

**Thursday Oct 30th**

**SIT ANYWHERE TODAY – Topic #10 Wrap-Up and**

## **Topic # 11 Natural Climatic Forcing**

**PLUS: A short intro to TREE RINGS  
for your next “hands on” activity**

### **ANNOUNCEMENTS**

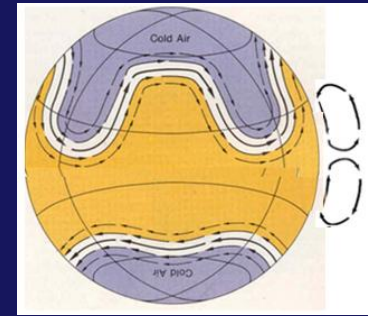
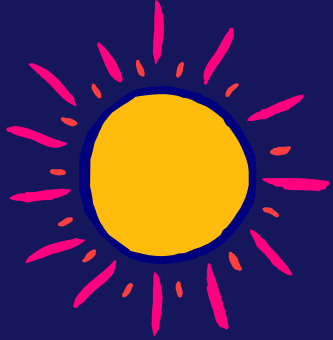
- **TEST #3 is TUESDAY Nov 4th** The “Top Ten” study guide will be posted TONIGHT & a Study Session will be held Monday Nov 3<sup>rd</sup> 4:30 – 5:30 pm
- **I-2 LESSON 2 on “Mother Nature’s Influence”**  
DUE in the dropbox before midnight TONIGHT
- A Midterm Exam “Point Recovery” opportunity will be Posted in CLASS FOLLOW UP tonight

**TOPIC #10 (cont.)**

**“HOW CLIMATE  
WORKS”**

**&**

**GLOBAL CLIMATE  
PATTERNS**



$$SW \downarrow + SW \downarrow - SW \nearrow$$

Ultimate source of energy is the SUN (SW)

$$- LW \uparrow + LW \downarrow$$

LW energy is radiated in & out by EARTH & Atmosphere

$$= R_{NET} =$$

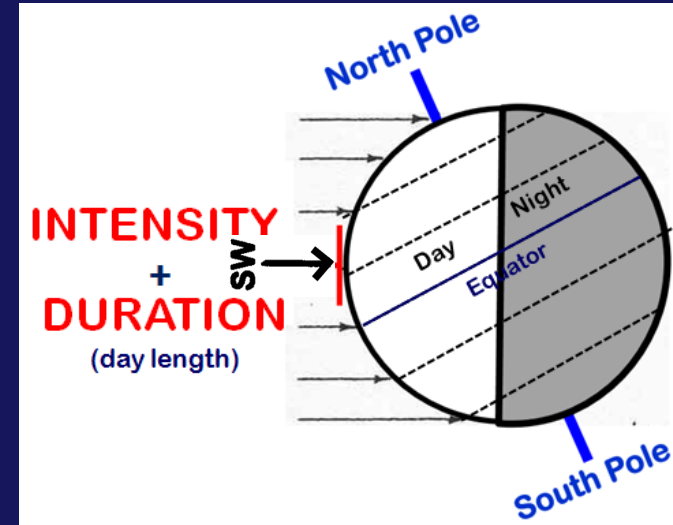
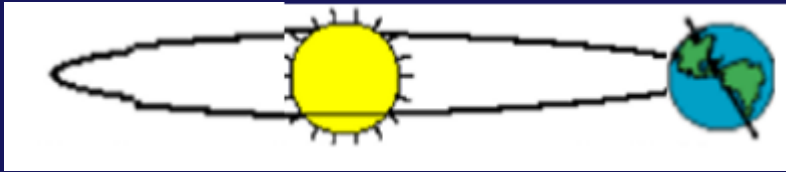
Any NET (leftover) energy

$$= H + LE + G$$

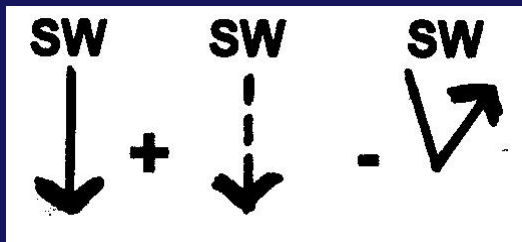
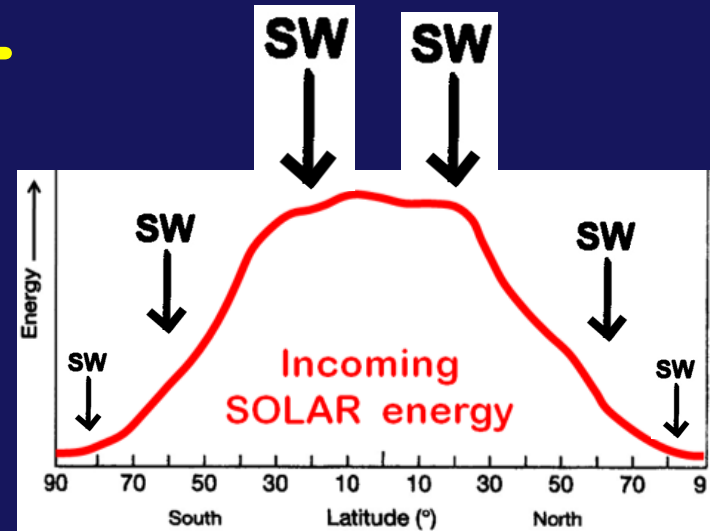
Goes into the HEAT TRANSFER processes that drive WEATHER & CLIMATE!

Review

# Earth-Sun Relationships (Astronomical Forcing):

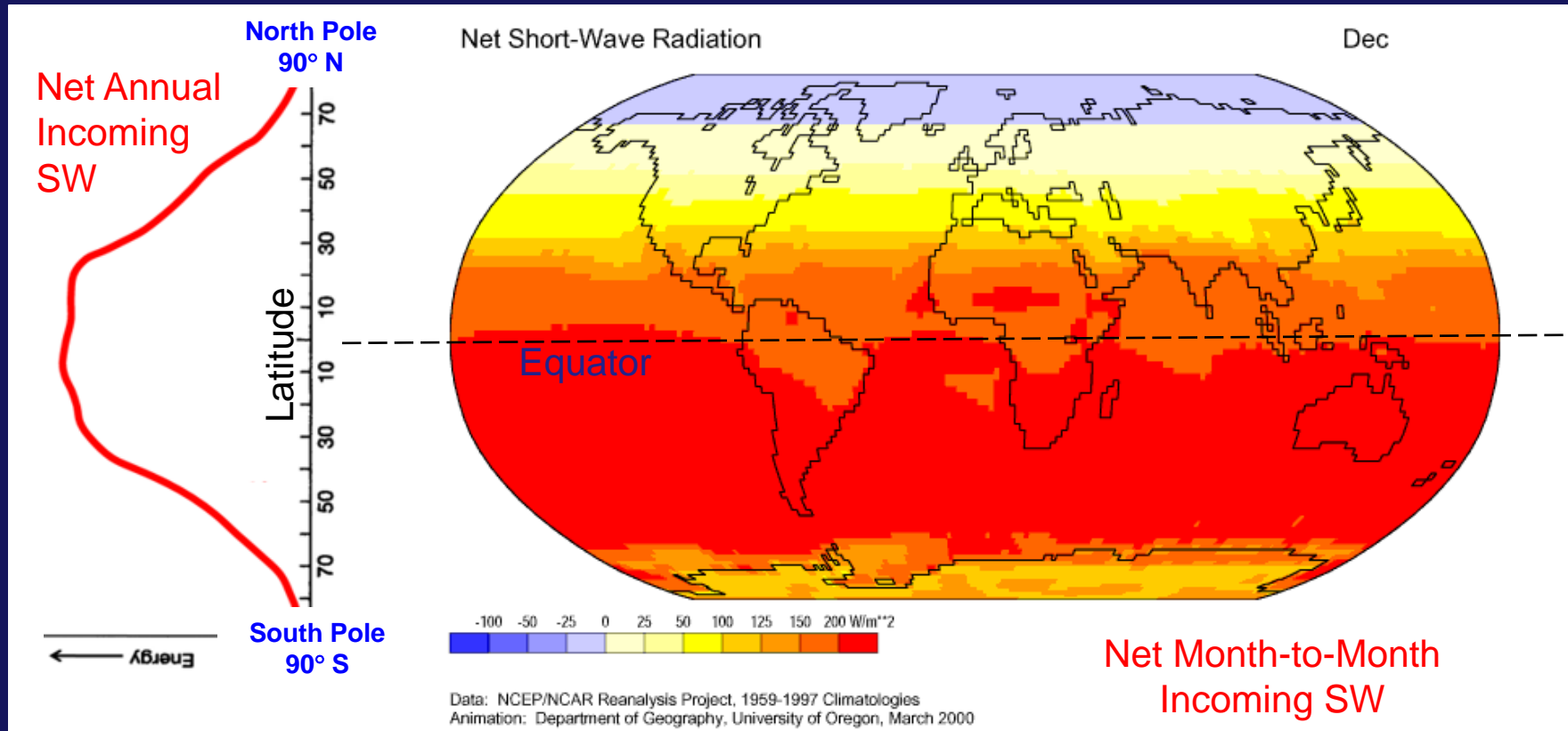
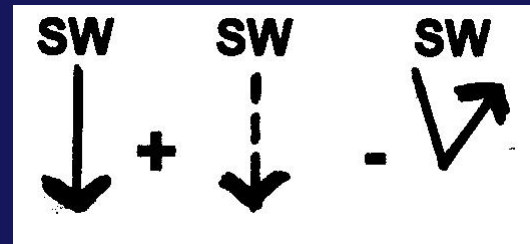


This determines the **LATITUDAL & SEASONAL DIFFERENCES** of what comes **IN** from the SUN and is **absorbed** . . .



.. at each latitude  
To **WARM** the Earth

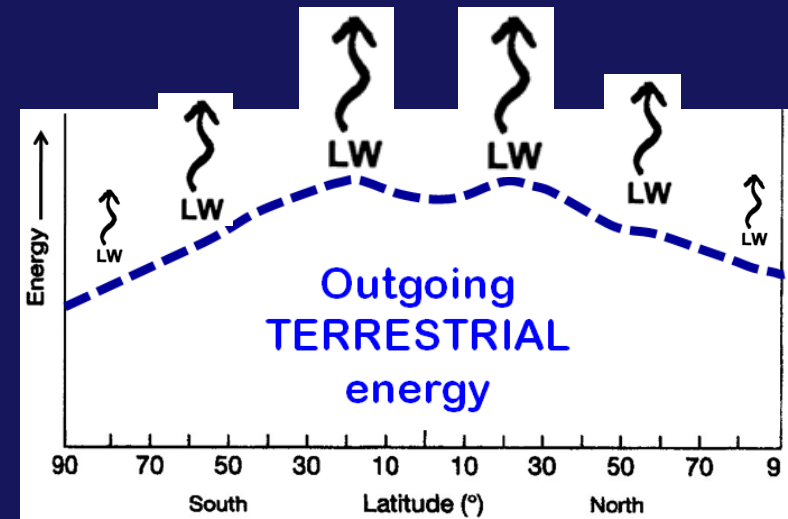
# Net Incoming Shortwave Solar Radiation =



# The Temperature of Earth + Atmosphere - the Greenhouse Effect



This determines the **LATITUDINAL & SEASONAL DIFFERENCES** of what goes **OUT** . . .



Radiated  
out to  
space



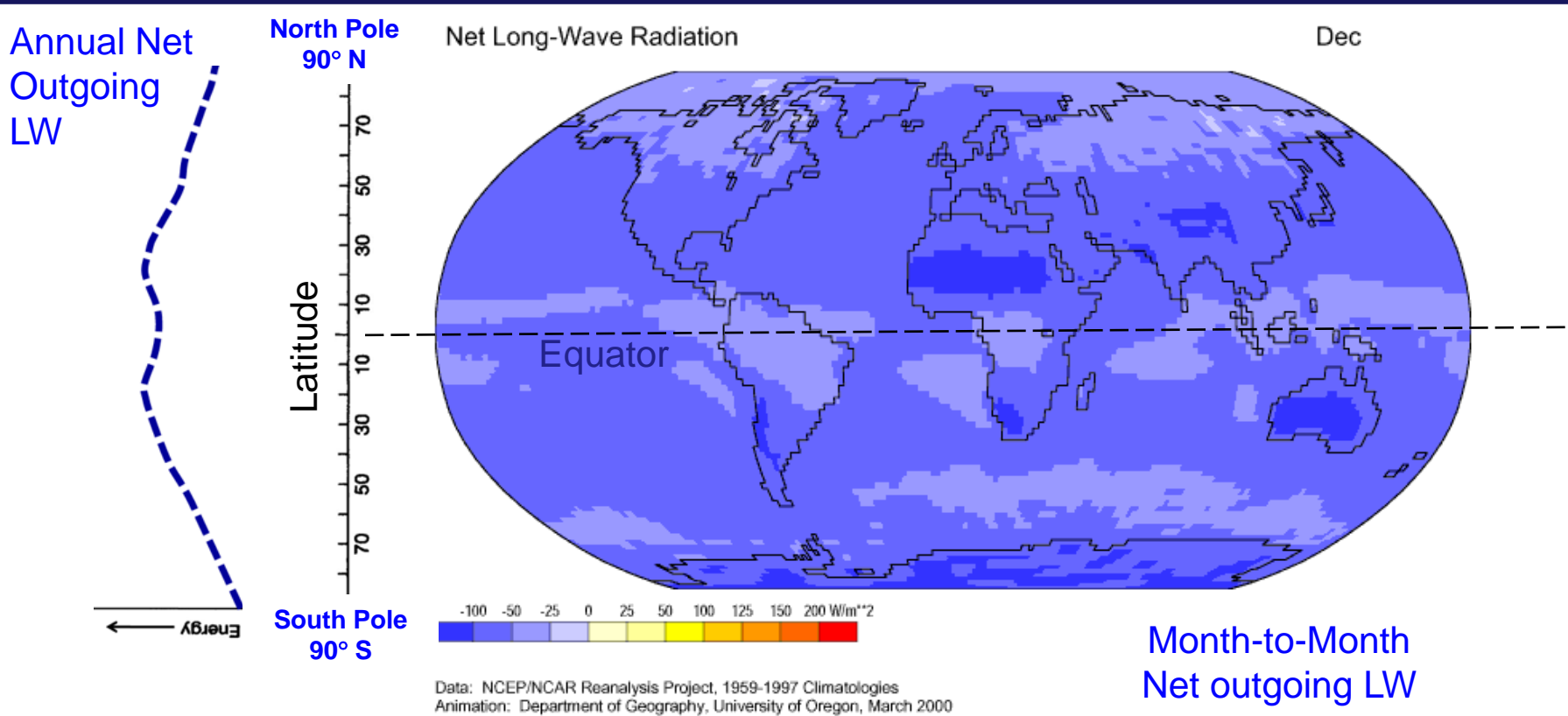
Minus the  
GH Effect:  
Radiated back  
to surface

