



FIGURE 2.3 Most rocks are aggregates of two or more minerals. Shown here is a hand sample of the igneous rock granite and three of its major constituent minerals. (Photos by E. J. Tarbuck)

CONCEPT CHECK 2.1

- 1 List five characteristics that classify an Earth material as a mineral.
- 2 Based on the definition of a mineral, which of the following materials are not classified as minerals, and why: gold, water, synthetic diamonds, ice, and wood.
- 3 Define the term *rock*. How do rocks differ from minerals?

Atoms: Building Blocks of Minerals

When minerals are carefully examined, even under optical microscopes, the innumerable tiny particles of their internal structures are not discernable. Nevertheless, all matter, including minerals, is composed of minute building blocks called **atoms**—the smallest particles that cannot be chemically split. Atoms in turn contain even smaller particles—*protons* and *neutrons* located in a central **nucleus** that is surrounded by *electrons* (Figure 2.4).

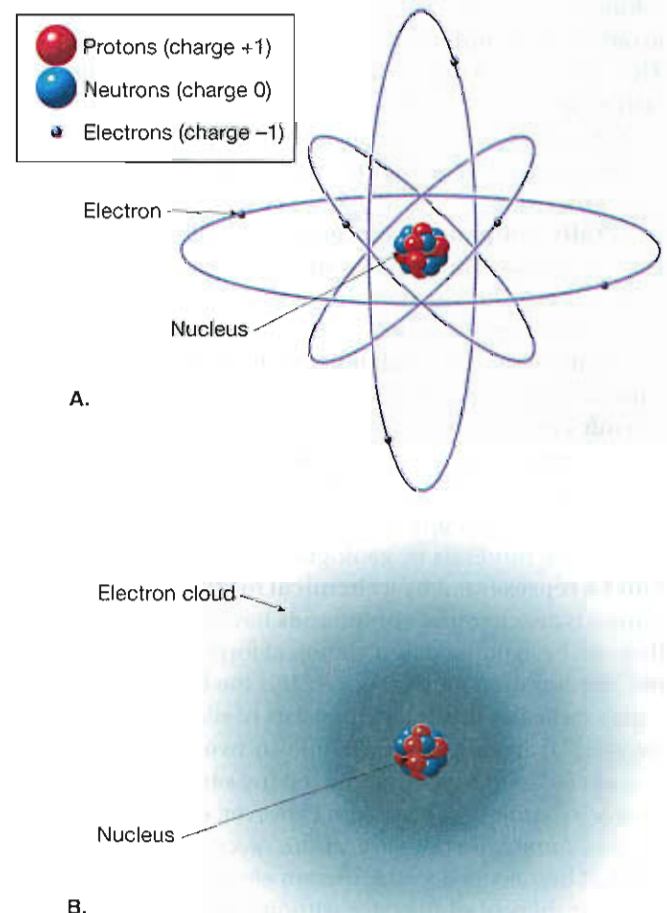
FIGURE 2.4 Two models of the atom. **A.** A very simplified view of the atom. The central nucleus consists of protons and neutrons encircled by high-speed electrons. **B.** This model of the atom shows electron clouds (shells) surrounding a central nucleus. The nucleus contains virtually all of the mass of the atom. The remainder of the atom is the space in which the light, negatively charged electrons reside. (The relative sizes of the nuclei shown are greatly exaggerated.)

Properties of Protons, Neutrons, and Electrons

Protons and **neutrons** are very dense particles with almost identical masses. By contrast, **electrons** have a negligible mass, about 1/2000th that of a proton. For comparison, if a proton or a neutron had the mass of a baseball, an electron would have the mass of a single grain of rice.

Both protons and electrons share a fundamental property called *electrical charge*. Protons have an electrical charge of +1, and electrons have a charge of -1. Neutrons, as the name suggests, have no charge. The charge of protons and electrons are equal in magnitude but opposite in polarity, so when these two particles are paired, the charges cancel each other. Since matter typically contains equal numbers of positively charged protons and negatively charged electrons, most substances are electrically neutral.

In illustrations, electrons are sometimes shown orbiting the nucleus in a manner that resembles the planets of our solar system orbiting the Sun (Figure 2.4A). However, electrons do not actually behave this way. A more realistic depiction shows electrons as a cloud of negative charges surrounding a nucleus



ground, such as coal, iron ore, or sand and gravel. The guessing game known as “Twenty Questions” usually begins with the question, *Is it animal, vegetable, or mineral?* What criteria do geologists use to determine whether something is a mineral?

Geologists define **mineral** as *any naturally occurring inorganic solid that possesses an orderly crystalline structure and can be represented by a chemical formula*. Thus, Earth materials that are classified as minerals exhibit the following characteristics:

- 1. Naturally occurring.** Minerals form by natural, geologic processes. Synthetic materials, meaning those produced in a laboratory or by human intervention, are not considered minerals.
- 2. Solid substance.** Only crystalline substances that are solid at temperatures encountered at Earth’s surface are considered minerals. Ice (frozen water) fits this criterion and is considered a mineral, whereas liquid water and water vapor do not. The exception is mercury, which is found in its liquid form in nature.
- 3. Orderly crystalline structure.** Minerals are crystalline substances, which means their atoms are arranged in an orderly, repetitive manner (Figure 2.2). This orderly packing of atoms is reflected in the regularly shaped objects called crystals. Some naturally occurring solids, such as volcanic glass (obsidian), lack a repetitive atomic structure and are not considered minerals.
- 4. Generally inorganic.** Inorganic crystalline solids, such as ordinary table salt (halite), that are found naturally in the ground are considered minerals. Organic compounds, on the other hand, are generally not. Sugar, a crystalline solid like salt but which comes from sugarcane or sugar beets, is a common example of such an organic compound. Many marine animals secrete inorganic compounds, such as calcium carbonate (calcite), in the form of shells and coral reefs. If these materials are buried and become part of the rock record, they are considered minerals by geologists.
- 5. Can be represented by a chemical formula.** Most minerals are chemical compounds having compositions that can be expressed by a chemical formula. For example, the common mineral quartz has the formula SiO_2 , which indicates that quartz consists of silicon (Si) and oxygen (O) atoms in a ratio of one-to-two. This proportion of silicon to oxygen is true for any sample of pure quartz, regardless of its origin. However, the compositions of some minerals vary *within specific, well-defined limits*. This occurs because certain elements can substitute for others of similar size without changing the mineral’s internal structure. An example is the mineral olivine, in which either the element magnesium (Mg)

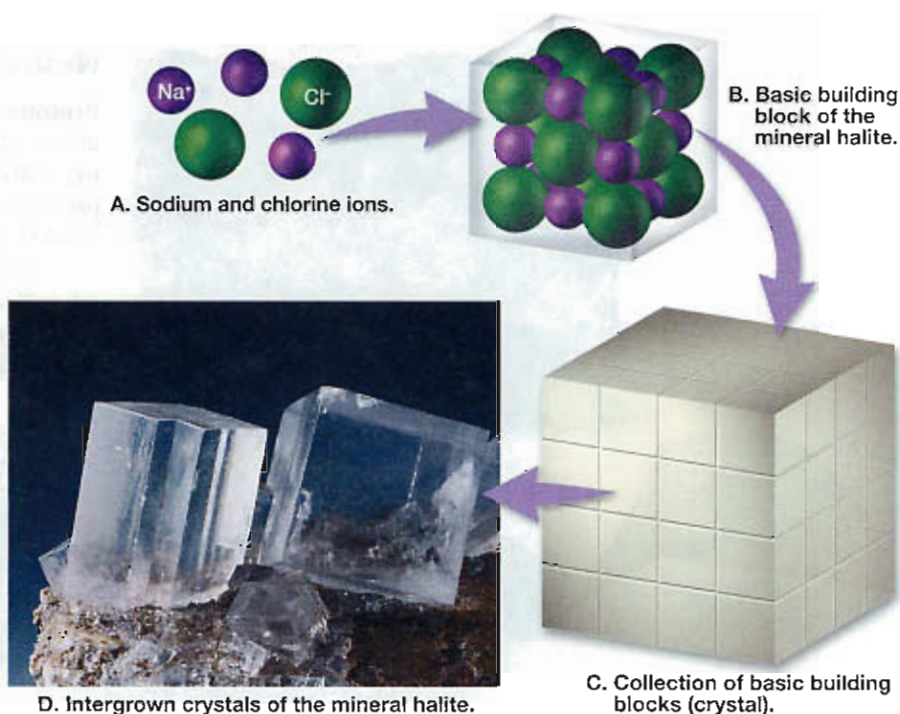


FIGURE 2.2 This diagram illustrates the orderly arrangement of sodium and chloride ions in the mineral halite. The arrangement of atoms into basic building blocks having a cubic shape results in regularly shaped cubic crystals. (Photo by Dennis Tasa)

or iron (Fe) may occupy the same site in the crystal structure. Therefore, olivine’s formula, $(\text{Mg, Fe})_2\text{SiO}_4$, expresses variability in the relative amounts of magnesium and iron. However, the ratio of magnesium plus iron (Mg + Fe) to silicon (Si) and oxygen (O) remains fixed at 2:1:4.

In contrast to minerals, rocks are more loosely defined. Simply a **rock** is any solid that consists of an aggregate of minerals, pieces of preexisting rocks, or a mass of mineral-like matter such as natural glass. Some rocks are composed almost entirely of one mineral. A common example is the sedimentary rock *limestone*, which consists of impure masses of the mineral calcite. However, most rocks, like the common rock granite shown in Figure 2.3, occur as aggregates of several different minerals. The term *aggregate* implies that the minerals are joined in such a way that their individual properties are retained. Note that the mineral constituents of granite can be easily identified (Figure 2.3).

Some rocks are composed of nonmineral matter. These include the volcanic rocks *obsidian* and *pumice*, which are non-crystalline glassy substances, and *coal*, which consists of solid organic debris.

Although this chapter deals primarily with the nature of minerals, keep in mind that most rocks are simply aggregates of minerals. Because the properties of rocks are determined largely by the chemical composition and crystalline structure of the minerals contained within them, we will first consider these Earth materials. Then, in Chapter 3, we take a closer look at Earth’s major rock groups.

