

THE MOVEMENT OF WATER WAVES

Waves are changes in patterns that move along the water's surface. The water itself does not move very far, but waves can move thousands of kilometres across the surface of the ocean. You can use a rope as a model of wave motion. In Figure 2.3, a student is shaking a rope to create waves. The waves move through the rope, but the rope itself doesn't go anywhere.

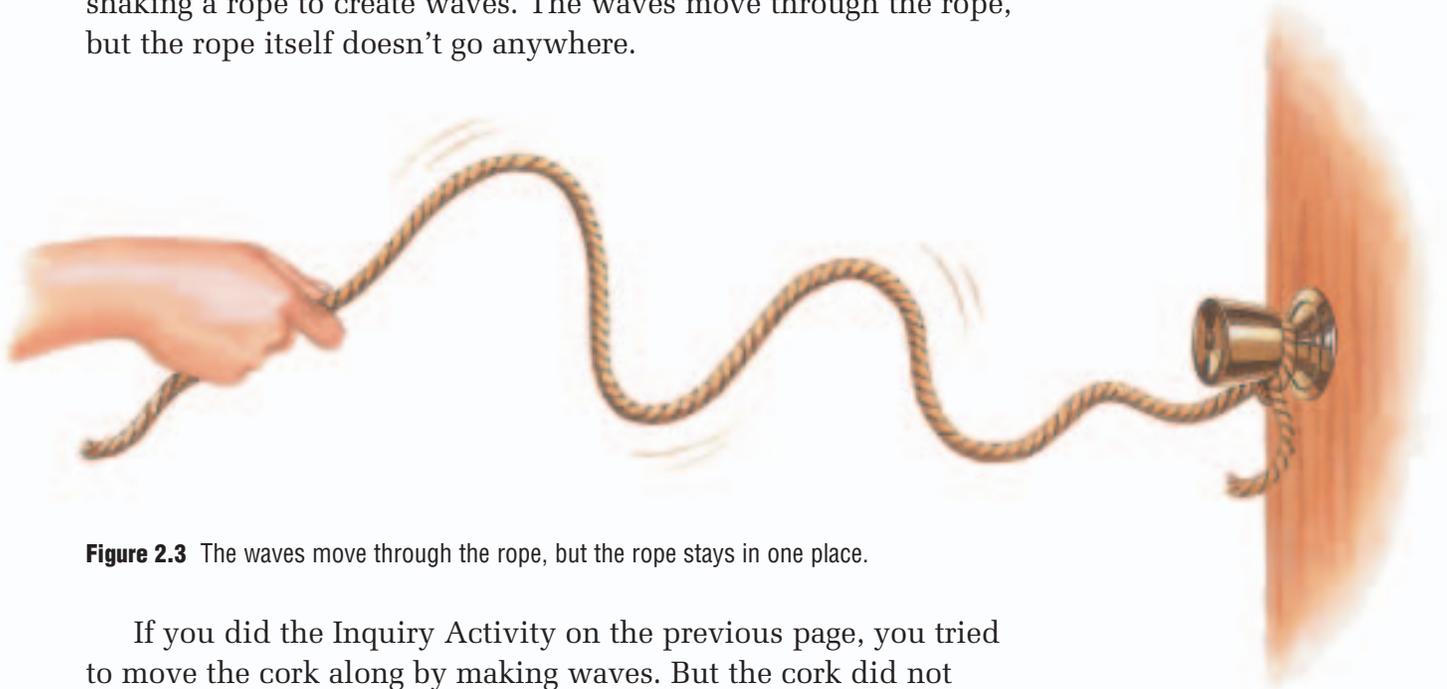


Figure 2.3 The waves move through the rope, but the rope stays in one place.

If you did the Inquiry Activity on the previous page, you tried to move the cork along by making waves. But the cork did not move along, only the wave did. You may have observed the cork moving in a small circle. Within the wave, the water particles move in a circular motion as shown in Figure 2.4. But the water particles themselves do not move long distances.

CAUSES OF WATER WAVES

Most waves are caused by the wind. The stronger the wind, the bigger the waves. Out in open water, waves appear as up-and-down water movements. If you were in a boat, you would feel this up-and-down movement as the waves passed under your boat. Near the shore, the water becomes shallower, and the lower part of the waves drags on the bottom of the ocean or lake. This slows the waves down, and the tops of the waves rise up and eventually break, crashing onto the shore. This is where waves do the most damage.

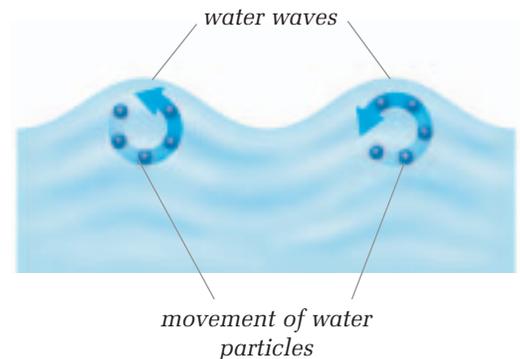


Figure 2.4 A wave moves along the surface of the water, but the water itself moves only in a tiny circle in one place.

reSEARCH

Tsunamis

Earthquakes can create huge ocean waves, called *tsunamis*. Although these waves are large, they are spread out over a long distance. Because of this, they are not very noticeable in the open ocean. Once they begin to slow down in shallow water, however, they can grow as high as a 15-storey building. Find out how an earthquake causes a tsunami.

- Why do we hear of tsunamis in the Pacific Ocean more than anywhere else?
- How does the tsunami warning system in the Pacific Ocean work?

EFFECTS OF WAVES ON SHORELINES

The force of waves crashing against a shoreline can change the shape of the shore, whether it's hard rock or soft sand. Large waves erode away the shore. But small waves move gently onto the shore. They can deposit sand or other materials near the shore. Figures 2.5 and 2.6 show some examples of the effects of waves on coastlines.



Figure 2.5 Percé Rock is the most famous landmark on the Gaspé Peninsula in Quebec. Wave erosion has pierced a hole through the rock and is gradually eroding away the whole rock.



Figure 2.6 Waves are eroding and depositing gravel along these beaches in Nova Scotia. Gravel ridges are being deposited out in the water, as gravel is being eroded from the land.

WHAT ARE TIDES?



Figure 2.7 Why does the water level change in this bay?

The two photos in Figure 2.7 were taken at the same spot about 6 hours apart on the New Brunswick coast. What happened to the water in the bay? Where did it go? If you waited another 6 hours, how much water would be in the bay?

Because New Brunswick is on the shore of the ocean, the water level along its coast changes regularly every day. This change in water level is called the **tide**. People who live beside the ocean are used to seeing and working around high and low tide. High tide is the highest water level along the coast, and low tide is the lowest water level. In most places, there are two high tides and two low tides a day.

THE CAUSES OF TIDES

The main cause of tides is the gravitational force of the moon. Figure 2.8 shows how tides occur. The side of Earth that is closest to the moon feels the strongest pull from the moon's gravity. This is where the bulge of water is the largest. But other forces are also at work, resulting from Earth's and moon's rotations. These forces cause another, smaller bulge on the other side of Earth at the same time. The two large bulges, on either side of Earth, are the high tides.

As the moon orbits Earth, it pulls the large bulge of water along. At the same time, Earth is spinning in its rotation, *and* orbiting around the sun. All of these movements combine to create two low tides and two high tides every 24 hours and 50 minutes. Because every day is 24 hours, this means that low tide or high tide is 50 minutes later every day. People who live along the ocean use guides called tide tables to tell them when the tides occur, and how high or low they will be that day.

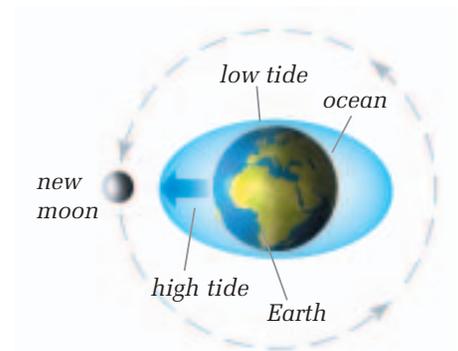


Figure 2.8 The gravitational force of the moon is the main reason for ocean tides on Earth.

CHECK AND REFLECT

1. Describe the movement of water in a wave.
2. What happens to waves in a lake as they get closer to shore?
3. We usually think of waves on lakes and oceans. Can rivers have waves? If so, what causes them?
4. What causes tides?
5. Look at your drawing of the shoreline that you started at the beginning of this subsection. If you haven't already done so, add information from this subsection to it. Did you learn anything in this subsection that surprised you? What was surprising about it? How would you explain this new idea to another student?

Careers and Profiles

GLACIOLOGIST

Glaciologists are scientists who would rather spend a summer cooling their heels on ice than soaking up the sun on a southern beach. They study glaciers, investigating how glaciers move and their connection to world climate.

Glaciologists use radar to find out what the ground is like under a glacier. When they have gathered enough data, they design computer programs that describe the movement of glaciers and predict how and why glaciers change.



Glaciologists exploring an ice cave

1. Why is it important to understand the natural environment?
2. What do you think would be the most interesting part of a glaciologist's job? Why?
3. List three important skills a person would need to be a successful glaciologist.

2.2 Erosion and Deposition

Think about a river or stream in or near your community. How fast does it flow? Is the water clear or muddy? Does it flow straight or does it wind its way through the area? The answers to these questions would describe some of the characteristics of your stream or river. Scientists use these characteristics to help them understand where different types of organisms might live in a river and how they might be affected by human activities. Engineers use these characteristics in building dams and bridges.

STREAM CHARACTERISTICS

To learn more about a stream or river, you would develop a *profile* of it. A stream's profile is a description of its characteristics. How fast does it flow? How steep is the stream's channel? How is it eroding its banks? Each stream has a pattern of flow that is shaped by its characteristics. **Stream characteristics** include the rate of water flow and the slope of the stream's bed. Rivers can be described with these same characteristics. Figure 2.10, after the next Inquiry Activity, is an example of a river's profile.

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Hot Springs

Rivers and streams carry and deposit sediments on Earth's surface. Hot springs bring dissolved sediments up from within Earth and deposit them on the surface. The water of the hot springs comes from deep underground, where the temperature of the rocks is higher than at the surface. From earlier studies, you know that warm or hot water can dissolve more solute than cold water. As the hot water passes through rocks and soil, it dissolves more and more minerals. But once it reaches the surface, it cools down. As it cools, it can no longer keep so much solute in solution, so it deposits the sediment near where it emerges from the ground.



These terraces of calcium carbonate are deposited by the hot water from hot springs in Nahanni National Park.

STREAM FLOW

Materials & Equipment

- gravel and sand mixture
- buckets or pails
- stream table or roof gutter
- mixing spoon
- 2 lengths of plastic tubing
- books
- paper towels, sponges

The Question

What is the relationship between the slope of a stream bed and the erosion of the material in the stream bed?

The Hypothesis



Form your own hypothesis to test the relationships between stream-bed slope and the erosion of stream-bed material.

Procedure



- 1 Use a bucket to get enough sand and gravel mixture to fill the stream table to a depth of 3 to 5 cm. Use the mixing spoon to spread the mixture evenly. Connect one piece of plastic tubing to the drain port at one end of the stream table. Place the other end of the tubing in an empty bucket.
- 2 Connect a second length of plastic tubing to your water source, if it is a faucet. If it's not a faucet, place one end of the tubing in a clean bucket full of water.
- 3 With the help of another student, raise the stream table or roof gutter 1 cm at the end opposite the drain port. A third person then places a 1-cm pile of books under the raised end. Lower the stream table onto the books and make sure it is steady before you let go.
- 4 Read the next three steps. Predict what will happen to the stream-bed material and the water's flow each time.
- 5 Check the drain port and remove any sand and gravel mixture that is blocking it. Allow the water to flow at a slow trickle onto the raised part of the stream bed or roof gutter. Squeeze the end of the tubing until you get the flow you want. Observe the direction and speed of the water's flow. Observe its effect on the stream-bed material. Make sure to keep the flow rate of the water the same for each trial.
- 6 With the help of another student, increase the slope of the stream table by lifting the end opposite the drain port to 5 cm. A third person places a 5-cm stack of books under the raised end. Make sure the gravel and sand mixture is evenly spread on the bottom of the stream table. Empty the water in the outlet bucket, and check all tubing connections. Use the same flow of water as in step 5. Observe the direction and speed of the flow of water. Observe its effect on the stream-bed material.
- 7 Use the same procedure as in steps 5 and 6 to raise one end of the stream table to 20 cm. Make sure the gravel and sand mixture is evenly spread on the bottom of the stream table. Empty the water in the outlet bucket, and check all tubing connections. Use the same flow of water as in steps 5 and 6. Observe the direction and speed of the flow of water. Observe its effect on the stream-bed material.

Caution!

At least two people must be used to lift the stream table.

- With the help of another student, lift the stream table off the pile of books. A third person removes the books. Place the stream table flat on the desk, and let any remaining water drain from it. Use the paper towels and sponges to clean up any spills.

Collecting Data

- Design a data table to record your observations in your notebook. Draw diagrams to illustrate changes to the gravel and sand mixture.

Analyzing and Interpreting

- What happened to the stream-bed material as the water flowed over it?
- How did the stream flow behave on the shallow slope? Did this change as the slope was increased?
- Why was it important to keep the water flow rate constant for all the trials?
- Was your hypothesis correct or would you have to restate it? Would you have to change any of the variables in the set-up before you could verify your hypothesis?

