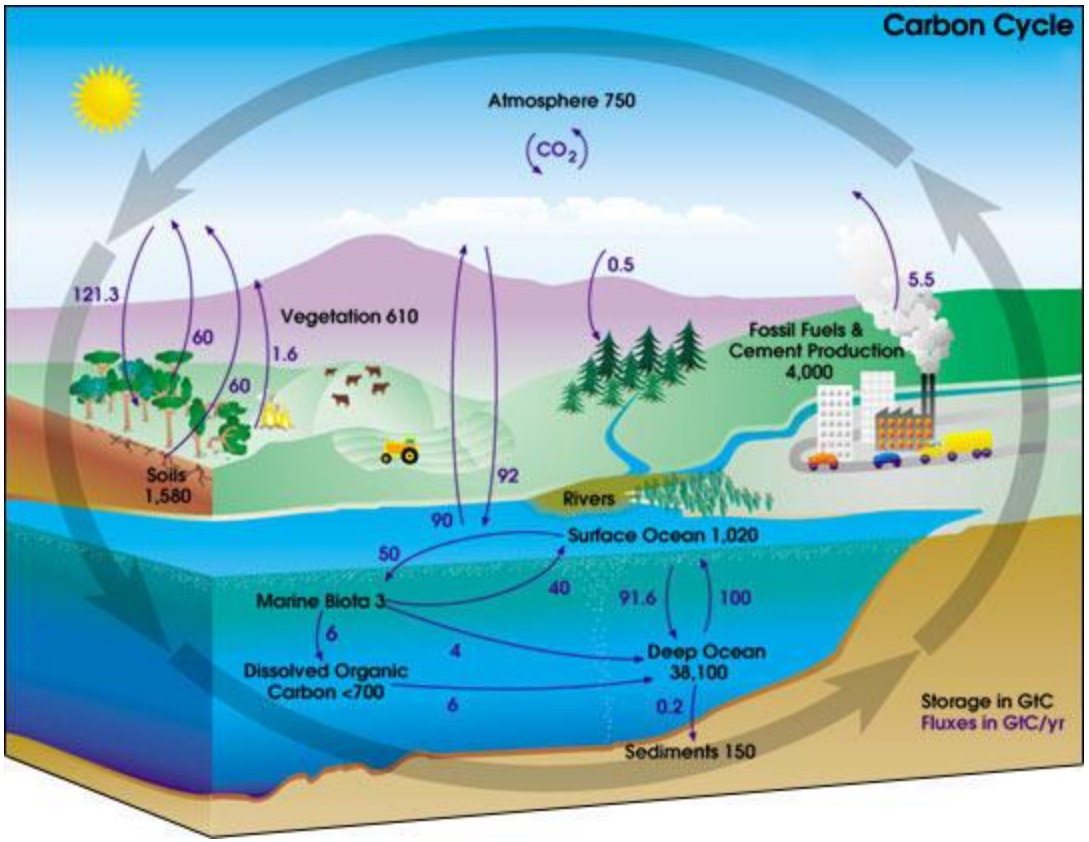
# Before We Begin: Some Essential Terms

- "**Biogeochemical cycle**": model representing movement of a substance among Earth's 4 'spheres'
- "**Flux**": amount of a quantity (such as heat or $CO_2$) that flows through a unit area in a unit time
- "**Reservoir**": component of a system separate from other components, such as 'ocean' vs. 'air' or 'land'
- "**Sequestration**": amount of a compound 'locked away' in a reservoir so as not to be available