Earth's crust and oceans are the source of a wide variety of useful and essential minerals. Most people are familiar with the common uses of many basic metals, including aluminum in beverage cans, copper in electrical wiring, and gold and silver in jewelry. But some people are not aware that pencil lead contains the greasy-feeling mineral graphite and that bath powders and many cosmetics contain the mineral talc. Moreover, many do not know that drill bits impregnated with diamonds are employed by dentists to drill through tooth enamel, or that the common mineral quartz is the source of silicon for computer chips. In fact, practically every manufactured product contains materials obtained from minerals.

FOCUS ON CONCEPTS

To assist you in learning the important concepts in this chapter, focus on the following questions:

- What are minerals, and how are they different from rocks?
- What are the smallest particles of matter?
- How do atoms bond?
- How do isotopes of the same element vary, and why are some isotopes radioactive?
- What are some of the physical and chemical properties of minerals? How can these properties be used to distinguish one mineral from another?
- What are the eight elements that make up most of Earth's continental crust?
- What is the most abundant mineral group?
- What do all silicate minerals have in common?
- What are *renewable* and *nonrenewable resources*?
- When is the term *ore* used with reference to a mineral?

Minerals: Building Blocks of Rocks



Earth Materials

► Minerals

We begin our discussion of Earth materials with an overview of **mineralogy** (*mineral* = mineral, *ology* = the study of) because minerals are the building blocks of rocks. In addition, minerals have been employed by humans for both useful and decorative purposes for thousands of years (**Figure 2.1**). The first minerals mined were flint and chert, which people fashioned into weapons and cutting tools. As early as 3700 B.C., Egyptians began mining gold, silver, and copper; and by 2200 B.C. humans discovered how to combine copper with tin to make bronze, a strong, hard alloy. Later, humans developed a process to extract iron from minerals such as hematite—a discovery that marked the decline of the Bronze Age. By about 800 B.C., iron-working technology had advanced to the point that weapons and many everyday objects were made of iron rather than copper, bronze, or wood. During the Middle Ages, mining of a variety of minerals

was common throughout Europe and the impetus for the formal study of minerals was in place.

The term *mineral* is used in several different ways. For example, those concerned with health and fitness extol the benefits of vitamins and minerals. The mining industry typically uses the word when referring to anything taken out of the



FIGURE 2.1 Collection of well-developed quartz crystals found near Hot Springs, Arkansas. (Photo by Jeff Scovil)



CHAPTER

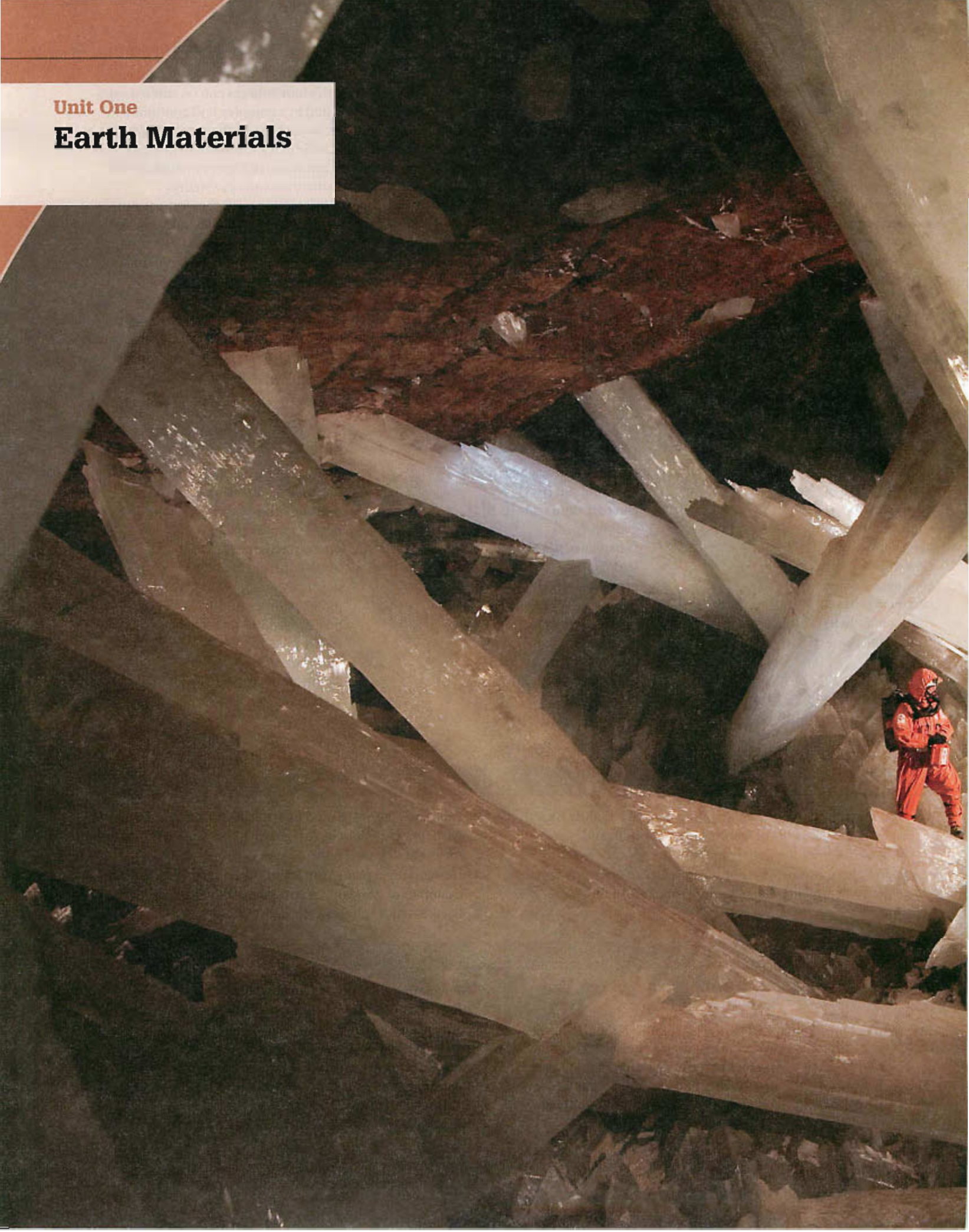
Matter and Minerals

2

Cave of Crystals is a cave connected to Naica Mine in Chihuahua, Mexico. The main chamber contains giant gypsum crystals, some of the largest natural crystals ever found. (Photo by Carsten Peter/Speleoresearch & Films/National Geographic Stock)

Unit One

Earth Materials



- Earth's internal structure is divided into layers based on differences in chemical composition and on the basis of changes in physical properties. Compositionally, Earth is divided into a thin outer *crust*, a solid rocky *mantle*, and a dense *core*. Other layers, based on physical properties, include the *lithosphere*, *asthenosphere*, *lower mantle*, *outer core*, and *inner core*.
- Two principal divisions of Earth's surface are the *continents* and *ocean basins*. A significant difference is their relative levels. The elevation differences between continents and ocean basins is primarily the result of differences in their respective densities and thicknesses.
- The largest features of the continents can be divided into two categories: *mountain belts* and the *stable interior*. The ocean floor is divided into three major topographic units: *continental margins*, *deep-ocean basins*, and *oceanic (mid-ocean) ridges*.
- Although each of Earth's four spheres can be studied separately, they are all related in a complex and continuously interacting whole that we call the *Earth system*. *Earth system science* uses an interdisciplinary approach to integrate the knowledge of several academic fields in the study of our planet and its global environmental problems.
- A *system* is a group of interacting parts that form a complex whole. *Closed systems* are those in which energy moves freely in and out, but matter does not enter or leave the system. In an *open system*, both energy and matter flow into and out of the system.
- The two sources of energy that power the Earth system are (1) *the Sun*, which drives the external processes that occur in the atmosphere, hydrosphere, and at Earth's surface, and (2) *heat from Earth's interior*, which powers the internal processes that produce volcanoes, earthquakes, and mountains.

Key Terms

abyssal plain (p. 19)	Earth system science (p. 21)	nebular theory (p. 10)
asthenosphere (p. 14)	environment (p. 3)	negative feedback mechanism (p. 22)
astronomy (p. 2)	geologic time scale (p. 9)	oceanic (mid-ocean) ridge (p. 20)
atmosphere (p. 12)	geology (p. 2)	oceanography (p. 2)
biosphere (p. 13)	geosphere (p. 13)	open system (p. 22)
closed system (p. 22)	hydrosphere (p. 12)	outer core (p. 15)
continental margin (p. 18)	hypothesis (p. 6)	physical environment (p. 11)
continental rise (p. 19)	inner core (p. 15)	plate tectonics (p. 16)
continental shelf (p. 18)	interface (p. 22)	positive feedback mechanism (p. 22)
continental slope (p. 19)	lithosphere (p. 14)	seamount (p. 20)
core (p. 15)	lithospheric plate (p. 16)	shield (p. 17)
crust (p. 14)	lower mantle (p. 15)	stable platform (p. 17)
deep-ocean basin (p. 19)	mantle (p. 14)	system (p. 21)
deep-ocean trench (p. 20)	meteorology (p. 2)	theory (p. 7)
Earth science (p. 2)		

Examining the Earth System

1. Examine the chapter-opening photo, Figure 1.1, and Figure 1.2. Make a list of features in each photo and indicate whether the item belongs to the geosphere, hydrosphere, atmosphere, or biosphere. Are there any features that might belong to more than one of the spheres?
2. Examine Figure 1.20 and describe how all four spheres of the Earth system might have been involved and/or influenced by the event depicted here.
3. Humans are a part of the Earth system. List at least three examples of how you, in particular, influence one or more of Earth's major spheres.