. . . at each latitude  
To **COOL** the Earth

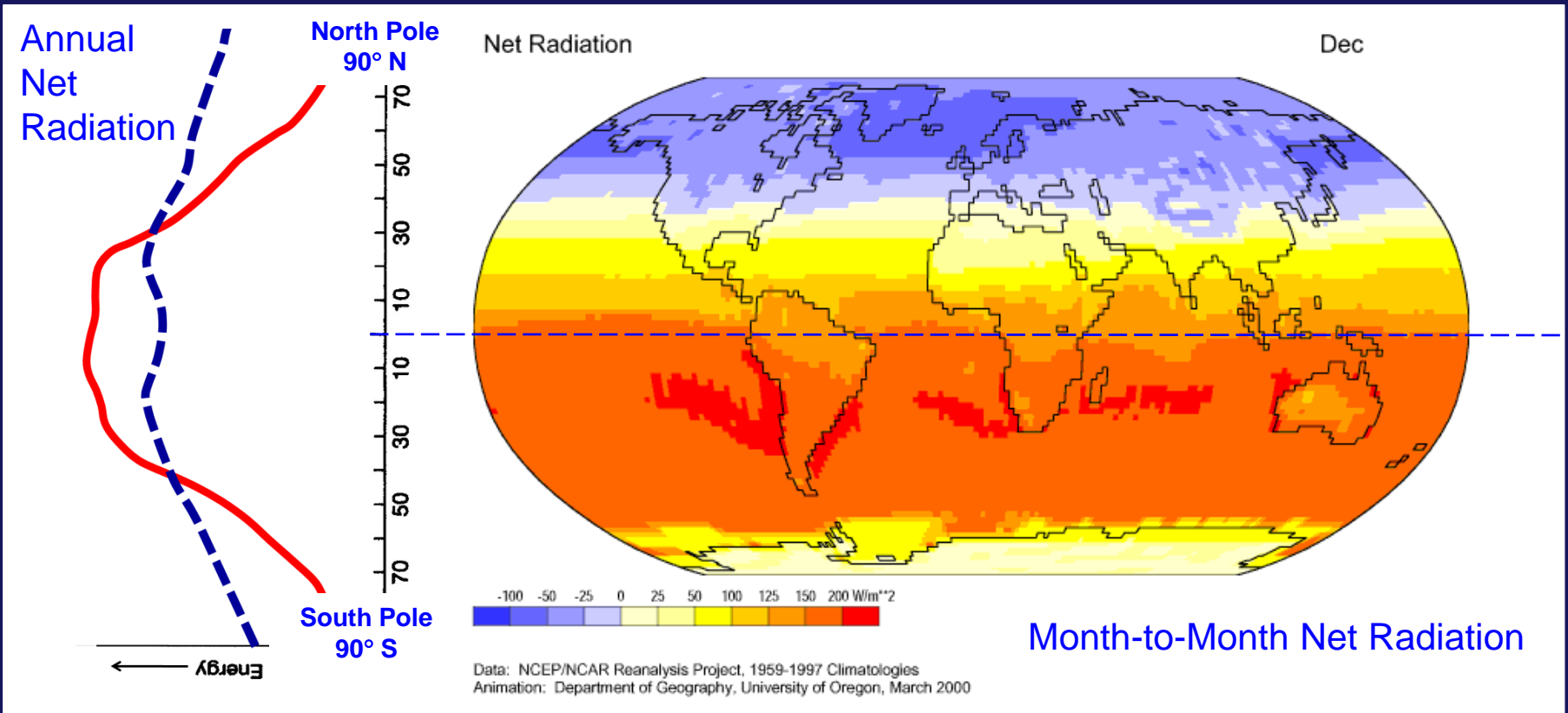
# Net Outgoing Longwave IR Radiation =



Minus the  
GH Effect:  
Radiated back  
to surface

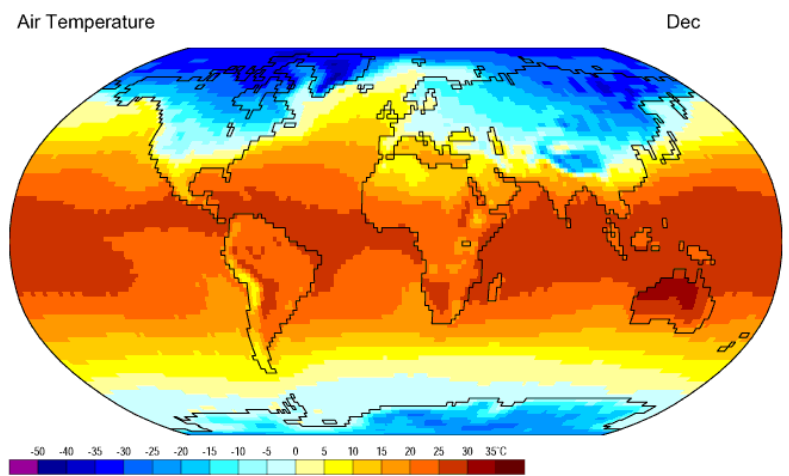


# Incoming - Outgoing radiation = Net Radiation



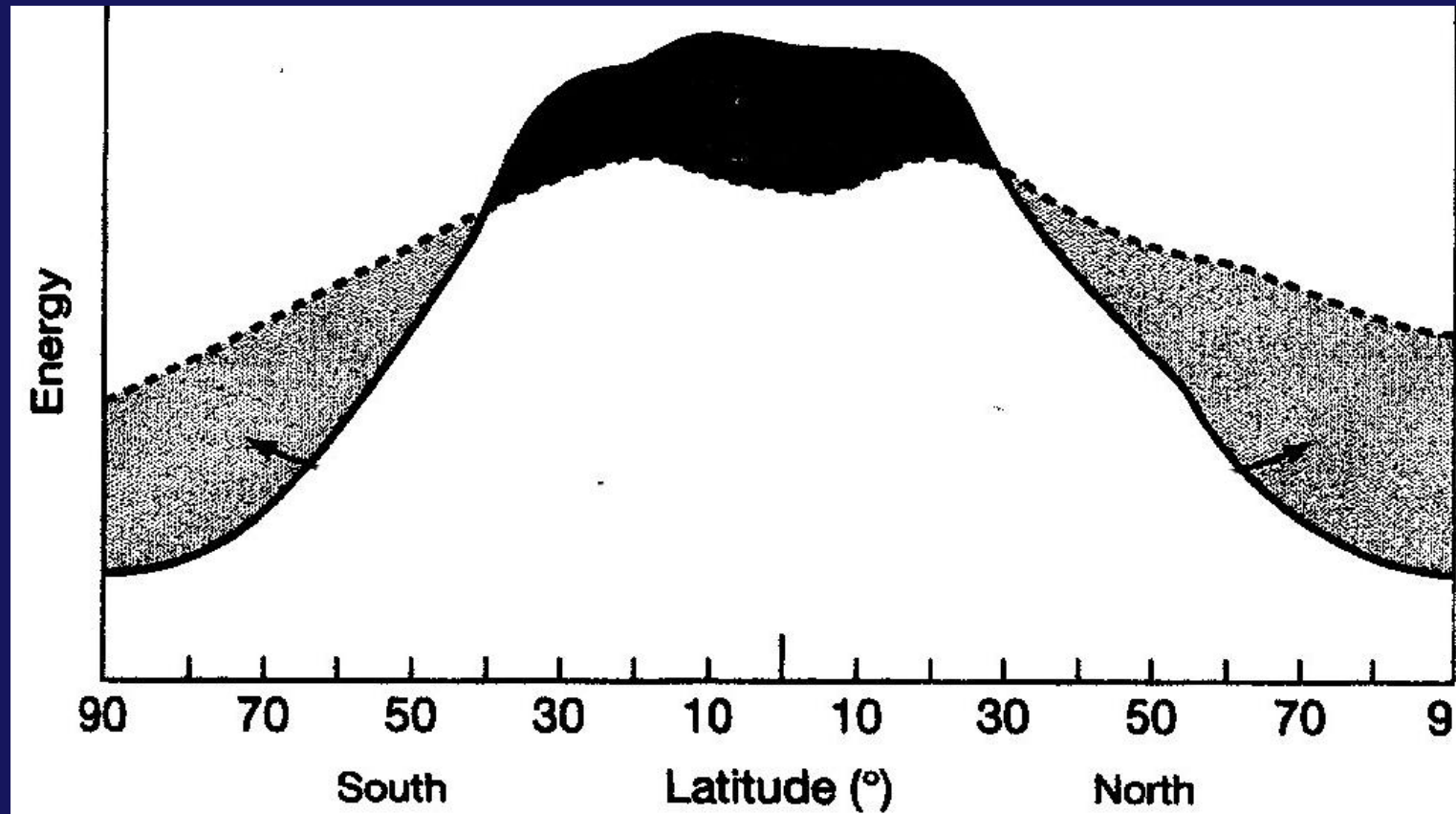
**& Net Radiation determines:**

**Air Temperature →**



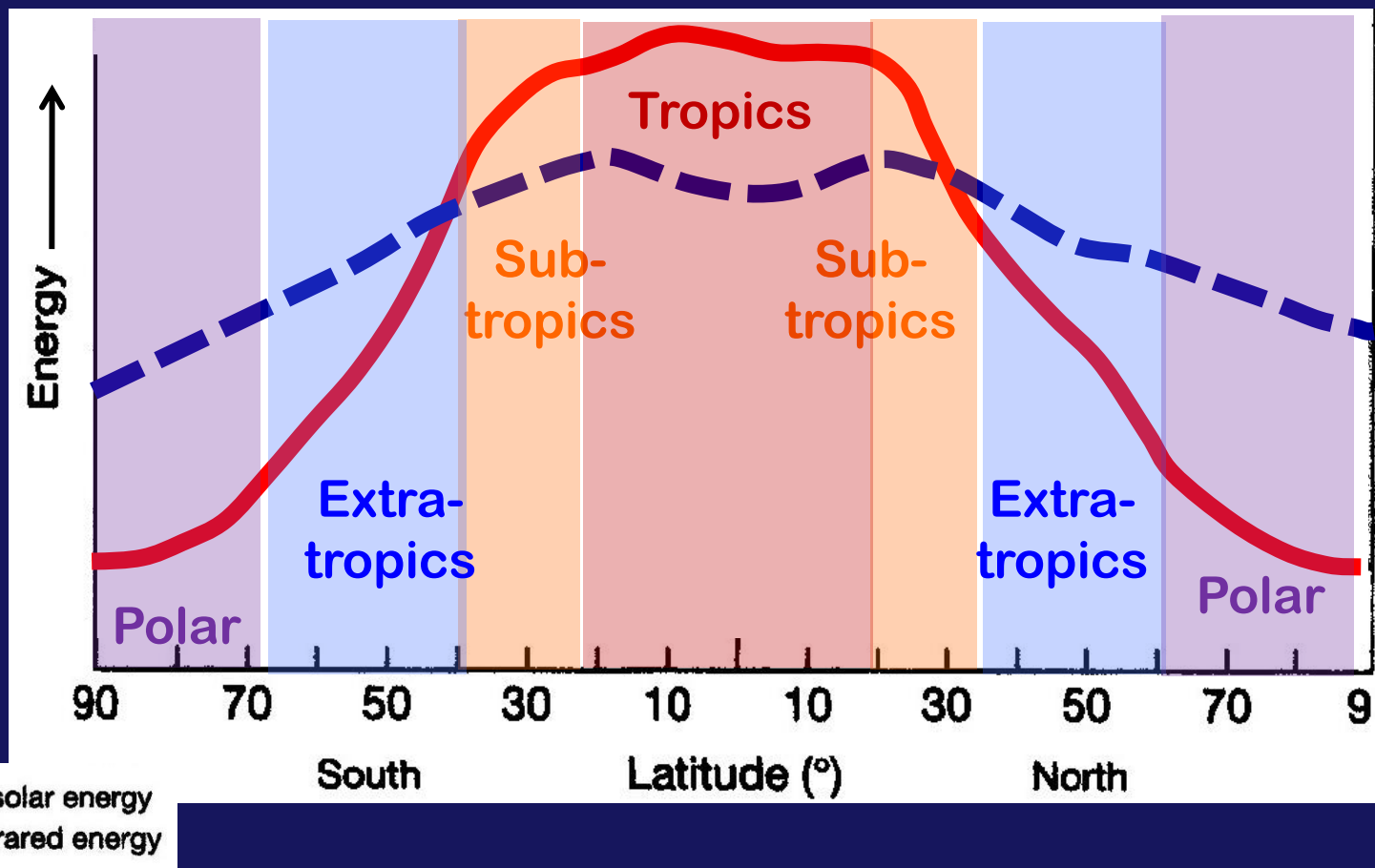


# Put them together . . . .



— Absorbed solar energy  
- - - - Emitted infrared energy

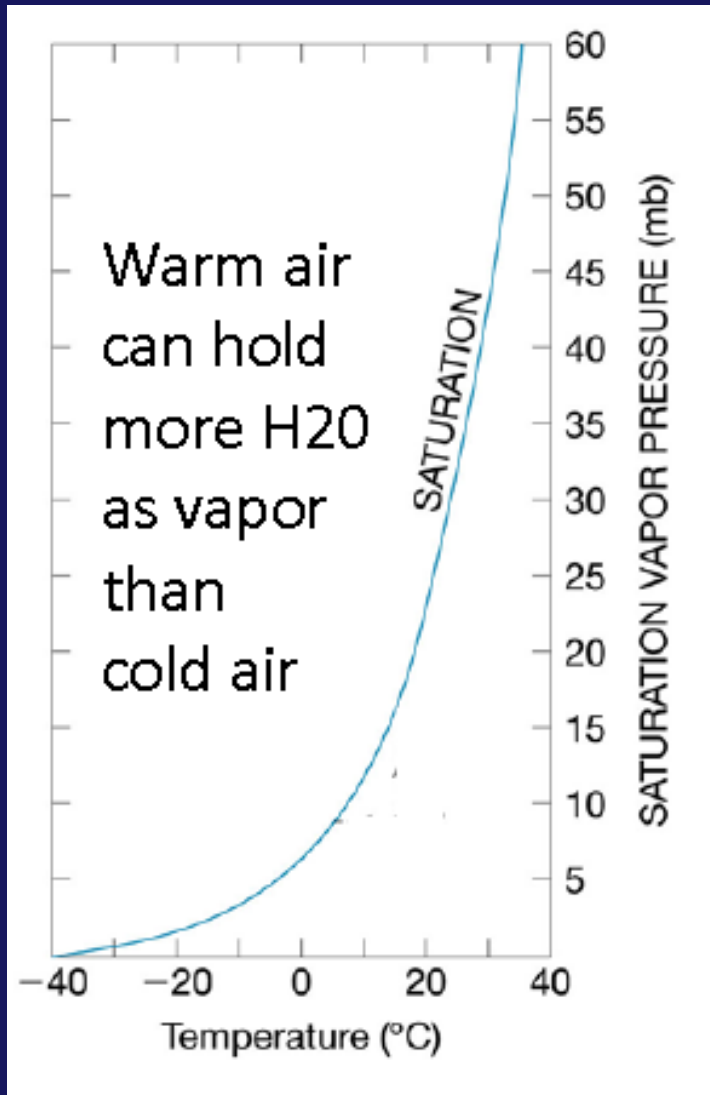
# Latitude Variations → CLIMATE REGIONS



Global climate patterns are determined (in part) by regions of surplus and deficit in the **ENERGY BALANCE**

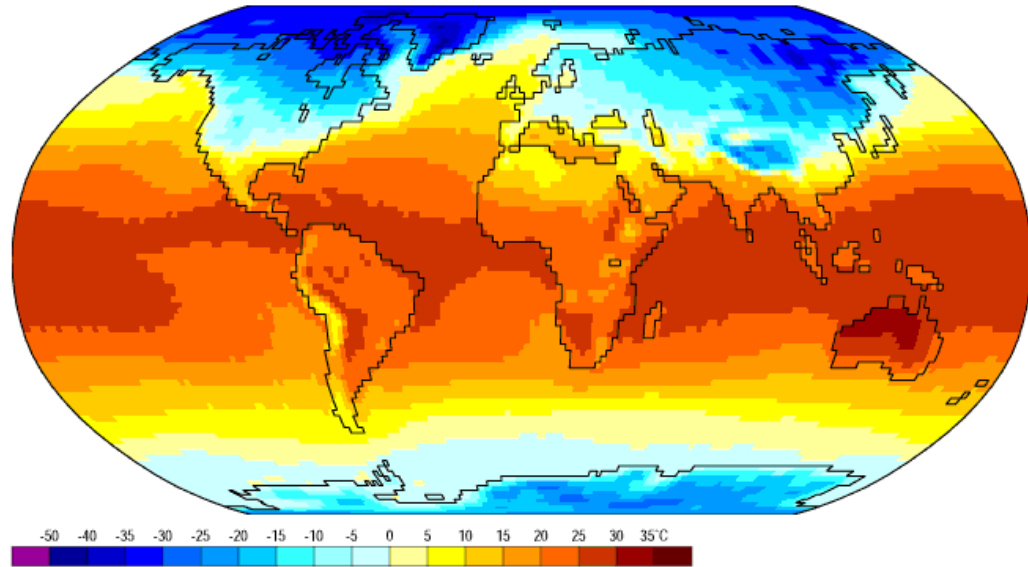


# In Chapter 4 You learned that . . .



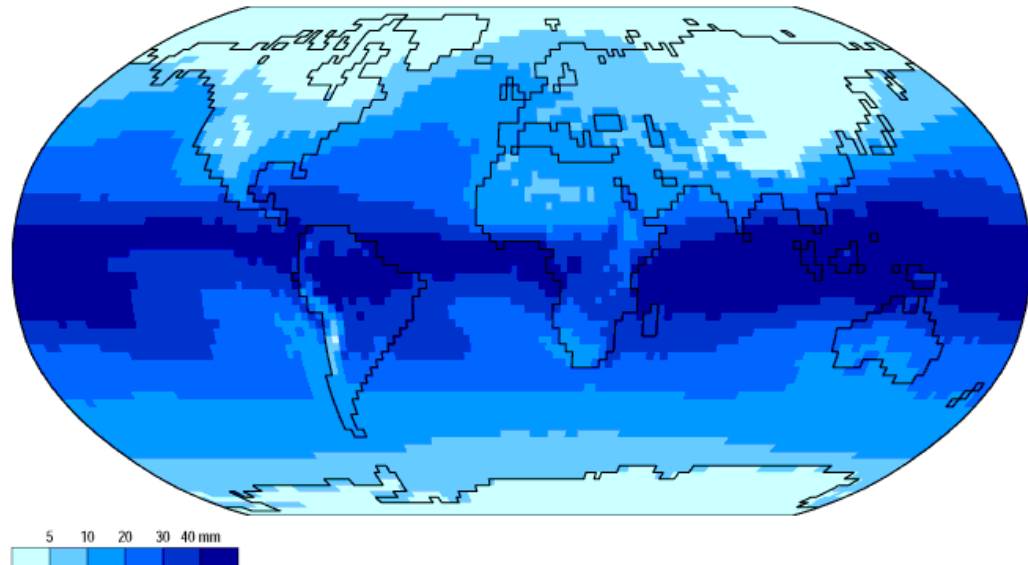
## Air Temperature:

Dec



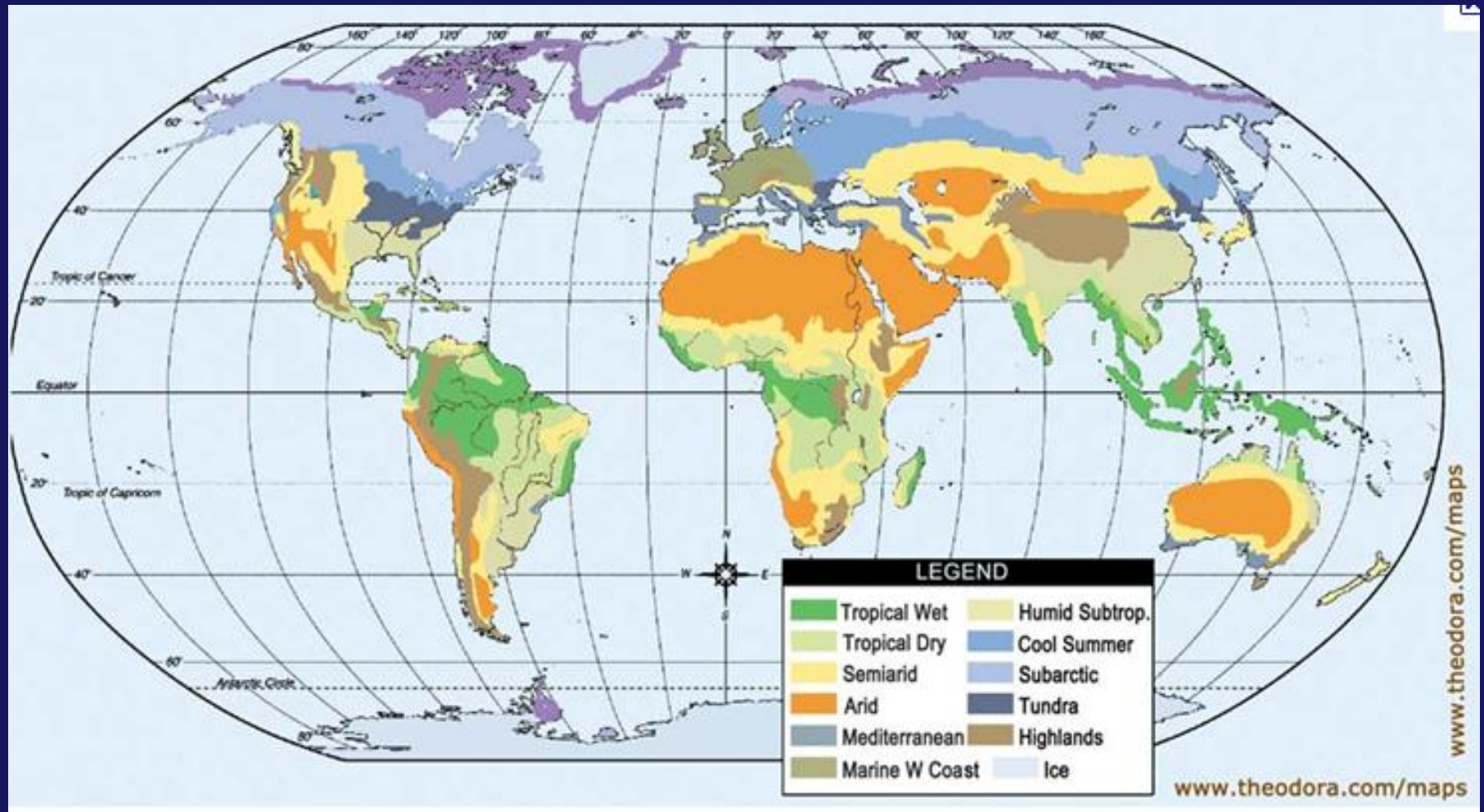
## Water Vapor in Atmosphere:

Dec



Data: NCEP/NCAR Reanalysis Project, 1959-1997 Climatologies  
Animation: Department of Geography, University of Oregon, March 2000