# More Essential Terms

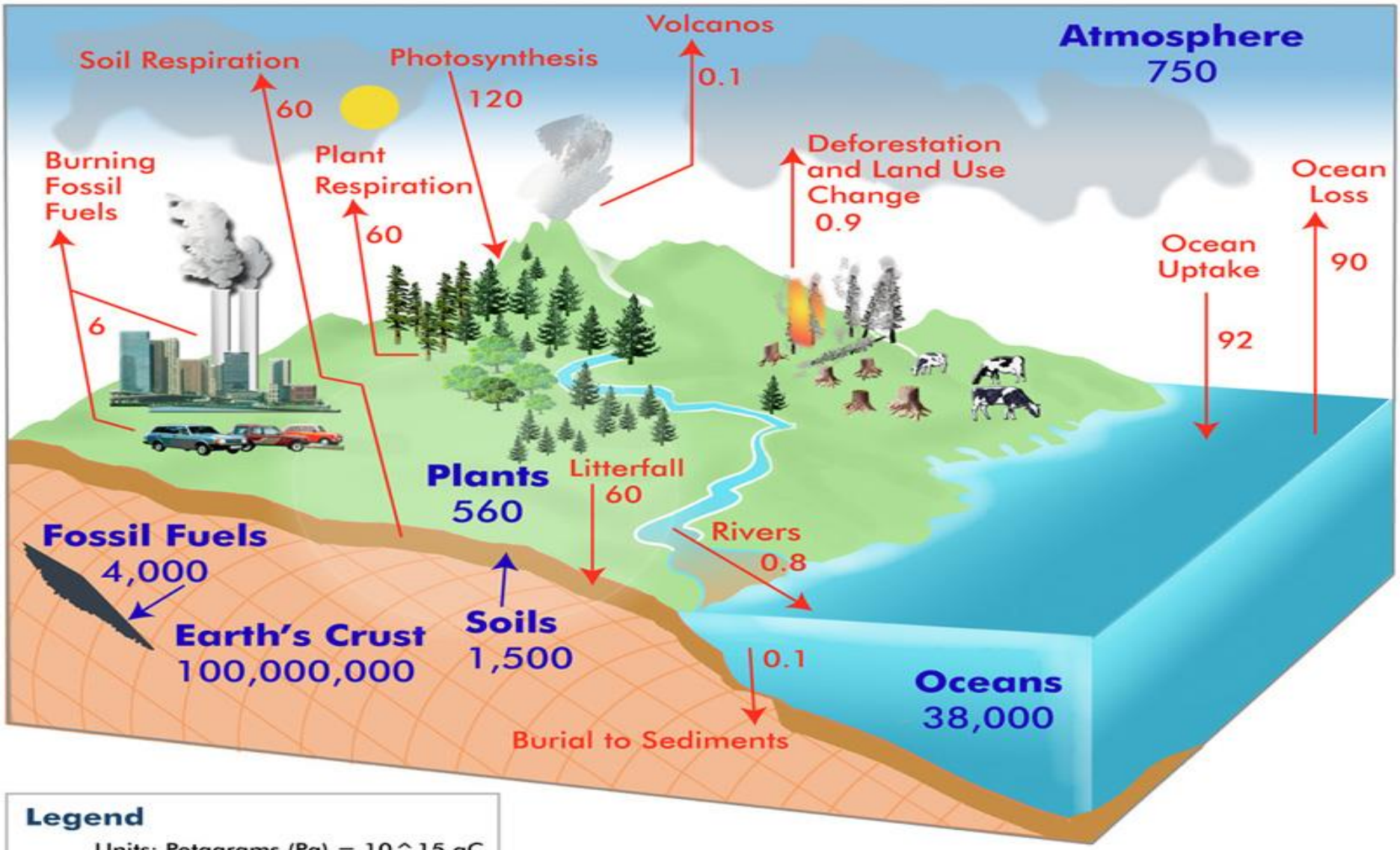
- "**Source**": where elements or compounds come from within a system, such as the atmosphere
- "**Sink**": where in a system substances finally wind up, such as in plants or rocks
- "**Anthropogenic $CO_2$**": $CO_2$ released by human activities
- "**Carbonate mineral**": compound that has "$CO_3$" combined with one or more elements, such as "$CaCO_3$" or "$(Ca,Mg)CO_3$"
- "**Partial Pressure**": portion of a total amount produced by one component (e.g., $pCO_2$)

# This drawing of the Carbon cycle indicates that plants and oceans play key roles in the flow




http://earthobservatory.nasa.gov/Library/CarbonCycle/carbon_cycle4.html

# Global Carbon Cycle

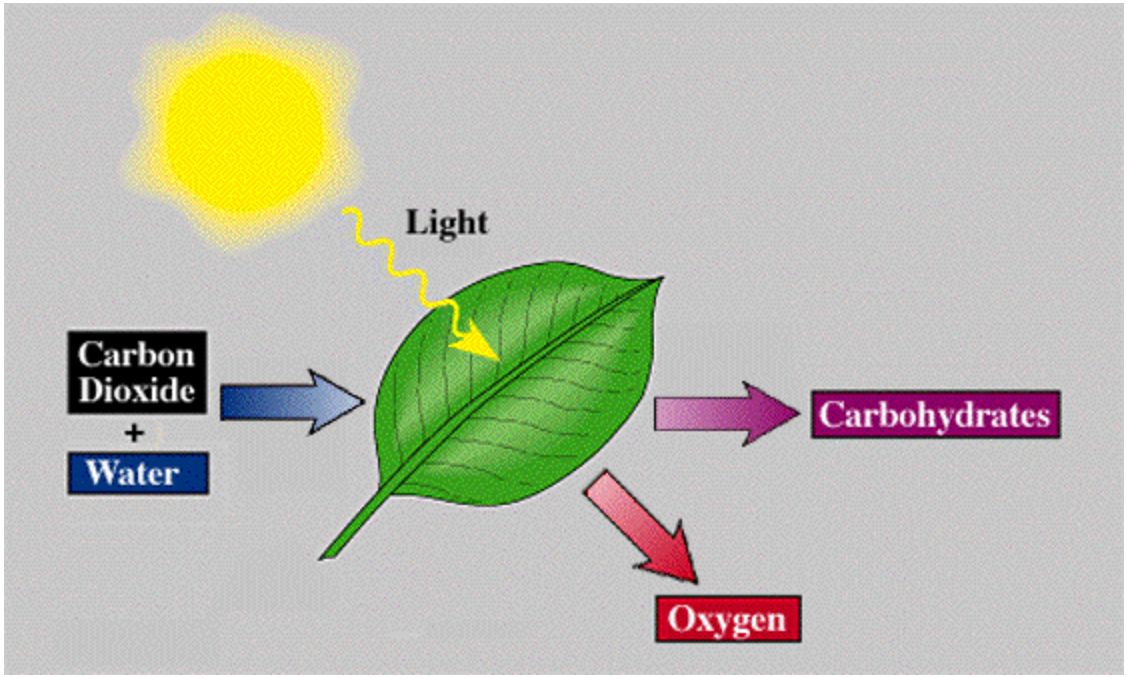



http://www.globe.gov/fsl/html/templ.cgi?carboncycleDia

# Within the Carbon Cycle, the role of $CO_2$ has received considerable attention

- $CO_2$ is vital in *photosynthesis-respiration*, *combustion*, and other parts of the *C Cycle*
- $CO_2$ is an atmospheric *greenhouse gas*
- Research at the Mauna Loa observatory and elsewhere have identified sharply increased levels in the atmosphere
- $CO_2$ also occurs as one of the dissolved gases in seawater