Mastering Geology



Looking for additional review and test prep materials? Visit the Self Study area in www.masteringgeology.com to find practice quizzes, study tools, and multimedia that will aid in your understanding of this chapter's content. In **MasteringGeology™** you will find:

- **GEODe: Earth Science: An interactive visual walkthrough of key concepts**

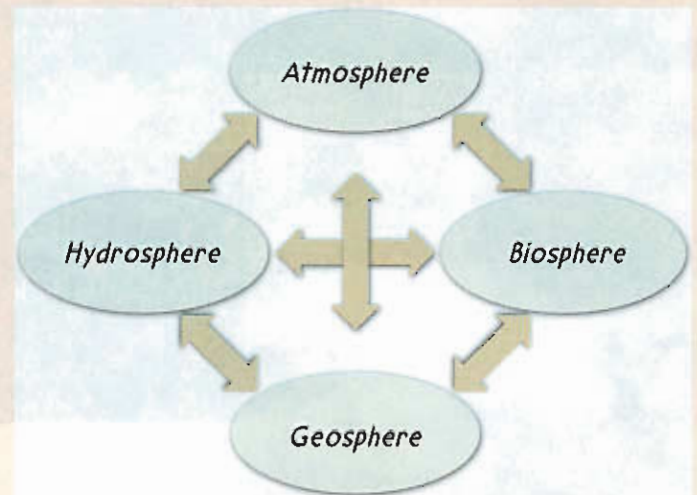
- **Geoscience Animation Library: More than 100 animations illuminating many difficult-to-understand Earth science concepts**
- **In The News RSS Feeds: Current Earth science events and news articles are pulled into the site with assessment**
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3. Consider the possible results of the following scenario and describe one positive and one negative feedback. *Earth is getting warmer, consequently evaporation is increasing.*
4. Making accurate measurements and observations is a basic part of scientific inquiry. The accompanying photo provides one example. Identify at least five additional images in this chapter that illustrate ways in which scientific data are gathered. Suggest advantages that might be associated with each example.



(Photo by Didier Dutheil/Corbis)

5. Refer to Figure 1.20. Which of the four main components of the Earth system (atmosphere, biosphere, geosphere, hydrosphere) were involved in the natural disaster at Caraballeda, Venezuela? Describe how each of the components you list contributed to the debris flow.
6. Look at the concept map linking the four spheres of the Earth system. Between each sphere are arrows representing processes by which these spheres interact and influence each other. For each arrow, describe at least one process.



In Review Chapter 1 Introduction to Earth Science

- *Earth science* is the name for all the sciences that collectively seek to understand Earth and its neighbors in space. It includes *geology*, *oceanography*, *meteorology*, and *astronomy*. Geology is traditionally divided into two broad areas: *physical* and *historical*.
- The relationship between people and the natural environment is an important focus of Earth science. This includes natural hazards, resources, and human influences on Earth processes.
- All science is based on the assumption that the natural world behaves in a consistent and predictable manner. The process by which scientists gather facts through observation and careful measurement and formulate scientific *hypotheses* and *theories* is called the *scientific method*. To determine what is occurring in the natural world, scientists often (1) pose questions about the natural world and collect facts that relate to these questions; (2) ask questions and develop hypotheses that may answer these questions, (3) develop observations and experiments to test the hypotheses; (4) accept, modify, or reject hypotheses on the basis of extensive testing; and (5) share results with the broader scientific community. Other discoveries represent purely theoretical ideas that have stood up to extensive examination. Still other scientific advancements have been made when a totally unexpected happening occurred during an experiment.
- One of the challenges for those who study Earth is the great variety of space and time scales. The *geologic time scale* subdivides the 4.6 billion years of Earth history into various units.
- The *nebular theory* describes the formation of the solar system. The planets and Sun began forming about 5 billion years ago from a large cloud of dust and gases. As the cloud contracted, it began to rotate and assume a disk shape. Material that was gravitationally pulled toward the center became the *protosun*. Within the rotating disk, small centers, called *planetesimals*, swept up more and more of the cloud's debris. Because of their high temperatures and weak gravitational fields, the inner planets were unable to accumulate and retain many of the lighter components. Because of the very cold temperatures existing far from the Sun, the large outer planets consist of huge amounts of lighter materials. These gaseous substances account for the comparatively large sizes and low densities of the outer planets.
- Earth's physical environment is traditionally divided into three major parts: the solid Earth or *geosphere*; the water portion of our planet, the *hydrosphere*; and Earth's gaseous envelope, the *atmosphere*. In addition, the *biosphere*, the totality of life on Earth, interacts with each of the three physical realms and is an equally integral part of Earth.

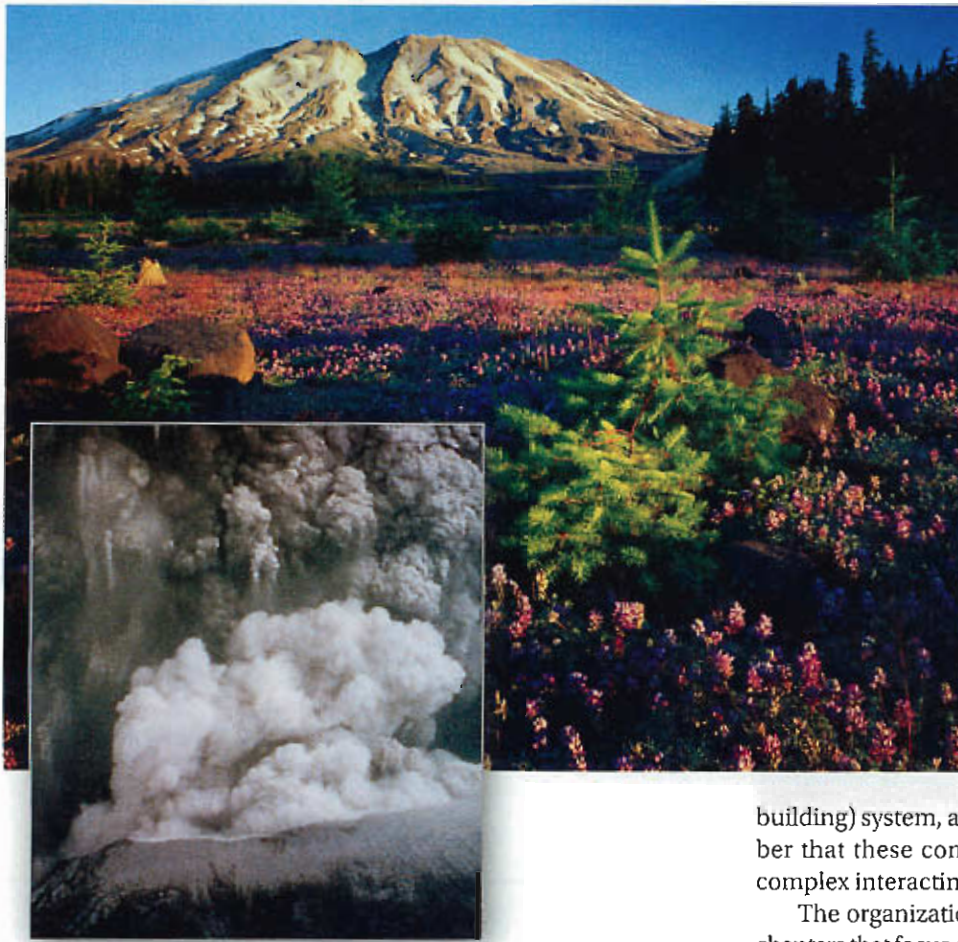


FIGURE 1.21 When Mount St. Helens erupted in May 1980 (inset), the area shown here was buried by a volcanic mudflow. Now, plants are reestablished and new soil is forming. (Photo by Jack Dykinga/Getty Images; inset photo by US Geological Survey)

processes to begin anew to transform the new surface material into soil (Figure 1.21). The soil that eventually forms will reflect the interactions among many parts of the Earth system—the volcanic parent material, the type and rate of weathering, and the impact of biological activity. Of course, there will also be significant changes in the biosphere. Some organisms and their habitats will be eliminated by the lava and ash, whereas new settings for life, such

as a lake, will be created. The potential climate change can also impact sensitive life forms.

The Earth system is characterized by processes that vary on spatial scales from fractions of millimeters to thousands of kilometers. Time scales for Earth's processes range from milliseconds to billions of years. As we learn about Earth, it becomes increasingly clear that despite significant separations in distance or time, many processes are connected, and a change in one component can influence the entire system.

Humans are *part of* the Earth system, a system in which the living and nonliving components are entwined and interconnected. Therefore, our actions produce changes in all of the other parts. When we burn gasoline and coal, build breakwaters along the shoreline, dispose of our wastes, and clear the land, we cause other parts of the system to respond, often in unforeseen ways. Throughout this book you will learn about many of Earth's subsystems: the hydrologic system, the tectonic (mountain-

building) system, and the climate system, to name a few. Remember that these components *and we humans* are all part of the complex interacting whole we call the Earth system.

The organization of this text involves traditional groupings of chapters that focus on closely related topics. Nevertheless, the theme of *Earth as a system* keeps recurring through *all* major units of *Earth science*. It is a thread that weaves through the chapters and helps tie them together. At the end of each chapter there is a section titled "Examining the Earth System." The questions and problems found there are intended to help you develop an awareness and appreciation for some of the Earth system's important interrelationships.

CONCEPT CHECK 1.9

- 1 How is an open system different from a closed system?
- 2 Contrast positive and negative feedback mechanisms.
- 3 What are the two sources of energy for the Earth system?

GIVE IT SOME THOUGHT

1. After entering a dark room, you turn on a wall switch but the light does not come on. Suggest at least three hypotheses that might explain this observation.
2. Each of the following statements may either be a hypothesis (H), a theory (T), or an observation (O). Use one of these letters to identify each statement. Briefly explain each choice.
 - a. A scientist proposes that a recently discovered large ring-shaped structure is the remains of an ancient meteorite crater.
 - b. The Redwall Formation in the Grand Canyon is composed primarily of limestone.
 - c. The outer part of Earth consists of several large plates that move and interact with each other.
 - d. Since 1885, the terminus of Canada's Athabasca Glacier has receded 1.5 kilometers.
 - e. The universe originated about 13.7 billion years ago with a period of rapid expansion called the big bang.

engine to the radiator, where moving air removes it from the system; hence the term cooling system.

Systems like a car's cooling system are self-contained with regard to matter and are called **closed systems**. Although energy moves freely in and out of a closed system, no matter (liquid in the case of our auto's cooling system) enters or leaves the system. (This assumes you don't get a leak in your radiator.) By contrast, most natural systems are **open systems** and are far more complicated than the foregoing example. In an open system both energy and matter flow into and out of the system. In a weather system such as a hurricane, factors such as the quantity of water vapor available for cloud formation, the amount of heat released by condensing water vapor, and the flow of air into and out of the storm can fluctuate a great deal. At times the storm may strengthen; at other times it may remain stable or weaken.

Feedback Mechanisms Most natural systems have mechanisms that tend to enhance change, as well as other mechanisms that tend to resist change and thus stabilize the system. For example, when we get too hot, we perspire to cool down. This cooling phenomenon works to stabilize our body temperature and is referred to as a **negative feedback mechanism**. Negative feedback mechanisms work to inhibit change or, in other words, to maintain the status quo. By contrast, mechanisms that enhance or drive change are called **positive feedback mechanisms**.