# Temperature & Moisture & Precipitation Patterns give us **Climatic Regions**



**CLICKER Q1. Enter 1, 2 or 3 to indicate the climate and vegetation in the areas marked A, B, C, & D:**

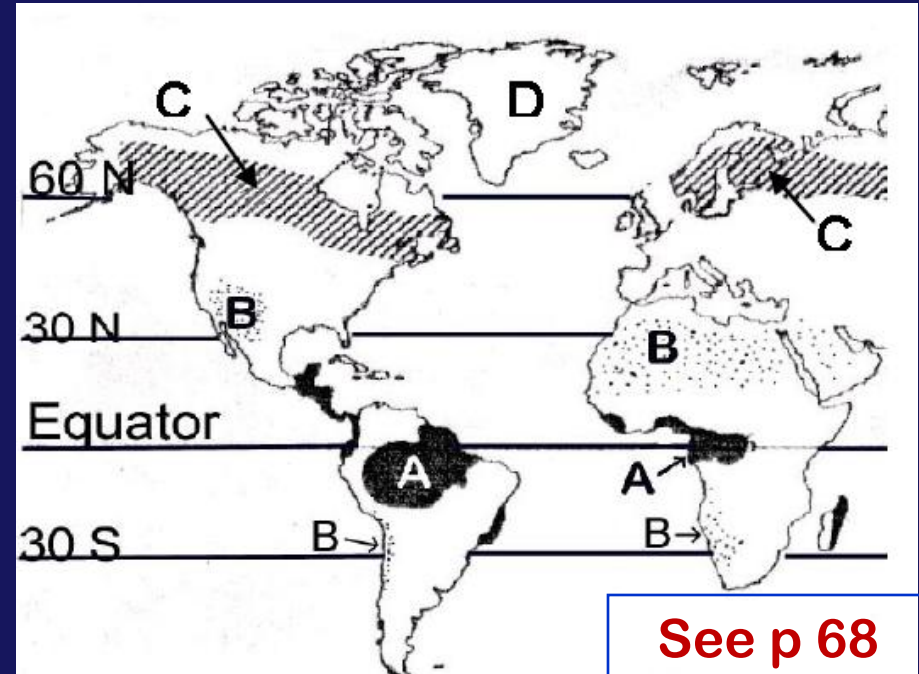
**CHOICE 1**

**A = Tropical Rain Forest**

**B = Cool Evergreen  
Conifer Forest**

**C = Subtropical Desert**

**D = Polar Snow & Ice**



**CHOICE 2**

**A = Tropical Rain Forest**

**B = Subtropical Desert**

**C = Cool Evergreen  
Conifer Forest**

**D = Polar Snow & Ice**

**CHOICE 3**

**A = Subtropical Desert**

**B = Tropical Rain Forest**

**C = Polar Snow & Ice**

**D = Cool Evergreen**

**Conifer Forest**

**CLICKER Q1. Enter 1, 2 or 3 to indicate the climate and vegetation in the areas marked A, B, C, & D:**

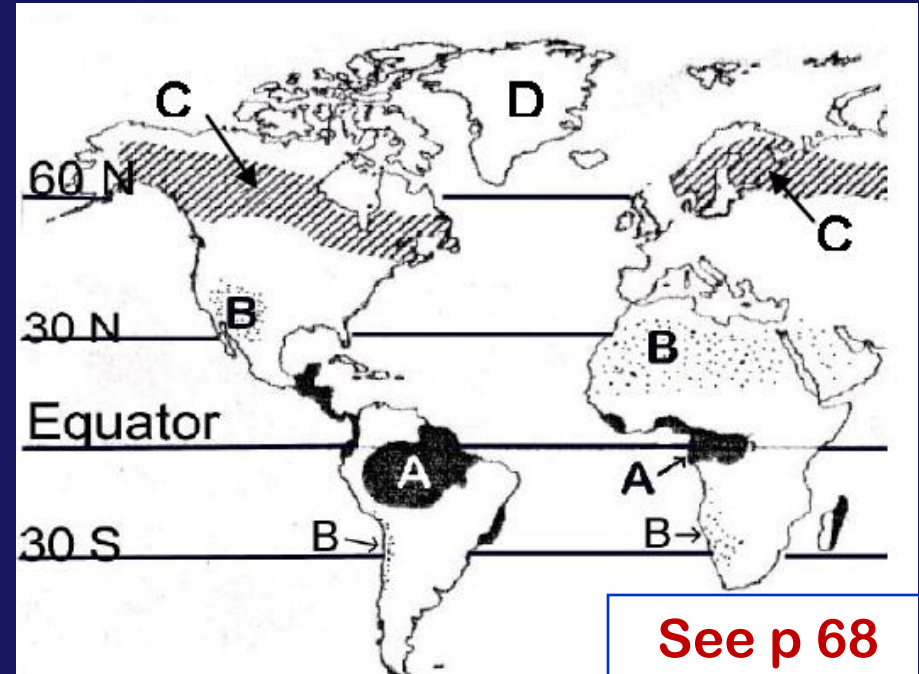
**CHOICE 1**

**A = Tropical Rain Forest**

**B = Cool Evergreen  
Conifer Forest**

**C = Warm Desert**

**D = Polar Snow & Ice**



**CHOICE 2**

**A = Tropical Rain Forest**

**B = Warm Desert**

**C = Cool Evergreen  
Conifer Forest**

**D = Polar Snow & Ice**

**CHOICE 3**

**A = Warm Desert**

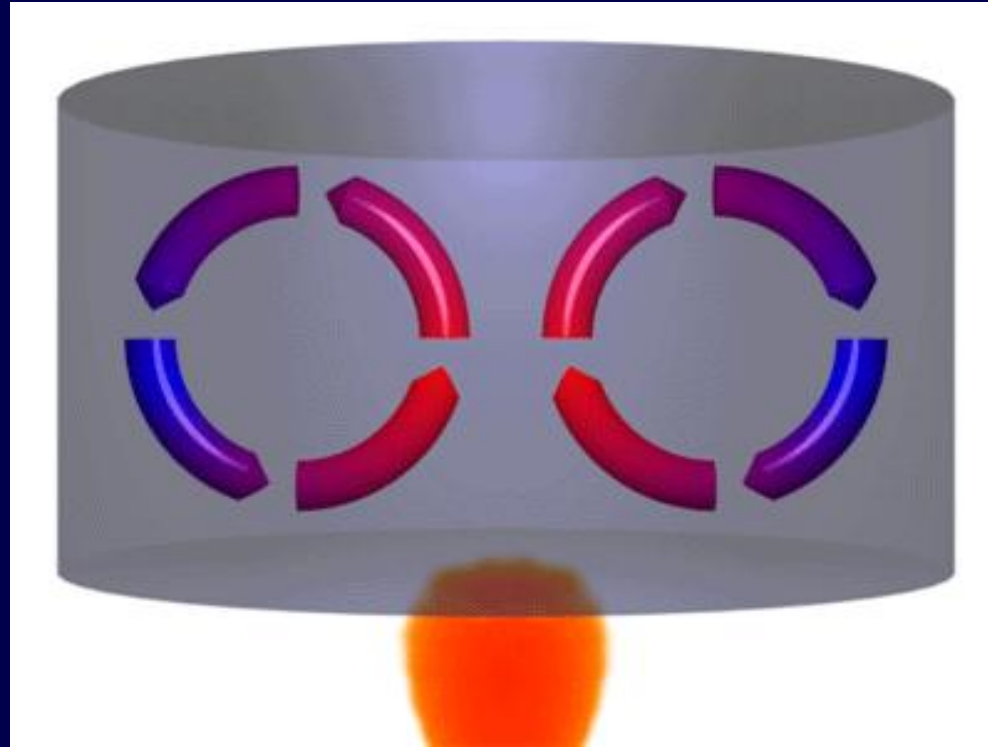
**B = Tropical Rain Forest**

**C = Polar Snow & Ice**

**D = Cool Evergreen**

**Conifer Forest**

# REMEMBER CONVECTION?



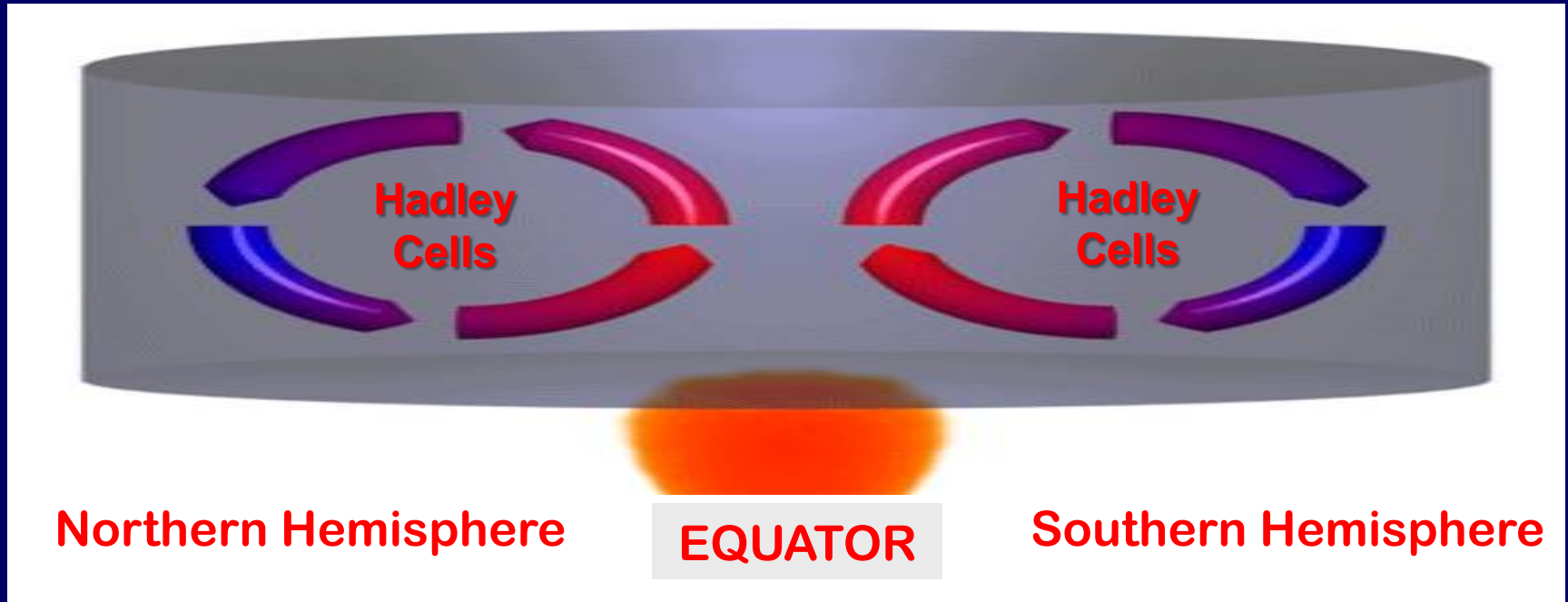
**HOT**

Large scale transport of  
**Sensible Heat (H)**

(by movement of warm water or air)

# Global-scale air motions are driven by thermal differences:

transfer of **SENSIBLE HEAT (H)** to cooler regions



**COLD  
POLAR  
REGIONS**

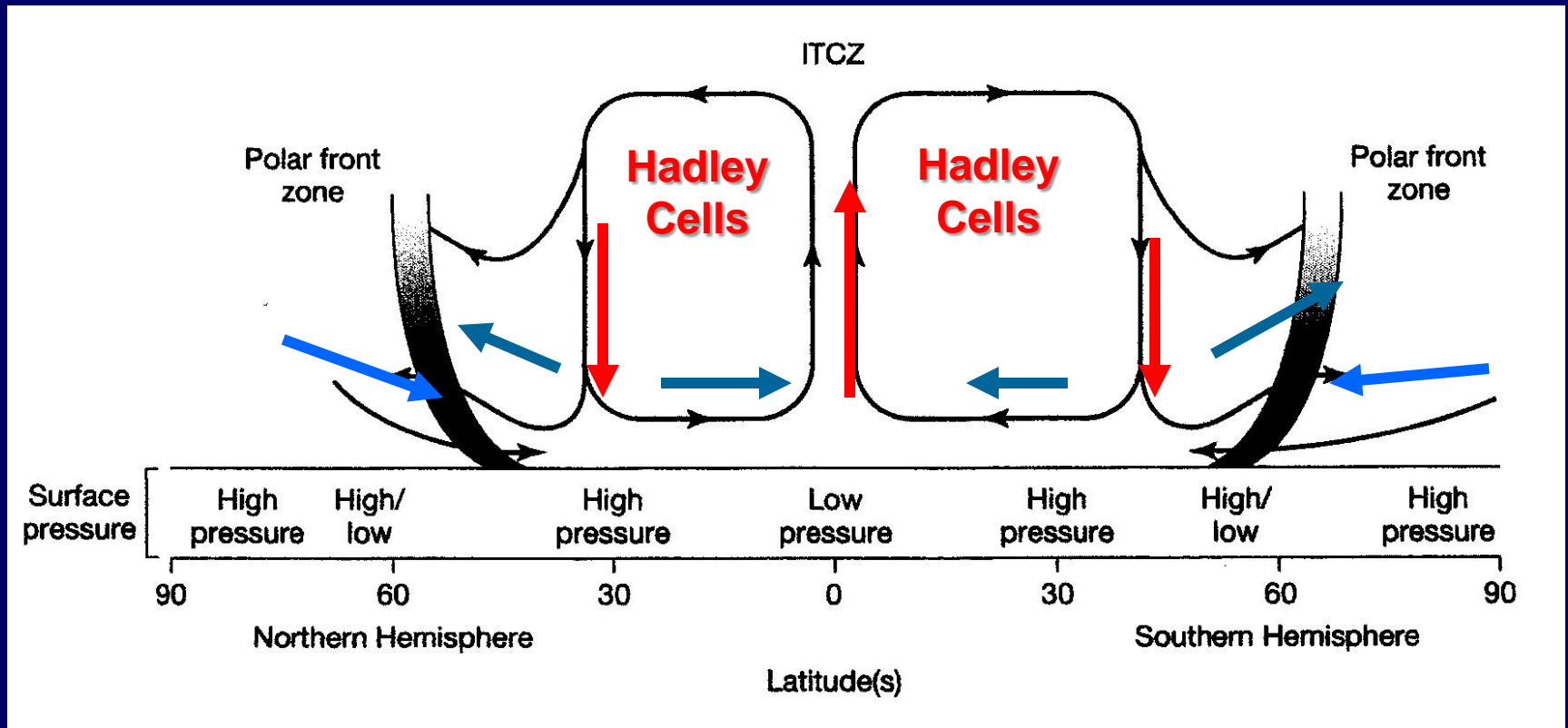
**HOT  
TROPICS**

**COLD  
POLAR  
REGIONS**





← transfer of **SENSIBLE HEAT (H)** to cooler regions →



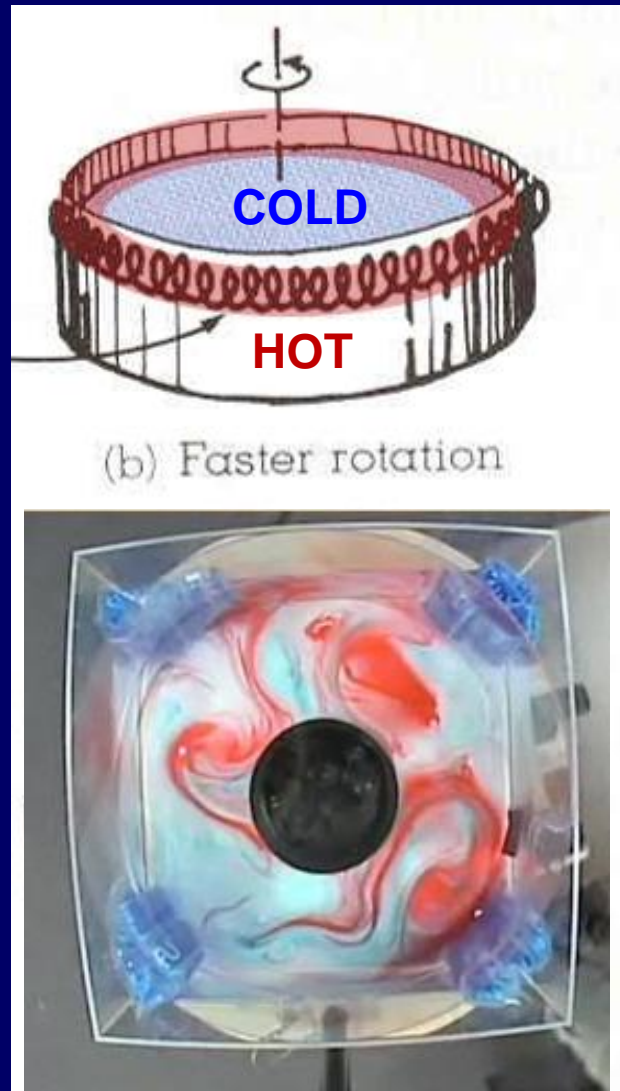
**COLD  
POLAR  
REGIONS**

**HOT  
TROPICS**

**COLD  
POLAR  
REGIONS**

From SGC Chapter 4

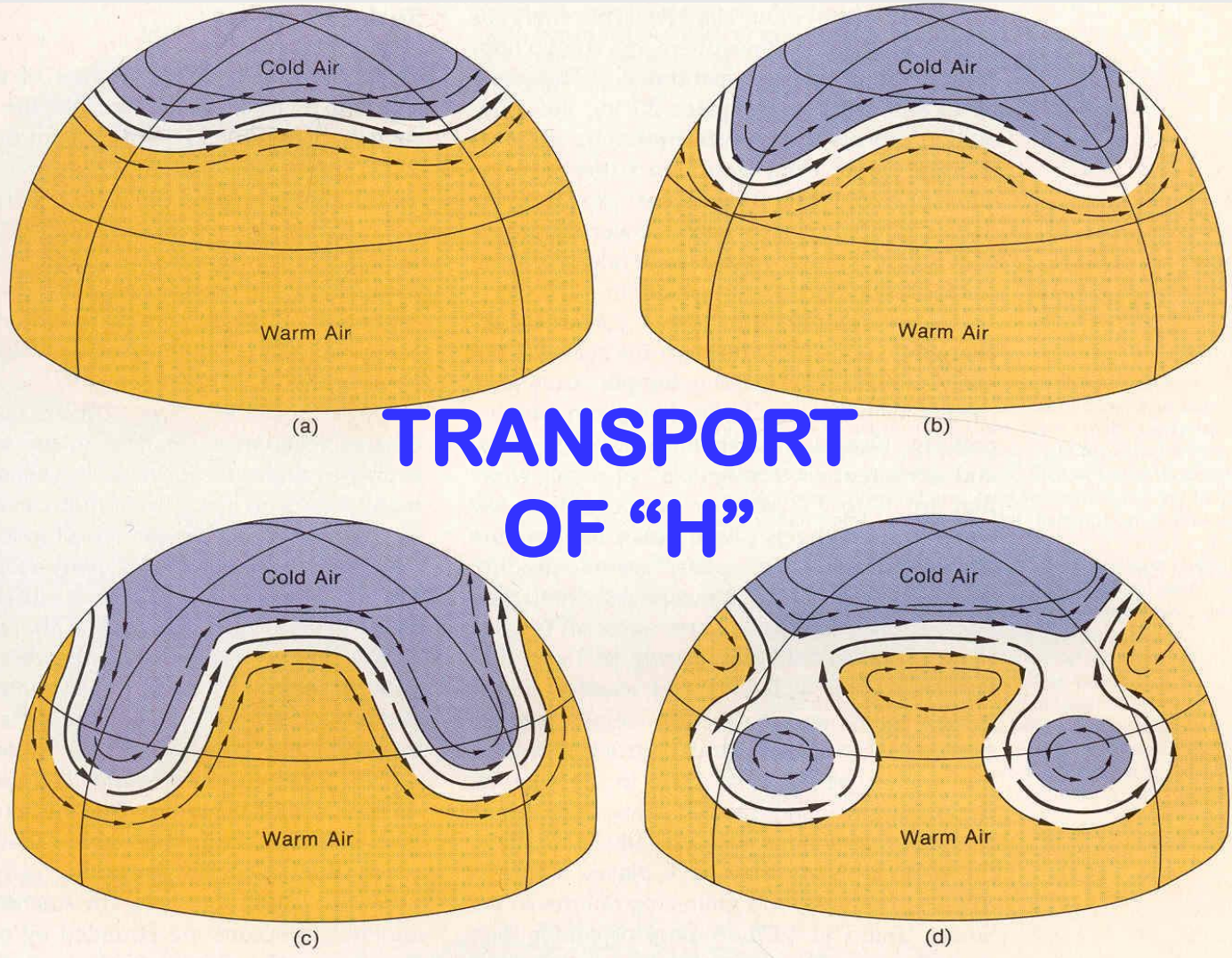
A more  
efficient way →  
energy  
(as **Sensible  
Heat, H**)  
gets  
transported  
from  
**HOT SURPLUS**  
areas to  
**COLD DEFICIT**  
areas



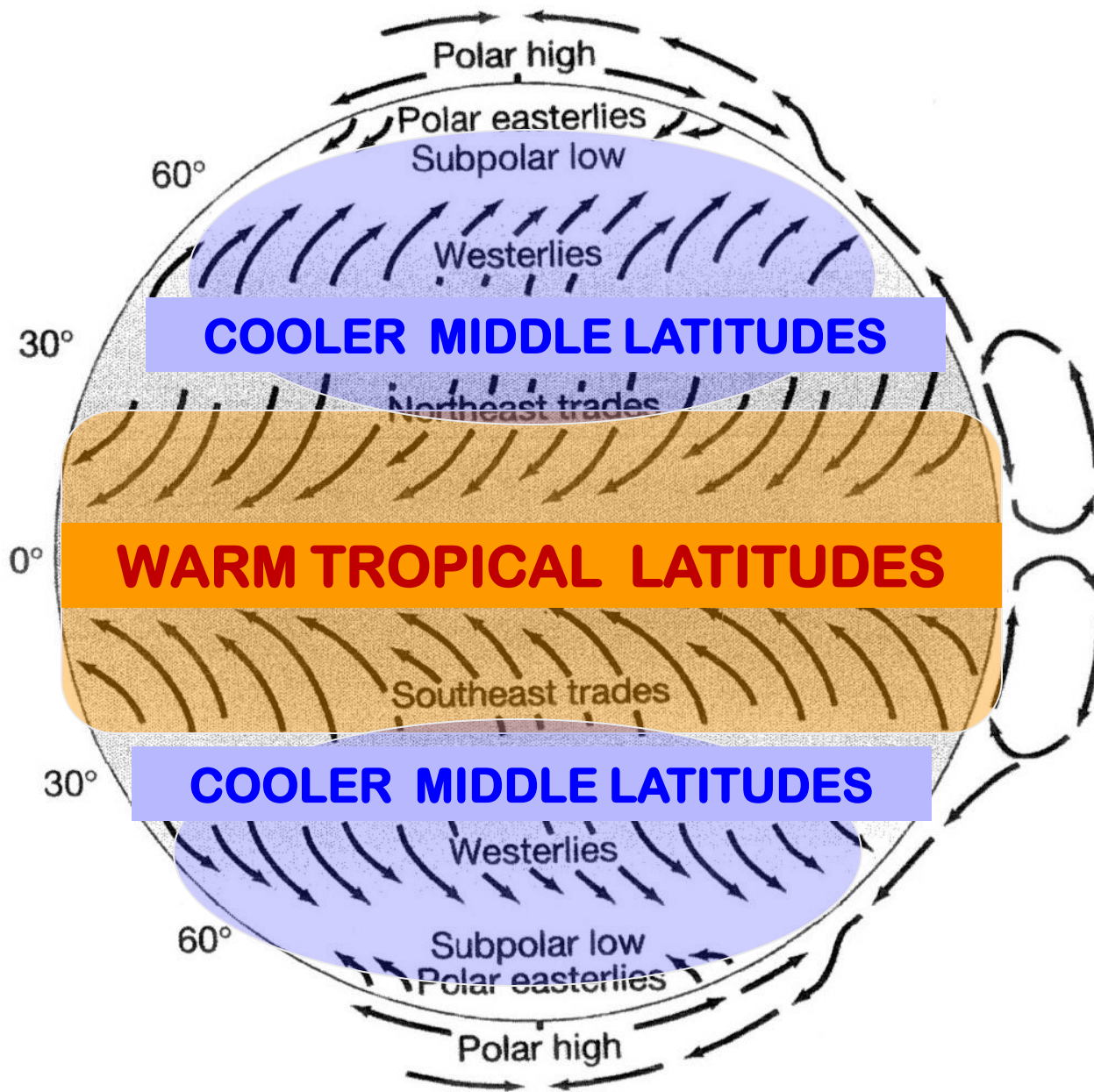
**“WAVE  
TRANSPORT”**  
of air or water  
(instead of  
convection cells)

**“dishpan”  
model**

# UPPER LEVEL “ROSSBY WAVE” CIRCUMPOLAR WINDS !



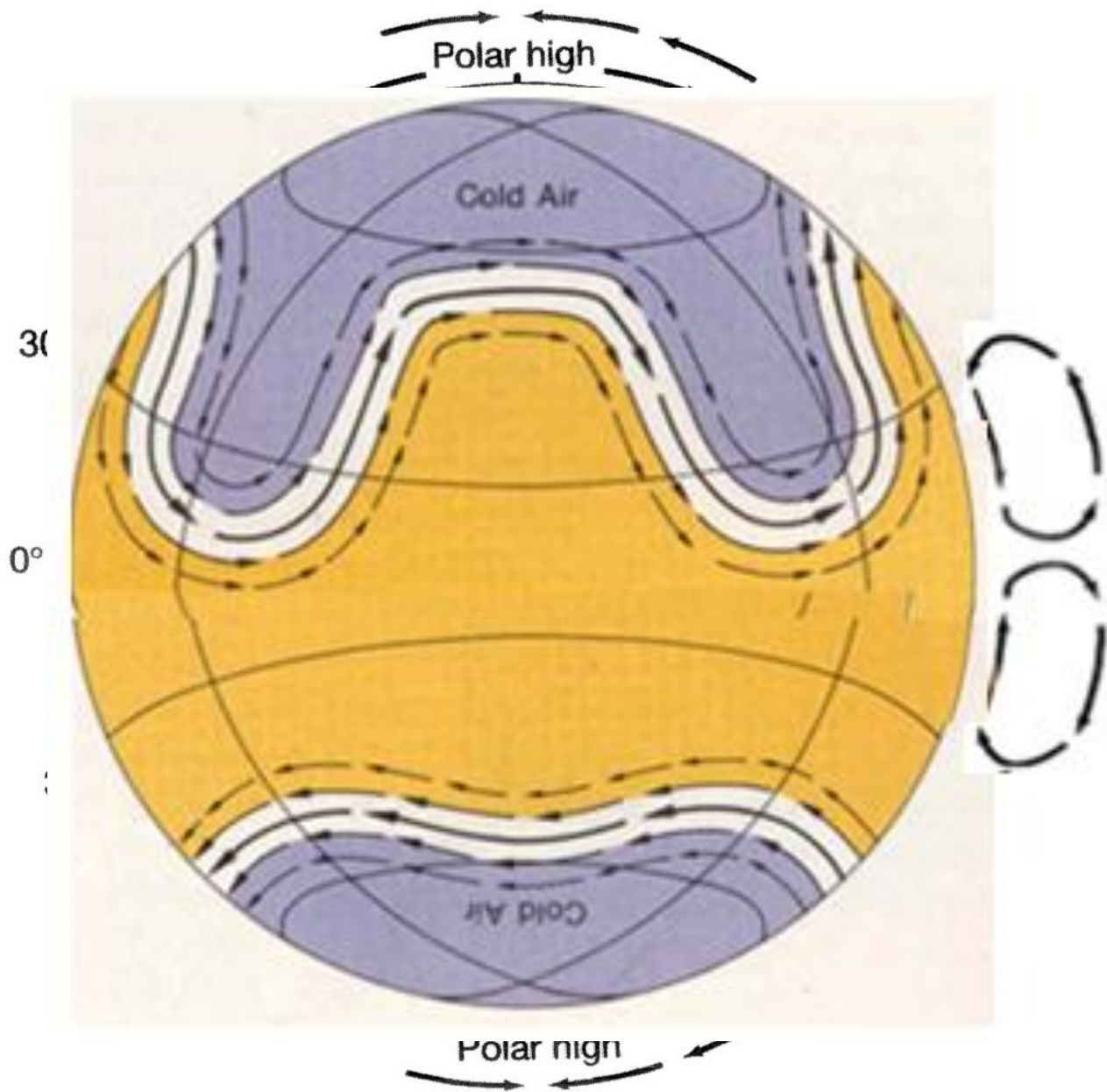
“Wave” transport of Energy as SENSIBLE HEAT  
(in lobes of warm air)!