Through photosynthesis, $CO_2$ and $H_2O$ combine using solar energy to create more complex compounds that store energy




http://www.phschool.com/science/biology_place/biocoach/photosynth/overview.html

Here is another version of a photosynthesis diagram:
http://earthguide.ucsd.edu/earthguide/diagrams/photosynthesis/photosynthesis.html

# Through cellular respiration, organisms gain energy and $CO_2$ is released form the Biosphere

In a very simplified form, **aerobic respiration** involves:

$$C_6H_{12}O_6 + O_2 \rightarrow CO_2 + H_2O + \text{energy (ATP)}$$

Also simplified, **combustion (burning)** involves:

carbon-based fuel + $O_2 \rightarrow CO_2 + H_2O$ + heat/ light

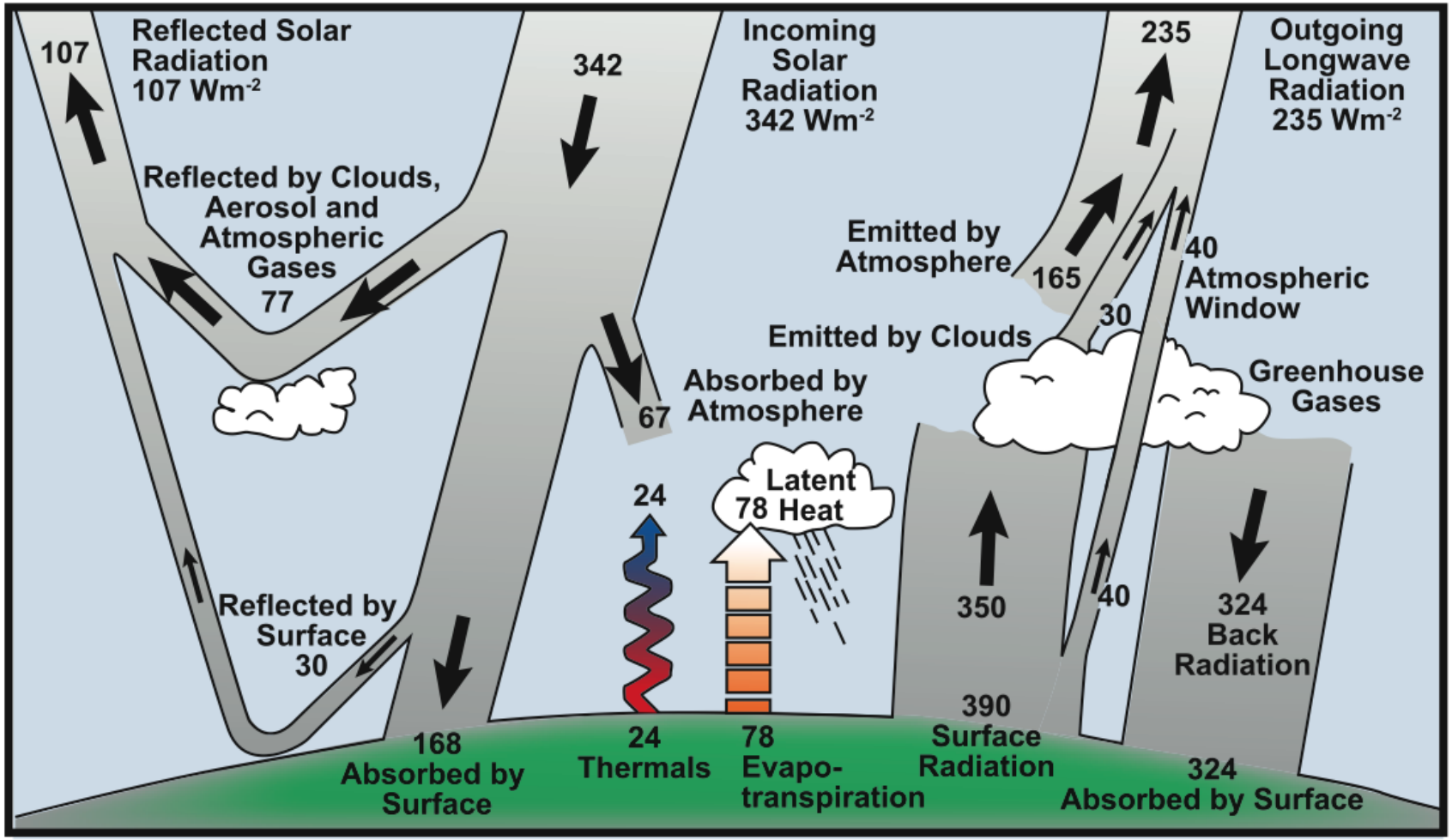
(wood, oil, gas, etc.)