Most of Earth's systems, particularly the climate system, contain a wide variety of negative and positive feedback mechanisms. For example, substantial scientific evidence indicates that Earth has entered a period of global warming. One consequence of global warming is that some of the world's glaciers and ice caps have begun to melt. Highly reflective snow- and ice-covered surfaces are gradually being replaced by brown soils, green trees, or blue oceans, all of which are darker, so they absorb more sunlight. Therefore, as Earth warms and some snow and ice melt, our planet absorbs more sunlight. The result is a positive feedback that contributes to the warming.

On the other hand, an increase in global temperature also causes greater evaporation of water from Earth's land-sea surface. One result of having more water vapor in the air is an increase in cloud cover. Because cloud tops are white and highly reflective, more sunlight is reflected back to space, which diminishes the amount of sunshine reaching Earth's surface and thus reduces global temperatures. Furthermore, warmer temperatures tend to promote the growth of vegetation. Plants in turn remove carbon dioxide (CO₂) from the air. Since carbon dioxide is one of the atmosphere's *greenhouse gases*, its removal has a negative impact on global warming.⁴

In addition to natural processes, we must also consider the human element. Extensive cutting and clearing of the tropical rain forests and the burning of fossil fuels (oil, natural gas, and coal) result in an increase in atmospheric CO₂. Such activity has been linked to the increase in global temperatures that our planet is experiencing. One of the daunting tasks for Earth system scientists is to predict what the climate will be like in the future by taking into account many variables, including technological changes, population trends, and the overall impact of the numerous competing positive and negative feedback mechanisms.

⁴Greenhouse gases absorb heat energy emitted by Earth and thus help keep the atmosphere warm.

The Earth System

The Earth system has a nearly endless array of subsystems in which matter is recycled over and over again. One example that you will learn about in Chapter 3 traces the movements of carbon among Earth's four spheres. It shows us, for example, that the carbon dioxide in the air and the carbon in living things and in certain sedimentary rocks is all part of a subsystem described by the *carbon cycle*.

Cycles in the Earth System A more familiar loop or subsystem is the *hydrologic cycle*. It represents the unending circulation of Earth's water among the hydrosphere, atmosphere, biosphere, and geosphere. Water enters the atmosphere by evaporation from Earth's surface and by transpiration from plants. Water vapor condenses in the atmosphere to form clouds, which in turn produce precipitation that falls back to Earth's surface. Some of the rain that falls onto the land sinks in to be taken up by plants or become groundwater, and some flows across the surface toward the ocean.

Viewed over long time spans, the rocks of the geosphere are constantly forming, changing, and reforming. The loop that involves the processes by which one rock changes to another is called the *rock cycle* and is discussed at some length in Chapter 3. The cycles of the Earth system, such as the hydrologic and rock cycles, are not independent of one another. To the contrary, there are many places where they have an interface. An **interface** is a common boundary where different parts of a system come in contact and interact. For example, weathering at the surface gradually disintegrates and decomposes solid rock. The work of gravity and running water may eventually move this material to another place and deposit it. Later, groundwater percolating through the debris may leave behind mineral matter that cements the grains together into solid rock (a rock that is often very different from the rock we started with). This changing of one rock into another, which is part of the rock cycle, could not have occurred without the movement of water through the hydrologic cycle. There are many places where one cycle or loop in the Earth system has an interface with and is a basic part of another.

Energy for the Earth System The Earth system is powered by energy from two sources. The Sun drives external processes that occur in the atmosphere, hydrosphere, and at Earth's surface. Weather and climate, ocean circulation, and erosional processes such as rivers, glaciers, wind, and waves are driven by energy from the Sun. Earth's interior **is the second source of energy**. Heat remaining from when our planet formed, and heat that is continuously **generated by decay of radioactive elements, powers the internal processes that produce volcanoes, earthquakes, and mountains.**

The Parts are Linked The parts of the Earth system are linked so that a change in one part can produce changes in any or all of the other parts. For example, when a volcano erupts, lava from Earth's interior may flow out at the surface and block a nearby valley. This new obstruction influences the region's drainage system by creating a lake or causing streams to change course. The large quantities of volcanic ash and gases that can be emitted during an eruption might be blown high into the atmosphere and influence the amount of solar energy that can reach Earth's surface. The result could be a drop in air temperatures over the entire hemisphere.

Where the surface is covered by lava flows or a thick layer of volcanic ash, existing soils are buried. This causes the soil-forming

Earth as a System

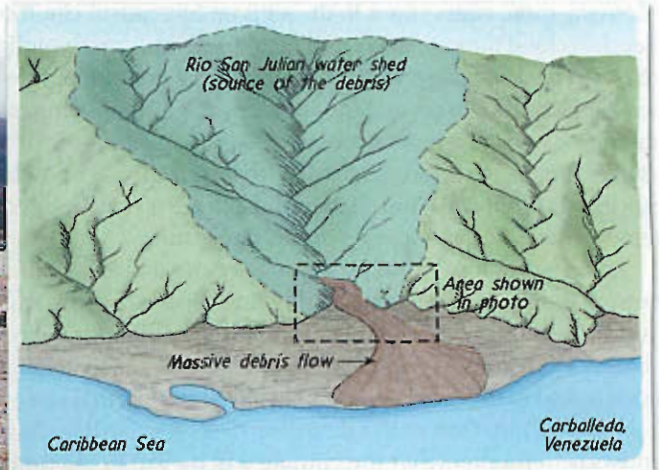
Anyone who studies Earth soon learns that our planet is a dynamic body with many separate but interacting parts or *spheres*. The hydrosphere, atmosphere, biosphere, and geosphere and all of their components can be studied separately. However, the parts are not isolated. Each is related in some way to the others to produce a complex and continuously interacting whole that we call the *Earth system*.

Earth System Science

A simple example of the interactions among different parts of the Earth system occurs every winter as moisture evaporates from the Pacific Ocean and subsequently falls as rain in the hills of southern California, triggering destructive landslides. A case study in Chapter 4 (p. 106) explores such an event. The processes that move water from the hydrosphere to the atmosphere and then to the solid Earth have a profound impact on the plants and animals (including humans) that inhabit the affected regions. **Figure 1.20** provides another example.

Scientists have recognized that in order to more fully understand our planet they must learn how its individual components (land, water, air, and life-forms) are interconnected. This endeavor, called **Earth system science**, aims to study Earth as a *system* composed of numerous interacting parts, or *subsystems*. Rather than looking through the limited lens of only one of the traditional sciences—geology, atmospheric science, chemistry, biology, and so on—Earth system science attempts to integrate the knowledge of several academic fields. Using this interdisciplinary approach, we hope to achieve the level of understanding necessary to comprehend and solve many of our global environmental problems.

FIGURE 1.20 This image provides an example of interactions among different parts of the Earth system. Aerial view of Caraballeda, Venezuela, covered by material from a massive debris flow (popularly called a mud slide in the press). In December 1999, extraordinary rains triggered this debris flow and thousands of others along this mountainous coastal zone. Caraballeda was located at the mouth of a steep canyon. An estimated 19,000 lives were lost. (Photo by Kimberly White/Reuters/CORBIS/Bettmann)



Geologist's Sketch

Students Sometimes Ask ...

How do we know about the internal structure of Earth?

You might suspect that the internal structure of Earth has been sampled directly.

However, humans have never penetrated beneath the crust!

The internal structure of Earth is determined by using indirect observations. Every time there is an earthquake, waves of energy (called *seismic waves*)

penetrate Earth's interior. Seismic waves change their speed and are bent and reflected as they move through zones having different properties. An extensive series of monitoring stations around the world detects and records this energy. The data are analyzed and used to work out the structure of Earth's interior.

What Is a System? Most of us hear and use the term *system* frequently. We may service our car's cooling *system*, make use of the city's transportation *system*, and participate in the political *system*. A news report might inform us of an approaching weather *system*. Furthermore, we know that Earth is just a small part of a larger system known as the *solar system*, which in turn is a *subsystem* of the even larger system called the Milky Way Galaxy.

Loosely defined, a **system** can be any size group of interacting parts that form a complex whole. Most natural systems are driven by sources of energy that move matter and/or energy from one place to another. A simple analogy is a car's cooling system, which contains liquid (usually water and antifreeze) that is driven from the engine to the radiator and back again. The role of this system is to transfer heat generated by combustion in the