**ROSSBY  
WAVE**  
transport of  
energy

**HADLEY  
CELL**  
transport

**ROSSBY  
WAVE**  
transport of  
energy

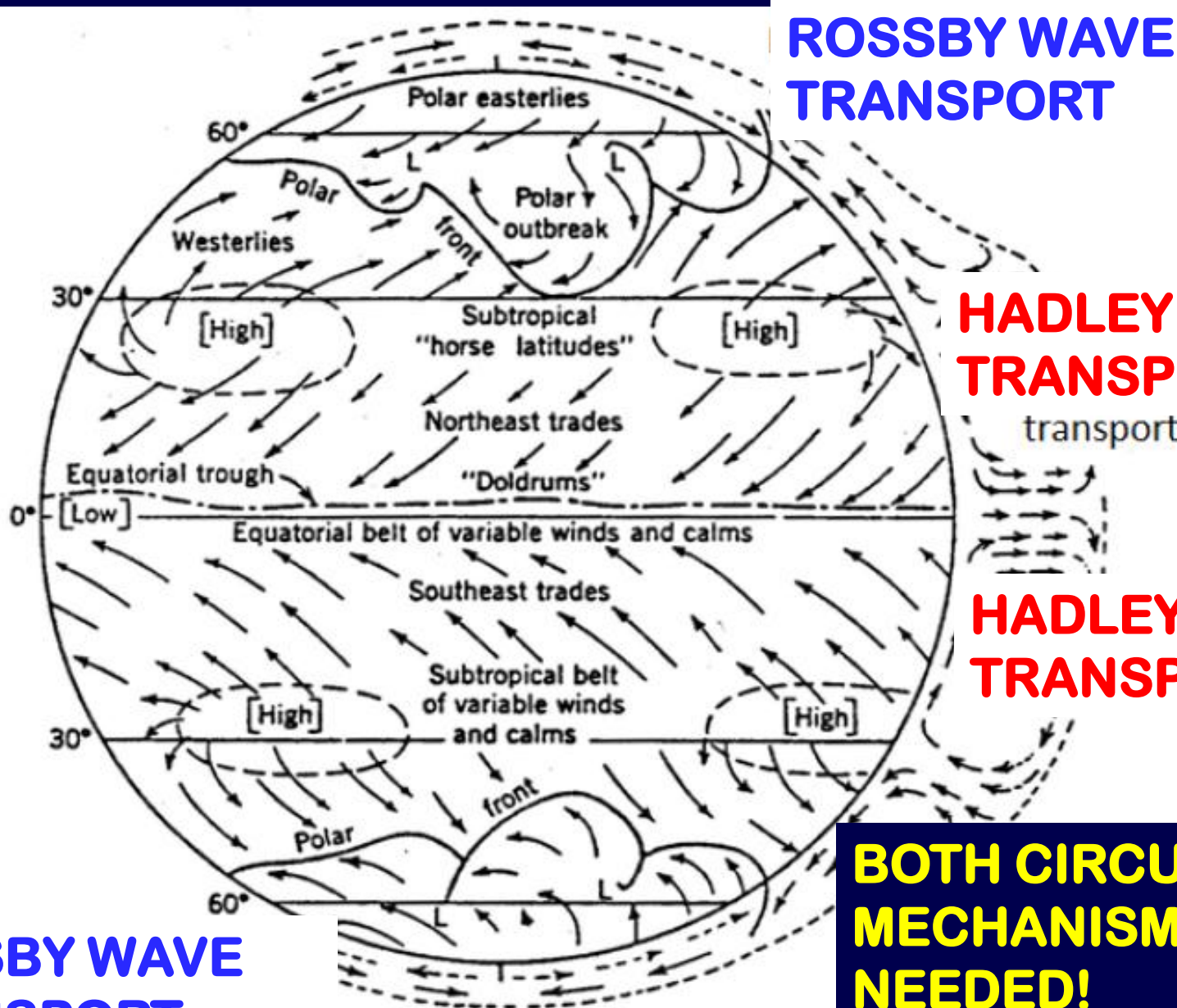


**ROSSBY  
WAVE**  
transport of  
energy

**HADLEY  
CELL**  
transport

**ROSSBY  
WAVE**  
transport  
of energy

# The "GENERAL CIRCULATION OF THE ATMOSPHERE"



**ROSSBY WAVE TRANSPORT**

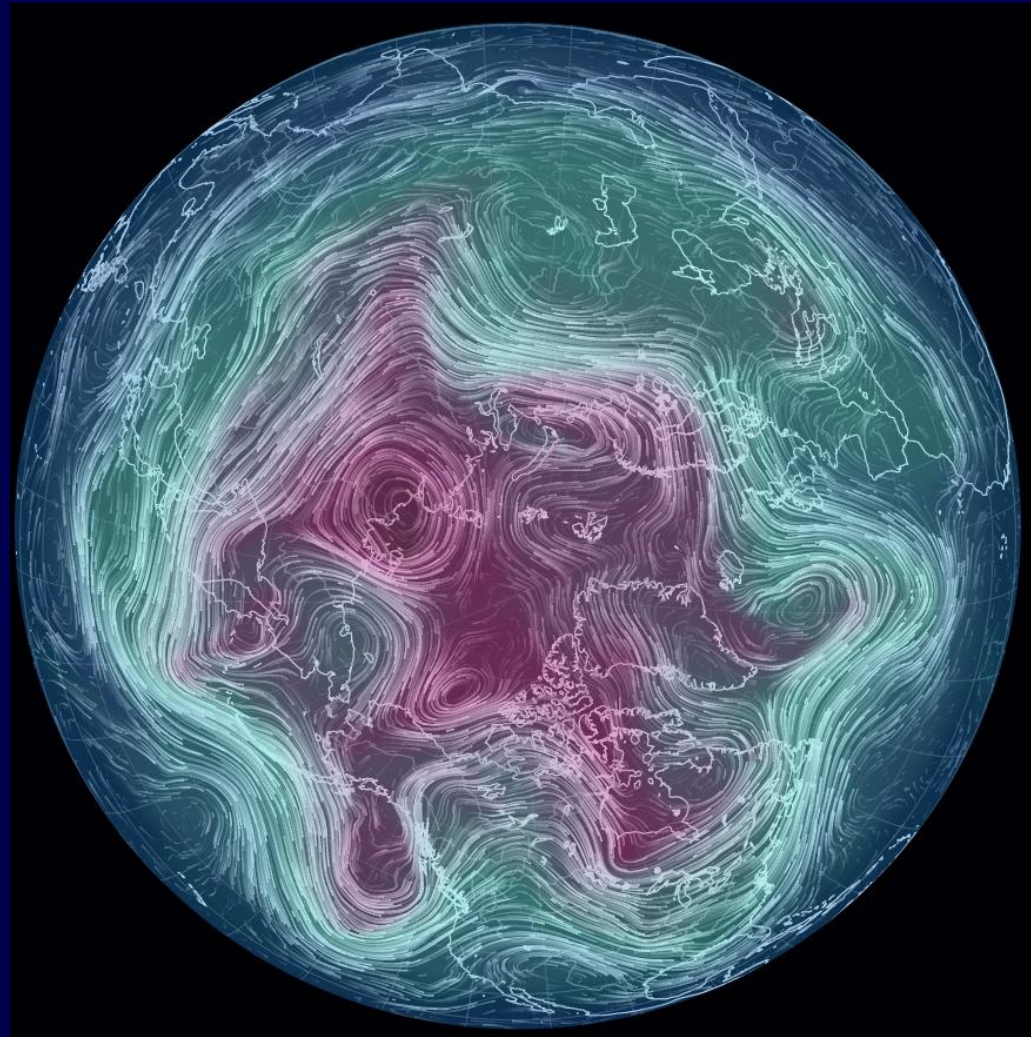
**HADLEY CELL TRANSPORT**

**HADLEY CELL TRANSPORT**

**BOTH CIRCULATION MECHANISMS ARE NEEDED!**

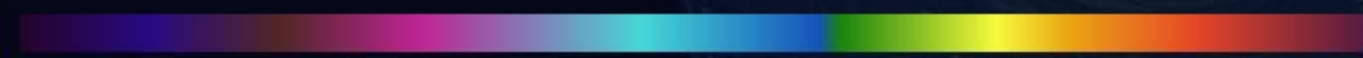
**ROSSBY WAVE TRANSPORT**

# WHAT'S HAPPENING TODAY?



Data | Wind + Temp @ 500hPa

Scale |



<http://earth.nullschool.net/#current/wind/>

**G-4 Your next “hands on”  
10 pt “Group” Activity  
will take place in the Tree-Ring Lab!**

**A Brief Intro:  
TREE RINGS &  
DENDROCHRONOLOGY**

**CLASS NOTES  
APPENDIX  
p 99**



# Dendrochronology is the dating and study of annual rings in trees:

- ***dendros***: from trees, or more specifically the growth rings of trees

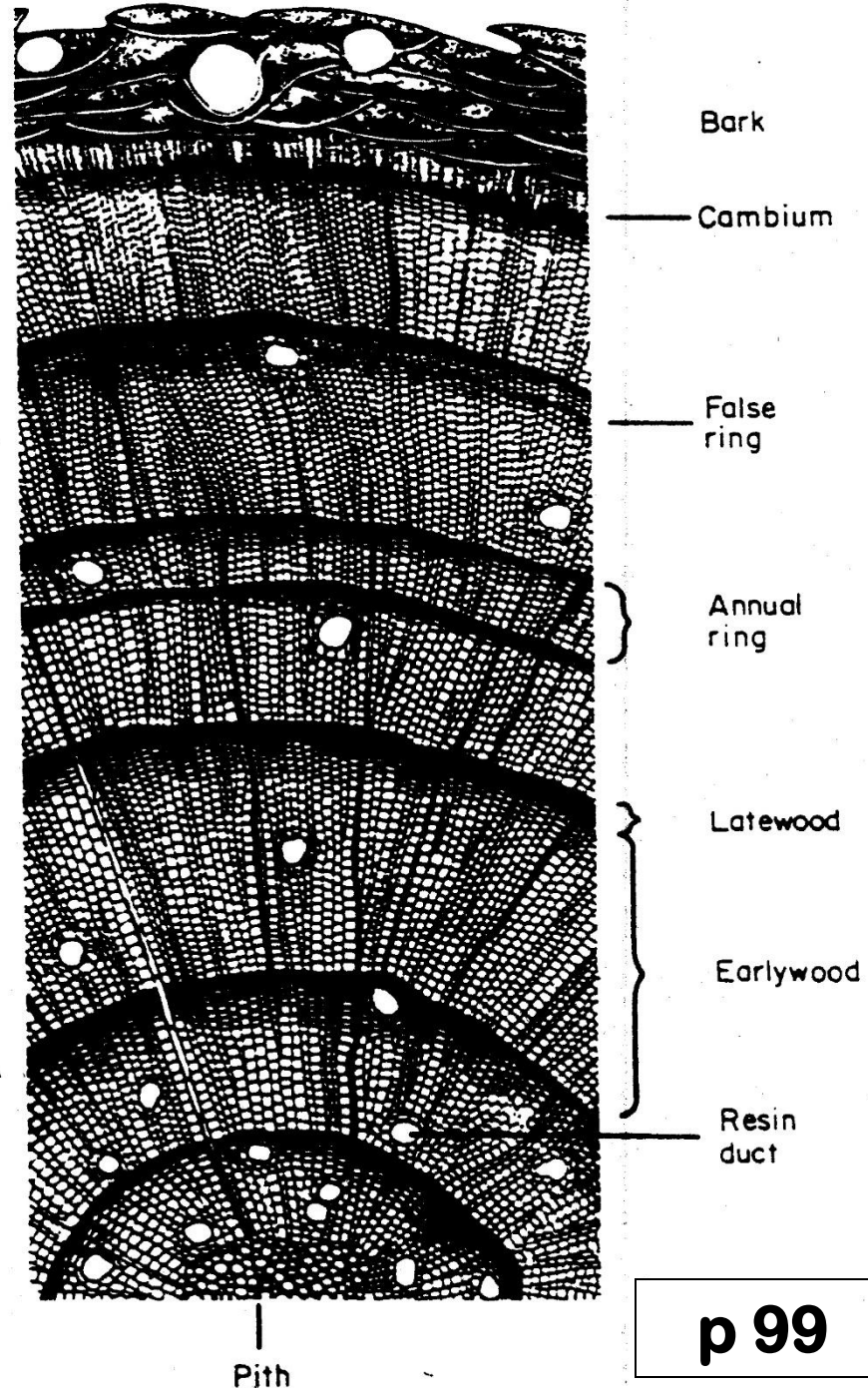
- ***chronos***: time, or more specifically events in past time

- ***ology***: the study of . . .

# Partial cross-section of a coniferous tree

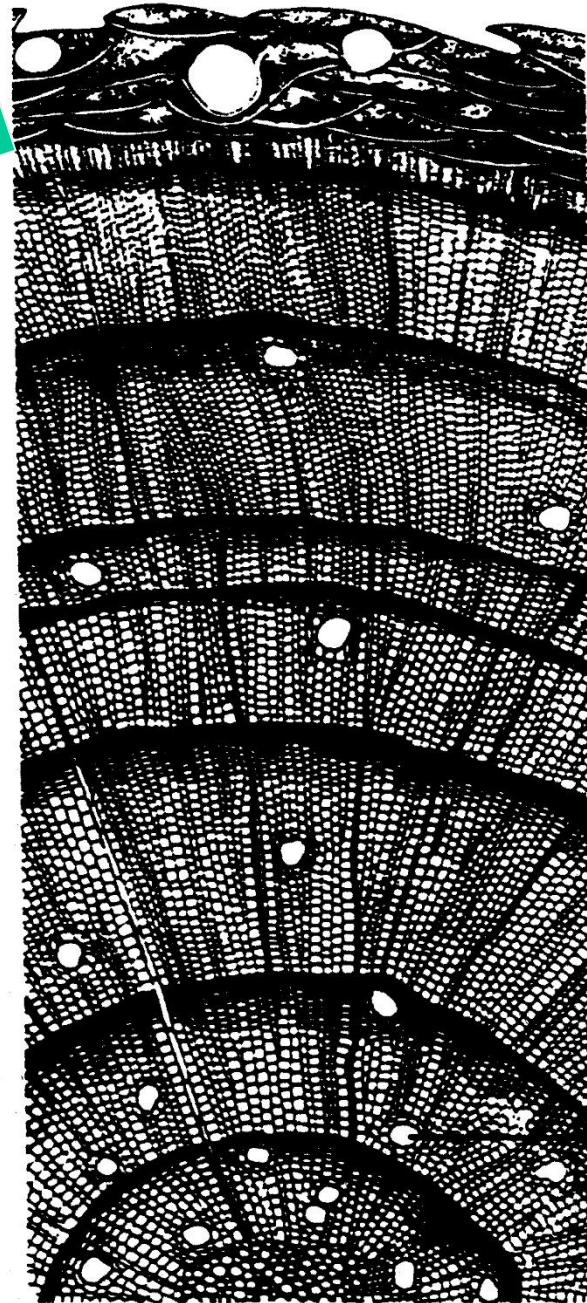
**How old is it?**  
**(in complete years)** count 'em!

**7 years old**  
**(now in 8<sup>th</sup> year of growth)**



**The current year's actively growing cells are just underneath the bark in the:**  
**“Cambium”**

**These cells will record the climate and other environmental conditions during their growing season.**



Bark  
Cambium

False ring

Annual ring

Latewood

Earlywood

Resin duct

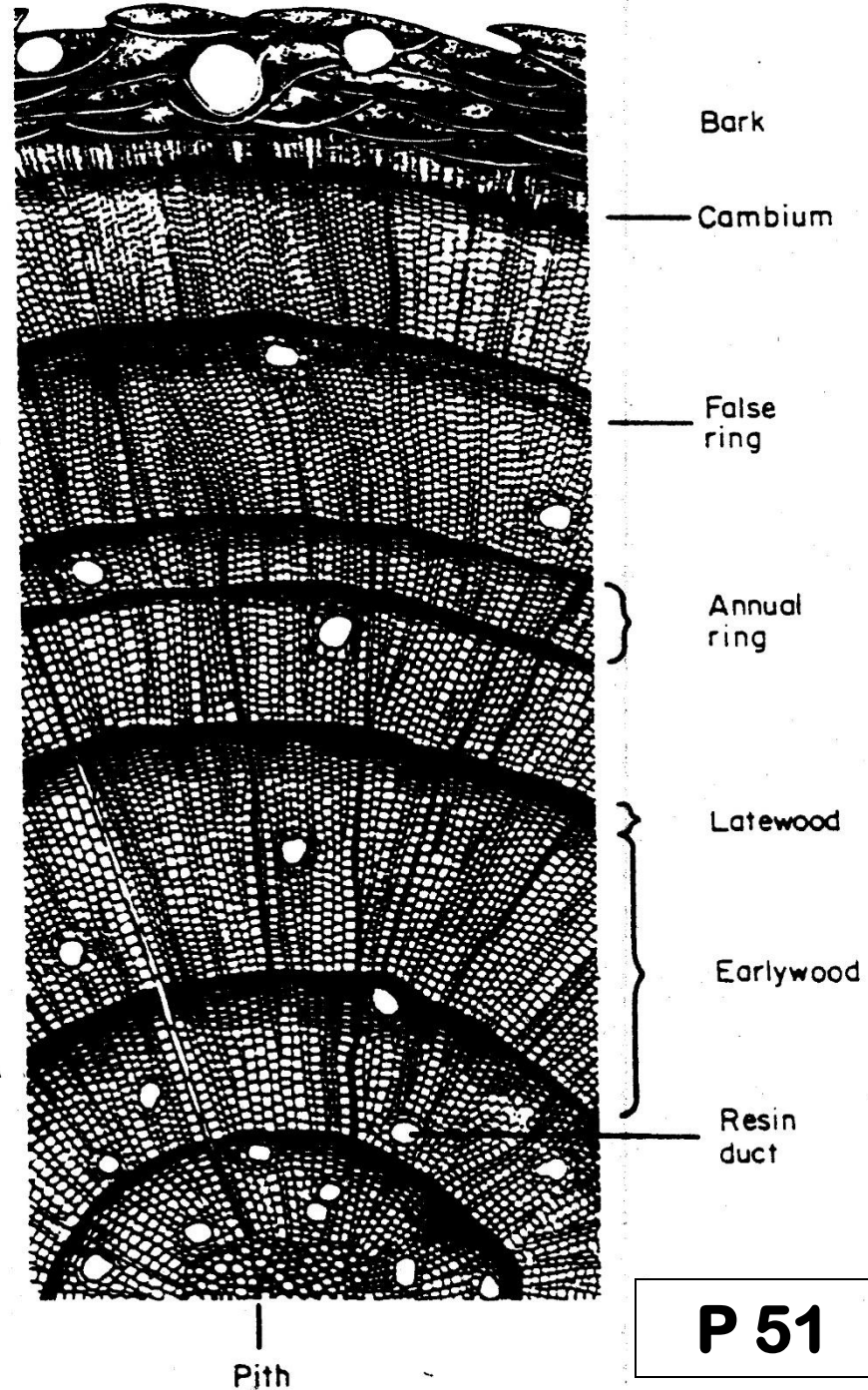
Pith

**P 99**

With 7 rings in the cross-section,

Is this the tree's age?