# What Do We Know about $CO_2$ and Climate, and How Do We Know It?

One of the better sources for information about current understanding of the changing Earth System is the "Intergovernmental Panel on Climate Change Working Group 1: The Physical Science Basis of Climate Change" report.

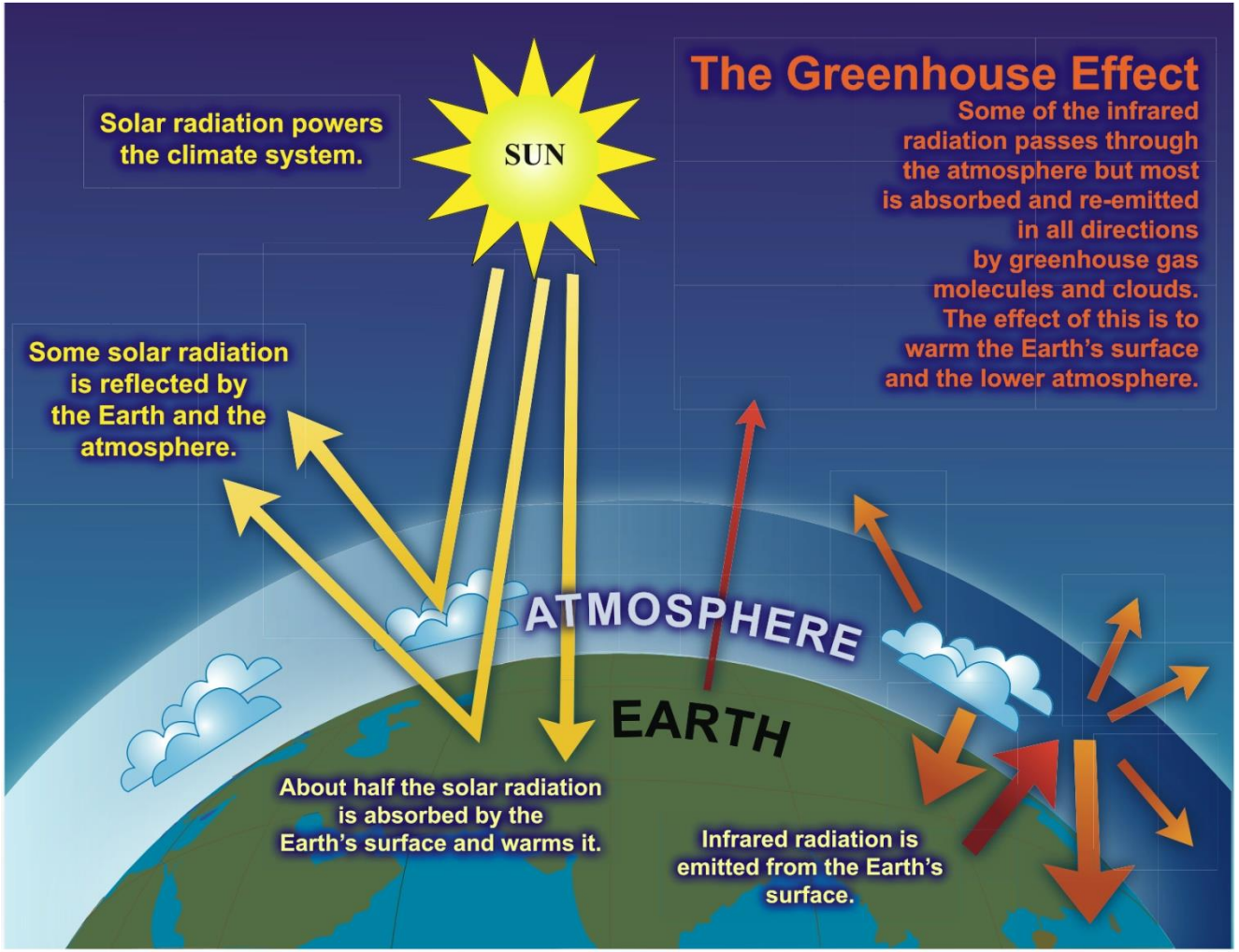
The following diagrams come from online versions of this document.