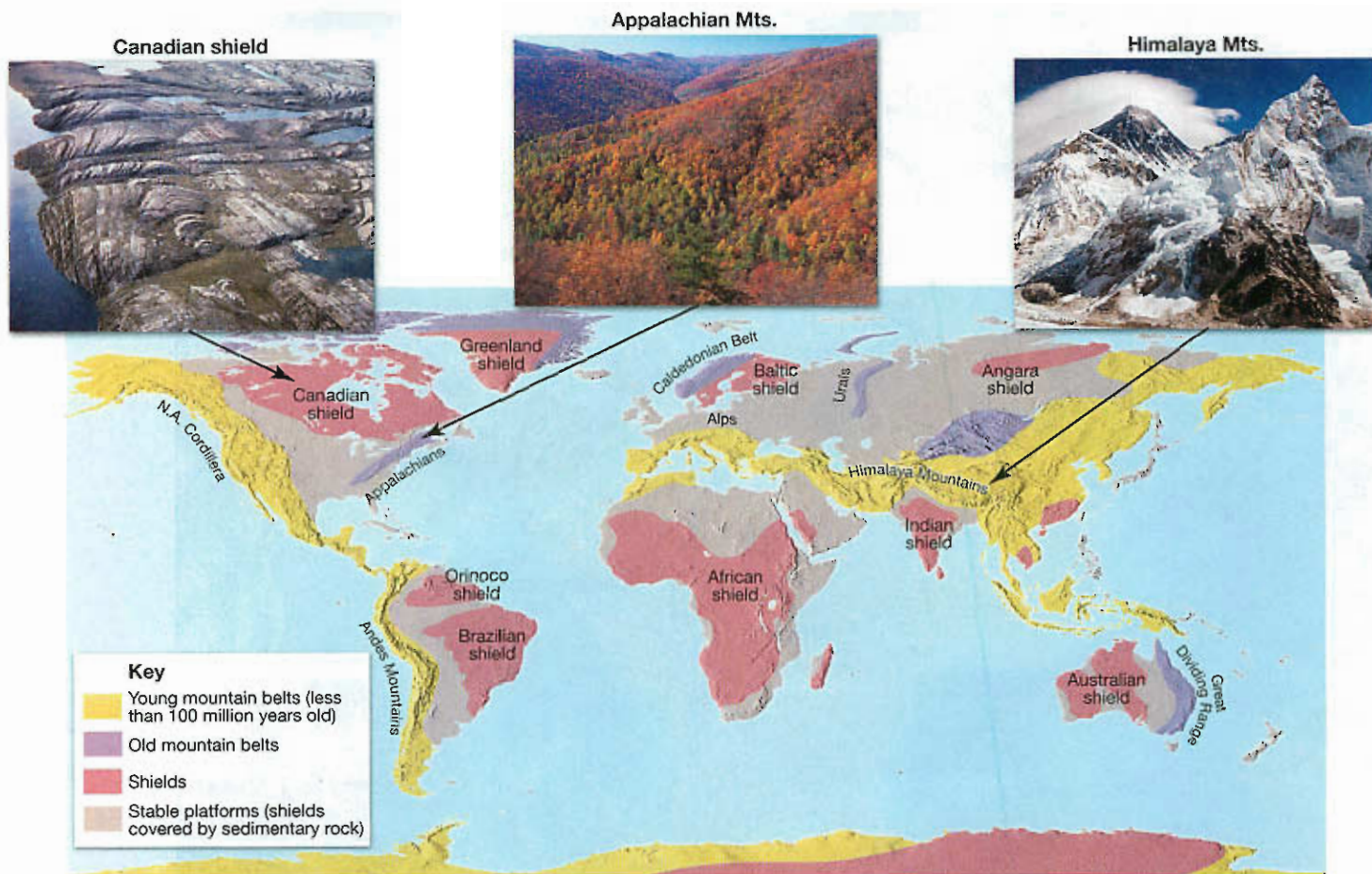


FIGURE 1.19 This map shows the distribution of Earth's mountain belts, stable platforms, and shields. (Photo by Robert Hildebrand [left]; CORBIS [middle]; Image Source Pink/Alamy [right])

floor also contains extremely deep depressions that are occasionally more than 11,000 meters (36,000 feet) deep. Although these **deep-ocean trenches** are relatively narrow and represent only a small fraction of the ocean floor, they are nevertheless very significant features. Some trenches are located adjacent to young mountains that flank the continents. For example, in Figure 1.18 the Peru–Chile trench off the west coast of South America parallels the Andes Mountains. Other trenches parallel linear island chains called *volcanic island arcs*.

Dotting the ocean floor are submerged volcanic structures called **seamounts**, which sometimes form long narrow chains. Volcanic activity has also produced several large *lava plateaus*, such as the Ontong Java Plateau located northeast of New Guinea. In addition, some submerged plateaus are composed of continental-type crust. Examples include the Campbell Plateau southeast of New Zealand and the Seychelles Bank northeast of Madagascar.

Oceanic Ridges The most prominent feature on the ocean floor is the **oceanic** or **mid-ocean ridge**. As shown in Figure 1.18, the Mid-Atlantic Ridge and the East Pacific Rise are parts of this system. This broad elevated feature forms a continuous belt that winds for more than 70,000 kilometers (43,000 miles) around the globe in a manner similar to the seam of a baseball. Rather than

consisting of highly deformed rock, such as most of the mountains on the continents, the oceanic ridge system consists of layer upon layer of igneous rock that has been fractured and uplifted.

Understanding the topographic features that comprise the face of Earth is critical to our understanding of the mechanisms that have shaped our planet. What is the significance of the enormous ridge system that extends through all the world's oceans? What is the connection, if any, between young, active mountain belts and deep-ocean trenches? What forces crumple rocks to produce majestic mountain ranges? These are questions that are addressed in some of the coming chapters as we investigate the dynamic processes that shaped our planet in the geologic past and will continue to shape it in the future.

CONCEPT CHECK 1.8

- 1 Describe the general distribution of Earth's youngest mountains.
- 2 What is the difference between shields and stable platforms?
- 3 What are the three major regions of the ocean floor and some features associated with each region?

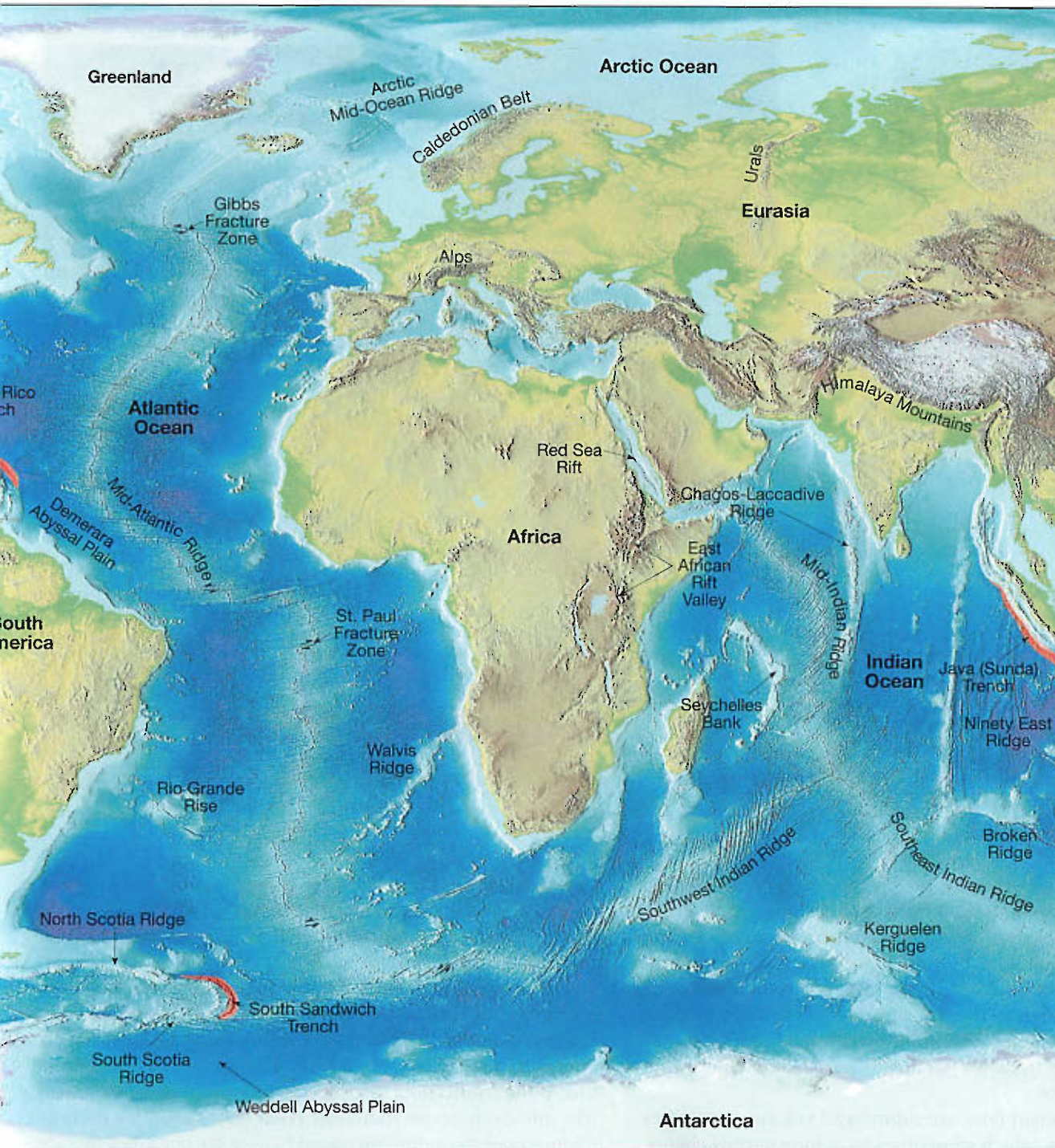


FIGURE 1.18 Continued

the United States but relatively narrow along the Pacific margin of the continent.

The boundary between the continents and the deep-ocean basins lies along the **continental slope**, which is a relatively steep dropoff that extends from the outer edge of the continental shelf to the floor of the deep ocean (Figure 1.18). Using this as the dividing line, we find that about 60 percent of Earth's surface is represented by ocean basins and the remaining 40 percent by continents.

In regions where trenches do not exist, the steep continental slope merges into a more gradual incline known as the **continental rise**. The continental rise consists of a thick accumulation of sediments that moved downslope from the continental shelf to the deep-ocean floor.

Deep-Ocean Basins Between the continental margins and oceanic ridges lie the **deep-ocean basins**. Parts of these regions consist of incredibly flat features called **abyssal plains**. The ocean