Forming Conclusions

- Using a written summary and labelled diagrams, describe the relationship you discovered between the slope of the stream bed and the erosion of material on the stream bed. Include observations of the speed of the water in the stream in your summary.

Applying and Connecting

Operators of river rafting companies have to know every twist and turn of the rivers they use. Before they determine a suitable course on a river, they must understand the river's characteristics. This helps them choose the route that is both the safest and the most exciting. It also helps them identify places where they can come ashore easily, if necessary.

Extending

During this activity, you observed the flow of water when the stream bed was at different heights. You probably described the water as moving faster or slower, depending on how high the stream bed was placed. This type of information is called *qualitative data*. It describes events without using exact measurements. Suppose you had measured the speed of the water in metres per second for each height of the stream bed. This type of information is called *quantitative data*. It describes events in measurements or quantities. In this activity, the quantitative data would be the measurement of speed. In another activity, it might be temperature or amount of solute. Design a procedure to collect quantitative data on the rate of water flow in your stream bed. Test your procedure. Compare the speeds at different heights of the stream bed.



Figure 2.9 Setting up the stream table

PROFILE OF A RIVER

A river or stream may start in the mountains where a glacier is melting. This is its source. The water collects in a channel that forms a small stream. The volume of water in the stream increases as other streams flow into it. Rivers can also start from lakes that are fed by other streams and rivers.

In the river's early stage, it flows swiftly and fairly straight.

Soon the river reaches lower elevations, and the ground becomes more level. The river flows more slowly here. This causes it to move in large curves, called meanders. The flat land on either side of the river becomes covered with water whenever the river overflows its banks. This area is called the flood plain. The speed of the river's current here depends on its volume of water: the greater the volume, the greater the speed.

Figure 2.10 A river changes as it flows from its source in a glacier or lake to its mouth in a lake or ocean. It flows faster in some places than in others. It contains more water the farther downstream you go. And the pattern of its flow through valleys can change as well. All of these changes combine to form the river's characteristics.

At its mouth, the river enters a lake or the ocean. The flow of water slows down much more, and drops much of the sediment it carries. This sediment forms a fan-shaped deposit called a delta.

EROSION AND DEPOSITION

Moving water is one of the most powerful forces on Earth. It can tear away pieces of rock and lift and carry sand and soil long distances. Earlier in this section, you saw how waves can affect shorelines by eroding in some places and depositing sediment in others. Streams and rivers also shape the land as they flow through it.

Recall from your earlier studies that erosion is the wearing away and transporting of rock fragments and soil. These are called **sediments**. Deposition is the laying down or depositing of sediments. A river's *sediment load* is the amount of water-borne materials, such as soil, rocks, and organic matter that it carries. *Water-borne* means "carried by water." Remember that as long as water is flowing, it can carry sediment. But the slower it flows, the less load it can carry. As it slows down, it deposits some of its sediment load. Once it stops flowing, it can't carry any load. It deposits all the sediment it still carries.

CHEMICAL WEATHERING

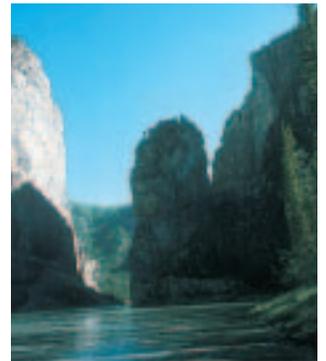
Erosion can also occur because of chemical weathering. Caves form when rainwater and streams dissolve limestone and other rocks. The water collects in cracks and holes in the rock. As it sits there, it gradually dissolves more and more of the rock until large caverns form. Streams and rivers flowing through these caverns cause even more erosion.



RESEARCH

Karst Landscapes

The formations shown below form part of what is called a *karst landscape*. Such a landscape typically has caves, sinkholes, natural stone bridges, sinking streams, and other features. Find out how karst landscape forms. What are sinkholes and sinking streams?



These karst formations are in the Mackenzie Mountains in the Northwest Territories.

Figure 2.11 Streams and rivers flowing through caves carry dissolved sediments.

WHAT MAKES A WATERSHED?

A **watershed** is all the area of land that drains into one main lake or river. It can contain many smaller rivers and lakes, which all eventually drain into a larger one. Even your neighbourhood is part of a watershed.

Most watersheds drain into lakes and rivers that drain into other lakes and rivers, which finally drain into an ocean. The location of the highest land on the continent determines the direction that a watershed drains. This high land is called the **Continental Divide**. In North America, the major divide is in the Rocky Mountains. To the west of the Continental Divide, rivers flow into the Pacific Ocean. To the east of the Continental Divide, rivers flow into either the Arctic Ocean or the Atlantic Ocean. The borders between British Columbia and Alberta, and Yukon and the Northwest Territories follow the Continental Divide.

CHECK AND REFLECT

1. List two characteristics you would want to know about a stream if you were planning to wade across it. Why would you want to know these?
2. Do you think that all hot springs deposit the same kinds of minerals? Explain your answer.
3.
 - a) Describe some natural factors that might cause erosion along riverbanks.
 - b) Describe some human activities that might cause erosion along riverbanks.
4. Using maps and references, create a map to show the streams, rivers, and lakes that are part of the watershed you live in.
 - a) Find out how your watershed is connected to the Continental Divide.
 - b) Mark on your map the direction to the Continental Divide from your community and the direction to the ocean that your watershed eventually drains into.



This sign marks the Continental Divide in the Rocky Mountains.

2.3 Processes That Shape Ocean Basins and Continental Drainage

In your short lifetime, Earth has been a stable place. Familiar places—rivers, mountains, continents, and oceans—have not changed very much. We may forget that Earth is very old and much of what we see now is not the way it appeared in the past. Earth is in a constant state of change.

PROCESSES THAT FORM OCEAN BASINS

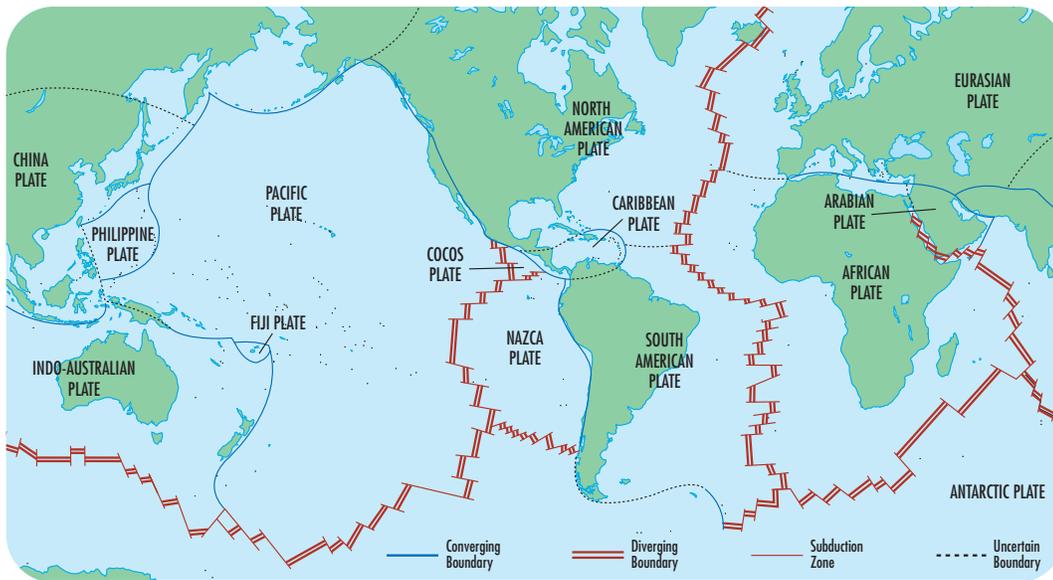


Figure 2.12 The Theory of Plate Tectonics states that the surface of Earth is divided into huge moving plates.

In earlier grades, you learned that the solid outer part of Earth is called the *lithosphere*. The lithosphere is made of rock that is broken into huge plates. The map in Figure 2.12 shows the shape and position of these plates today, but these plates are not fixed in these positions. They are moving very slowly over Earth's surface because of convection currents within Earth. Some plates are moving toward each other. Others are moving apart. And some are moving alongside each other in opposite directions. These movements have shaped the geological features on the ocean floors and many of those on the continents. Figure 2.13 shows the major features on the ocean floors and how they formed.

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What Is the World's Tallest Mountain?

If you said Mount Everest, you're right—sort of! Mount Everest is the tallest mountain on dry land (8850 m). But Mauna Kea in Hawaii starts on the ocean floor. If it's measured from its base underwater, it's taller than Mount Everest. Mauna Kea is about 10 023 m tall.

The continental shelves are shallow areas around the edges of the continents. They are mainly sedimentary deposits of materials eroded off the continents. They are largest on the edges of oceans that are opening up (e.g., the Atlantic), where plates are moving away from each other.

Volcanic islands are formed by volcanoes that grow up all the way from the ocean's floor.

Trenches form where two plates are moving toward each other. The thinner oceanic plate is pushed down below the thicker continental plate.

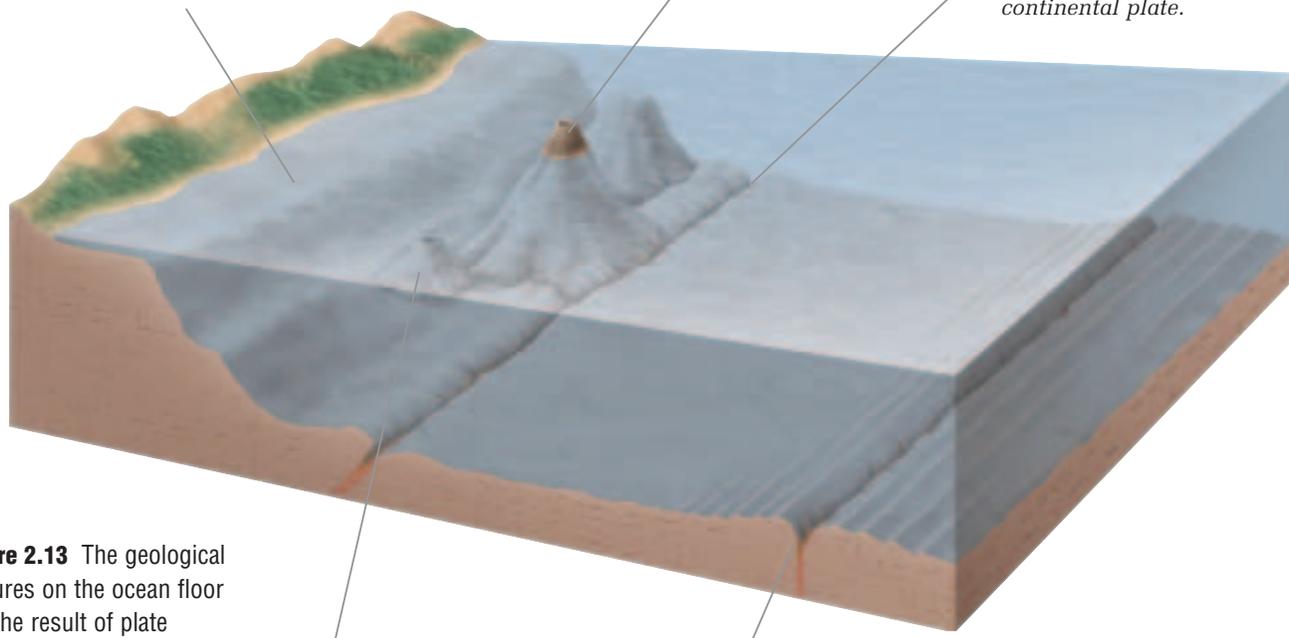


Figure 2.13 The geological features on the ocean floor are the result of plate tectonics. Where plates move toward each other, trenches form. Where they move apart, ridges and faults form. Ridges are a sign that new crust is forming.

Seamounts are underwater volcanoes that do not come all the way to the ocean's surface.

Mid-ocean ridges form where molten rock pushes up from the interior of Earth. On either side of the ridge are two different plates. They are slowly moving away from each other as the molten rock hardens into new crust.

CONTINENTAL DRAINAGE SYSTEMS

The changing lithosphere also affects the major drainage patterns of our continents. Changes have occurred over millions of years. Earlier, you learned that the Continental Divide sets the pattern for the directions in which rivers flow. That divide in Canada follows the ridge of the Rocky Mountains. But how did the Rocky Mountains form?

The same forces that shaped the ocean basins built the Rockies. Look again at the map of the plates that form Earth's surface in Figure 2.12. At the edge of the continent, two plates meet. As they push against each other, the continent's surface wrinkles and pushes up. The Rockies and other folded mountains were created this way.

Plate tectonics have formed many mountain ranges. These mountains have helped to shape continental drainage systems. But another major force has carved much of North America's surface to create the lakes and river valleys we see today. This force is ice.



Figure 2.14 Notice where the Rocky Mountains are located. They were formed by plate movements. How are the major river systems related to the mountain ranges?

GLACIERS

Glaciers are large moving bodies of ice. Glaciers that cover vast areas of land are called *continental glaciers* or *icecaps*. They form in Earth's coldest regions. Antarctica and Greenland are covered by continental glaciers. Glaciers also form high up in mountain ranges. Here the temperature is so cold that snow and ice melt very little. More and more snow and ice build up and begin to move. These glaciers, called *valley glaciers*, flow down through the high valleys between mountain peaks.

As glaciers move, pieces of rock become imbedded in the ice. These pieces range in size from tiny fragments to huge boulders. It is these pieces combined with the massive glacier that grind down and shape the land they pass over.