# $CO_2$ plays a role in Earth's Energy Budget

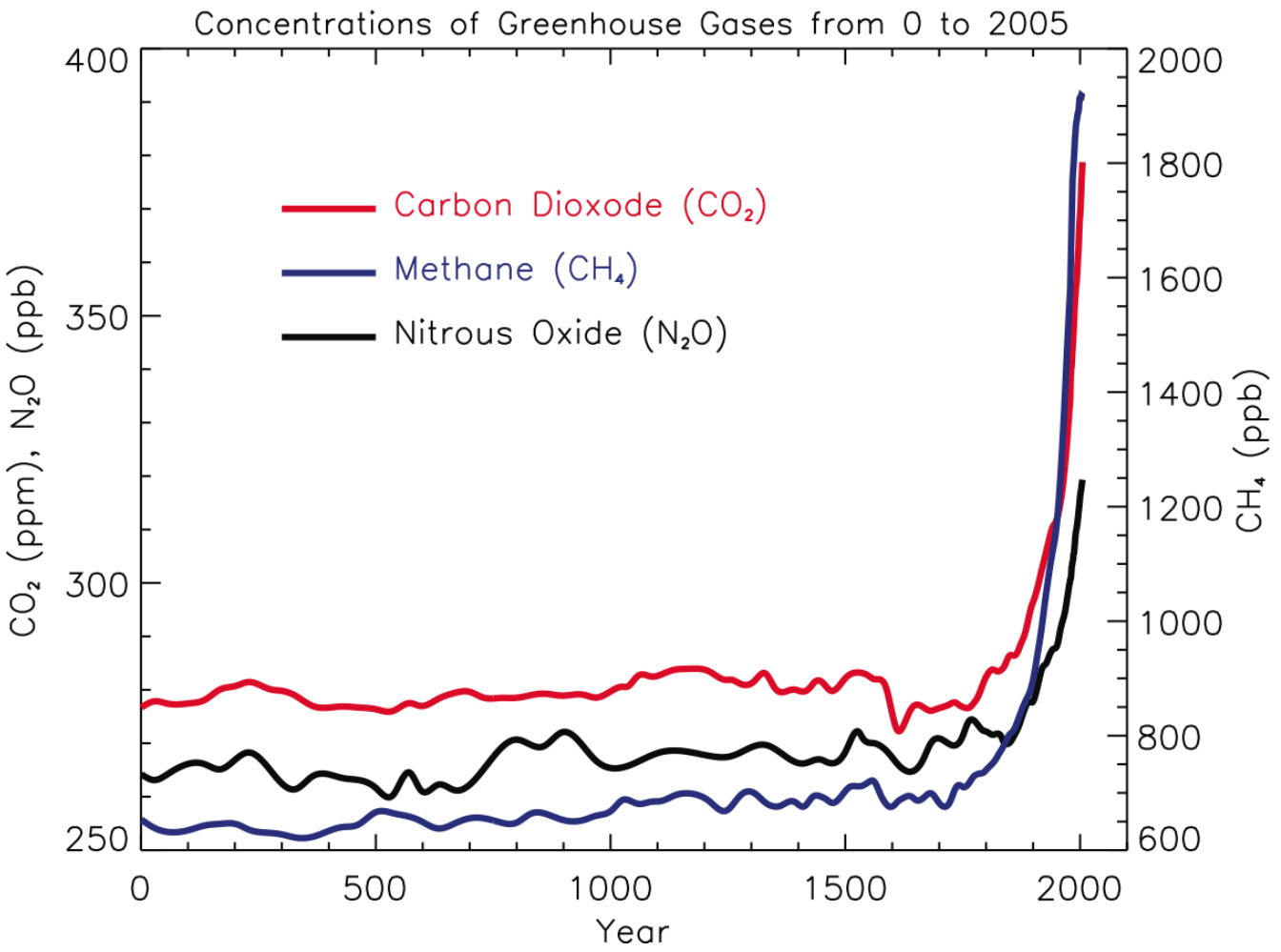



http://ipcc-wg1.ucar.edu/wg1/FAQ/wg1_faq-1.1.html

# The Greenhouse Effect




http://ipcc-wg1.ucar.edu/wg1/FAQ/wg1_faq-1.3.html




http://ipcc-wg1.ucar.edu/wg1/FAQ/wg1_faq-2.1.html

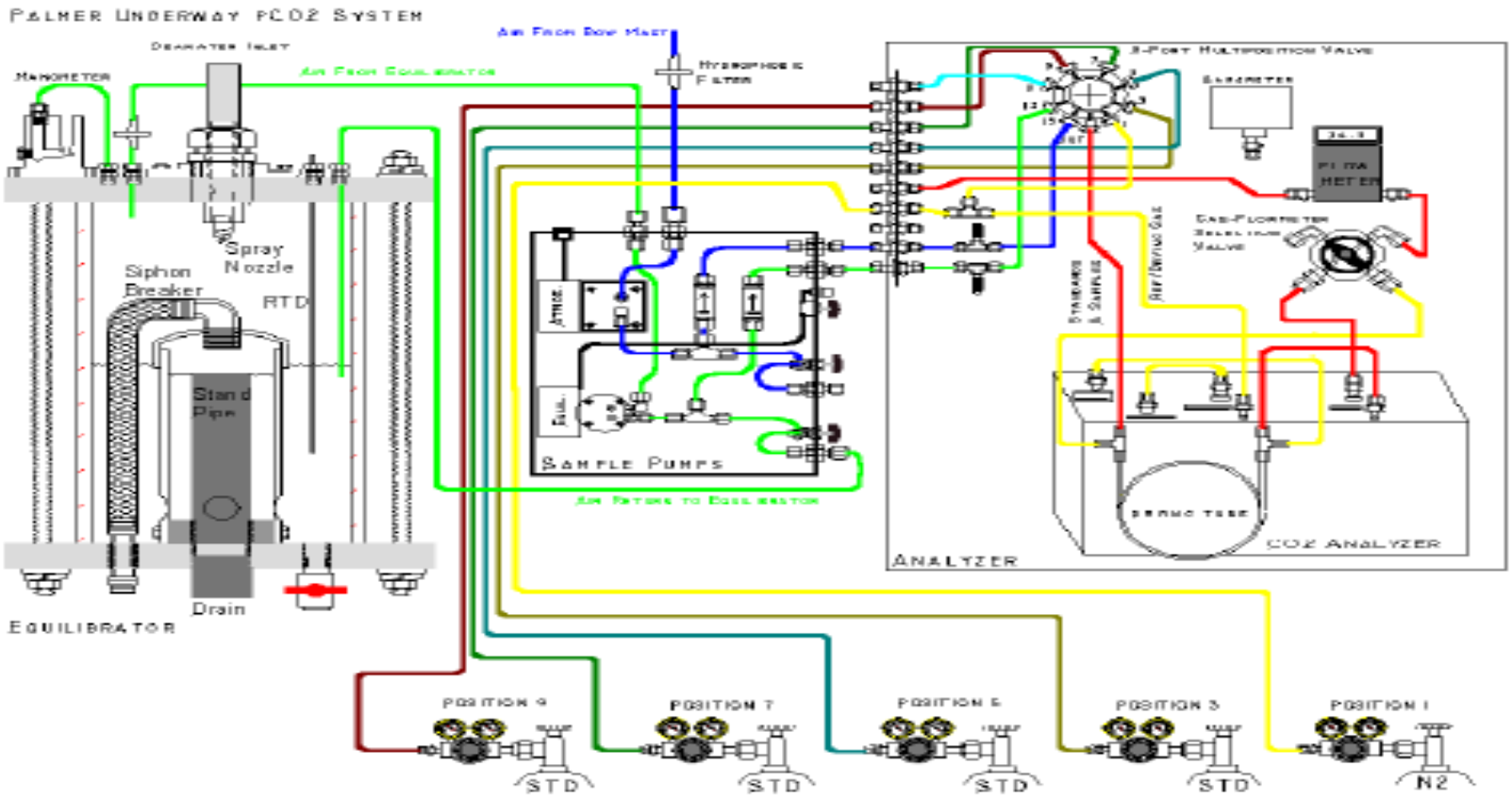
# Measuring $CO_2$ exactly in all reservoirs and fluxes becomes critical for understanding the Earth System