It depends on the height of the sample

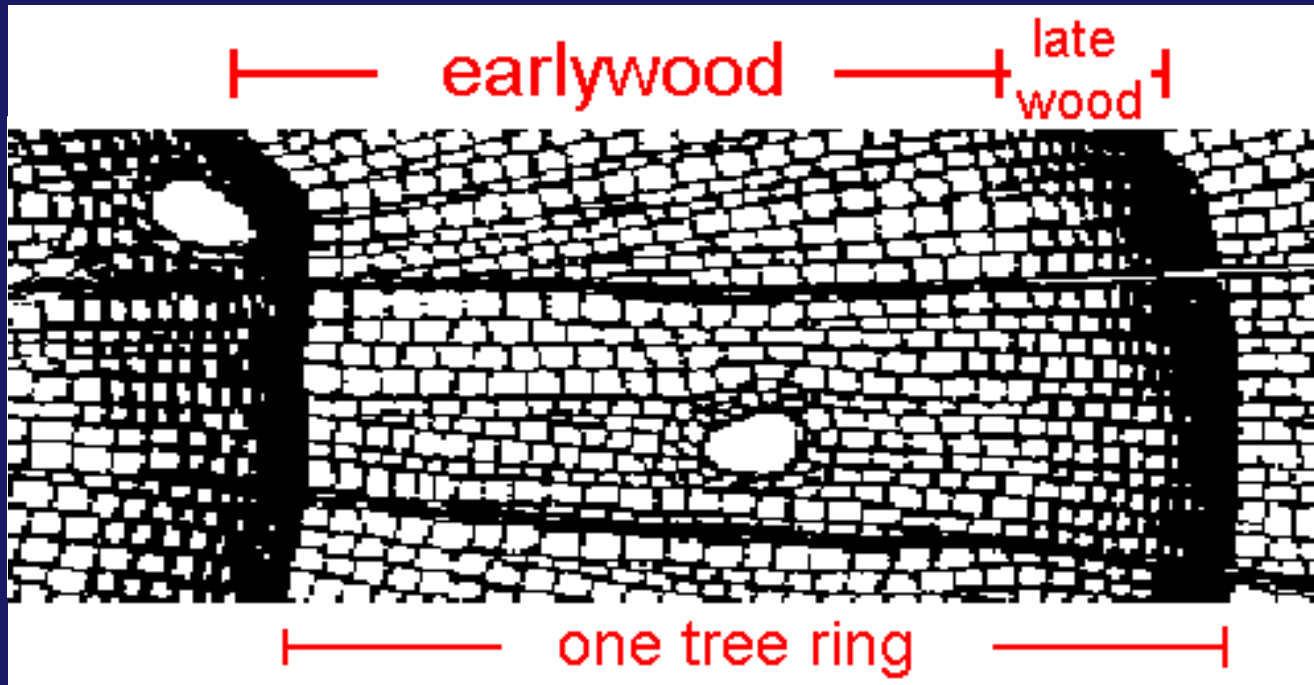


**“EARLYWOOD”** =

Cells are large w/ thin walls  
Appear light in color

**“LATEWOOD”** =

Cells are small w/ thick walls  
Appear dark in color



# A conifer tree-ring sample with about 30 rings: (every 10th ring is marked)



**Pith** → Tree grows this way → (adding new cells) →

CLICKER Q2 What do you think could cause the annual rings to be narrow?

- A) HOT, STRESSFUL TEMPERATURES
- B) DROUGHT & REALLY DRY CONDITIONS
- C) FREEZES & REALLY COLD CONDITIONS
- D) INSECT ATTACKS
- E) ANY OF THE ABOVE, DEPENDING ON THE TREE'S LOCATION & SPECIES



# A conifer tree-ring sample with about 30 rings: (every 10th ring is marked)

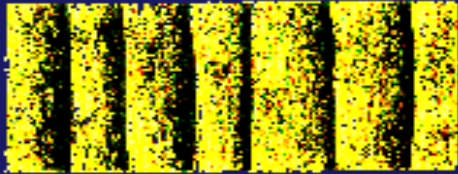
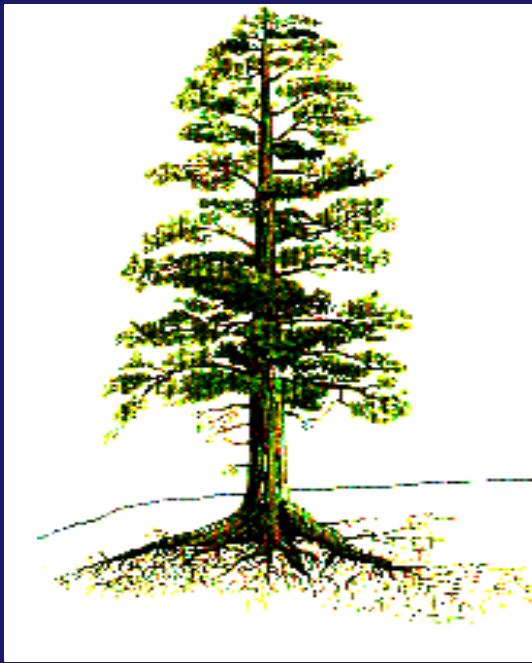


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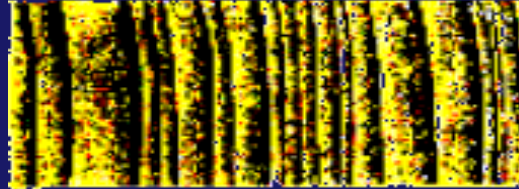




## “Complacent”

Wide, even rings with  
LITTLE VARIATION

Tree roots have access to  
moisture, not stressed out



## “Sensitive”

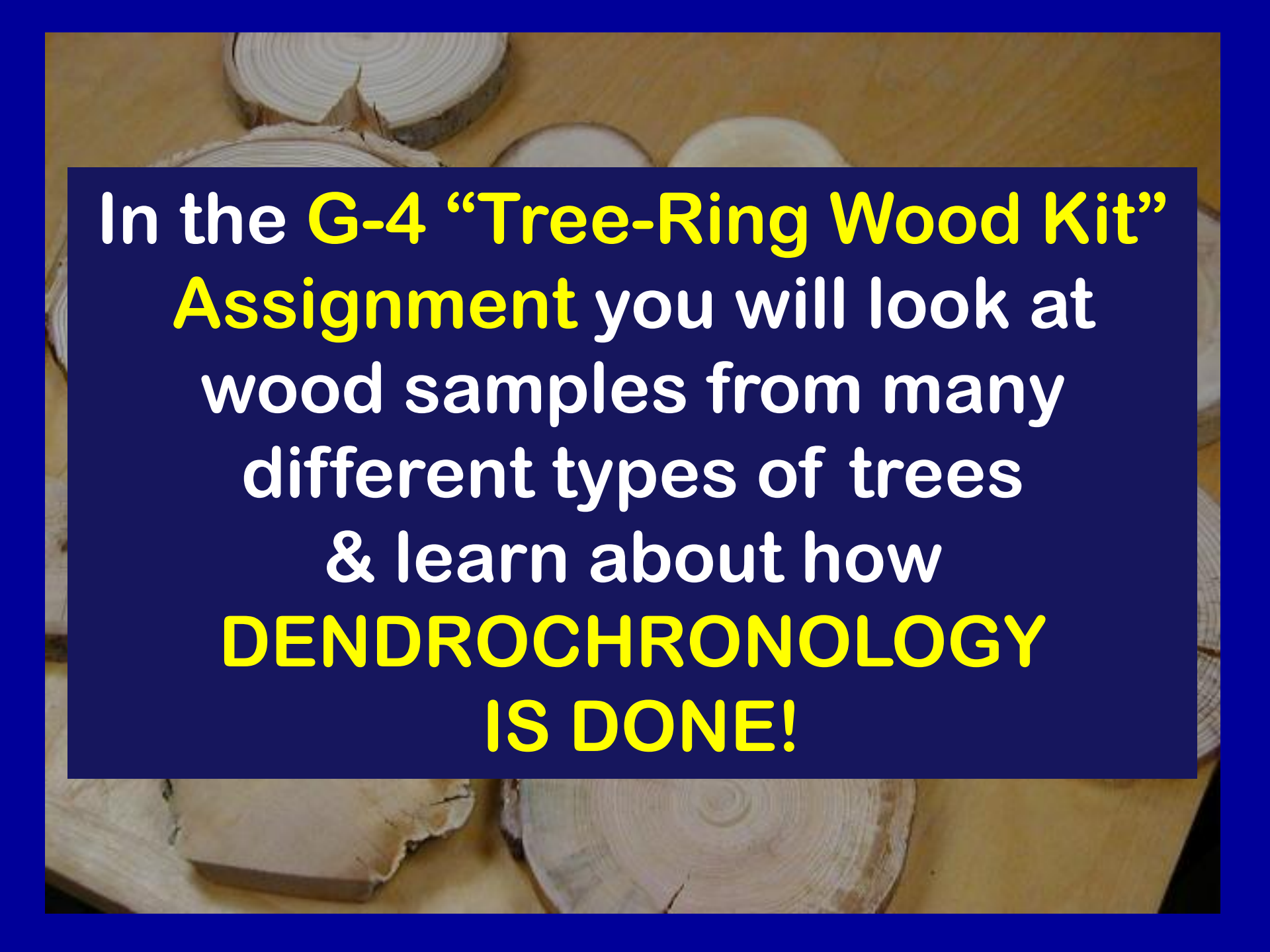
Some very narrow rings,  
with LOTS of VARIATION!

Tree growth was limited  
during stressful years

**SENSITIVE**  
tree-ring  
records

tell us the  
**MOST** about  
past  
climate!



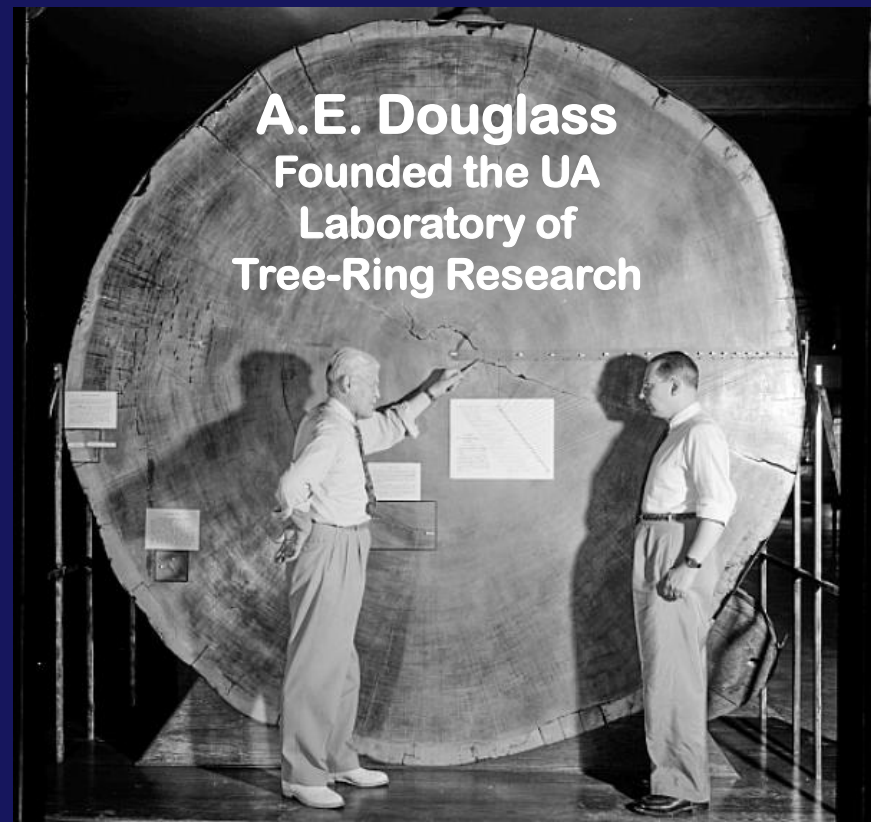
The background of the slide features several cross-sections of wood, showing distinct concentric growth rings. The wood is light-colored, and the rings are clearly visible, illustrating the concept of dendrochronology. The text is overlaid on a dark blue rectangular area.

In the **G-4 “Tree-Ring Wood Kit”**  
**Assignment** you will look at  
wood samples from many  
different types of trees  
& learn about how  
**DENDROCHRONOLOGY**  
**IS DONE!**

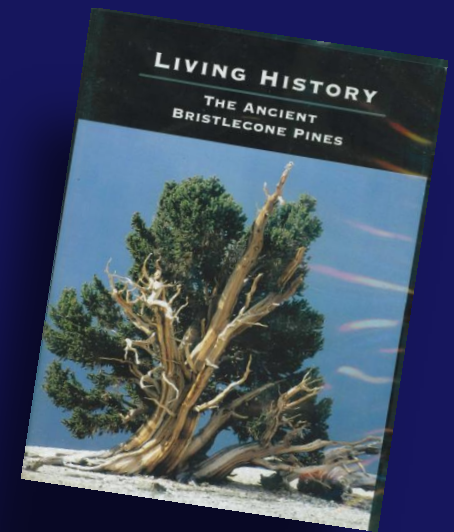
Tree ring  
research  
invented  
here.



THE UNIVERSITY  
OF ARIZONA.



Mini-Film  
Break  
5 minutes  
from:



# The G-4 Tree Ring Wood Kit Activity

**begins tomorrow & is due**

**before MIDNIGHT on Wed Nov 12<sup>th</sup>**

You will need to visit the Tree-Ring Lab at  
one of the posted time slots  
to do the activity

**Want to get it done early?**

The first “hands on” session is tomorrow:

**Friday Oct 31 from 2- 3 pm**

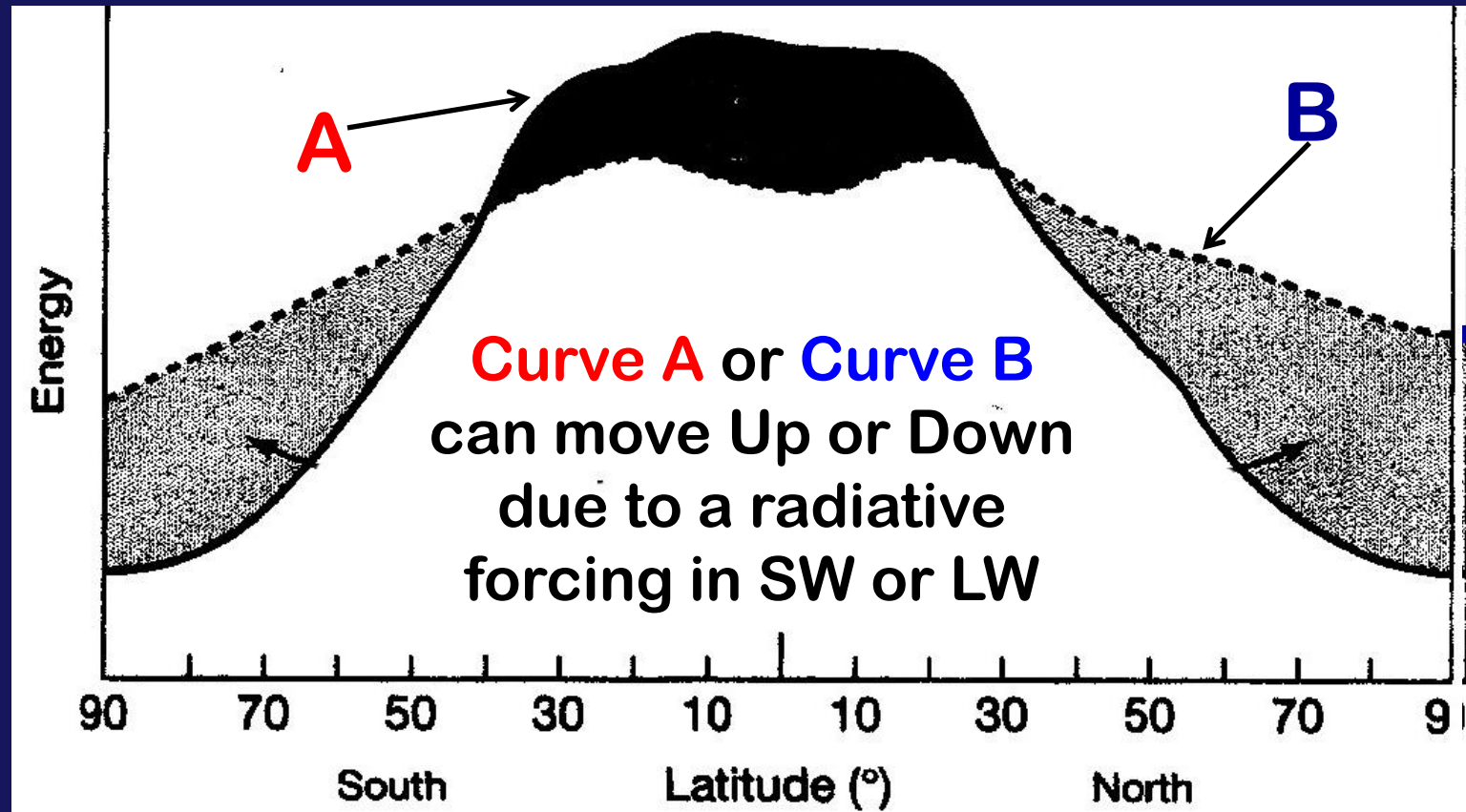
Come with your CLASS NOTES  
to the LOBBY OF THE BANNISTER  
TREE-RING BUILDING at 2 pm

NOTE: You don't need to be in your assigned group – come with friends from class or on your own!

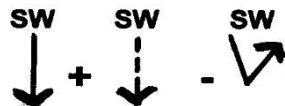
# TOPIC #11

# NATURAL CLIMATIC FORCING

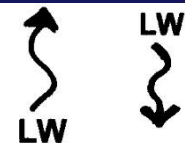
# Global climate variability and change are caused by changes in the **ENERGY BALANCE** that are “**FORCED**”



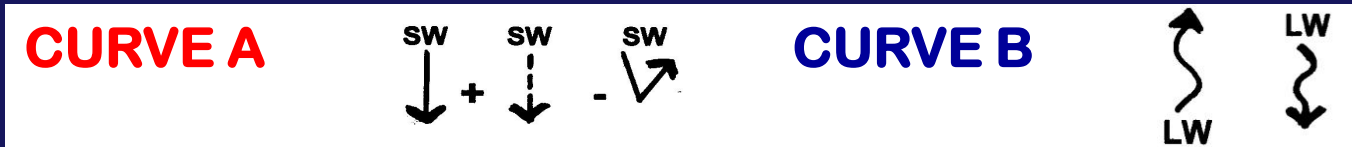
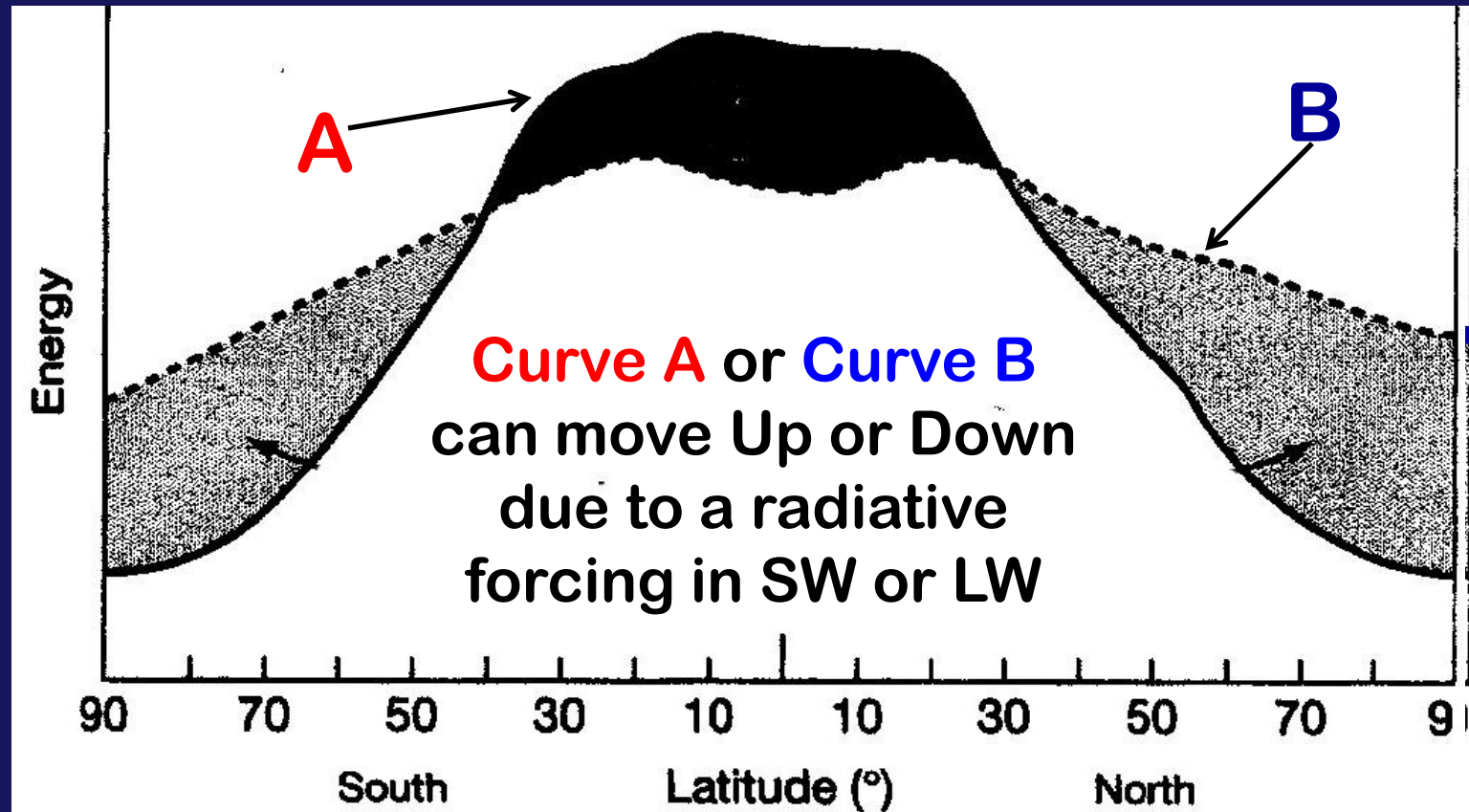
**CURVE A**



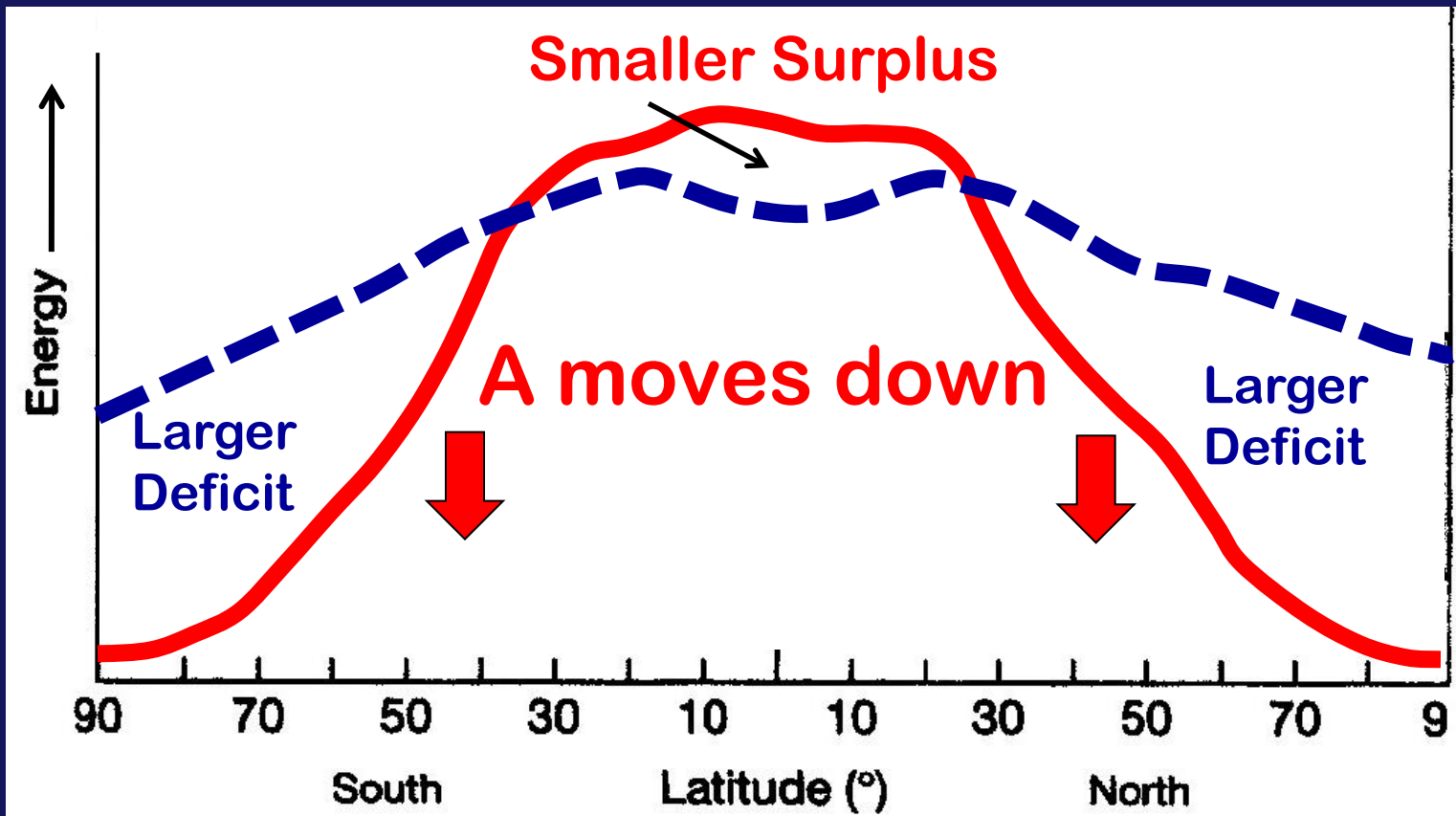
**CURVE B**



You can use this figure to conceptually “model” **CLIMATE CHANGE** in your mind!