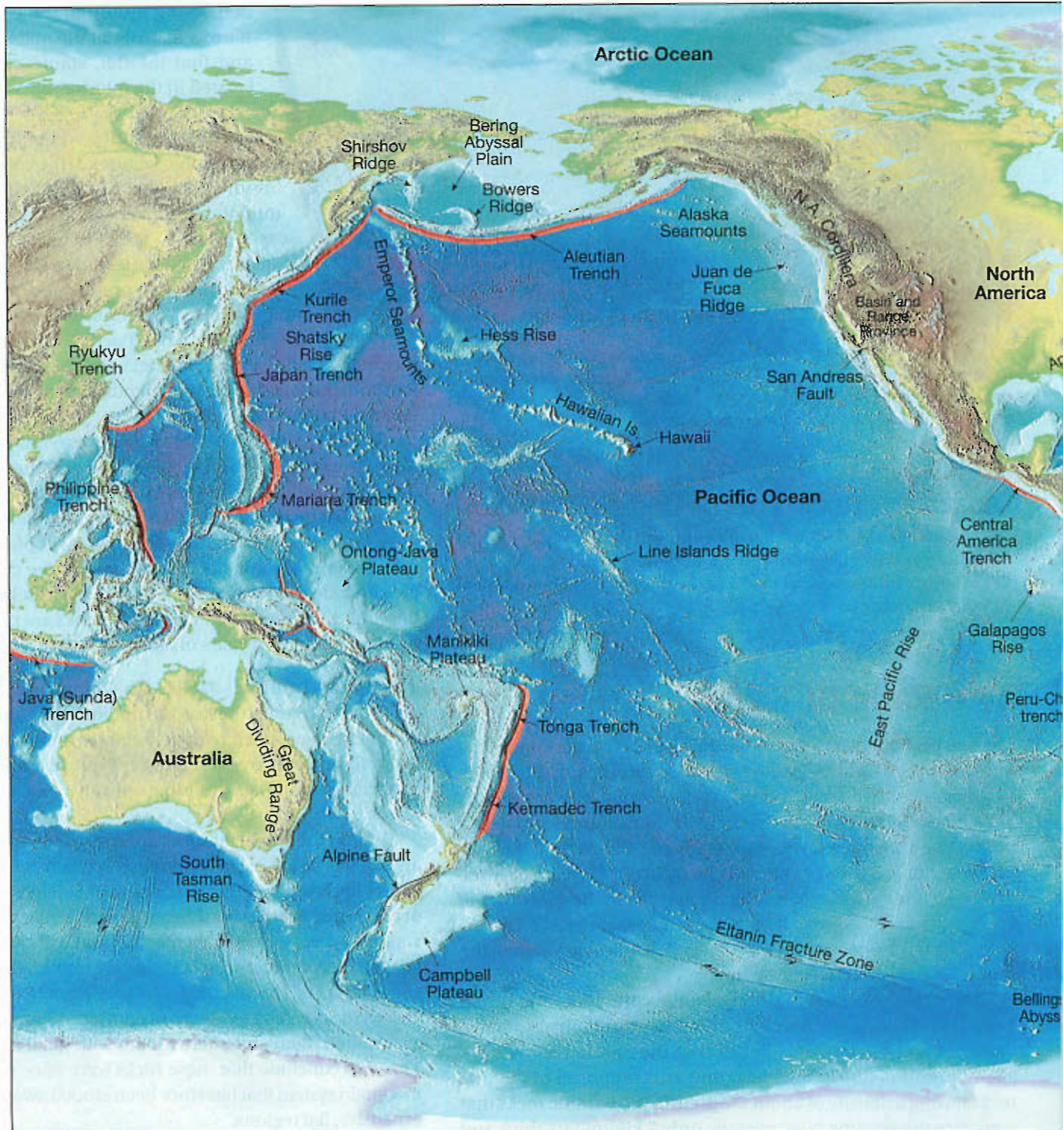


FIGURE 1.18 Major surface features of the geosphere.

flat plains. In fact, the scenery would be nearly as diverse as that on the continents (Figure 1.18).

During the past 70 years, oceanographers using modern depth-sounding equipment have gradually mapped significant portions of the ocean floor. From these studies they have defined three major regions: *continental margins*, *deep-ocean basins*, and *oceanic (mid-ocean) ridges*.

Continental Margins The **continental margin** is that portion of the seafloor adjacent to major landmasses. It may

include the *continental shelf*, the *continental slope*, and the *continental rise*.

Although land and sea meet at the shoreline, this is not the boundary between the continents and the ocean basins. Rather, along most coasts a gently sloping platform of material, called the **continental shelf**, extends seaward from the shore. Because it is underlain by continental crust, it is considered a flooded extension of the continents. A glance at Figure 1.18 shows that the width of the continental shelf is variable. For example, it is broad along the East and Gulf coasts of

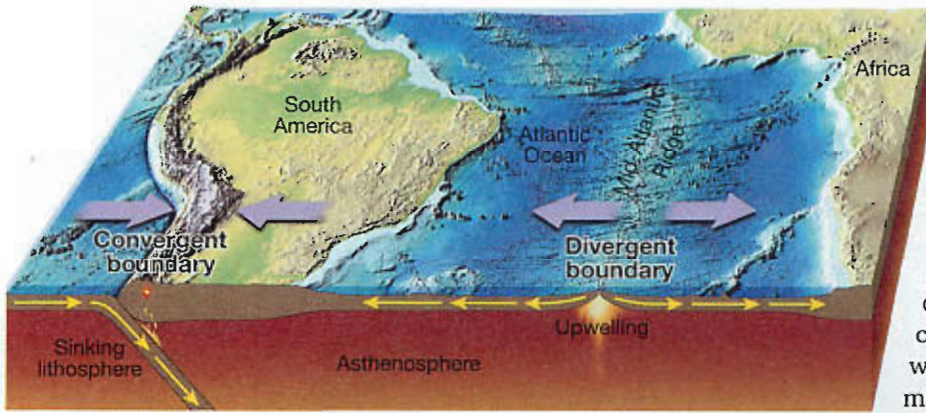


FIGURE 1.17 Convergent boundaries occur where two plates move together, as along the western margin of South America. Divergent boundaries are located where adjacent plates move away from one another. The Mid-Atlantic ridge is such a boundary.

CONCEPT CHECK 1.7

- 1 List and briefly describe Earth's compositional layers.
- 2 Contrast the lithosphere and the asthenosphere.
- 3 What are lithospheric plates? List the three types of boundaries that separate plates.

The Face of Earth

The two principal divisions of Earth's surface are the continents and the ocean basins (Figure 1.18). A significant difference between these two areas is their relative levels. The continents are remarkably flat features that have the appearance of plateaus protruding above sea level. With an average elevation of about 0.8 kilometer (0.5 mile), continents lie relatively close to sea level, except for limited areas of mountainous terrain. By contrast, the average depth of the ocean floor is about 3.8 kilometers (2.4 miles) below sea level, or about 4.5 kilometers (2.8 miles) lower than the average elevation of the continents.

The elevation difference between the continents and ocean basins is primarily the result of differences in their respective densities and thicknesses. Recall that the continents average about 35 kilometers in thickness and are composed of granitic rocks having a density of about 2.7 g/cm^3 . The basaltic rocks that comprise the oceanic crust average only 7 kilometers thick and have an average density of about 3.0 g/cm^3 . Thus, the thicker and less dense continental crust is more buoyant than the oceanic crust. As a result, continental crust floats on top of the deformable rocks of the mantle at a higher level than oceanic crust for the same reason that a large, empty (less dense) cargo ship rides higher than a small, loaded (more dense) one.

Major Features of the Continents

The largest features of the continents can be grouped into two distinct categories: extensive, flat, stable areas that have been eroded nearly to sea level, and uplifted regions of deformed rocks that make up present-day mountain belts. Notice in Figure 1.19

that young mountain belts tend to be long, narrow features at the margins of continents, and that the flat, stable areas are typically located in the interior of continents.

Mountain Belts The most prominent topographic features of the continents are linear mountain belts. Although the distribution of mountains appears to be random, this is not the case. When the youngest mountains are considered (those less than 100 million years old), we find that they are located principally in two major zones. The circum-Pacific belt (the region surrounding the Pacific Ocean) includes the mountains of the western Americas and continues into the western Pacific in the form of volcanic islands such as the Aleutians, Japan, and the Philippines (Figure 1.18).

The other major mountainous belt extends eastward from the Alps through Iran and the Himalayas and then dips southward into Indonesia. Careful examination of mountainous terrains reveals that most are places where thick sequences of rocks have been squeezed and highly deformed, as if placed in a gigantic vise. Older mountains are also found on the continents. Examples include the Appalachians in the eastern United States and the Urals in Russia. Their once lofty peaks are now worn low, the result of millions of years of erosion.

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The Stable Interior Unlike the young mountain belts, which have formed within the last 100 million years, the interiors of the continents have been relatively stable (undisturbed) for the last 600 million years or even longer. Typically, these regions were involved in mountain-building episodes much earlier in Earth's history.

Within the stable interiors are areas known as **shields**, which are expansive, flat regions composed of deformed crystalline rock. Notice in Figure 1.19 that the Canadian Shield is exposed in much of the northeastern part of North America. Age determinations for various shields have shown that they are truly ancient regions. All contain Precambrian-age rocks that are over 1 billion years old, with some samples approaching 4 billion years in age. These oldest-known rocks exhibit evidence of enormous forces that have folded and faulted them and altered them with great heat and pressure. Thus, we conclude that these rocks were once part of an ancient mountain system that has since been eroded away to produce these expansive, flat regions.

Other flat areas of the stable interior exist in which highly deformed rocks, like those found in the shields, are covered by a relatively thin veneer of sedimentary rocks. These areas are called **stable platforms**. The sedimentary rocks in stable platforms are nearly horizontal except where they have been warped to form large basins or domes. In North America a major portion of the stable platform is located between the Canadian Shield and the Rocky Mountains (Figure 1.19).

Major Features of the Ocean Basins

If all water were drained from the ocean basins, a great variety of features would be seen, including linear chains of volcanoes, deep canyons, extensive plateaus, and large expanses of monotonously



FIGURE 1.15 Earth as it looked about 200 million years ago, in the late Triassic period. At this time, the modern continents that we are familiar with were joined to form a supercontinent that we call Pangaea ("all land").

Continental Drift and Plate Tectonics During the past several decades a great deal has been learned about the workings of our dynamic planet. This period has seen an unequalled revolution in our understanding of Earth. The revolution began in the early part of the twentieth century with the radical proposal of *continental drift*—the idea that the continents moved about the face of the planet. This proposal contradicted the established view that the continents and ocean basins are permanent and stationary features on the face of Earth. For that reason, the notion of drifting continents was received with great skepticism and even ridicule. More than 50 years passed before enough data were gathered to transform this controversial hypothesis into a sound theory that wove together the basic processes known to operate on Earth. The theory that finally emerged, called **plate tectonics**, provided geologists with the first comprehensive model of Earth's internal workings.

According to the theory of plate tectonics, Earth's rigid outer shell (*lithosphere*) is broken into numerous slabs called **lithospheric plates**, which are in continual motion. More than a dozen plates exist (Figure 1.16). The largest is the Pacific plate, covering much of the Pacific Ocean basin. Notice that several of the large lithospheric plates include an entire continent plus a large area of the seafloor. Note also that none of the plates are defined entirely by the margins of a continent.