- Many instruments are available to monitor $CO_2$ under a wide variety of conditions
- Deployment of instruments and collection of samples provide many challenges

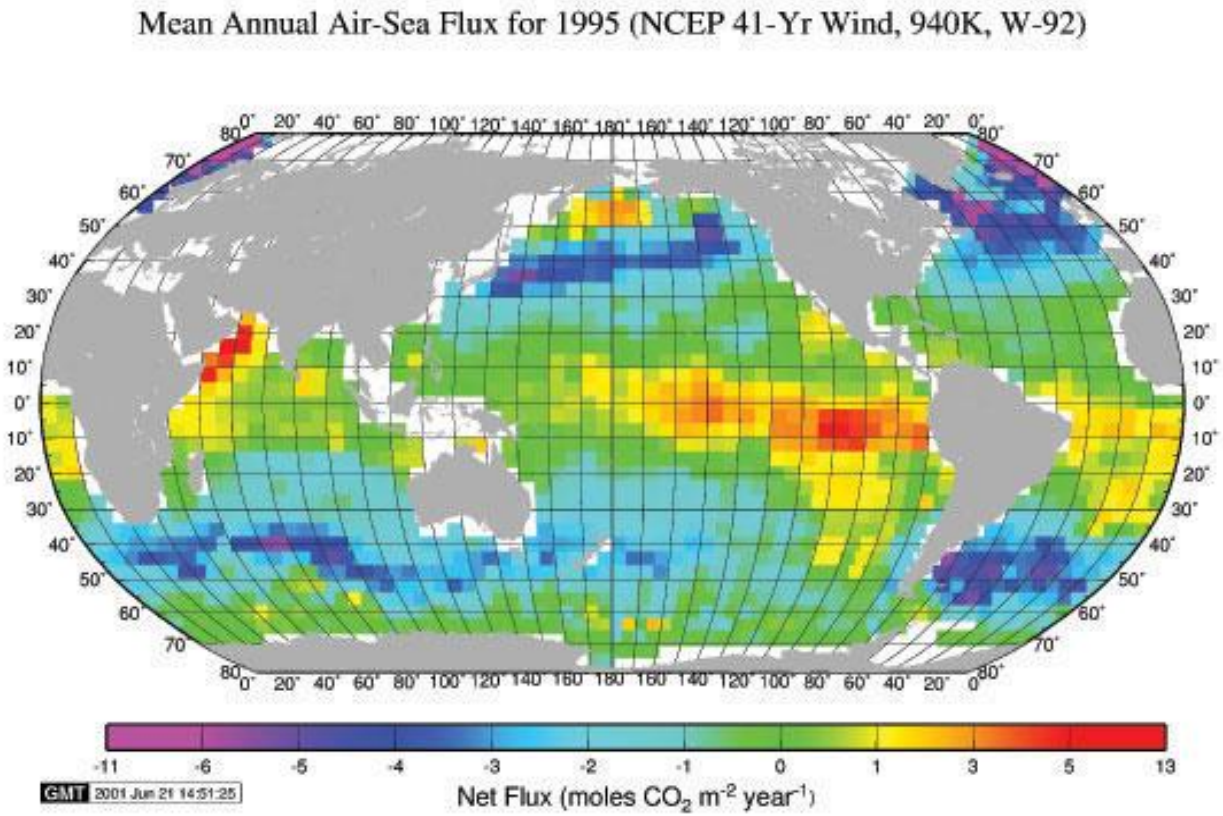




# Dr. Takahashi's research focuses large on in-site measurements at sea



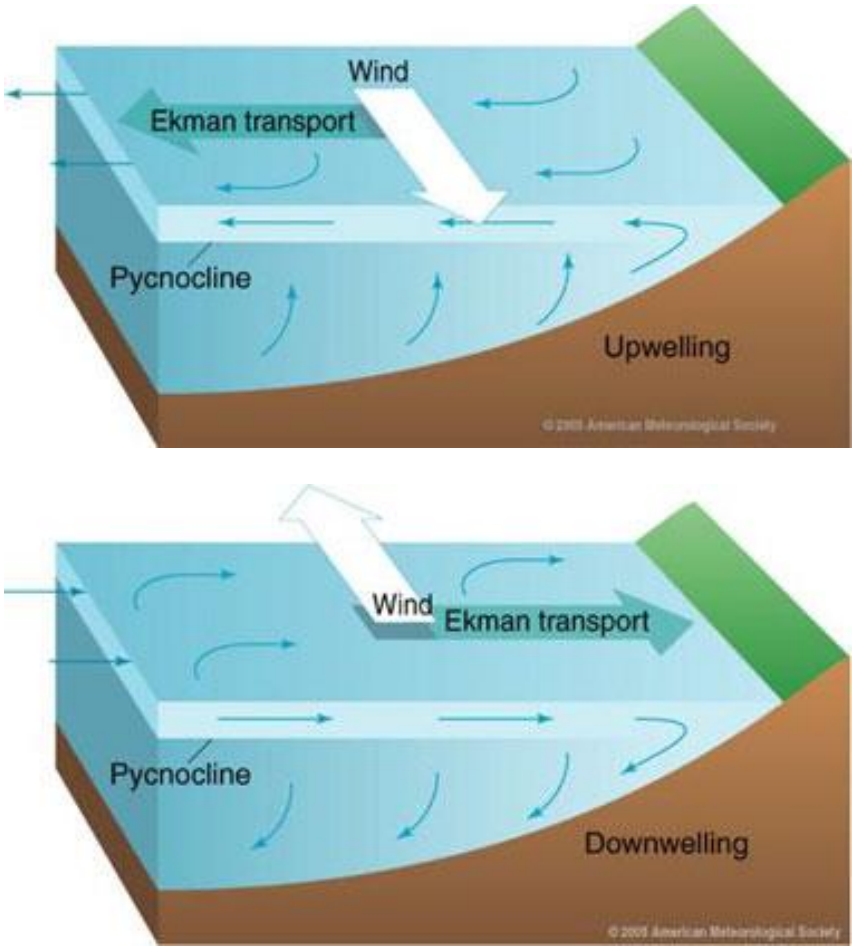
# Data are often presented through color-coding to provides rapid visual comprehension




Takahashi, T. et al. (2002). Deep-Sea Res. II, 1601-1622.