The movement of glaciers depends on the climate. In a cooler climate, little melting occurs. The snow and ice continue to build up, and the glacier continues to move forward or advance. If the climate becomes warmer, more melting occurs. Snow continues to fall in the highest parts of the glacier. But now more melting than build-up occurs. The ice that already forms the glacier melts more and more. The glacier melts back or retreats. It leaves behind the soil, rock, and boulders it once contained.

Frozen History

Since 1900, glaciers all over the world have been retreating faster than ever before. In 1991, a man who died 5000 years ago was found preserved in a glacier in the Alps. The glacier had retreated as far back as it was 5000 years ago. It is still retreating. Who was this man? What have scientists learned about him and the world in which he lived?



This man died as he was travelling through the Alps 5000 years ago.

RECOGNIZING GLACIAL FEATURES

Today we have continental and valley glaciers only in certain areas. But many times over Earth's history, large areas were covered with glaciers. This was the time of the Ice Ages. Much of Canada's geography was shaped by these huge sheets of ice. See if you recognize any of the glacial landforms in the photos below. Are there any of these features in the area where you live? Have you seen any of these features in other areas you have visited?

Glacier Landforms

Figure 2.15a) *Moraines* form from rocks and gravel that build up along the sides and at the end of the glacier. As the edges of the glacier melt, large deposits form.



Figure 2.15b) *Eskers* form when parts of the glacier melt. This meltwater flows in tunnels under the ice. The melting releases sand and gravel from the glacier. These sediments are deposited by the meltwater in the pattern of a winding river.



Figure 2.15c) *Drumlins* are small hills with a distinctive teardrop shape. They form when a glacier moves over moraines that had formed earlier. The tip of the drumlin points in the direction that the glacier was moving.

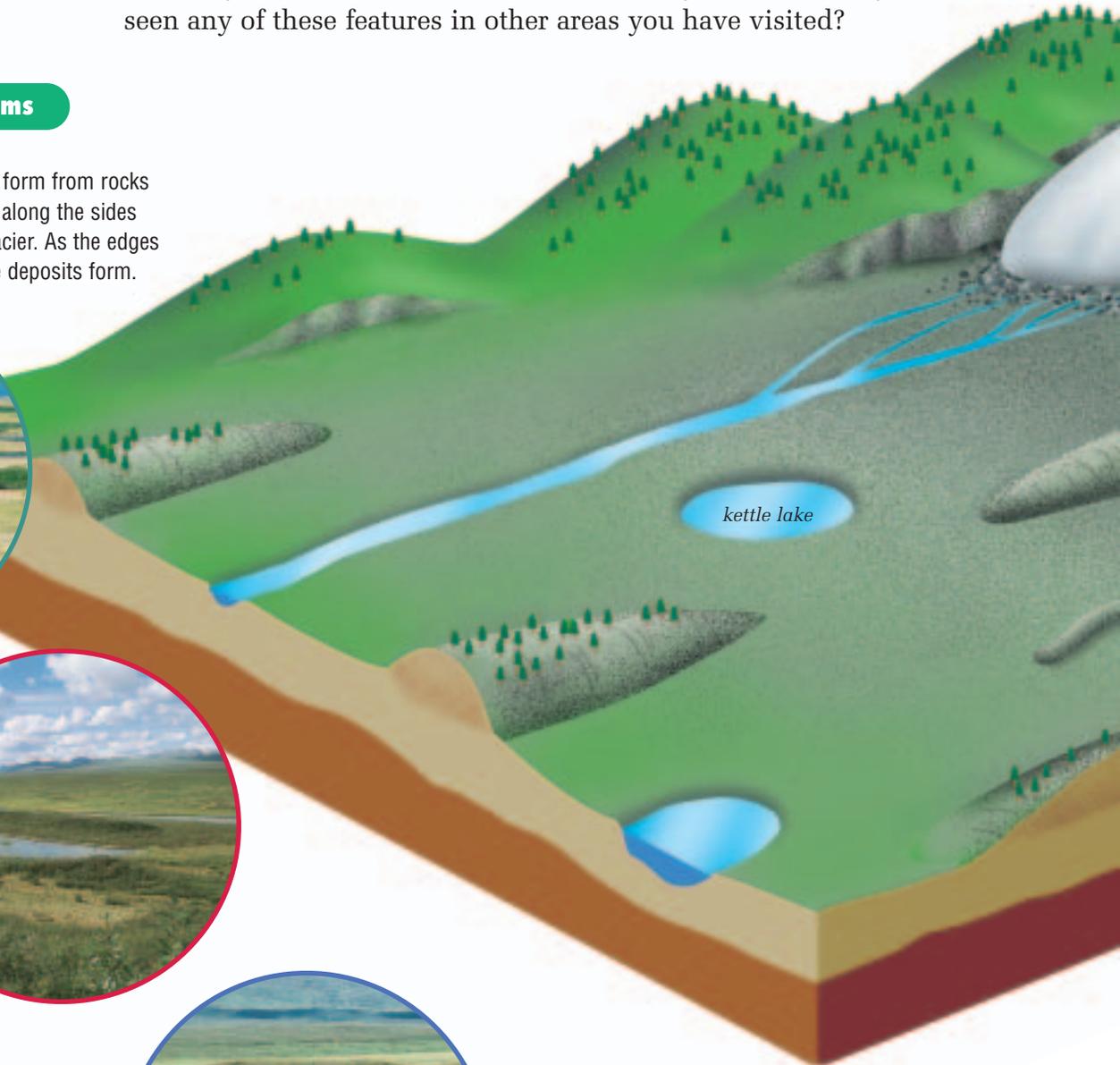




Figure 2.15d) When these mountains formed hundreds of millions of years ago, they had tall sharp peaks like the Rocky Mountains. Repeated glaciation has worn them down to the rounded hills we see today.

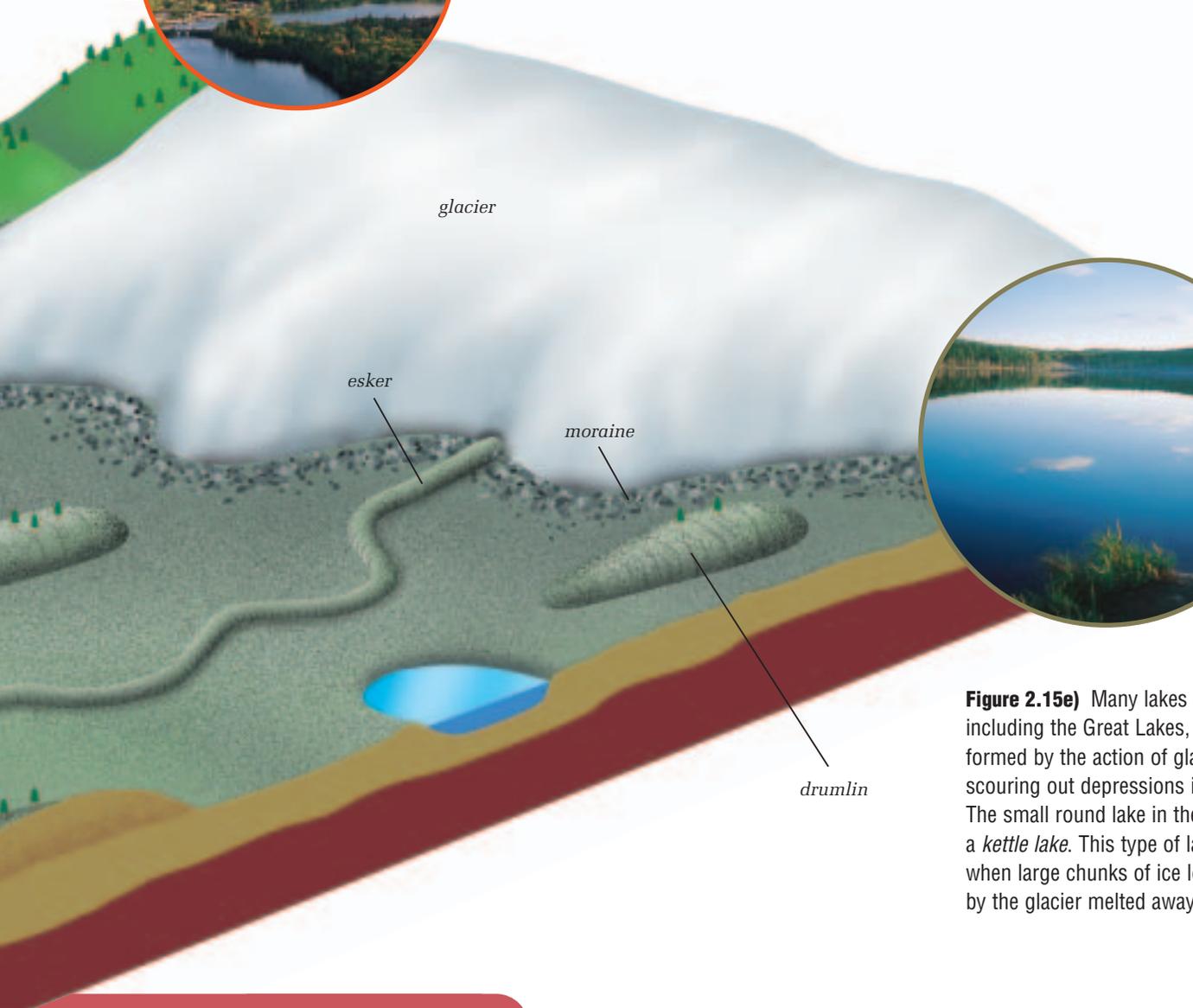


Figure 2.15e) Many lakes in Canada, including the Great Lakes, were formed by the action of glaciers scouring out depressions in the land. The small round lake in the photo is a *kettle lake*. This type of lake formed when large chunks of ice left behind by the glacier melted away.

CHECK AND REFLECT

1. Describe one of the processes that shaped the continental drainage system we have today in Canada.
2. The Athabasca Glacier is part of the Columbia Ice Fields between Banff and Jasper. It once extended much farther across the valley than it does now. Is the glacier advancing or retreating? Why do you think this is happening?
3. Find out how glaciers have formed the landscape where you live. Using reference books, maps, the Internet, and your own observations, identify glacial features in your area.

2.4 Water and Climate

Lethbridge, Alberta, and Nanaimo, British Columbia, are both located at almost the same latitude. This means that they are both about the same distance north of the equator. But the climates in the two cities are very different. The two pictures below were taken in the spring. What differences do you notice in the way the trees, grasses, and flowers look in the two places? Find the two cities on a map of Canada. Suggest reasons why there might be such major differences in their climates.

CLIMATE

Climate is the average weather measured over a long period of time. On some days in summer, Lethbridge and Nanaimo may have the same amount of sun and the same temperatures. But over a whole year, their weather varies in different patterns. The two cities have different climates.

Figure 2.16 In March, the leaves are already coming out on the trees in Nanaimo.

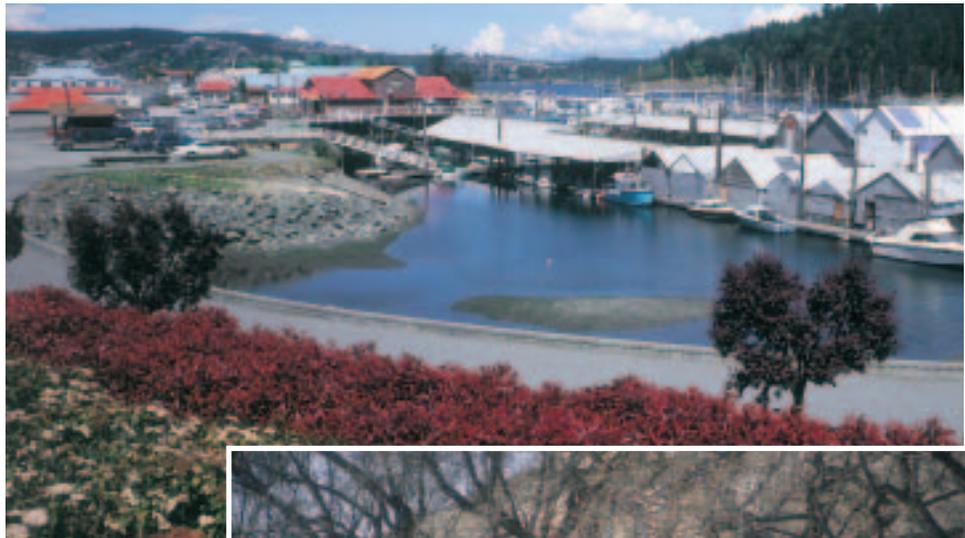
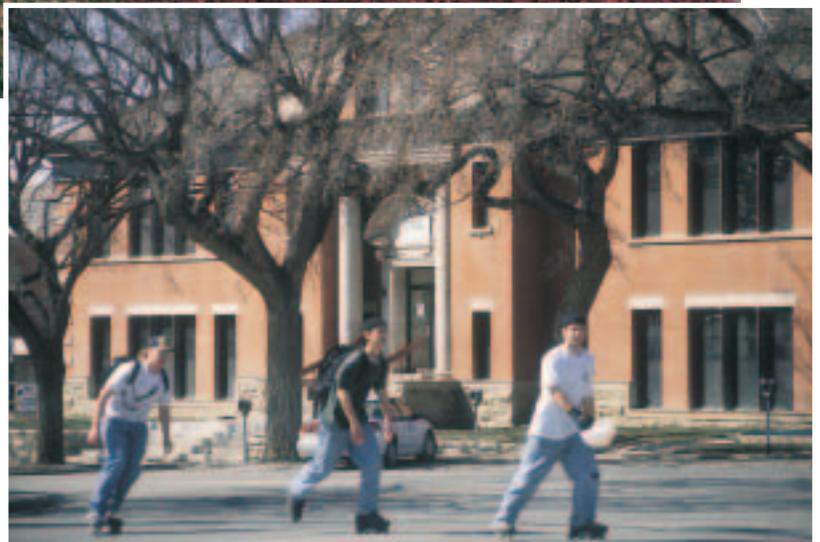


Figure 2.17 Spring arrives later in Lethbridge than in Nanaimo. This picture was taken in April.