Plate Motion Driven by the unequal distribution of heat within our planet, lithospheric plates move relative to each other at a very slow but continuous rate that averages about 5 centimeters (2 inches) per year—about as fast as your fingernails grow. Because plates move as coherent units relative to all other plates, they

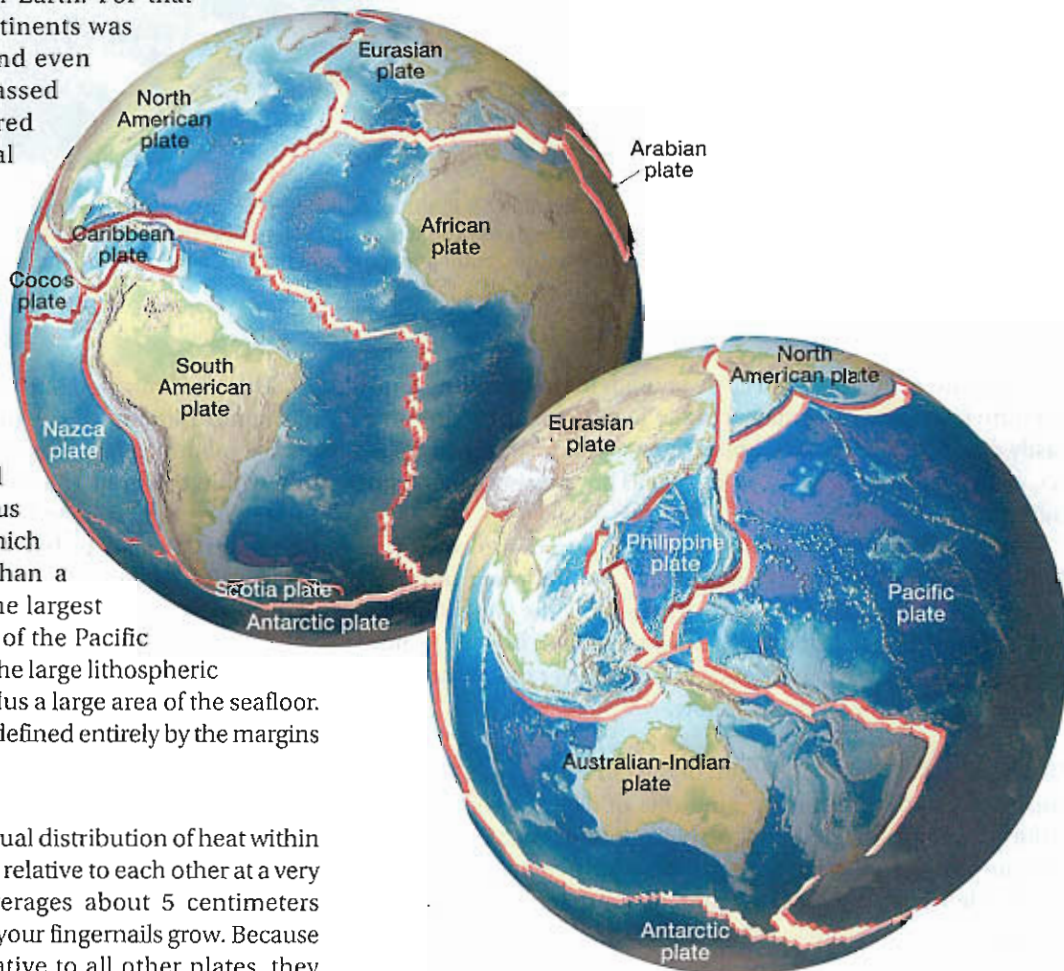
interact along their margins. Where two plates move together, called a *convergent boundary*, one of the plates plunges beneath the other and descends into the mantle (Figure 1.17). It is only those lithospheric plates that are capped with relatively dense oceanic crust that sink into the mantle.

Any portion of a plate that is capped by continental crust is too buoyant to be carried into the mantle. As a result, when two plates carrying continental crust converge, a collision of the two continental margins occurs. The result is the formation of a major mountain belt, as exemplified by the Himalayas.

Divergent boundaries are located where plates pull apart (Figure 1.17). Here the fractures created as the plates separate are filled with molten rock that wells up from the mantle. This hot material slowly cools to form solid rock, producing new slivers of seafloor. This process occurs along oceanic ridges where, over spans of millions of years, hundreds of thousands of square kilometers of new seafloor have been generated (Figure 1.17). Thus, while new seafloor is constantly being added at the oceanic ridges, equal amounts are returned to the mantle along boundaries where two plates converge.

At other sites, plates do not push together or pull apart. Instead, they slide past one another, so that seafloor is neither created nor destroyed. These zones are called *transform fault boundaries*.

FIGURE 1.16 Illustration showing some of Earth's lithospheric plates.



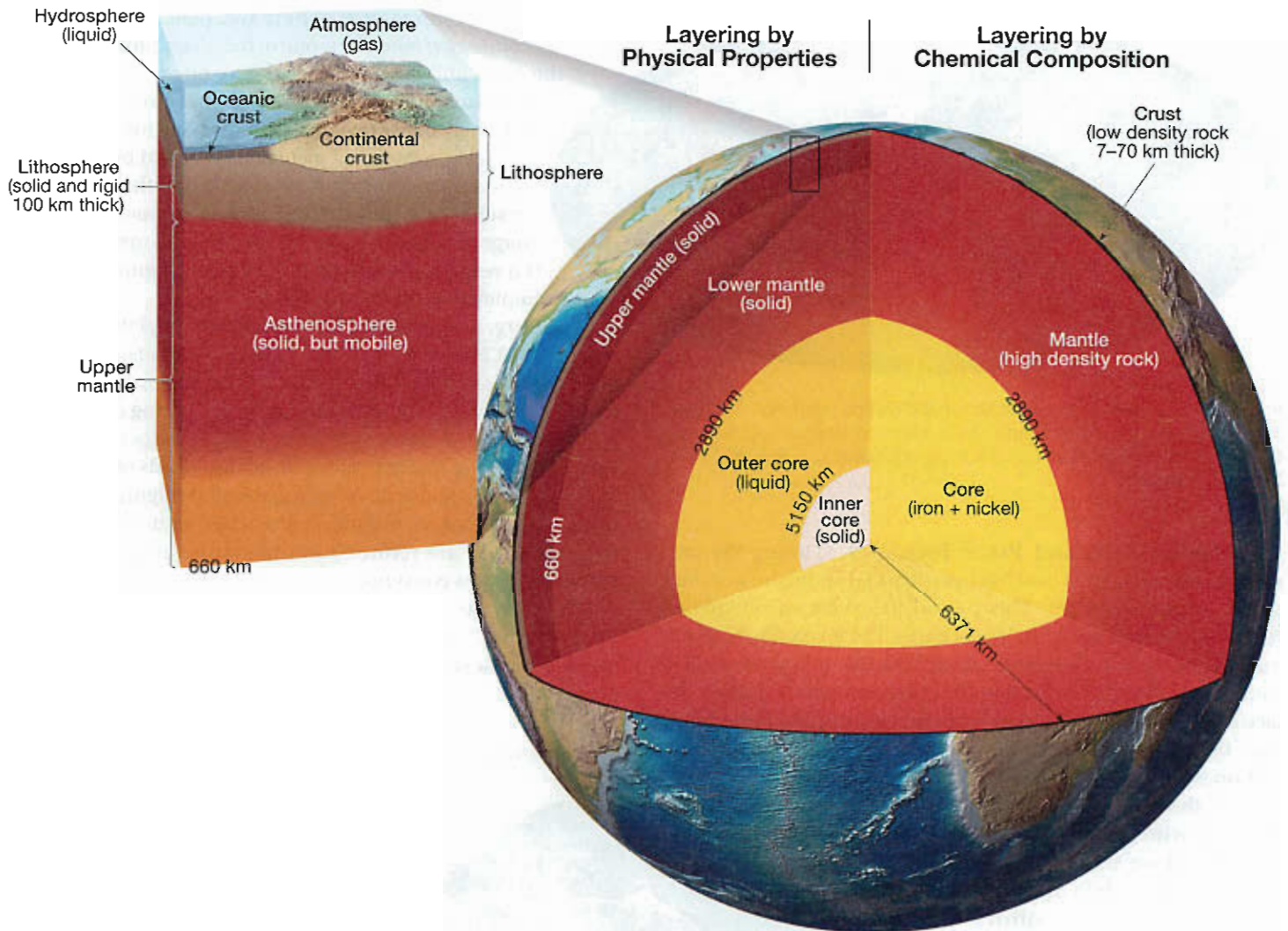


FIGURE 1.14 The right side of the globe shows that Earth's interior is divided into three different layers based on compositional differences—the crust, mantle, and core. The left side of the globe shows the five main layers of Earth's interior based on physical properties and mechanical strength—the lithosphere, asthenosphere, lower mantle, outer core, and inner core. The block diagram on the left shows an enlarged view of the upper portion of Earth's interior.

asthenosphere, the rocks are close enough to their melting temperature (some melting may actually occur) that they are very easily deformed. Thus, the uppermost asthenosphere is weak because it is near its melting point, just as hot wax is weaker than cold wax.

From a depth of 660 kilometers to the top of the core, at a depth of 2,900 kilometers (1,800 miles), is the **lower mantle**. Because of an increase in pressure (caused by the weight of the rock above) the mantle gradually strengthens with depth. Despite their strength, however, the rocks within the lower mantle are very hot and capable of very gradual flow.

Earth's Core The composition of the **core** is thought to be an iron-nickel alloy with minor amounts of oxygen, silicon, and sulfur—elements that readily form compounds with iron. At the extreme pressure found in the core, this iron-rich material has an average density of nearly 11 g/cm^3 and approaches 14 times the density of water at Earth's center.

The core is divided into two regions that exhibit very different mechanical strengths. The **outer core** is a *liquid layer* 2,260 kilometers (about 1,400 miles) thick. It is the movement of metallic iron within this zone that generates Earth's magnetic field. The **inner core** is a sphere having a radius of 1,216 kilometers (754 miles). Despite its higher temperature, the iron in the inner core is *solid* due to the immense pressures that exist in the center of the planet.

The Mobile Geosphere

Earth is a dynamic planet! If we could go back in time a few hundred million years, we would find the face of our planet dramatically different from what we see today. There would be no Mount St. Helens, Rocky Mountains, or Gulf of Mexico. Moreover, we would find continents having different sizes and shapes and located in different positions than today's landmasses (**Figure 1.15**).

of the planet, a depth of 6,400 kilometers, making it by far the largest of Earth's four spheres. Much of our study of the solid Earth focuses on the more accessible surface features. Fortunately, many of these features represent the outward expressions of the dynamic behavior of Earth's interior. By examining the most prominent surface features and their global extent, we can obtain clues to the dynamic processes that have shaped our planet. A first look at the structure of Earth's interior and at the major surface features of the geosphere comes in the next section of this chapter.