# In the oceans, $CO_2$ transport is also vertical

- Upwellings bring cooler waters (often rich in dissolved gases) to the surface
- Downwellings send surface waters into the depths and begin circulation patterns that may last for centuries




http://oceanmotion.org/html/background/upwelling-and-downwelling.htm

# Factors Affecting Dissolving and Diffusing

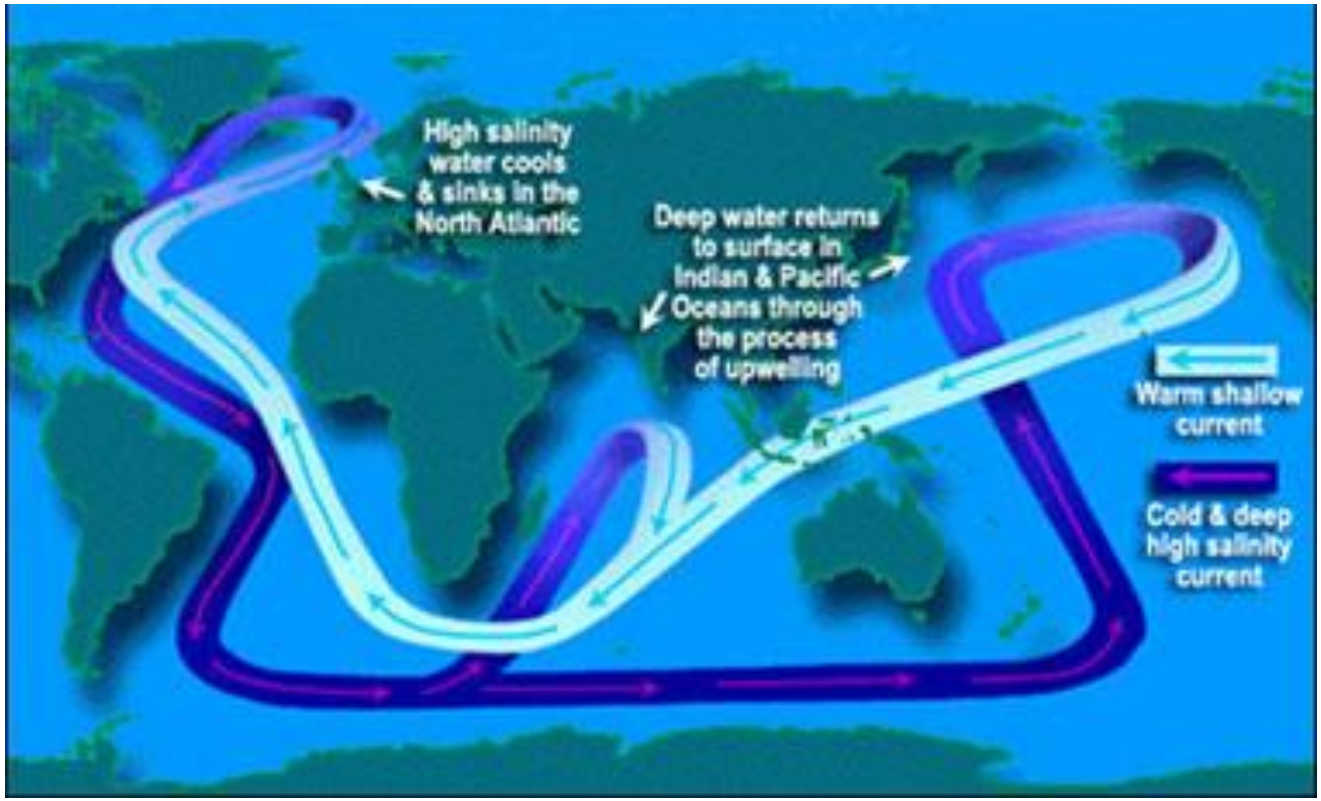
- Gases dissolve in liquids.
- How much depends in part on temperature colder = higher concentrations (think ‘soda’)
- Gas diffuse from higher concentrations to lower concentrations