THE EFFECT OF LARGE BODIES OF WATER ON CLIMATE

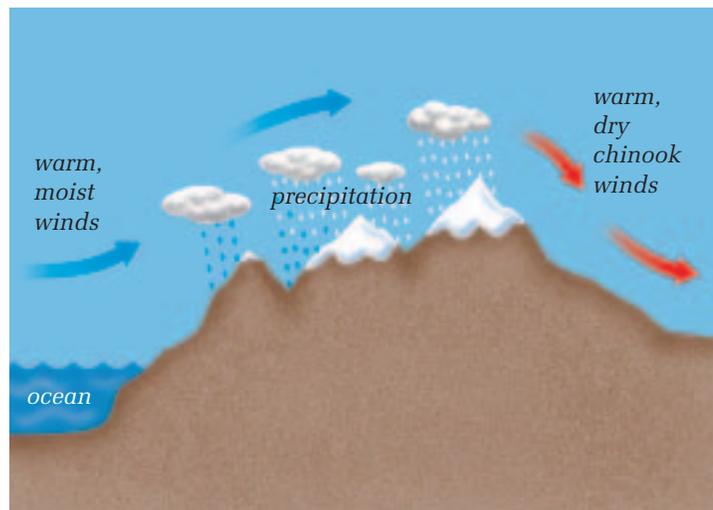
Large bodies of water, like the oceans and the Great Lakes, influence the weather and climate in their regions. In earlier studies, you learned that water has a higher heat capacity than most other substances. This means that it can hold onto the heat longer than other substances do. It takes a very long time to raise the temperature of a large body of water, and a long time to lower it. Even with small lakes, it takes many hot days and warm nights in a row to raise the temperature of just the few centimetres of water near the surface.

The main effect that this has on the climate in an area is to prevent extremes in temperature. For example, Nanaimo is beside the ocean, so temperature differences between day and night, or between winter and summer are not as great as they are in Lethbridge. Lethbridge has few lakes in the area, and it is surrounded mainly by land. Land heats up and cools down quickly compared with water. It is affected much more rapidly by changes in the amount of sunlight and the air temperature.

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Mountain Weather Effects

The Rocky Mountains have a major influence on Lethbridge's climate. Southern Alberta, where Lethbridge is located, has a very dry climate because it's in a rain shadow. The winds coming in from the Pacific Ocean are loaded with moisture. When they hit the west side of the mountains, they have to rise higher where the air temperature is colder. The cold air causes the water to condense and fall as rain or snow. By the time these winds cross the Rockies, they have lost much of their moisture, so the air on the east side of the mountains remains dry. These same Pacific winds are responsible for chinooks. The Pacific air warms as it moves down the east side of the Rockies. The warm air becomes the chinook wind. A chinook can raise air temperatures more than 25°C in one hour.



The Rocky Mountains create a rain shadow that affects southern Alberta.

CHOOSING A WINTER VACATION

The Issue

Throughout Canada and the rest of North America, there are major differences in climate from place to place. When deciding on a winter vacation, you could easily find places that would have snow for skiing. Or you could go somewhere for a snow-free holiday. In this activity, you will investigate factors that influence climate, and gather data to design travel promotional material for a winter holiday.

Background Information

Mean Temperature and Precipitation



When you're packing for a holiday, it's important to know what kinds of temperatures and how much precipitation to expect. Your teacher will give you an information sheet about the climate in some Canadian cities. Using a map of Canada, plot the locations of the cities listed on the information sheet. With a partner, and based on your own experiences, predict what a typical January day might look like in each place. Now choose a latitude where you will find at least two cities from your list on or near that latitude. Make a bar graph to compare their mean temperatures. Make another bar graph to compare their total precipitation.

Influences on Climate

Large bodies of water and landforms, such as mountains, can influence the climate of an area. Using your bar graphs and your maps, try to explain how these two factors may have led to the differences that you see in your bar graphs.

Support Your Opinion

Now choose one Canadian city of interest to you and your partner. Design a travel brochure or a radio commercial for a winter vacation there. The following topics should be included:

- mean annual temperature and precipitation for the area
- factors that contribute to local weather patterns
- water-related recreational activities for winter

Remember, you are supposed to be “selling” your area for a winter vacation. Your brochure or commercial must grab the interest of a potential vacationer. If you choose a brochure, it should be illustrated and should highlight the major points that you want to get across. If you choose a radio commercial, you can use sound effects to help you sell your ideas.

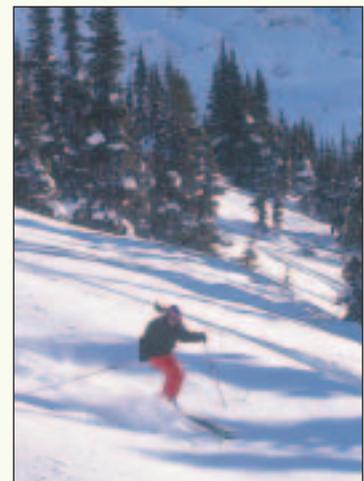


Figure 2.18 Winter vacation

CURRENT EVENTS

You have learned that you can make some predictions about climate for a location if it is next to a large body of water or far from one. But what if two places at the same latitude on the same ocean have very different climates? Look at the map below. Labrador, on Canada's east coast, and Scotland are at about the same latitude. Labrador has very cold winters and short, cool summers. Scotland has a mild climate with little snow. Yet they are both beside the Atlantic Ocean.

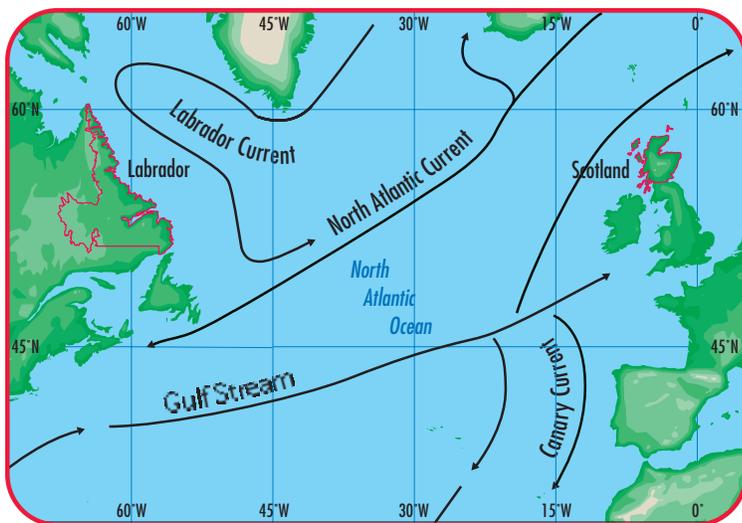


Figure 2.19 Why are the climates of Labrador and Scotland so different?

RESEARCH

El Niño and La Niña

A change in ocean currents is one of the key indicators of the climate event known as El Niño. Using the Internet and other research sources, find out:

- What causes El Niño?
- How does it affect climates around the world?
- What is La Niña?
- How can scientists predict when these events will occur and how strong they will be?

The difference between the two areas is the effect of ocean currents. **Currents** are streams of water that move within a larger body of water. They can be caused by any of the following:

- wind
- temperature differences in the water
- salinity differences in the water
- Earth's rotation

CURRENTS AND CLIMATE

Currents are different from waves because the water in currents actually moves from place to place. Surface currents are caused mainly by steady winds. The currents that affect the climates of Labrador and Scotland are both surface currents. These currents move water thousands of kilometres through the ocean. If they start near the equator, they may carry warm water far into the northern hemisphere, like the North Atlantic Current does. If they start closer to the North Pole, they may carry very cold water down into more southerly areas, like the Labrador Current does. When these currents flow close to shore, they can influence the climate of the land there.

OCEAN CURRENTS AND PRECIPITATION

The temperature of an ocean current affects more than just the air temperature. It also affects the amount of precipitation that a location receives. Warm air can hold more moisture than cold air can. As a result, wind blowing over a warm ocean current will carry moisture. Wind blowing over cold ocean currents will be relatively dry. Figures 2.20 and 2.21 show the effects of this difference.



Figure 2.20 The winds that blow in from the north Pacific Ocean pass over the warm North Pacific current. They carry so much moisture that the coast of British Columbia is a rain forest.



Figure 2.21 The cold Peruvian current flows northward along the coast of Chile and Peru. The winds off the current are cold and carry so little moisture that desert covers the entire coast.

CHECK AND REFLECT

City	Mean January Temperature (°C)	Mean July Temperature (°C)
A	-4	+22
B	-7	+18
C	-11	+17
D	-15	+18

Figure 2.22 Question 1. Which cities does this information represent?

1. Look at the temperature data for the four cities given in Figure 2.22. Match each pair of temperatures to one of the following cities: Calgary, Toronto, Edmonton, Charlottetown. Give reasons for your matching.
2. Do you think that large bodies of water are able to influence the kinds of plants that people can grow in an area? Why or why not?
3. What is the difference between weather and climate?



Assess Your Learning

1. Describe how a wave forms in a lake. Explain what would happen to the speed and direction of a small boat when a wave passes underneath it.
2. Why do many inland waterways have speed limits for boats?
3. When camping in the mountains near the border between Alberta and British Columbia, you noticed one stream flowing west and the other flowing east. What is the area or geological feature called where you are camping? Where will the water in these rivers eventually end up?
4. How do caves form?
5. Why do hot springs have more minerals deposited around them than cold springs do?
6. What geological evidence do we have here in Alberta that glaciers once covered this province?

Focus On

SOCIAL AND ENVIRONMENTAL CONTEXT

Science and technology are developed to meet human needs and expand human capability. Think about what you learned in this section.

1. A frontier is an area that hasn't yet been fully explored or developed. You may have heard outer space called "the final frontier." But we have a huge frontier right here on Earth. Working with a partner, discuss why the oceans can be called a "frontier."
 - Why do we still have so much to learn about the oceans?
 - What role do you think technology plays in helping us explore the oceans?
 - In what ways is oceanic exploration similar to space exploration?
2. How do you think understanding a stream's characteristics could help us protect our water supply?

3.0

Living things in aquatic environments are affected by many factors.

Key Concepts

In this section, you will learn about the following key concepts:

- water quality
- adaptations to aquatic ecosystems
- human impact

Learning Outcomes

When you have completed this section, you will be able to:

- describe the diversity of organisms in salt and freshwater systems
- recognize that some common characteristics allow species to live in water
- identify factors that contribute to development of adaptations in aquatic species
- describe populations in fresh and salt water
- identify seasonal, short-term, and long-term changes in populations
- explain the relationship between water quality and living things



Think about the view of Earth from space at the beginning of section 1.0. What was Earth's major surface feature? Most of Earth is covered in a salty water solution that we call the *oceans*. This water is home to a wide range of living things from microscopic organisms to the largest animals on Earth, whales.

Some of the same organisms that live in salt water can also live in fresh water, but most cannot. Each is adapted to its own environment. In what ways do you think animals that live in salt water might be different from those in fresh water? In what ways would they be the same? In this section, you will learn some of the ways that aquatic organisms are adapted to their environments. You'll also discover how they interact with their environment and each other.

3.1 The Diversity of Organisms in Salt and Freshwater Systems

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Greatest Diversity

The most diverse ecosystems in the world are the tropical rain forests of South America, Asia, and Africa. Coral reefs are the second most diverse ecosystems.

When we think of a variety of organisms living in water, we might think of the organisms in a large lake or in a tidal pool of the ocean. But even in a small pond or slough, you would find a variety of species, each adapted to its own small part of the pond ecosystem. Such variety is often used as an indicator of a healthy environment. The more species in a pond, lake, or river, the more nutrients, light, and oxygen you are likely to find there. Figure 3.1 shows some of the organisms you might find in a pond.