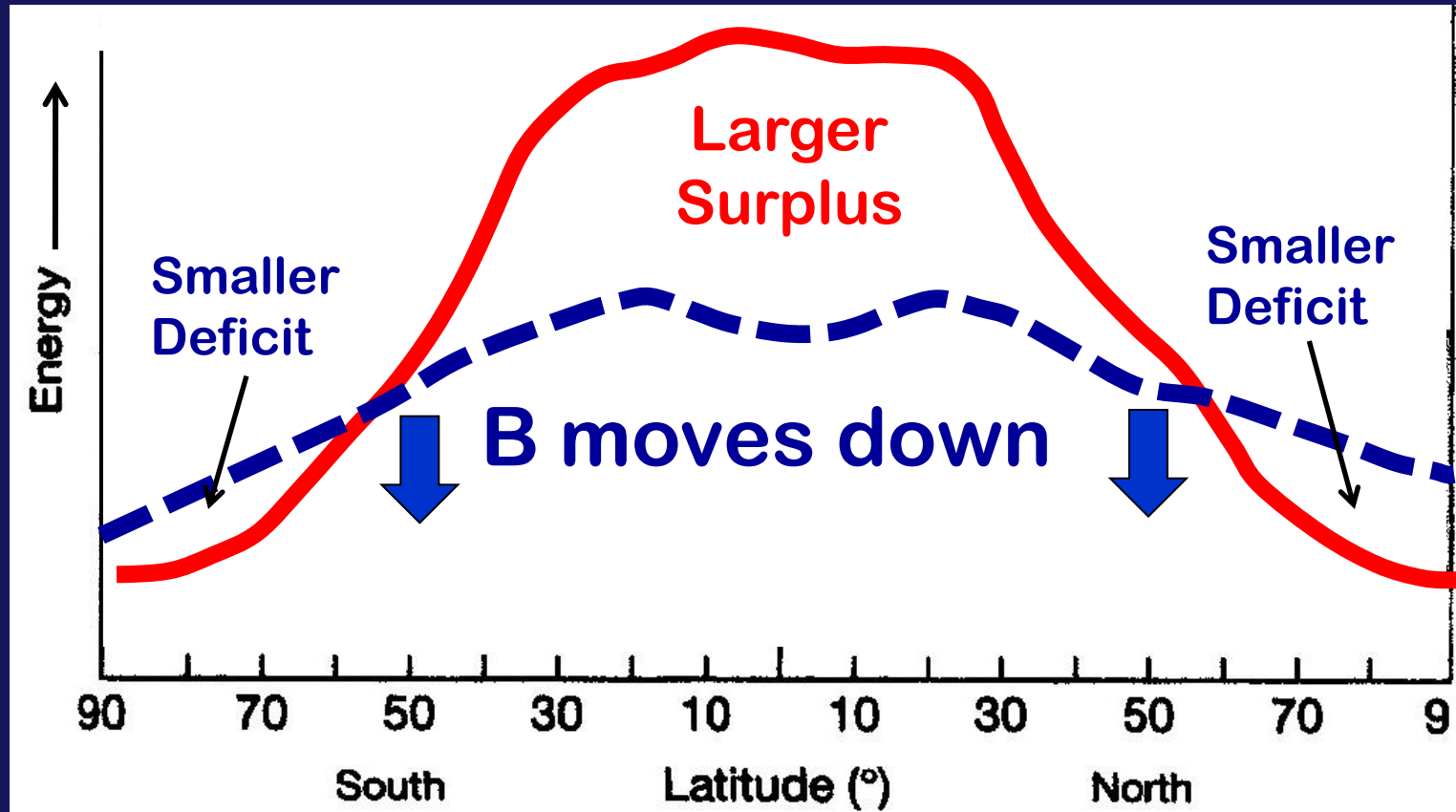
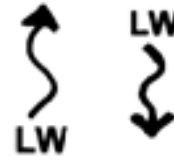
**IF CURVE A**  $\downarrow^{SW} + \downarrow^{SW} - \swarrow^{SW}$   
**moves down:**



$\downarrow^{SW} + \downarrow^{SW} - \swarrow^{SW}$

If incoming energy represented by Curve A is reduced (A curve goes down)

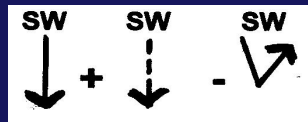
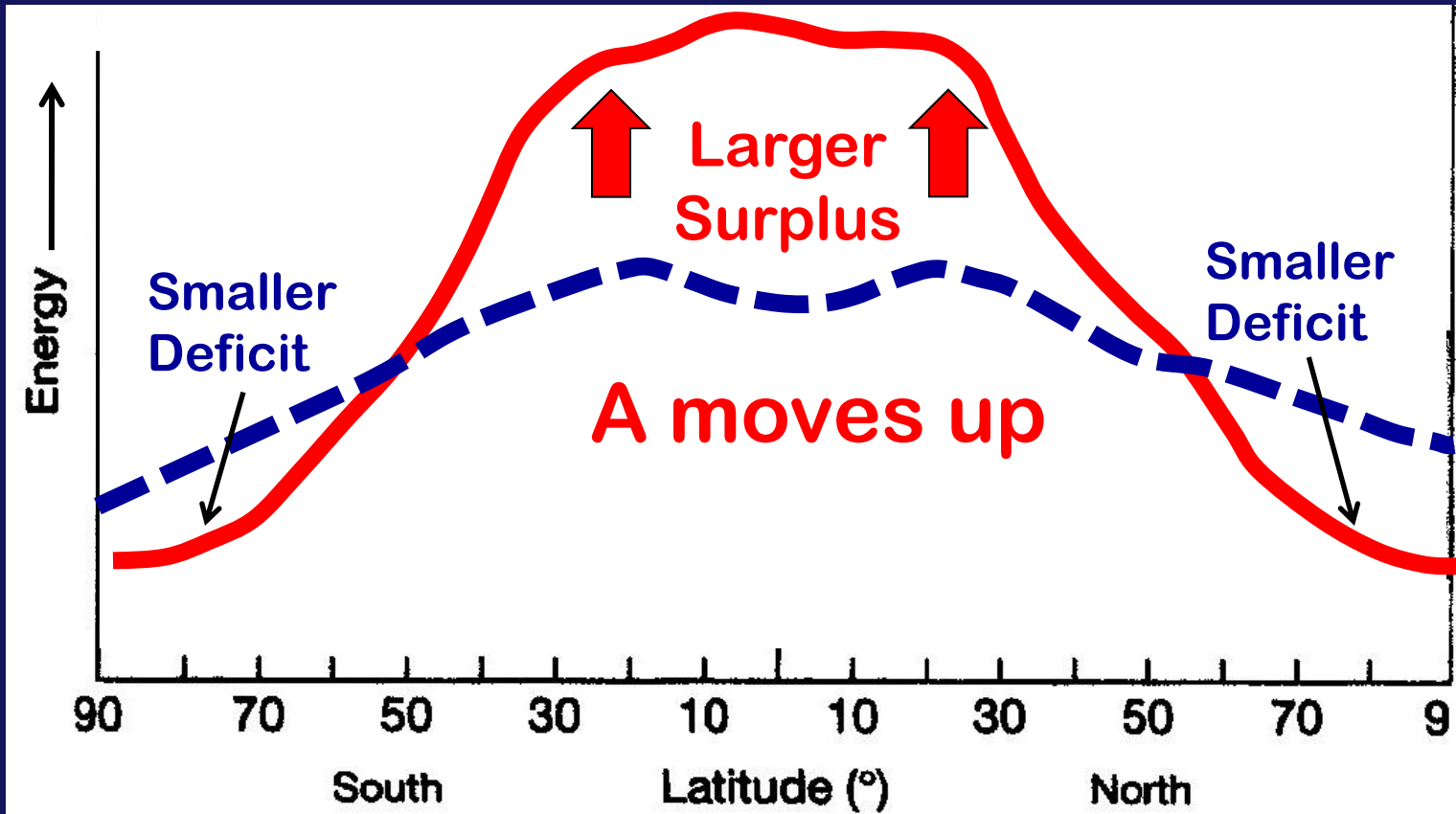
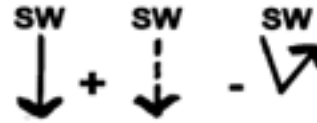
If **CURVE B**  
moves down



If outgoing energy represented  
by Curve B is reduced  
(B curve goes down)

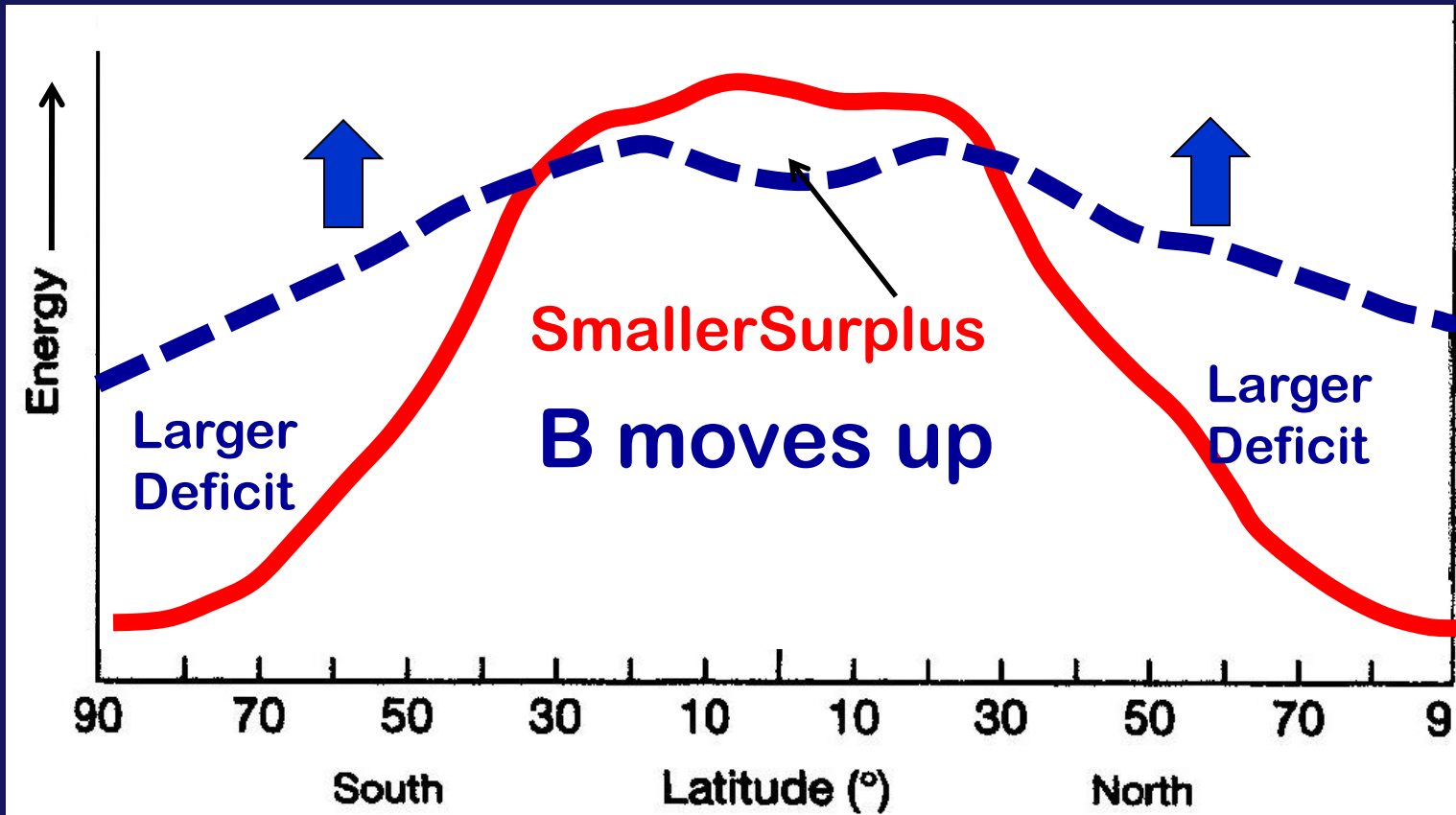
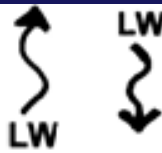


**IF CURVE A**  
**moves up:**



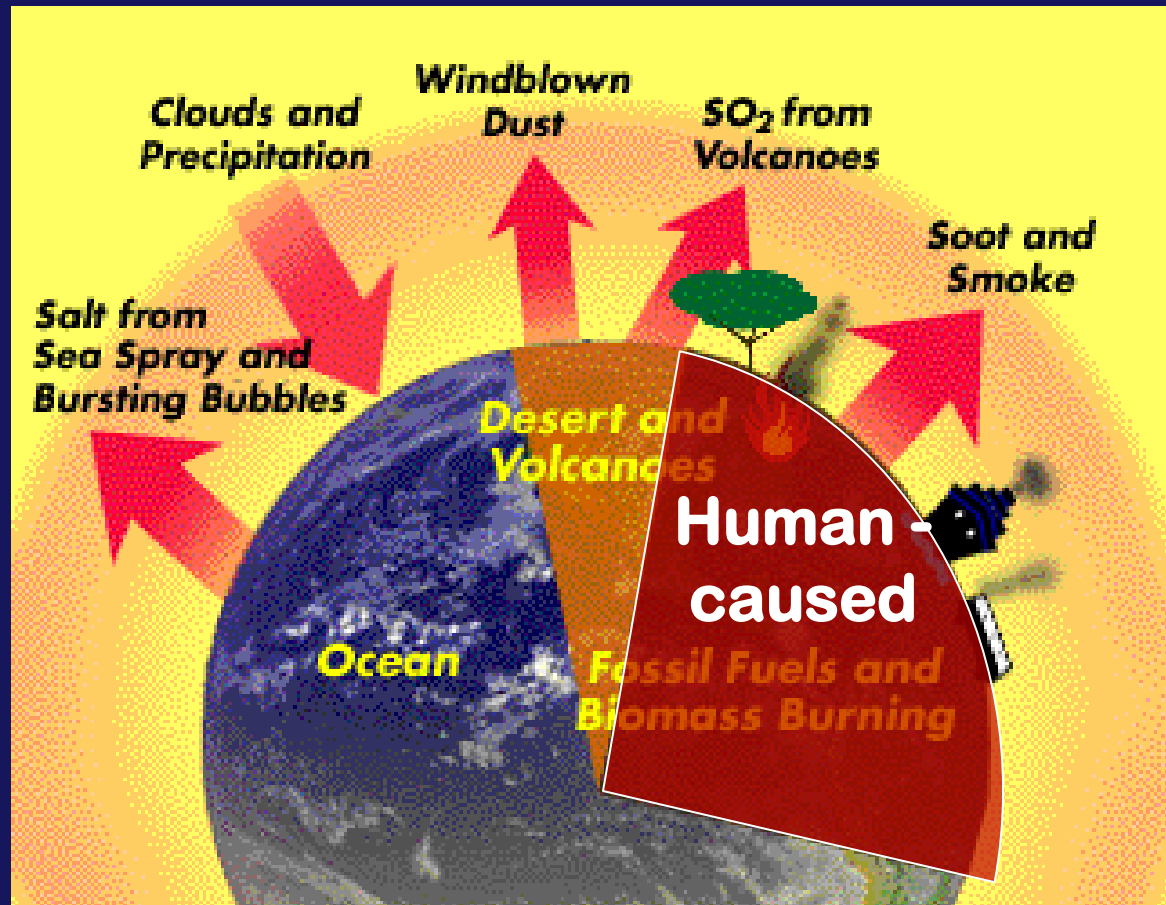
If incoming energy  
represented by Curve A is  
increased (A curve goes up)

If **CURVE B**  
moves up:



If outgoing energy represented  
by Curve B is increased  
(B curve goes up)

**FORCING** = a persistent disturbance  
of a system



(a longer term disturbance  
than a perturbation)



**NATURAL CLIMATIC  
FORCING**

**vs.**

**ANTHROPOGENIC  
FORCING**



**Natural Climatic Forcing =**  
changes due to natural  
earth-atmosphere-sun processes

- **Earth-Sun orbital relationships**
- **Solar variability**
- **Changing land-sea distribution**  
(over long time scales: due to plate  
tectonics)
- **Volcanic eruptions**

also: internal atmosphere-ocean variability (i.e.,  
**El Nino & La Nina**), **clouds, dust**, etc

**Anthropogenic Climatic Forcing =**  
changes due to human causes or  
enhancement of the processes involved

- Enhanced Greenhouse Effect due to fossil fuel burning
- Land use changes due to human activity (deforestation, urbanization, etc.)
- Soot and aerosols from industry
- Chemical reactions in stratosphere involving human-made compounds (ozone depletion)

**All things are connected.  
Whatever befalls the earth,  
befalls the children of the  
earth.**

**~ Chief Seattle**

The 3 main drivers of  
**NATURAL CLIMATIC FORCING:**

- 1) **ASTRONOMICAL FORCING**
- 2) **SOLAR FORCING**
- 3) **VOLCANIC FORCING**



The 3 main drivers of  
**NATURAL CLIMATIC FORCING:**

1) **ASTRONOMICAL FORCING** ←  
**(Milankovitch Cycles)**

1) **SOLAR FORCING**

2) **VOLCANIC FORCING**

**Changes in Solar “Astronomical” Forcing**  
have driven natural climate variability  
(ice ages, etc.) on LONG time scales  
(5,000 to 1 million years)