# More about Dissolving and Diffusing

- All of this takes place amidst biogeochemical processes
- Various factors influence the rate of diffusion at the ocean-atmosphere interface
- These include surface waves and surface films
- Wind flow over the surface also adds a factor
- Marine organisms, especially phytoplankton, also influence gas exchange rates

http://www.po.gso.uri.edu/airsea/heidel.html#airsea2

# Oceanic $CO_2$ flow is part of the "Ocean Conveyor Belt"




http://oceanmotion.org/html/background/ocean-conveyor-belt.htm

# pH

- Measure of the **acidity** or **baseness (alkalinity)** of a solution
- term derived from German “power of Hydrogen”
- generally defined as the “negative logarithm of the hydrogen ion concentration”
- Acidic: less than 7 Basic: more than 7

Neutral 7.0

# pH and Marine Organisms

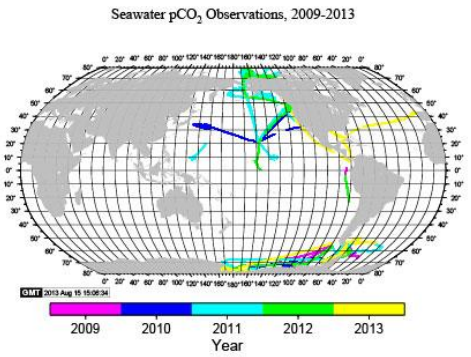
- Marine organisms live in the complex solution known collectively as “seawater”
- On the chemical scale, constant interactions among dissolved gases and solids cause a wide variation in the pH, generally from about 7.3 to more than 10
- Changes in oceanic pH can have great impacts on many marine organisms

# $pCO_2$

- Another standard of measurement in chemical oceanography is referred to as "$pCO_2$"

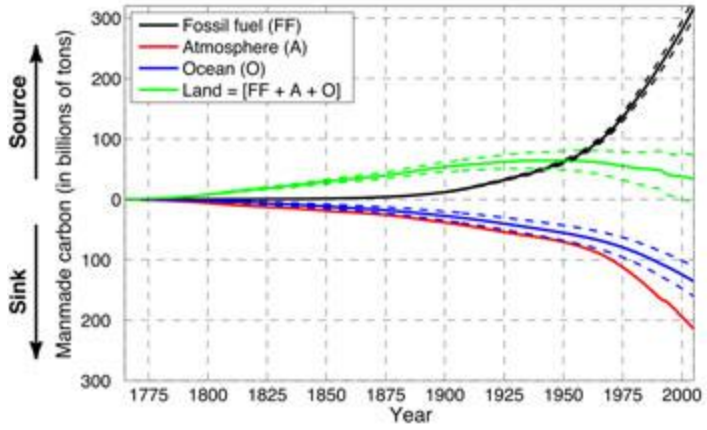
http://www.ldeo.columbia.edu/res/pi/CO2/carbondioxide/pages/pCO2data.html

Measurements are routinely collected aboard many NOAA, Navy, Coast Guard, and other research vessels.



# How Fast Are Oceans Absorbing $CO_2$?

- This is one of the most important questions investigated by the $CO_2$ group http://www.ldeo.columbia.edu/news-events/oceans-uptake-manmade-carbon-may-be-slowing



# A Final Key Question: When Should We Begin to Teach "Climate Literacy"?

Efforts are underway to create documents clearly identifying "Essential Principles and Concepts" in all areas of the geosciences

- "Climate Literacy: Essential Principals and Fundamental Concepts"
- Ocean Literacy
- Atmospheric Literacy

# So, for us as classroom teachers…

- What should we teach about $CO_2$ and ocean acidification?
- When should we teach it?
- How should we teach it?
- Where can we get the necessary information?
- How good are the data and the deductions?