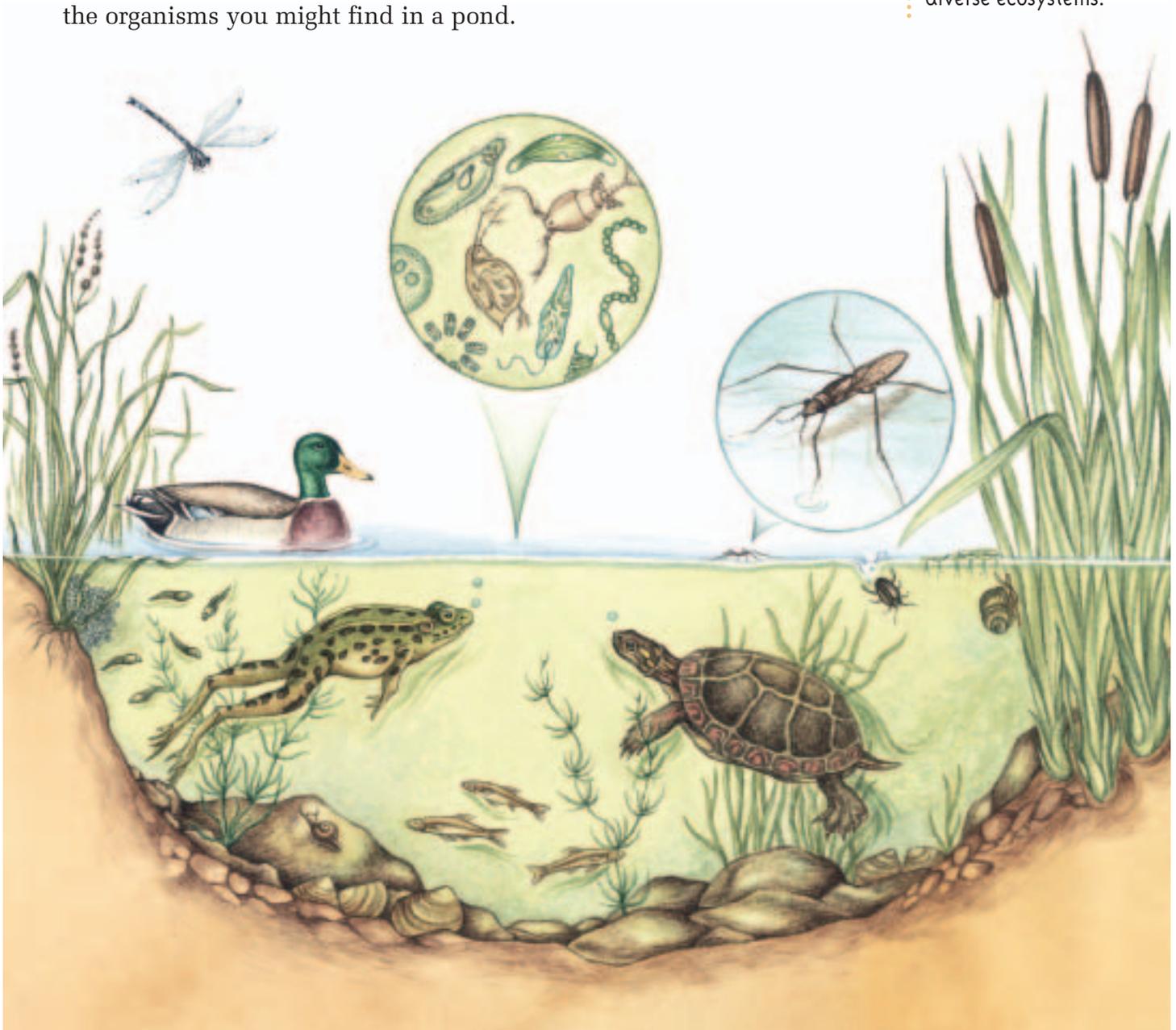


Figure 3.1 Even a small pond can support many different kinds of living things.

POND DIVERSITY

A pond near you is in an area that will soon be developed for housing. A local environmental group wants to make the pond part of a small park in the development. But some people in the area say the pond isn't worth saving because it's probably already so polluted that nothing lives in it. As a member of the environmental group, you want to prove that the pond has a diverse group of organisms living in it.

- Look at the pond and its inhabitants shown in Figure 3.1 on the previous page. List as many different kinds of living things as you can see. List as many different kinds of living things as you can see.
- Beside each one in your list, briefly describe where it lives in the pond. Describe any features it has that allow it to live there. (For example, fish have fins that help them swim through the water.)
- Do you think the pond is worth saving? Give reasons for your answer.

**DIVERSITY IN FRESH AND SALT WATER**

In earlier grades, you learned that an *ecosystem* is any place on Earth where living things interact with other living things and non-living things. **Diversity** in an ecosystem refers to the variety of different kinds of species living there. Many different kinds of organisms live in freshwater lakes and rivers. But the salt water of the oceans supports a greater diversity of living things. Many more, different kinds of organisms live in salt water because the oceans have more, different kinds of environments. Two-thirds of all the major types of organisms in the world live all or part of their lives in salt water. Figures 3.3 and 3.4 will help you compare the diversity of freshwater and saltwater ecosystems.

Figure 3.2 A coral reef is one of the most diverse ecosystems in the world.



Lake Diversity

Figure 3.3 Lakes are freshwater bodies in low areas of land. Like the ocean, lakes have layers or *zones*. Some organisms live only in one or two zones. Others live in all three. Lakes are much more affected by local climate than the ocean is. In northern countries such as Canada, some lakes freeze over in winter. The organisms that live in them must be able to cope with extremely cold temperatures in winter and warm temperatures in summer.

b) The middle zone is the open water area that still has light penetration. Phytoplankton are food for the fish that live there. Some of these fish move between the middle zone and the darker, deepest water of the lake.



limit of light penetration

a) From the shore down to where aquatic plants stop growing is the upper zone of a lake. Plants here might include bulrushes and water lilies. Here, you might see small fish, clams, insects, snails, worms, leeches, and frogs.



c) The lowest zone is the deepest water of the lake. No light penetrates this zone, so no plants grow here. Food for the fish and other animals that live here comes floating down as waste from the plants and animals that live near or on the surface.



Ocean Diversity

Figure 3.4 The ocean is similar to a huge lake because it has a shoreline, shallow areas, and deep areas. But in the oceans, there are greater differences in water motion, salinity, and depth than in a lake. The deepest part of the ocean is about 11 000 m. The deepest lake in the world is Lake Baikal in Russia at about 1700 m.



Intertidal Zone

Animals and plants that live along the shoreline of the ocean have to be able to withstand the pounding of the waves. They also have to be able to live out of the water for some time every day at low tide. This shoreline area they live in is called the *intertidal zone*.

- Different ecosystems form in intertidal zones, depending on whether the shore is rocky, sandy, or muddy.
- Animal species have developed special adaptations to live in this zone.

Estuary

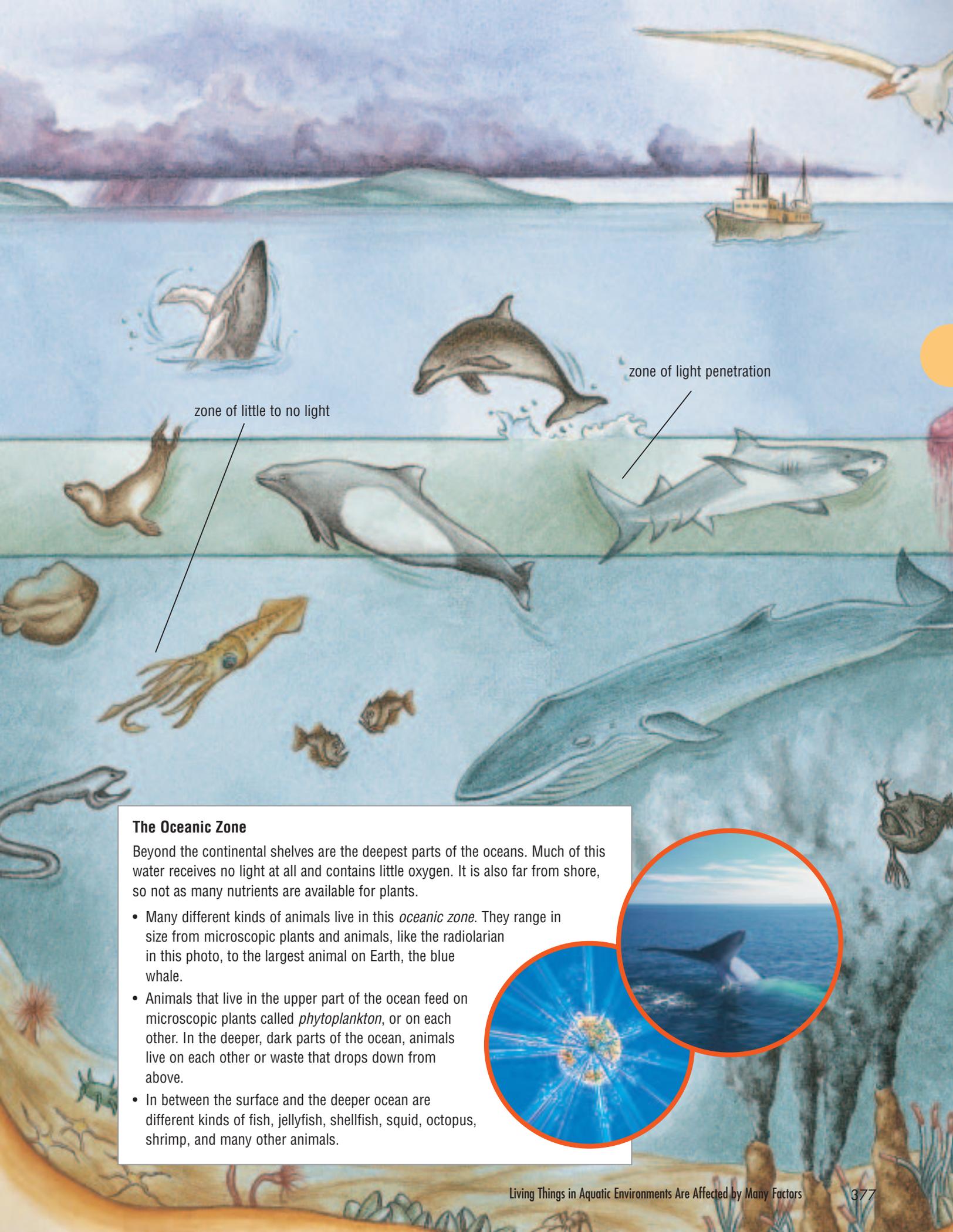
One of the most diverse and richest ecosystems is an *estuary*. Here fresh water from rivers and streams mixes with the salt water of the ocean to form *brackish* water.

- Marshes often grow in or around estuaries.
- Many different kinds of plants, animals, and insects that can tolerate the brackish water live here.
- Estuaries are rich in bird life, because of all the food and shelter available.

Continental Shelf

The *continental shelf* is a shelf of land that extends out from the edge of a continent below the ocean's surface.

- Canada's largest continental shelf is on the east coast.
- The water here is warmer than in the open ocean, and light penetrates almost all the way to the bottom.
- The combination of warm water, light, and nutrients make this a very rich area for both plants and animals.



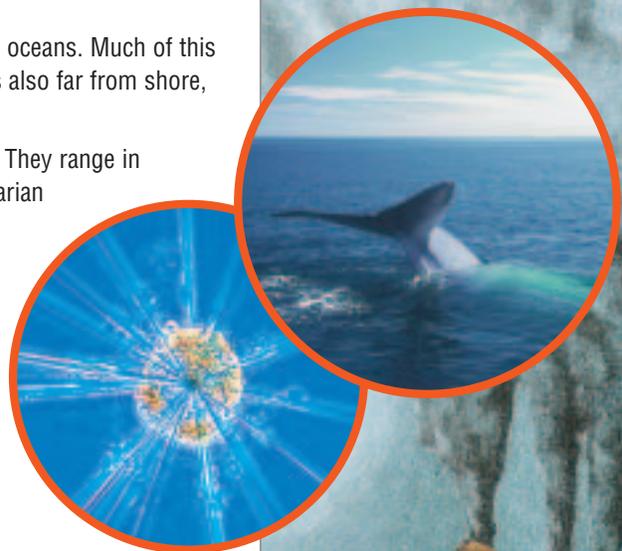
zone of light penetration

zone of little to no light

The Oceanic Zone

Beyond the continental shelves are the deepest parts of the oceans. Much of this water receives no light at all and contains little oxygen. It is also far from shore, so not as many nutrients are available for plants.

- Many different kinds of animals live in this *oceanic zone*. They range in size from microscopic plants and animals, like the radiolarian in this photo, to the largest animal on Earth, the blue whale.
- Animals that live in the upper part of the ocean feed on microscopic plants called *phytoplankton*, or on each other. In the deeper, dark parts of the ocean, animals live on each other or waste that drops down from above.
- In between the surface and the deeper ocean are different kinds of fish, jellyfish, shellfish, squid, octopus, shrimp, and many other animals.



ADAPTATIONS OF ORGANISMS IN AQUATIC ENVIRONMENTS

An **adaptation** is a physical characteristic or behaviour of a species. An adaptation increases the species' chances of survival in a particular environment. All living things have adaptations that are specific for the environment they live in. And living things continue to adapt if their environment changes. Aquatic species have adaptations that help them to breathe, feed, move, and reproduce in water. For example, fish have gills to enable them to remove oxygen from the water.

When you go into a pet store, you can see tanks full of brightly coloured tropical fish. Do you think these fish would survive in your local lake or river? These fish are adapted to warmer waters than those we have in Canada. The only way we can keep these fish here is indoors. Water temperature is just one of many factors that organisms have adapted to in aquatic environments. Here's a summary of the main environmental factors that lead to the development of adaptations by species.



Figure 3.5 What special conditions do these fish need to survive?

Temperature

The fish in Figure 3.5 can't survive in cold water. And fish that live in very cold water can't survive in warm temperatures because their bodies overheat. There are fish in the Arctic that have a natural antifreeze that keeps their blood and body tissues from freezing in the frigid water temperatures.

Light

Most organisms thrive in light. Plants need light to photosynthesize. In the deepest parts of the deepest lakes and oceans, animals survive without light. Look at the animal in Figure 3.6. How do you think it has adapted to the lack of light?



Figure 3.6 This dragonfish manages to survive in an environment without light. It produces its own light from spots on its body called *photophores*.

Pressure

The animal in Figure 3.6 must also survive under very high pressure. The weight of the water above it is many times greater than at sea level. These animals cannot survive when brought into shallower water because their bodies can't function at lower pressures.