*What has varied over time?*

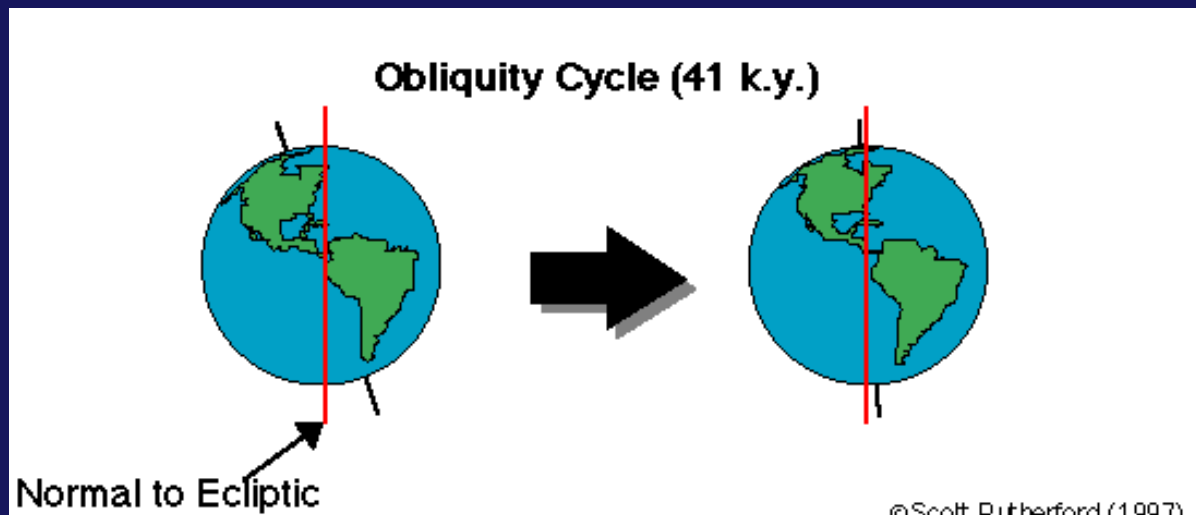
**#1 OBLIQUITY OF EARTH’S AXIS**

**#2 ECCENTRICITY OF EARTH’S ORBIT**

**# 3 Timing of Seasons in Relation to Orbit:  
“PRECESSION OF THE EQUINOXES”**

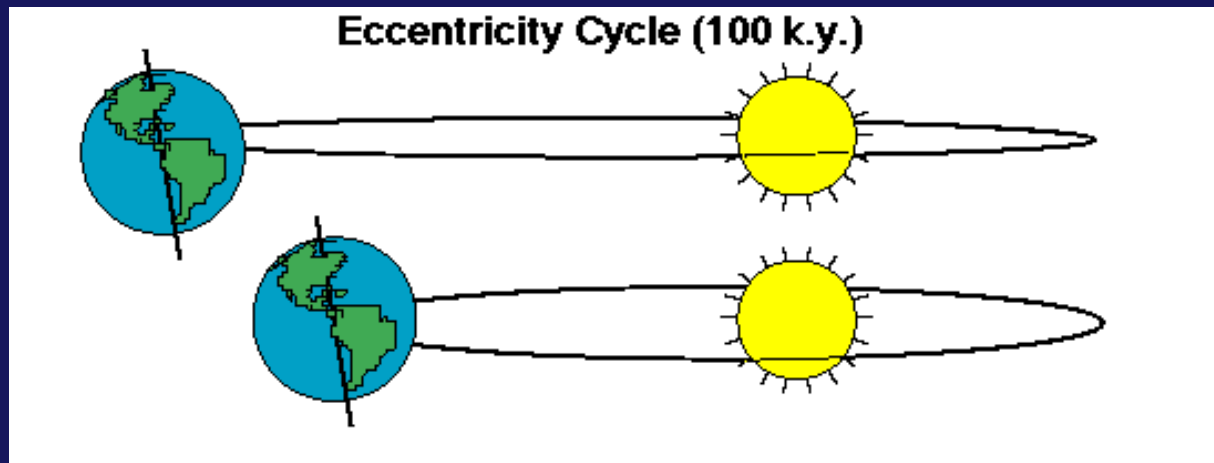
# 1. OBLIQUITY OF EARTH'S AXIS

- axis “tilts” 23.5 degrees  
from plane of ecliptic
- causes the seasons
- has varied in the past from more  
“tilted” to more “vertical” ( $\sim 24.5^\circ$  to  $\sim 22.5^\circ$ )



## 2. ECCENTRICITY OF ORBIT

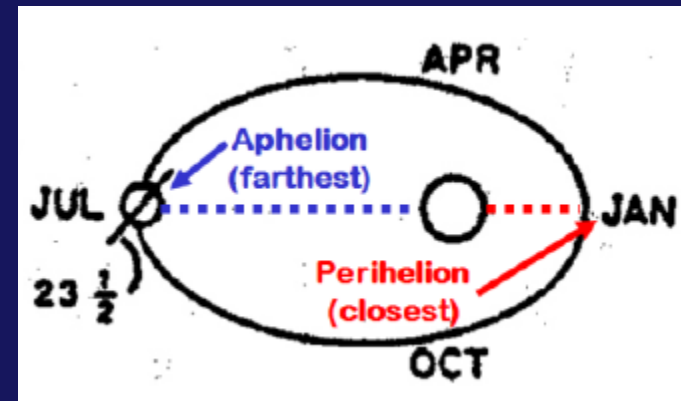
- Earth's orbit around sun is not symmetrical
- Has varied in the past from more circular => elliptical shape  
(more “eccentric!”)



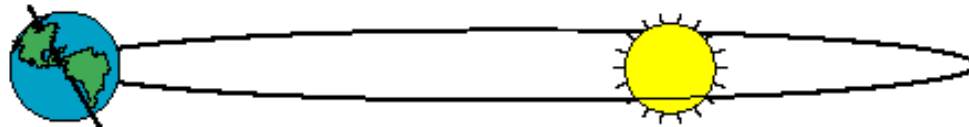
# 3. PRECESSION OF THE EQUINOXES

(Timing of Seasons in Relation to Orbit)

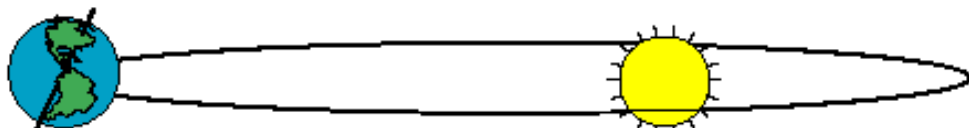
Currently the Earth is closest to the Sun (**perihelion**) in **Jan** & farthest (**aphelion**) in **July**.  
This has varied in the past.



Precession of the Equinoxes (19 and 23 k.y.)

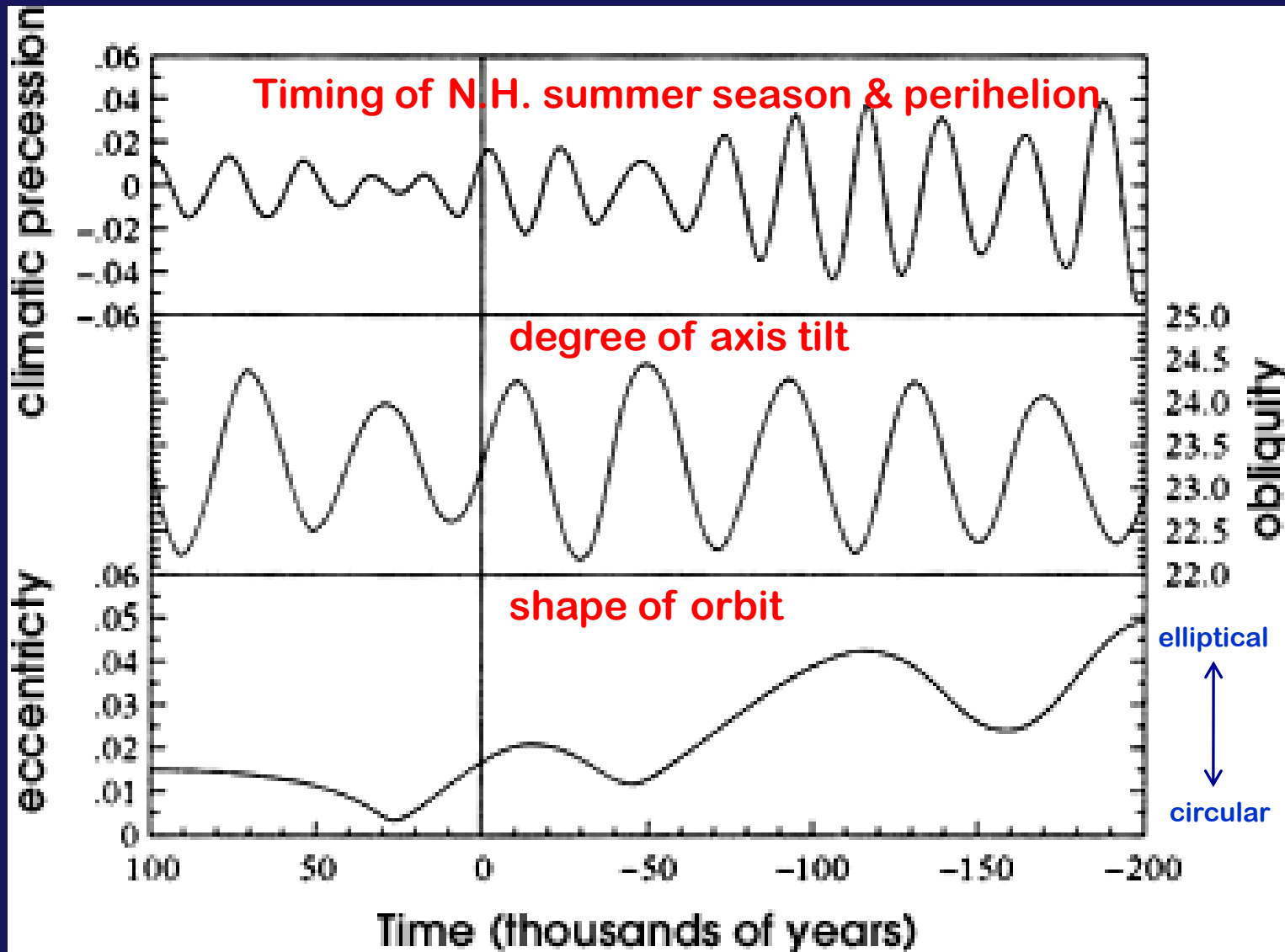


Northern Hemisphere tilted away from the sun at aphelion.

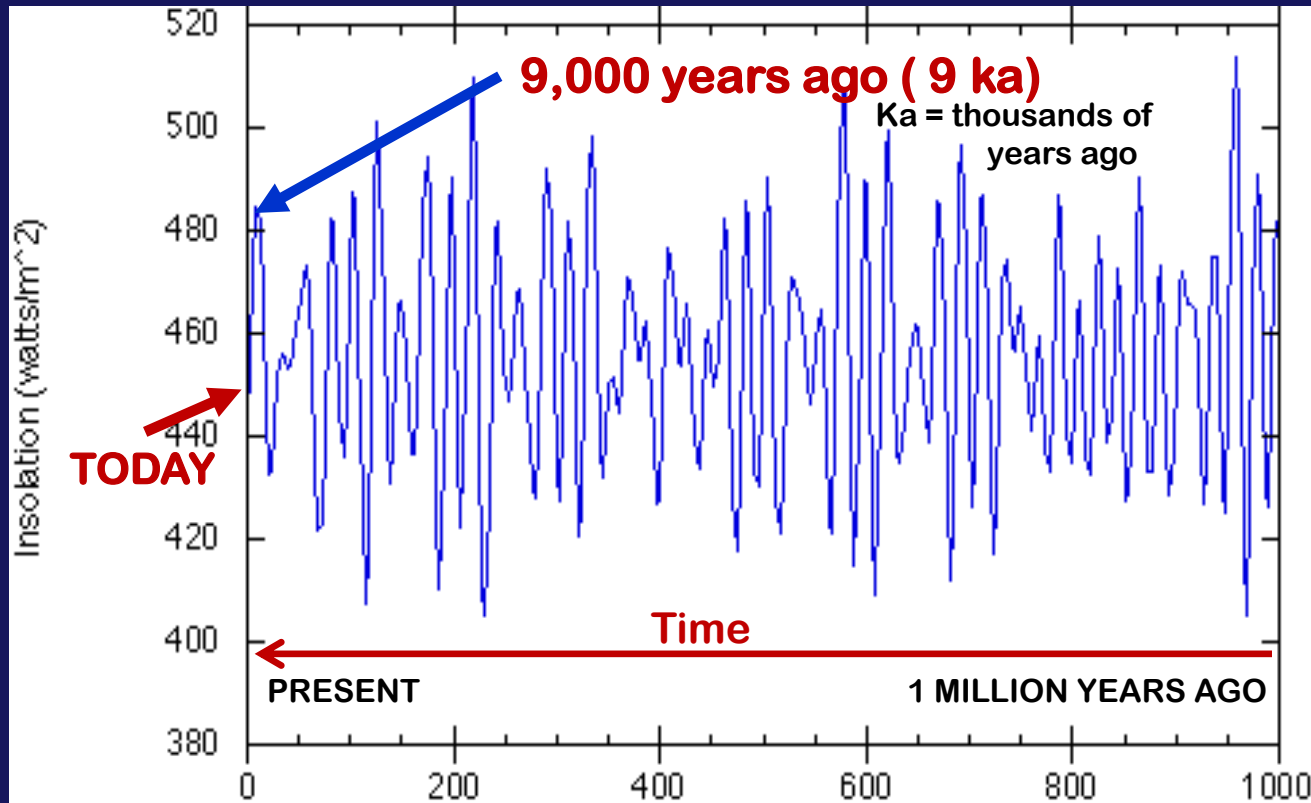


Northern hemisphere tilted toward the sun at aphelion.

the Future ← TODAY → the Past (in thousands of years)



Summarizing graph of **SOLAR INSOLATION** calculated for 65 °N latitude from the present to 1 million years ago based on “**ASTRONOMICAL CLIMATE FORCING**”



p 72

In the Northern Hemisphere, peak summer insolation occurred about 9,000 years ago when the last of the large ice sheets melted.

Since then N. H. summers have seen **LESS** solar radiation.

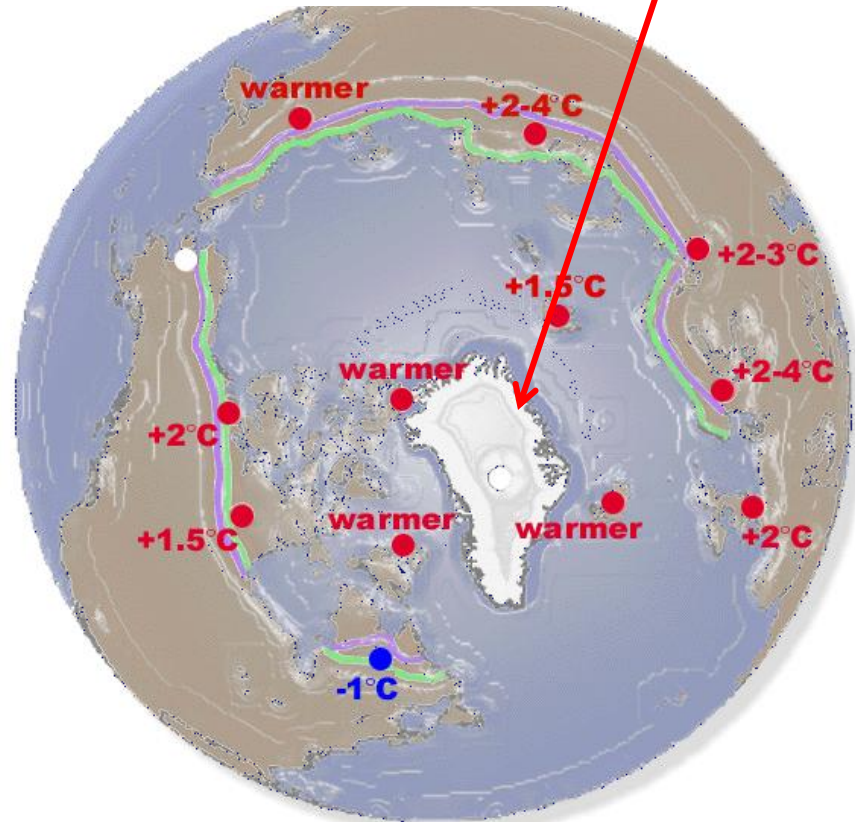
# Mid-Holocene warm period (~ 6,000 years ago)

Generally warmer than today, but **only in summer** and **only in the northern hemisphere**.

Cause =

**“astronomical climate forcing”**  
(Milankovitch Cycles)

Global warming “deniers” often point out how warm Greenland was in the past :



TERRESTRIAL ARCTIC ENVIRONMENTS  
6,000 YEARS B.P. - SUMMER

- Modern Treeline
- 8,000 year B.P. Treeline
- Warmer than Present
- Cooler than Present
- Same as Present



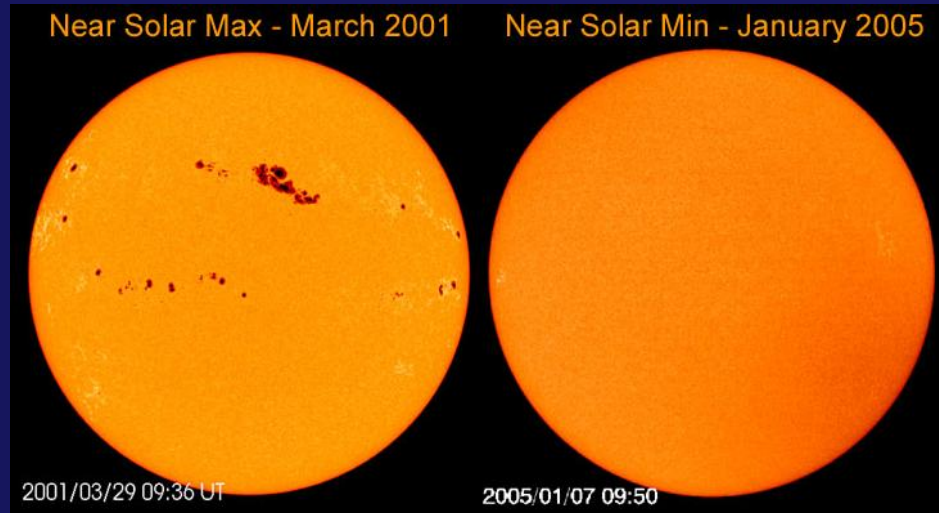
The 3 main drivers of  
**NATURAL CLIMATIC FORCING:**

1) ASTRONOMICAL FORCING

2) SOLAR FORCING ←

3) VOLCANIC FORCING

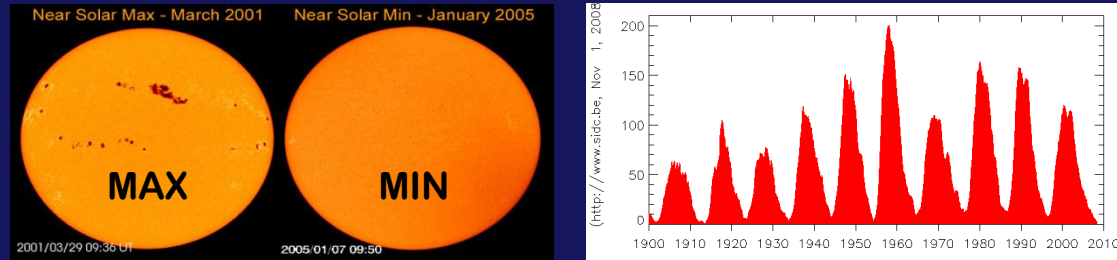
# ANOTHER NATURAL FORCING: SOLAR VARIABILITY



Sunspot maxima  
= **MORE** solar  
brightness  
(warmer temps)

Sunspot minima  
= **LESS** solar  
brightness  
(cooler temps)

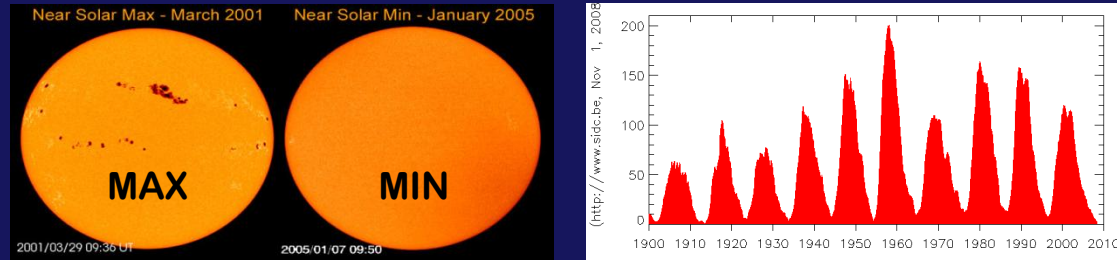
# ANOTHER NATURAL FORCING: SOLAR VARIABILITY



## Clicker Q3 – During SUNSPOT Maximum periods:

1. The sun is darker so it gives off less energy and global cooling is likely.
2. The sun sunspots indicate active solar flares and the sun gives off more energy leading to warmer periods.
3. There is no link between solar activity and global warming.