Salinity

The salt content of water can be very high in some inland seas like the Dead Sea. The organisms that live there cannot survive in fresh water. Most freshwater organisms cannot live in salt water. The salt in the water actually draws fluid out of their organs. For that reason, humans and many other animals can't drink salt water.



Figure 3.7 Salmon are unusual because they can survive in both fresh and salt water. They are born in fresh water, then migrate out to sea. They live in the ocean until it's time to come back up the rivers to lay eggs.

RESEARCH

Game Fish

A variety of game fish inhabit lakes, streams, and rivers. The temperature of the water, the amount of oxygen dissolved in the water, and the availability of food all determine the types of fish that can be found in each habitat. Talk to fishers and do research to answer the following questions.

- What water conditions would you look for if you wanted to catch trout?
- Sturgeon are a very primitive, ancient type of fish. Some sturgeon weigh more than 50 kg. Where would you go to fish for sturgeon? In what type of water conditions would you find them?
- Which fish species can tolerate poor oxygen and high temperature conditions?



Figure 3.8 Barnacles grow on rocks at the tide line, so they are constantly battered by waves. They attach themselves firmly to rocks so the waves can't take them away. Their hard shells also protect their bodies from the waves.

Water Movement

Some animals and plants live in areas where the water moves strongly. Like the barnacles shown in Figure 3.8, they have to be able to withstand the water's movement and the debris that the water carries. They may have adaptations for attaching themselves to rocks and other fixed objects. Or they may be adapted to digging into sand for protection.

CHECK AND REFLECT

1. Why is the diversity of living things in salt water greater than in fresh water? Give as many reasons as you can think of.
2. Describe three characteristics that enable fish to live in aquatic environments.
3. Some water plants thrive in our lakes. Every summer they grow up but every winter they die back. How have they adapted to seasonal changes in their environment?
4. What might happen to the fish in a lake if a factory discharged a large amount of hot water into the lake?
5. What did you find the most interesting about the factors that aquatic organisms have to adapt to? Why?

3.2 Populations in Fresh and Salt Water

Something has happened between the time of John Cabot 500 years ago and now. Why are there so few fish now compared with even 100 years ago? Natural changes in animal populations are not unusual, but the rapid decrease of one species of fish from plenty to so few is unusual. Is the decrease a result of overfishing only, or are other factors involved? Hypothesize what factor or factors you think could have caused the decrease in the number of cod. Write down your hypothesis so you can look at it again later.

UNDERSTANDING POPULATIONS

In this section, you have learned about the diversity of organisms in fresh and saltwater environments. You have also seen the adaptations that some of these species have to enable them to live in these environments. Another important aspect of understanding ecosystems is the study of populations.

When we looked at diversity, we were looking at how many different species there are in fresh and saltwater environments. When we looked at adaptations, we were looking at how species have adapted to their environments. The study of populations looks at groups within species. A **population** is a group of organisms of the same species that live in a particular area. For example, perch are common in the lakes in Alberta. But the perch that live in Sullivan Lake form a separate population from the ones in Lesser Slave Lake.

math Link

A researcher is estimating the population of mussels in an intertidal zone. She marks out an area 50 m long by 5 m wide. She counts the number of mussels in five 1-m² squares along one end of the area. Here are the amounts she found: 22, 26, 20, 18, and 16. What is the average number of mussels she found in a 1-m² square? Use this number to estimate the total number of mussels in the whole marked area. (Hint: Draw a diagram to help with your calculation.)



Figure 3.9 When John Cabot arrived in the waters of Newfoundland, he wrote that there were so many fish in the water that the boat could only move slowly.

Decision Making Activity

CAN THE COD FISHERY BE SAVED?

The Issue

The cod population off Canada's east coast was once so huge that ships came from all over the world to fish there. Today, there are so few cod that fishing for them in Canadian waters is carefully controlled. Is overfishing entirely to blame for the large reduction in the cod population? Can anything be done to restore the cod stocks?

Background Information

- 1 You know that aquatic organisms have adapted to specific environmental conditions. You may also know that different changes can occur in populations of aquatic organisms. You will now develop your opinion about the main reason for the large decrease in the cod population off Newfoundland. Was it caused by humans' fishing? Have each member of your group research information on one of the following:
 - a) where cod are found and what temperatures and depths they prefer
 - b) what cod feed on and where and when they breed
 - c) the opinion of the Department of Fisheries and Oceans scientists on the reasons for the cod's disappearance and on the possibility of the stock growing back
 - d) other opinions, including those of fishers, on the reasons for the cod's disappearance and on alternatives to the ban on fishing
- 2 When you have gathered your information, share it with your group. Design a presentation to summarize your group's findings. Be prepared to share your group's findings with the rest of the class.

Support Your Opinion

- 3 Was the hypothesis you made at the beginning of this subsection correct? Do you think that overfishing is the only reason for the decline in the cod population?
- 4 Can anything be done to allow more fishing? What recommendations would you make to the government on how to deal with the cod problem in a fair way for fishing families?
- 5 Share and compare your group's opinion with those of other groups.

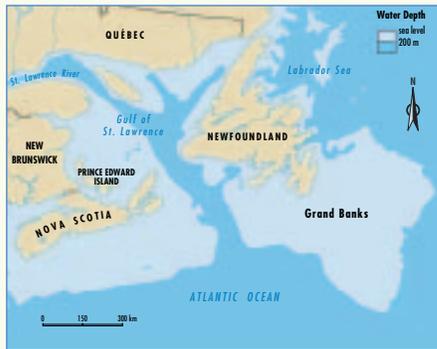


Figure 3.10 The Grand Banks off Newfoundland is a rich fishing area.

Figure 3.11 Factory trawlers can catch and process huge amounts of fish. This Spanish trawler has been caught fishing illegally in the Grand Banks by a Canadian fisheries patrol boat.



CHANGES IN POPULATIONS

A change in a population may mean an increase or decrease in the number of individuals. Or it may mean a change in the number of females compared with males. Or it may mean a change in the number of young compared with the number of old individuals. A population changes because something in its ecosystem has changed. There are three major types of changes to populations: seasonal, short-term, and long-term changes.

Seasonal Changes

In Canada, we can observe dramatic seasonal changes in populations of freshwater organisms. Because of the extremes of temperatures between summer and winter, populations swell during the warm summer months, and then disappear during the winter. This does not mean they are all dead. Some are dormant and hibernating. Another seasonal change is connected with breeding stages of some organisms, as shown in Figure 3.12. Can you think of other seasonal changes in aquatic populations that you've observed?

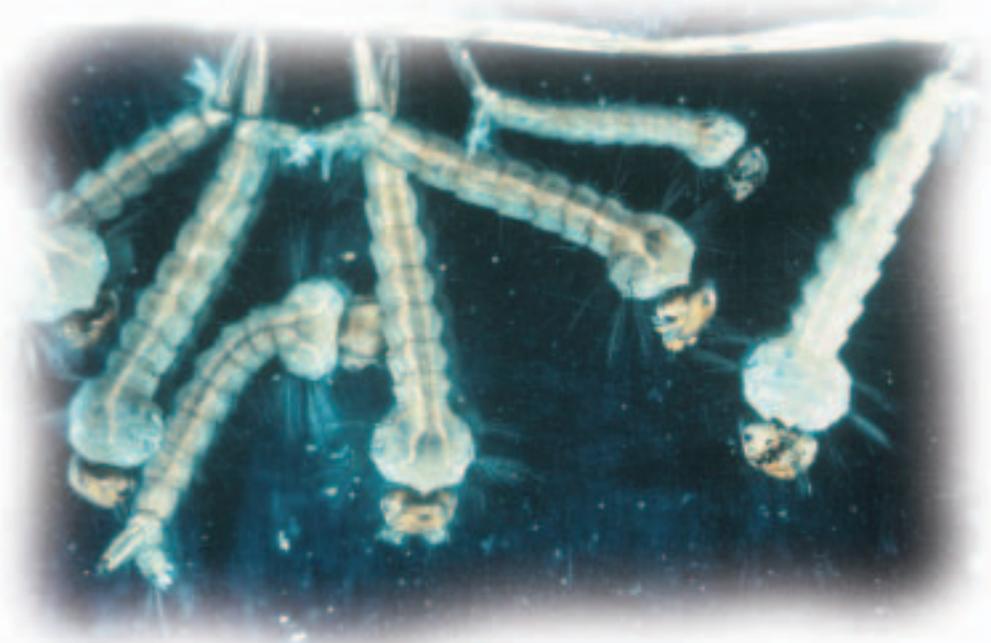


Figure 3.12 Mosquitoes lay their eggs in water. When the eggs hatch, the larvae live in the water for a couple of weeks before becoming adults and flying away. So in a very short time, the population of mosquito larvae in a pond can change dramatically.

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Plunging Populations

On Canada's west coast, another important fish population is decreasing dramatically. The population of wild salmon off British Columbia may be as little as half of what it was 100 years ago. The decrease in salmon population is mainly due to overfishing. But loss of streams for egg-laying and warming of the ocean may also be affecting these fish.



Figure 3.13 An oil spill can cause short-term changes in populations of aquatic organisms. Toxic chemicals can kill fish and other organisms. In this aerial photo, you can see large, floating barriers called *booms*. They are used to keep the oil from spreading.

reSEARCH

The Effect of El Niño on Fish

An example of a short-term natural event is the effect of El Niño on fish populations off the coast of South America. Find out what fish are affected and why. How does this change affect fishers?

Short-Term Changes

Short-term changes in populations are those that take place over a relatively short period and don't last very long. Unlike seasonal changes, they don't happen every year. A short-term change might be part of a natural event, or it might be caused by human activities. A population of salamanders might disappear because a drought dries up its pond. But a few months later, the rain begins, the pond fills up, and a new population of salamanders develops. Where do you think the new salamanders came from?

Long-Term Changes

Long-term changes in populations may also result from natural causes or human activities. A natural landslide might change the course of a stream. All the mosses and plants that lived in the old stream bed below the slide die off because water no longer flows there. An example of long-term human effects on populations is the introduction of zebra mussels to the Great Lakes. Zebra mussels are a European species that was first noticed in the Great Lakes in 1988. They probably came over in the ballast tanks of ships. The ships emptied the water from their tanks, and the mussels were in this water. By 1994, there were about 93 000 mussels per square metre in some areas of the Great Lakes. Many native shellfish populations were reduced because of competition with this species.

CHECK AND REFLECT

1. When populations or species die off, or when they're unhealthy, it's a sign that something in the ecosystem has changed. Do you agree or disagree with this statement? Explain your reasons.
2. Look at Figure 3.14. Does it show a single population or several populations? Explain your answer.



Figure 3.14 Question 2. Is there more than one population shown here?

3. The zebra mussel population in the Great Lakes has exploded. Do you think that this population growth will continue in the same way? Why or why not?
4. The following table shows the cod catch off Canada's east coast over 21 years. Make a bar graph of this data to help you answer the questions below.

Cod Catch in Tonnes			
1972	1979	1988	1993
219 000	378 000	400 000	50 000



- a) What trend do you see in the cod fishery over the years shown here?
 - b) Why do you think this happened?
 - c) From the information you have here, what do you predict will happen to the cod stocks over the next five years?
5. Look again at the hypothesis you made about cod at the beginning of this subsection.
 - a) Did any of the information in this subsection support your hypothesis? Explain your answer.
 - b) What other information would you need to confirm or change your hypothesis?

3.3 Water Quality and Living Things



Figure 3.15 What is happening to Twin Lake?

The fishing at Twin Lake was always good when you first started going there with your family. During the last few years, however, you have noticed that people are catching fewer and fewer fish. When you go swimming, you have noticed that fewer young fish seem to be darting in the shallows. Someone commented that the fish seemed to be all small and of one species, whereas they used to be a variety of sizes and species.

The lake itself did not seem different—the water was still clear, and its temperature seemed to be the same. The loons still raised their young on the lake, and the heron family still fished in the shallows. But there seemed to be fewer of them as well. Was something happening to the lake?

After discussing this possibility, you and your friends decide to investigate the apparent changes in the lake. What type of information would you want to include in your investigation? Where would you find this information? Are there professionals you might contact? Make a list of the information you would need before you could decide if there is a problem with the lake.

infoBIT

Alkali Lakes

Some Prairie lakes have a white material coating the rocks around the shore. These are deposits of natural chemicals called carbonates and bicarbonates. The water has dissolved them out of the soil and rocks in the area. When water has a high concentration of these chemicals, it is said to be *alkaline*. The chemicals are essential for plant life. But in very alkaline lakes, not many different types of organisms can survive.

CHANGES IN WATER QUALITY

At the beginning of this unit, in section 1.0, you learned that humans depend on a high level of water quality for safe drinking water. Other living things also have water quality requirements, but they can be very different from human ones. Living things, such as fish and water plants, do not need water as pure as humans do. Water that we could not drink can support a large number of different species that are adapted to those water conditions.

A lake like the one described at the beginning of this subsection contains many different species. Your local lake or pond probably has different types of insects, algae, microscopic plants and animals, and fish. As you learned earlier in this unit, they are all adapted to survive in that environment. But some species are more specialized than others. That means they are adapted to a narrow range of conditions. Even slight changes in the water quality or its temperature can affect them.

CHANGING WATER QUALITY

Materials & Equipment

- 4 600-mL beakers
- masking tape
- pen
- 2 L room-temperature bottled water (non-chlorinated)
- 25 g sea salt
- stirrers
- 1 mL measuring spoon
- brine shrimp eggs
- 4 squares of paper, each large enough to cover the top of a beaker
- hand lens (optional)



Figure 3.16 Brine shrimp are microscopic animals that live in salt lakes and brine ponds. These environments are so salty that few other organisms can live there. *Brine* is a salt and water solution that contains a high concentration of salt.

The Question

What effect could changing water quality have on an organism?

The Hypothesis

Write a hypothesis to explain how changing the salt concentration in water could affect the hatching of brine shrimp eggs.

Procedure

- 1 Fill each beaker with 500 mL of room-temperature bottled water. Label the beakers A, B, C, and D.
- 2 Set beaker A aside. It contains fresh water only. To beaker B, add 2.5 g of sea salt. To beaker C, add 7.5 g of sea salt. To beaker D, add 15 g of sea salt. Stir beakers B, C, and D to dissolve the salt.
- 3 Predict what will happen to the brine shrimp eggs in each beaker within 3 days after adding them. Add about 0.5 mL of brine shrimp eggs to each beaker.
- 4 Put the beakers in a place where they won't be disturbed, away from direct light and heat. Cover each beaker with a square of paper. Wash your hands.
- 5 Observe the beakers daily for 3 days.

Collecting Data

- 6 Record the appearance of the beakers on the day that you set them up. Record their appearance after 3 days.

Analyzing and Interpreting

- 7 In which beakers did the brine shrimp eggs hatch?
- 8 What can you conclude about the amount of salt in the brine shrimp's natural habitat?

Forming Conclusions

- 9 Describe how the differences in water quality affected the brine shrimp eggs.

Applying and Connecting

Adult brine shrimp have been used for many years as fish food for fish kept in aquariums. Brine shrimp eggs are also used now in large quantities in commercial aquaculture. Aquaculture is the growing of fish and other seafood in “farms” for human consumption. Brine shrimp eggs are used to feed commercially grown shrimp, prawns, and some types of fish.

EXAMPLES OF WATER QUALITY CHANGES



Figure 3.17 This lake has been affected by acid rain.

How many different species of plants and animals do you think live in the beautiful, clear lake in Figure 3.17? The water may look clean and pure, but this is a “dead” lake. Acid rain, caused by air pollution from factories, has changed the lake’s water. The water is now too acidic to support most life. Fish and other organisms can no longer survive in it. This is one example of what can happen to living things when water quality changes.

While we often think of organisms disappearing because of water pollution, sometimes the opposite effect occurs. In Figure 3.18, the green slime is called *algal bloom*. This rapid and large increase in the growth of algae in a body of water is caused by too much fertilizer entering the water from farmers’ fields. This abundant algal growth soon covers the surface, blocking out light to the plants below. The underwater plants no longer have light for photosynthesis, so they die. Because there are no more plants producing oxygen, other organisms soon die as well. So, although one organism (the algae) thrives, others die.

These are just a couple of examples of how water quality can affect aquatic organisms. You will learn more about human impacts on aquatic ecosystems in the next section.



Figure 3.18 Algal bloom forms when the amount of the dissolved nutrients in the water increases greatly. This is usually caused by fertilizer runoff from farmers’ fields.

SEARCH

When Is Water Too Warm?

Thermo-electric plants generate electricity by burning coal. Much of Alberta's electricity is generated this way. These types of plants use a great deal of cooling water from nearby lakes to condense the steam from their turbines. Once this water is used, it is much warmer than the water in the lake it came from. Some plants use cooling ponds to let the water cool down before it is released back into the lake. Think about what might happen if the warm water is released directly from a plant into a lake.

- How would this warm water affect the growth of aquatic plants in a northern climate such as Edmonton has?
- How would populations of aquatic organisms be affected if the plant reduced production or shut down boilers for repairs and maintenance?
- What effect might the exhaust gases from the furnaces and boilers have on aquatic environments downwind from the plant?

CHECK AND REFLECT

1. Acid rain affects the survival of young fish and the eggs and larvae of other aquatic organisms. It does not seem to affect the adults. How do you think acid rain would affect the growth of the fish populations over time?
2. All throughout the months of our long, cold winter, snow and ice build up on the streets and sidewalks of Calgary and Edmonton. Animal waste, oil, antifreeze, and road salt collect in this snow. When spring finally arrives, snow and ice rapidly melt. How might this meltwater affect populations of aquatic organisms downstream from these cities?
3. At the beginning of this subsection, you listed some information you would need to help you decide if there is a problem with Twin Lake. What would you add to that list after reading this subsection? Why?
4. Find your concept map on water quality that you began earlier in this unit. Add information from this subsection on how aquatic organisms interact with their environment.

Experiment

ON YOUR OWN

CREATING YOUR OWN AQUARIUM

Before You Start ...

You are now familiar with the differences between fresh and salt water as well as with some of the methods that can be used to determine water quality. You also have a general understanding of the many factors that can affect aquatic organisms in both salt and freshwater systems. Now you have a chance to use some of this knowledge to design and set up a freshwater aquarium.

The Question

How can you set up a freshwater aquarium with the proper water quality and environmental factors to support living organisms?

Design and Conduct Your Experiment

- 1 Decide what organisms, materials, and equipment you will need to set up your aquarium. For example:
 - a) How big will your aquarium be or, in other words, how many litres of water will it hold?
 - b) What type of container will you use for your aquarium?
 - c) What types of aquatic plants and animals are appropriate for the size of your aquarium?
 - d) How will you control the temperature and light?
- 2 Design a procedure for testing water quality.
 - a) What types of equipment and materials will you need to test water quality?
 - b) Where can you find inexpensive water-testing materials?
- 3 Write up your procedure and design. Show it to your teacher for approval.
- 4 Set up your aquarium. (Remember that you have to do tests before and after the living organisms have been added.)
- 5 Now perform the water quality tests before you add living organisms. Repeat these tests after the living organisms have been added. Always wash your hands after working on your aquarium.
- 6 Share and compare your design and findings with your classmates. Be prepared to explain:
 - why you chose the organisms you did
 - what the results of your water quality tests were (both before and after)
 - any adjustments you made as a result of the tests
- 7 How would you improve your design?
- 8 Would the same procedures that you used in setting up a freshwater system also apply to setting up a saltwater system? Why or why not?

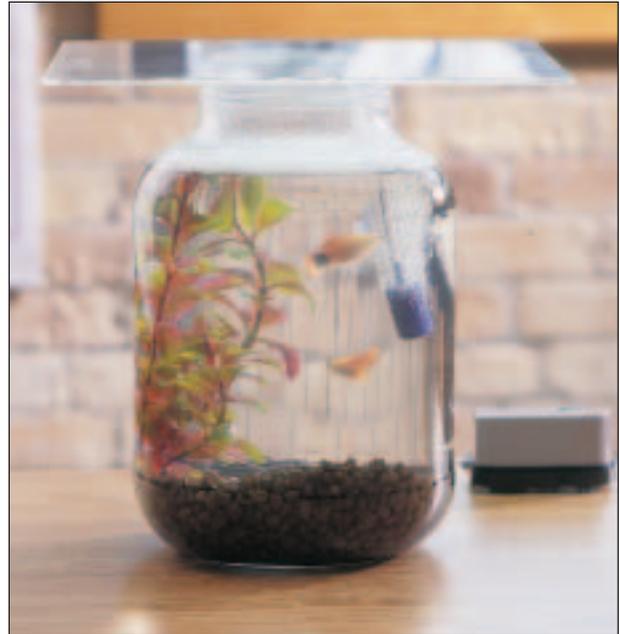


Figure 3.19 This is an example of how one group of students set up their aquarium.

Assess Your Learning

- What does the term *diversity* in an ecosystem mean?
 - Would a puddle have as much diversity as a pond? Why or why not?
- Draw a sketch showing the three levels in a lake. Briefly describe each level.
- In Figure 3.20, why do all these animals have gills? What is the purpose of gills?



Figure 3.20 Question 3

- How is a population related to a species?
- Give an example of some event that might cause a population of aquatic organisms to change. Describe the change. Is your example a seasonal, short-term, or long-term change? How do you know?
- Is water quality important to fish? Explain your answer.

Focus On

SOCIAL AND ENVIRONMENTAL CONTEXT

Decisions regarding science and technology involve a variety of considerations. These include social, environmental, ethical, and economic considerations. Think about what you learned in this section.

- A community beside a large lake has been using a ferry boat system for crossing. Now it is deciding what kind of crossing to build on the lake. Residents can choose between two different technologies: a bridge or a causeway. (A causeway is a roadway built by placing rocks and gravel on the bottom of the lake. More material is added until the road is above the water surface.) What environmental considerations do you think might affect this technology decision?
- What social and economic considerations do you think might affect the decision the community has to make in question 1?
- Suggest some science questions that the community might want to have answered before making their decision.

4.0

Human activities affect aquatic environments.

Key Concepts

In this section, you will learn about the following key concepts:

- water quality
- human impact

Learning Outcomes

When you have completed this section, you will be able to:

- describe how humans use water and the impacts of this use
- identify practices and technologies that affect water quality
- recognize that these practices and technologies have costs and benefits
- describe how scientific research helps to measure environmental impacts
- recognize that scientific and technological knowledge alone can't solve all environmental problems

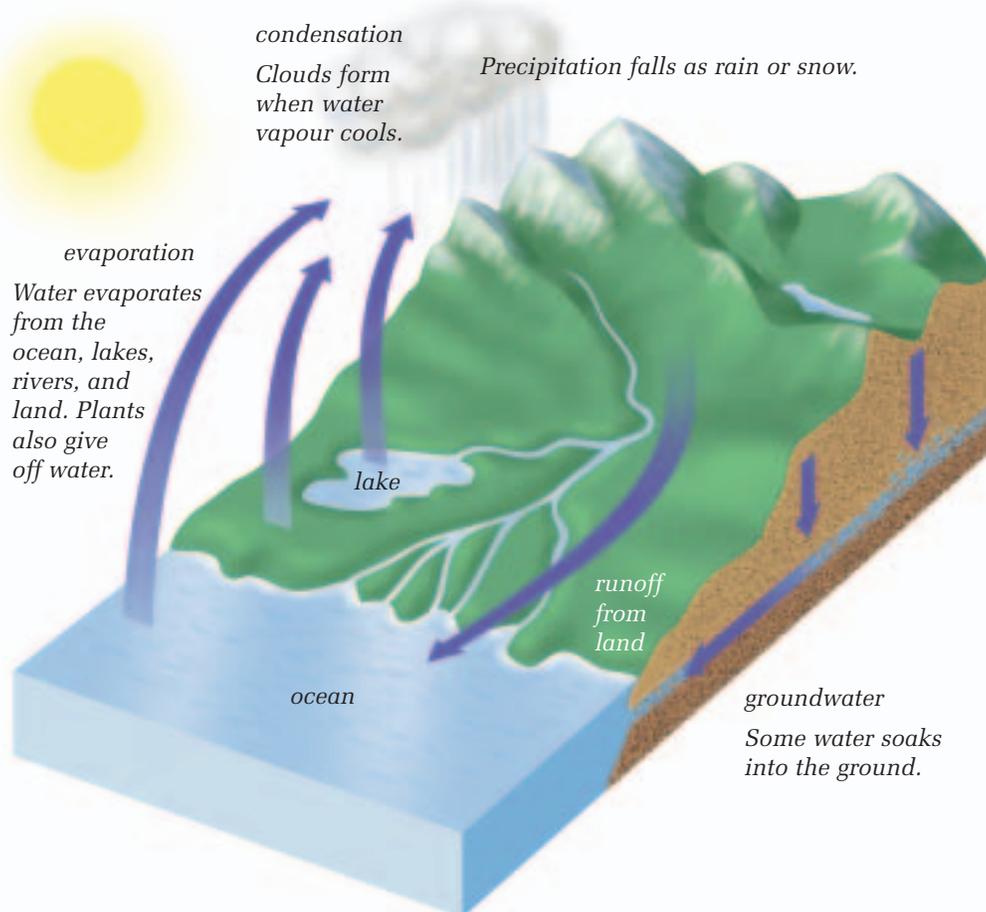


Figure 4.1 The water cycle. Water on Earth passes through many stages. The water you drink now could have been used by the builders of the pyramids.

In earlier studies, you may have learned how water cycles through the environment over and over again. The total amount of water is renewable on a world scale. However, the same amount of water isn't always available in any one place year after year. In some places, there may be droughts. In other places, there may be floods. And in some places, the water may be so polluted that it's not drinkable. All of these situations could be caused by natural events, or they could be caused by people using water.

4.1 How Humans Use Water

In the Exploring section at the beginning of this unit, you may have identified ways that you use water directly. You may also have suggested ways that you could reduce this water use. Look back at that list now. How many of your ideas for reducing water use have you been able to carry out? Your *direct* uses, like those on your list, are all called *domestic* or *personal* uses. But recall that you also use water indirectly. Your *indirect* uses reflect other uses such as those by industry and agriculture.

Many indirect uses have negative effects on Earth's water supply. These negative effects can include polluting lakes and reducing groundwater supplies. Why do we let this happen? As with many situations, there are both benefits and costs to the way we use water. Some of these are economic (for example, jobs) and some are environmental. A “+/-” (plus-minus) chart is one way of keeping track of benefits and costs. The “+” refers to the benefits, and the “-” refers to the costs. Make your own “+/-” chart as you read through this subsection. In the benefits (+) column, describe the ways in which that water use benefits people or the environment. In the costs (-) column, describe the ways in which that use is harmful or costly. After you have finished reading, work with a partner to add any other benefits or costs connected with water uses that you can think of.