# ANOTHER NATURAL FORCING: SOLAR VARIABILITY

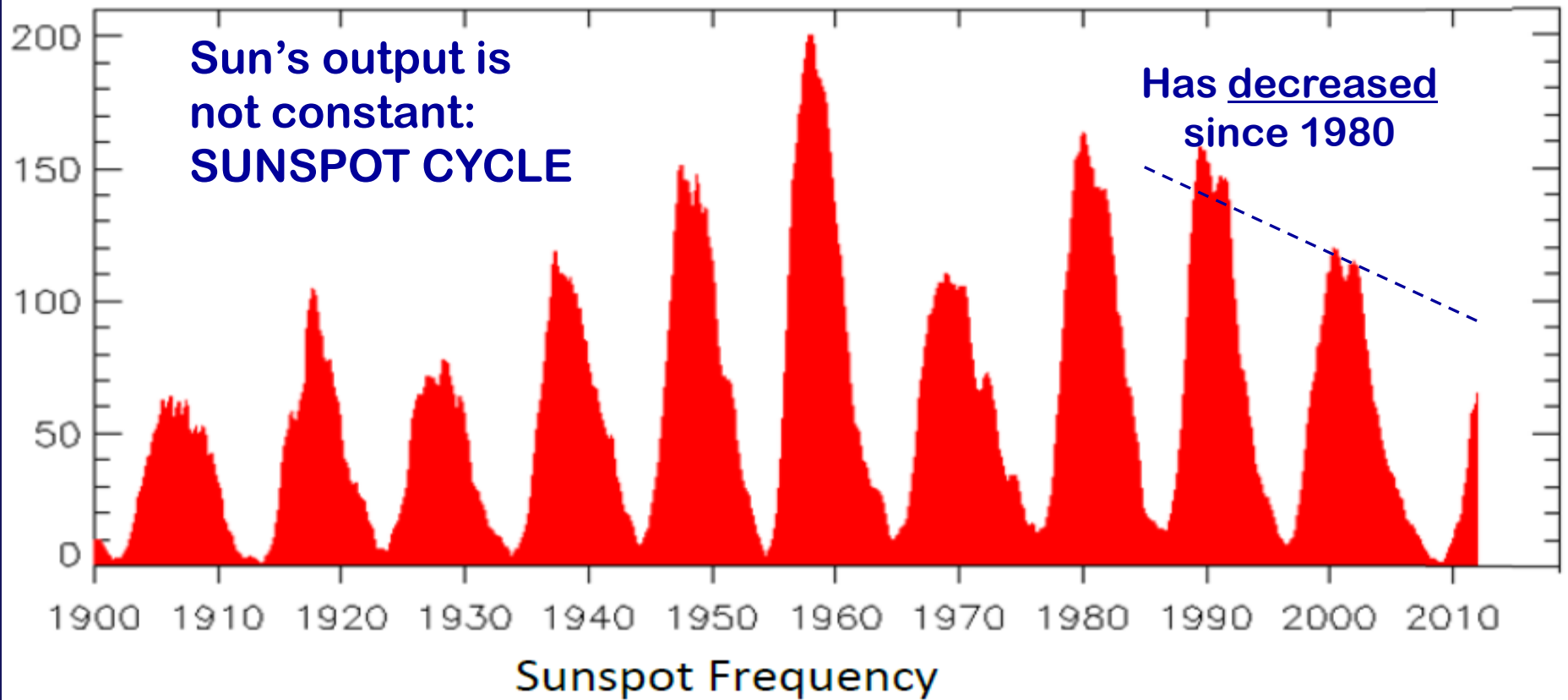


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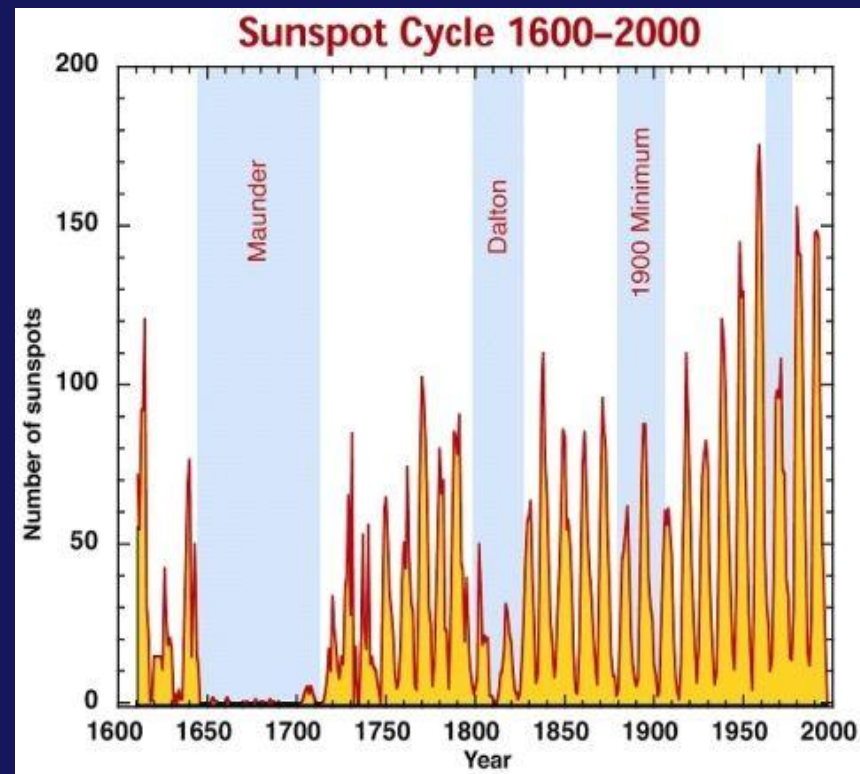
[http://www.sidc.be/sunspot-index-graphics/sidc\\_graphics.php](http://www.sidc.be/sunspot-index-graphics/sidc_graphics.php)

**Sunspot maxima**  
= **MORE** solar  
brightness  
(warmer temps)

**Sunspot minima**  
= **LESS** solar  
brightness  
(cooler temps)

# Maunder Minimum (cooler) (1645 -1715) linked to “Little Ice Age” (1600-1800)

But uncertainties remain!  
What’s the MECHANISM that  
links the Sun’s drop in  
brightness to the lower  
temperatures on the Earth?



## Dalton Minimum (1795 – 1825)

-- was also cooler

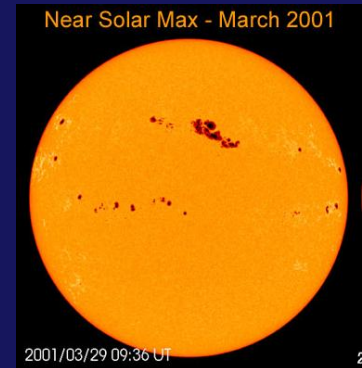
-- BUT, lots of large volcanic eruptions then too

Since the Dalton Minimum, the Sun has gradually brightened , e.g., “Modern Maximum” ( in 2001)

**BUT . . .**

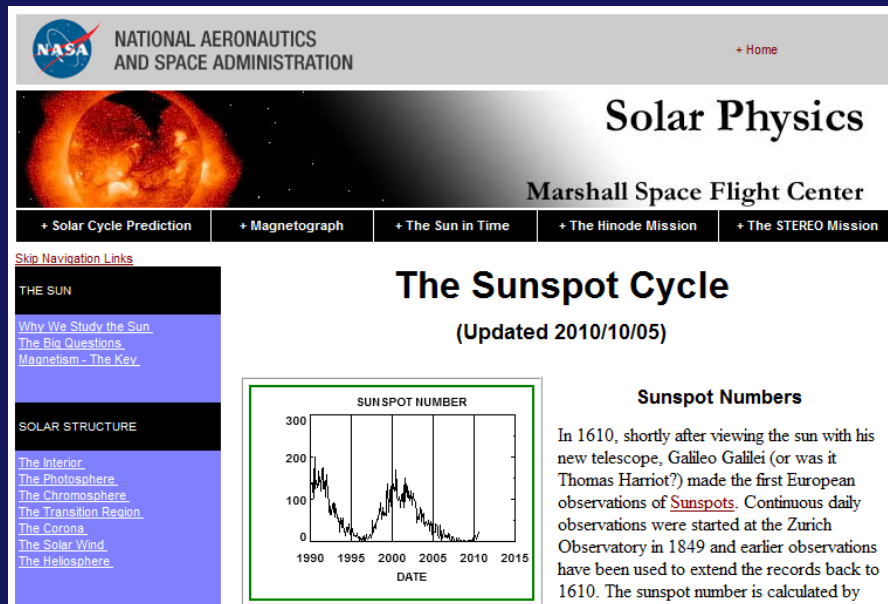
The increase in **solar brightness** during the recent “Modern Maximum” accounted for only:

- **about ½ of the temperature increase since 1860, and**
- **less than 1/3 since 1970**



The rest is attributed to **greenhouse-effect warming** by most experts in solar forcing.

# What is happening today?



NASA NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

Solar Physics

Marshall Space Flight Center

+ Solar Cycle Prediction + Magnetograph + The Sun in Time + The Hinode Mission + The STEREO Mission

Skip Navigation Links

THE SUN

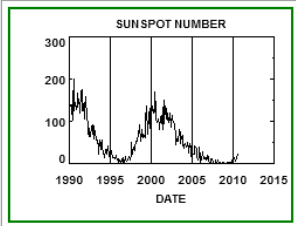
- Why We Study the Sun
- The Big Questions
- Magnetism - The Key

SOLAR STRUCTURE

- The Interior
- The Photosphere
- The Chromosphere
- The Transition Region
- The Corona
- The Solar Wind
- The Heliosphere

## The Sunspot Cycle

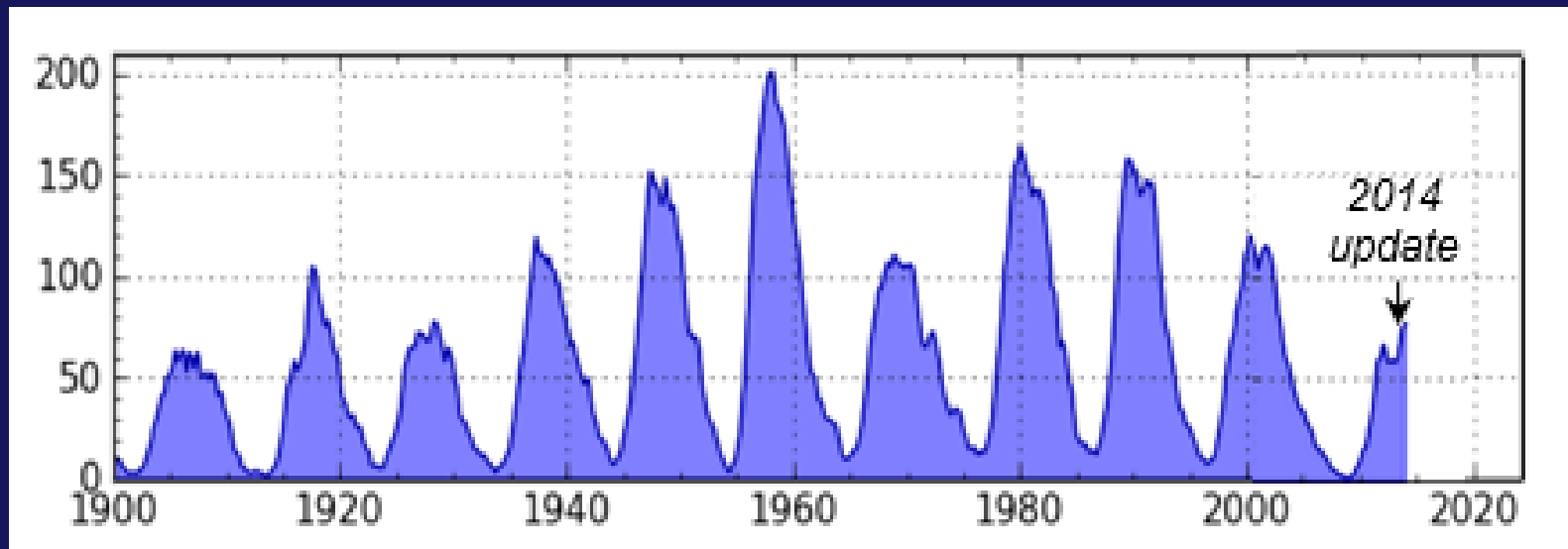
(Updated 2010/10/05)



**Sunspot Numbers**

In 1610, shortly after viewing the sun with his new telescope, Galileo Galilei (or was it Thomas Harriot?) made the first European observations of **Sunspots**. Continuous daily observations were started at the Zurich Observatory in 1849 and earlier observations have been used to extend the records back to 1610. The sunspot number is calculated by

<http://solarscience.msfc.nasa.gov/SunspotCycle.shtml>



SEE ALSO: [http://www.sidc.be/sunspot-index-graphics/sidc\\_graphics.php](http://www.sidc.be/sunspot-index-graphics/sidc_graphics.php)



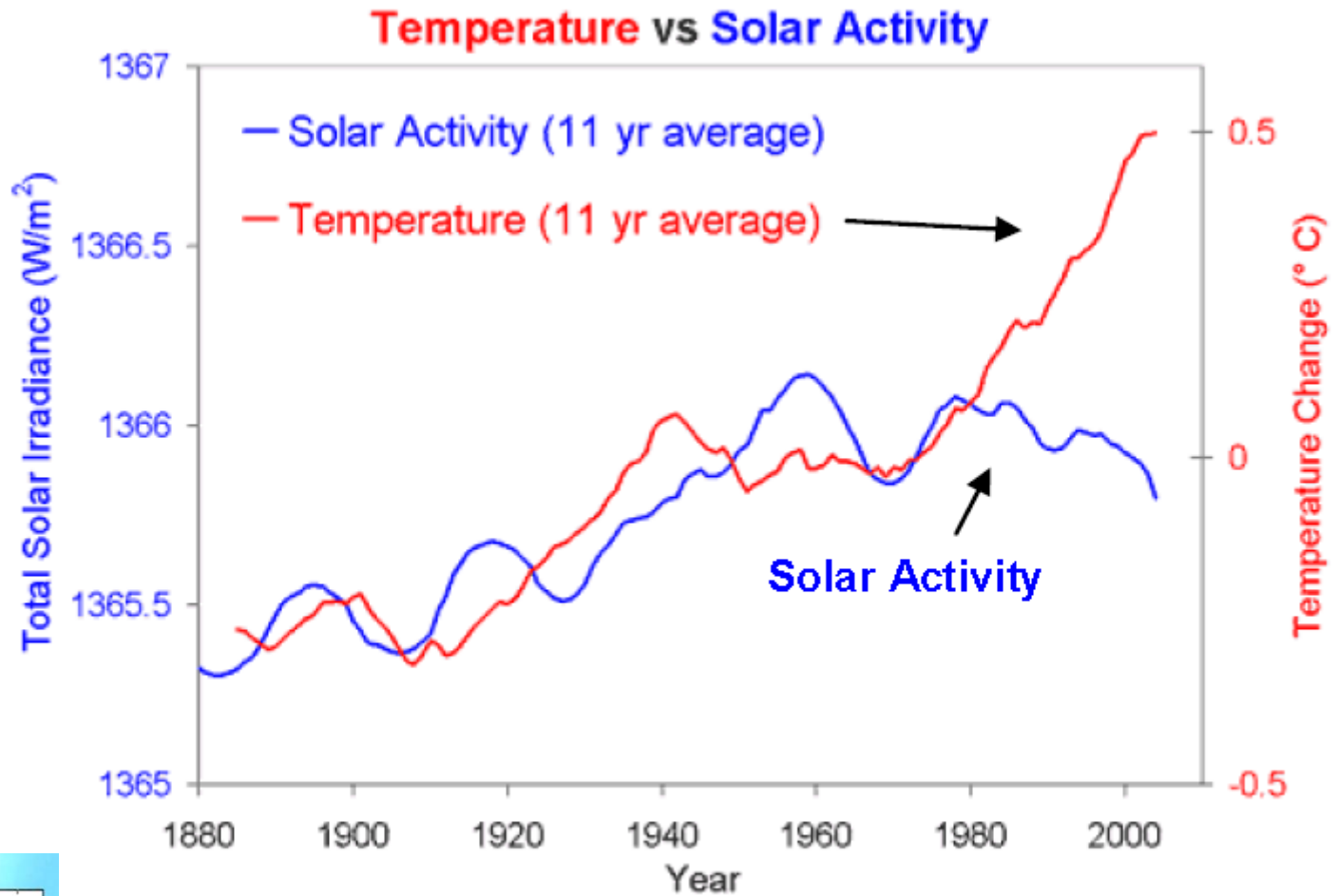
# 🌍 Exploring Another Myth . . .

## Climate Myth

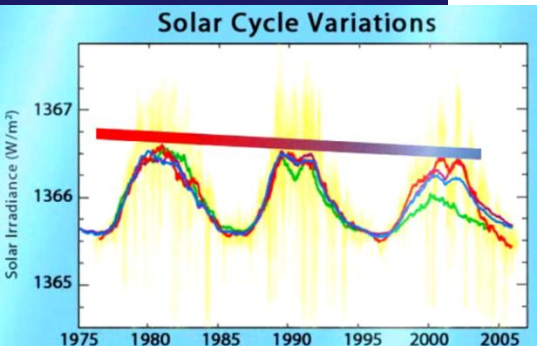
#2:

*"It's the Sun"*

*(i.e., the recent warming is from natural solar variability)*



Global temperature ( NASA GISS) and Total solar irradiance (1880 to 1978 from Solanki, 1979 to 2009 from PMOD).



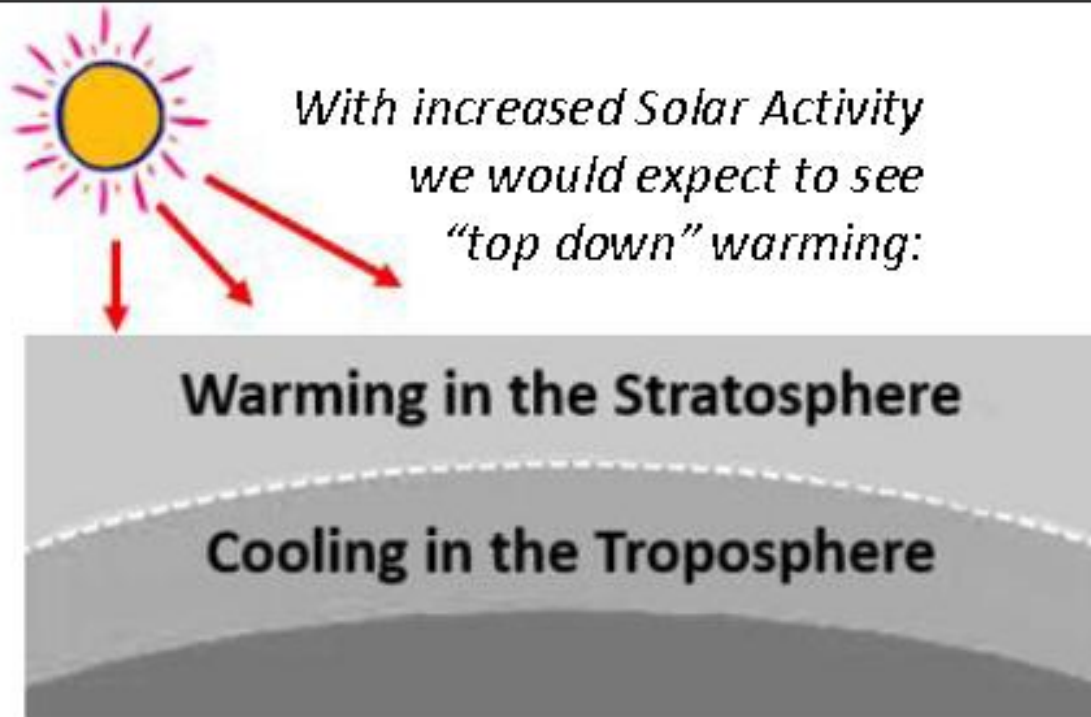
← “Clearing the Air”  
in Lesson 2

## The Greenhouse Signature



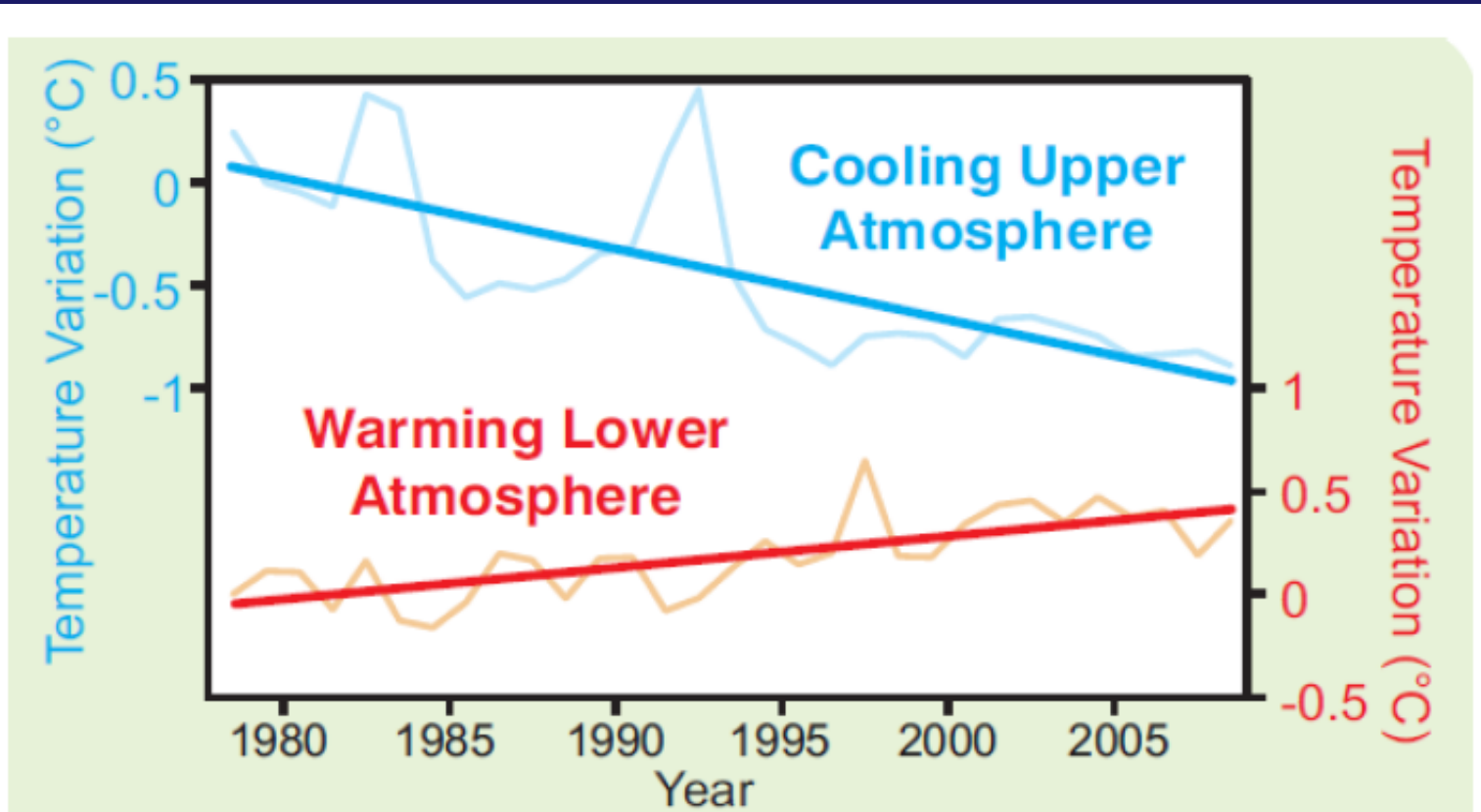
What would a SOLAR Warming Signature look like?

## The Solar Irradiance Signature:



**Solar Signature** = Warming in the upper atmosphere & cooling in the Troposphere . . .

# What has been observed since 1980?



Temperature variations (degrees C) in the upper (stratosphere) and lower (troposphere) atmosphere (measured by satellites)

Topic # 11  
(Volcanic Forcing)  
to be continued . . . .

**SEE YOU ON TUESDAY!  
STUDY HARD FOR  
TEST #3 !!**

Remember: the first Tree-Ring  
Wood Kit Activity Session is  
tomorrow afternoon @ 2 pm!!