Human Uses of Water		
Water Use	Benefits (+)	Costs (-)

infoBIT

The Disappearing Sea

The Aral Sea was once one of the largest bodies of fresh water in Central Asia. Russian water diversion projects for growing cotton drained more water from the sea than was being replaced by rivers flowing into it. A strong commercial fishery no longer exists. Docks that were once right on the shore are now many kilometres away from the water's edge. Agriculture is an important source of income but so is fishing. And what kind of value can we place on all the plants and animals that can no longer live in the Aral Sea because of the lack of water?



Fifty years ago, the Aral Sea was much larger than it is today.

reSEARCH

Irrigation in Alberta

Because of Alberta's dry climate, much of its agriculture depends on irrigation. Find out what the benefits and costs of irrigation are to farmers, the environment, and the province's economy.

THE MAJOR USES OF WATER

All life on Earth depends on water, but humans make the greatest use of it in the greatest number of ways. And the more people there are, the greater the amount of water that gets used. Figures 4.2 to 4.8 show the three major types of water use worldwide.

Agriculture

Of all the water used by people around the world, 73% is used in agriculture for irrigation to grow crops. Irrigation is important to the economy of many countries. It helps to provide food for the people who live there. Agricultural products grown on irrigated land can be exported to bring in money from other countries. Irrigation also helps to provide jobs for people in agriculture.



Figure 4.2 Irrigation ditch, India



Figure 4.3 Irrigation, Alberta



Figure 4.4 Salt deposits from irrigation. Irrigation must be carefully managed to prevent these.

Irrigation is important in food production in many places in the world. But it can also cause problems. Over-irrigation of the soil can dissolve salts in the soil and cause them to deposit on the soil's surface, as shown in Figure 4.4. Most plants won't grow in salty soils, so this reduces the ability to grow crops. Irrigation can also deplete groundwater supplies.

Industry

The next biggest use of water worldwide is in industry, about 22%. Industry uses water as a coolant, as a solvent, for washing, and for diluting pollutants when releasing them into the environment. Many industrial activities can affect water in the environment if the used water isn't cleaned or diluted before it is discharged.

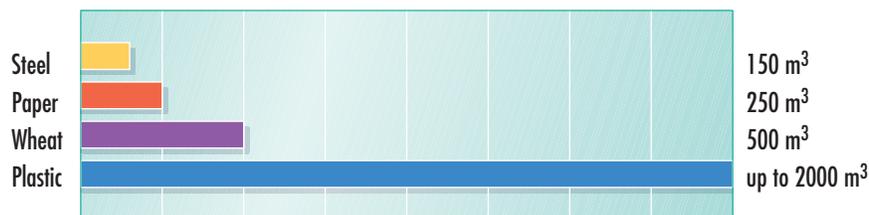


Figure 4.5 Amount of water used in producing 1 t of different products

Different products require different amounts of water in their production. As you can see from Figure 4.5, the plastics industry is a huge user of water. This is a good example of your own indirect water use. How many items do you use that are made of plastic? Each of these products requires water in its production.

Governments control industry's water use through environmental and other regulations. They do not prevent industry from using water because industry is essential to a country's economy. It provides jobs, products, and services.

Domestic

Domestic use, or use in the home, is about 5% of total water use worldwide. Water for domestic use in developed countries like Canada is purified and piped into homes. In many developing countries, people do not have clean water piped into their homes. This may be because the distribution system doesn't exist. Or it may be because the family can't afford to pay for the pipes to bring it in. They may have to walk many kilometres to get safe water.



Figure 4.6 Pulp mill in British Columbia



Figure 4.7 In Canada, we have clean water piped into our homes.

Figure 4.8 In developing countries like India, clean water isn't available for all domestic chores.

HOLDING BACK THE WATER

The Issue

Do dams have a positive or negative effect on water-system resources?

Background Information

Dams built across rivers are the oldest means of controlling water flow. Rainwater and water from melting snow that would otherwise be lost can be captured and stored in large reservoirs behind dams. It can then be released in a controlled manner as it's needed. Unfortunately, the damming of rivers, while providing many benefits, has wide-ranging environmental effects.

Advantages of Dams



Figure 4.9 The 362-km-long reservoir created by the Bennett Dam, Williston Lake, is the largest human-made lake in Canada.

Recreation. The large lake that forms behind a dam can provide many facilities for recreational activities.

Hydro-Electricity. The controlled release of water can be used to generate electricity.

Flood Protection. During times of high rainfall or heavy melting snow, water can be held back to eliminate or reduce costly flooding.

Irrigation. During periods of low rainfall, water can be released to irrigate crops.

Employment. The construction and operation of a dam provides many local jobs.

Shipping. Dams, in combination with locks, can make a once-treacherous river safe for boats to travel on.

Disadvantages of Dams



Figure 4.10 The Peace-Athabasca River delta began to shrink when the Bennett Dam was built 1200 km upstream.

Water Flow. Dams decrease the flow of water, which can shrink the size of rivers, lakes, and wetlands downstream.

Salinity. As less fresh water flows downstream, more salt water from the ocean can enter the river's mouth. This harms species that cannot tolerate higher salt levels.

Habitat. Reservoirs displace people and wildlife. They also destroy natural habitat and valuable farmland.

Migration. Migrating and spawning fish need special fish ladders to swim upstream past dams.

Sedimentation. Sediment in the river is trapped behind the dam. This sediment normally collects in river deltas and flood plains, providing important plant nutrients.

Canadian Facts about Dams

- Canada is one of the world's top 10 dam builders.
- Most of the major river systems in Canada have been dammed.
- We have over 600 large dams and thousands of small dams.
- Most large dams in Canada are built to provide hydro-electricity.
- Most of Canada's dams are in Quebec and British Columbia.
- If you combined all of the area flooded by dams in Canada, it would cover an area the size of Lake Ontario.



Figure 4.11 In the 1950s, a series of dams was built on the St. Lawrence River. The reservoir that was formed left the sites of six villages underwater. The above photo shows a house being moved away from the area about to be flooded.

Support Your Opinion

- 1 Imagine that a large electrical utility has proposed to build a dam at the site shown in the drawing at the bottom of the page. Draw a map to show what you think the area will look like *after* construction is complete.
- 2
 - a) What benefits will the dam provide?
 - b) What possible problems might it create? Can you think of ways to reduce the problems?
 - c) After you've examined the benefits and the problems, state whether you think the dam should be built or not.

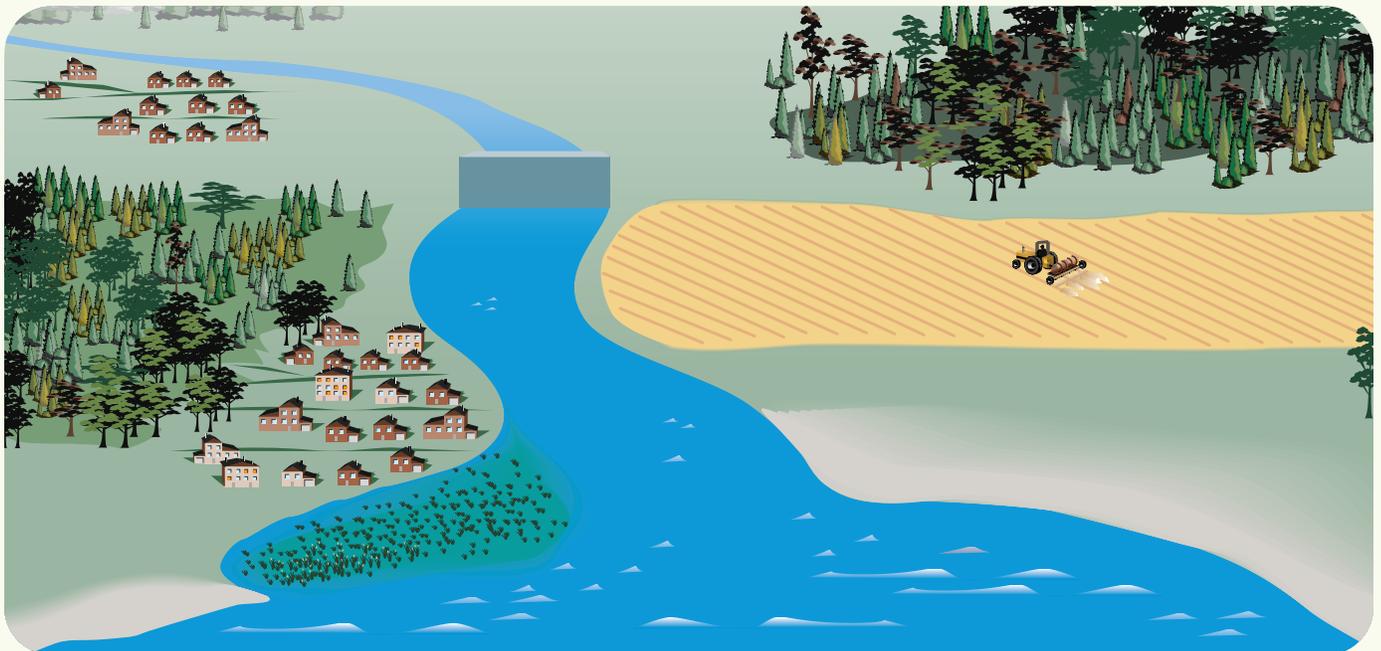


Figure 4.12 What will this area look like after the dam's construction is completed?

Human Activities and Water Systems

Figure 4.13 Rivers and lakes are affected by many human activities. Many of these activities can affect the ocean as well.

PRACTICES AND TECHNOLOGIES AFFECT WATER QUALITY

In the summary of water uses on the previous pages, you saw how some of these uses can affect the overall environment. What are we doing that affects our water quality and aquatic ecosystems specifically? Many of the factors that harm aquatic organisms can result from human activities. Figure 4.13 shows some of these activities, and their effects on organisms that live in the water.

Power stations sometimes discharge warm water into lakes or rivers that can kill some animals and encourage excessive plant growth.

Factories might add dangerous chemicals to the water or practise thermal pollution, killing aquatic plants or animals. Some of these chemicals can cause tumours, birth defects, or make organisms unable to breed.

Runoff from farmland contains fertilizers that can cause excessive plant growth. It may also contain herbicides or pesticides that can kill animals and plants that grow in the water.

Run-off from city streets contains large amounts of oil and other chemicals, including salt. These substances affect plants and animals.

Habitat destruction takes away the places that animals can live and plants can grow.

Sewage contains large amounts of nitrogen, which causes the number of micro-organisms to increase. If these micro-organisms use up the oxygen, fish will suffocate. Phosphorous in sewage promotes plant growth that can also change the whole ecosystem.

Oil spills from ships can harm animals in, on, and near the water.

CHECK AND REFLECT

1. The chart below shows how much water is used in selected countries per person per day in three categories: domestic use, agricultural use, and industrial use.
 - a) Which countries are most likely to rely on irrigation to grow their crops? Which countries are least likely to do so?
 - b) In which countries is agriculture probably the main source of commercial income?
 - c) What type of water systems are people in countries like Cambodia and Gambia likely to have in their homes?
 - d) What kind of climate do you think Turkmenistan has during its growing season?
 - e) Which countries probably receive the most rain during their growing seasons?
 - f) Why do you think there are such large differences in water use among the countries in this chart?

Freshwater Use (litres per person per day)			
Country	Domestic Use	Agricultural Use	Industrial Use
Cambodia	6	118	1
Canada	431	313	3136
Egypt	132	1906	177
Gambia	3	39	1
Mexico	129	1849	172
Swaziland	36	1754	36
Turkmenistan	145	14 254	145
United Kingdom	110	16	424
U.S.A.	554	1942	2127
Uruguay	32	496	16

Source: *The World's Water 1998–1999: The Biennial Report on Freshwater Resources*, by Peter H. Gleick, published by Island Press, Washington, DC.

2. Describe two effects that chemical pollution could have on aquatic animals.
3. You use water directly every day at home—for example, for drinking and washing. Home use is one of the three major ways people use water.
 - a) What are the other two main types of water use by people?
 - b) Give two examples of how you use water *indirectly* every day. For each one, explain how you are using water indirectly.

Technology for Monitoring

The Canadian Wildlife Service uses gull eggs to monitor toxic pollutants around the Great Lakes. Mussels, a shellfish, are used to monitor toxic substances in sediments on the east coast of the U.S. Pollutants in the water collect in these organisms. Scientists then analyze the animals' tissues. This type of monitoring helps scientists better understand how pollution is affecting organisms.

4.2 Measuring Impacts

GIARDIA PARASITE STRIKES COMMUNITY

BOIL YOUR WATER!
Giardia can make you sick

A micro-organism called *Giardia* causes giardiasis or “beaver fever.” From time to time, the population of *Giardia* organisms increases rapidly. This parasite is usually controlled by proper chlorination and filtration of drinking water, but outbreaks can occur. A small number of people get sick, and everyone is suddenly made aware of how important safe drinking water is.

One way to help guard against problems with water quality is to monitor the water supply regularly. **Monitor** means to observe, check, or keep track of something for a specific purpose. For example, when you put water in the sink to wash your face, you monitor the water level to make sure it doesn't overflow.

Give it a TRY

A C T I V I T Y

KEEPING OUR WATER SAFE

How can we keep our water quality levels high enough to protect ourselves? One of the ways is by constantly checking or monitoring our water to make sure no dangerous substances or organisms affect it.

- Suggest a monitoring program that you think should be in place to prevent outbreaks of giardiasis like the ones mentioned in the headlines above.
- List the tests that you think should be done, and how often they should be carried out.
- Be prepared to share your plan with your class.