Soil, the thin veneer of material at Earth's surface that supports the growth of plants, may be thought of as part of all four spheres. The solid portion is a mixture of weathered rock debris (geosphere) and organic matter from decayed plant and animal life (biosphere). The decomposed and disintegrated rock debris is the product of weathering processes that require air (atmosphere) and water (hydrosphere). Air and water also occupy the open spaces between the solid particles.

CONCEPT CHECK 1.6

- 1 Compare the height of the atmosphere to the thickness of the geosphere.
- 2 How much of the Earth's surface do oceans cover?
- 3 How much of the planet's total water supply do oceans represent?
- 4 List and briefly define the four "spheres" that constitute our environment.

A Closer Look at the Geosphere

In this section we make a preliminary examination of the solid Earth. You will become more familiar with the internal and external "anatomy" of our planet and begin to understand that the geosphere is truly dynamic. The diagrams should help a great deal as you begin to develop a mental image of the geosphere's internal structure and major surface features, so study the figures carefully. We begin with a look at Earth's interior—its structure and mobility. Then we conduct a brief survey of the surface of the solid Earth. Although portions of the surface, such as mountains and river valleys, are familiar to most of us, those areas that are out of sight on the floor of the ocean are not so familiar.

Earth's Internal Structure

Early in Earth's history the sorting of material by *compositional* (density) differences resulted in the formation of three layers—the crust, mantle, and core (Figure 1.14). In addition to these compositionally distinct layers, Earth is also divided into layers based on *physical properties*. The physical properties that define these zones include whether the layer is solid or liquid and how

weak or strong it is. Knowledge of both types of layers is essential to an understanding of our planet.

Earth's Crust The **crust**, Earth's relatively thin, rocky outer skin, is of two different types—continental crust and oceanic crust. Both share the word "crust," but the similarity ends there. The oceanic crust is roughly 7 kilometers (5 miles) thick and composed of the dark igneous rock *basalt*. By contrast, the continental crust averages about 35 kilometers (22 miles) thick but may exceed 70 kilometers (40 miles) in some mountainous regions such as the Rockies and Himalayas. Unlike the oceanic crust, which has a relatively homogeneous chemical composition, the continental crust consists of many rock types. Although the upper crust has an average composition of a *granitic rock* called *granodiorite*, it varies considerably from place to place.

Continental rocks have an average density of about 2.7 g/cm³, and some have been discovered that are 4 billion years old. The rocks of the oceanic crust are younger (180 million years or less) and denser (about 3.0 g/cm³) than continental rocks.³

Earth's Mantle More than 82 percent of Earth's volume is contained in the **mantle**, a solid, rocky shell that extends to a depth of nearly 2,900 kilometers (1,800 miles). The boundary between the crust and mantle represents a marked change in chemical composition. The dominant rock type in the uppermost mantle is *peridotite*, which is richer in the metals magnesium and iron than the minerals found in either the continental or oceanic crust.

The upper mantle extends from the crust-mantle boundary to a depth of about 660 kilometers (410 miles). The upper mantle can be divided into two different parts. The top portion of the upper mantle is part of the stiff *lithosphere*, and beneath that is the weaker *asthenosphere*.

The **lithosphere** (sphere of rock) consists of the entire crust and uppermost mantle and forms Earth's relatively cool, rigid outer shell. Averaging about 100 kilometers in thickness, the lithosphere is more than 250 kilometers thick below the oldest portions of the continents (Figure 1.14). Beneath this stiff layer to a depth of about 350 kilometers lies a soft, comparatively weak layer known as the **asthenosphere** ("weak sphere"). The top portion of the asthenosphere has a temperature/pressure regime that results in a small amount of melting. Within this very weak zone the lithosphere is mechanically detached from the layer below. The result is that the lithosphere is able to move independently of the asthenosphere, a fact we consider in more detail in Chapter 7.

It is important to emphasize that the strength of various Earth materials is a function of both their composition and of the temperature and pressure of their environment. You should not get the idea that the entire lithosphere behaves like a brittle solid similar to rocks found on the surface. Rather, the rocks of the lithosphere get progressively hotter and weaker (more easily deformed) with increasing depth. At the depth of the uppermost

^{3a}Liquid water has a density of 1 g/cm³; therefore, the density of basalt is three times that of water.

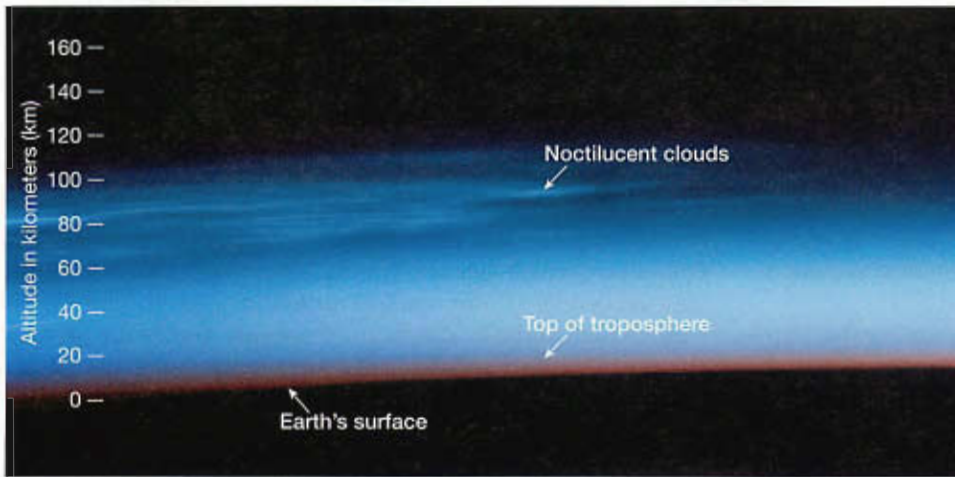


FIGURE 1.12 This unique image of Earth's atmosphere merging with the emptiness of space resembles an abstract painting. It was taken over western China in June 2007 by a Space Shuttle crew member. The thin silvery streaks (called noctilucent clouds) high in the blue area are at a height of about 80 kilometers (50 miles). The atmosphere at this altitude is *very* thin. Air pressure at this height is less than a thousandth of that at sea level. The thin reddish zone in the lower portion of the image is the densest part of the atmosphere. It is here, in a layer called the *troposphere*, that practically all weather and cloud formation occur. Ninety percent of Earth's atmosphere occurs within just 16 kilometers (10 miles) of the surface. (NASA)

distance. However, when compared to the thickness (radius) of the solid Earth (about 6,400 kilometers, or 4,000 miles), the atmosphere is a very shallow layer. One half lies below an altitude of 5.6 kilometers (3.5 miles), and 90 percent occurs within just 16 kilometers (10 miles) of Earth's surface (**Figure 1.12**). Despite its modest dimensions, this thin blanket of air is nevertheless an integral part of the planet. It not only provides the air that we breathe but also acts to protect us from the Sun's dangerous ultraviolet radiation. The energy exchanges that continually occur between the atmosphere and Earth's surface and between the atmosphere and space produce the effects we call *weather* and *climate*.

If, like the Moon, Earth had no atmosphere, our planet would not only be lifeless but also many of the processes and interactions that make the surface such a dynamic place could not operate. Without weathering and erosion, the face of our planet might more closely resemble the lunar surface, which has not changed appreciably in nearly 3 billion years.

Biosphere

The **biosphere** includes all life on Earth. Ocean life is concentrated in the sunlit surface waters of the sea (**Figure 1.13**).

Most life on land is also concentrated near the surface, with tree roots and burrowing animals reaching a few meters underground and flying insects and birds reaching a kilometer or so above Earth. A surprising variety of life-forms are also adapted to extreme environments. For example, on the ocean floor, where pressures are extreme and no light penetrates, there are places where vents spew hot, mineral-rich fluids that support communities of exotic life-forms. On land, some bacteria thrive in rocks as deep as 4 kilometers (2.5 miles) and in boiling hot springs. Moreover, air currents can carry micro-

organisms many kilometers into the atmosphere. But even when we consider these extremes, life still must be thought of as being confined to a narrow band very near Earth's surface.

Plants and animals depend on the physical environment for the basics of life. However, organisms do more than just respond to their physical environment. Through countless interactions, life-forms help maintain and alter their physical environment. Without life, the makeup and nature of the geosphere, hydrosphere, and atmosphere would be very different.

Geosphere

Beneath the atmosphere and the ocean is the solid Earth or **geosphere**. The geosphere extends from the surface to the center

FIGURE 1.13 The hydrosphere contains a significant portion of Earth's biosphere. Modern coral reefs are unique and complex examples and are home to about 25 percent of all marine species. Because of this diversity, they are sometimes referred to as the ocean equivalent of rain forests. (Photo by Darryl Leniuk/age fotostock)





FIGURE 1.10 The shoreline is one obvious meeting place for rock, water, and air. In this scene along the coast of Newfoundland, ocean waves that were created by the force of moving air break against the rocky shore. The force of the water can be powerful, and the erosional work that is accomplished can be great. (Photo by Radius Images/photolibary.com)

It should be emphasized that our environment is highly integrated and is not dominated by rock, water, or air alone. It is instead characterized by continuous interactions as air comes in contact with rock, rock with water, and water with air. Moreover, the biosphere, the totality of life-forms on our planet, extends into each of the three physical realms and is an equally integral part of the planet. Thus, Earth can be thought of as consisting of four major spheres: the hydrosphere, atmosphere, geosphere, and biosphere.

The interactions among the spheres of Earth's environment are incalculable. **Figure 1.10** provides us with one easy-to-visualize example. The shoreline is an obvious meeting place for rock, water, and air. In this scene, ocean waves that were created by the drag of air moving across the water are breaking against the rocky shore. The force of the water can be powerful, and the erosional work that is accomplished can be great.

Hydrosphere

Earth is sometimes called the *blue planet* or, as we saw in Figure 1.9B—“The Blue Marble.” Water more than anything else makes Earth unique. The **hydrosphere** is a dynamic mass of water that is continually on the move, evaporating from the oceans to the atmosphere, precipitating to the land, and running back to the ocean again. The global ocean is certainly the most

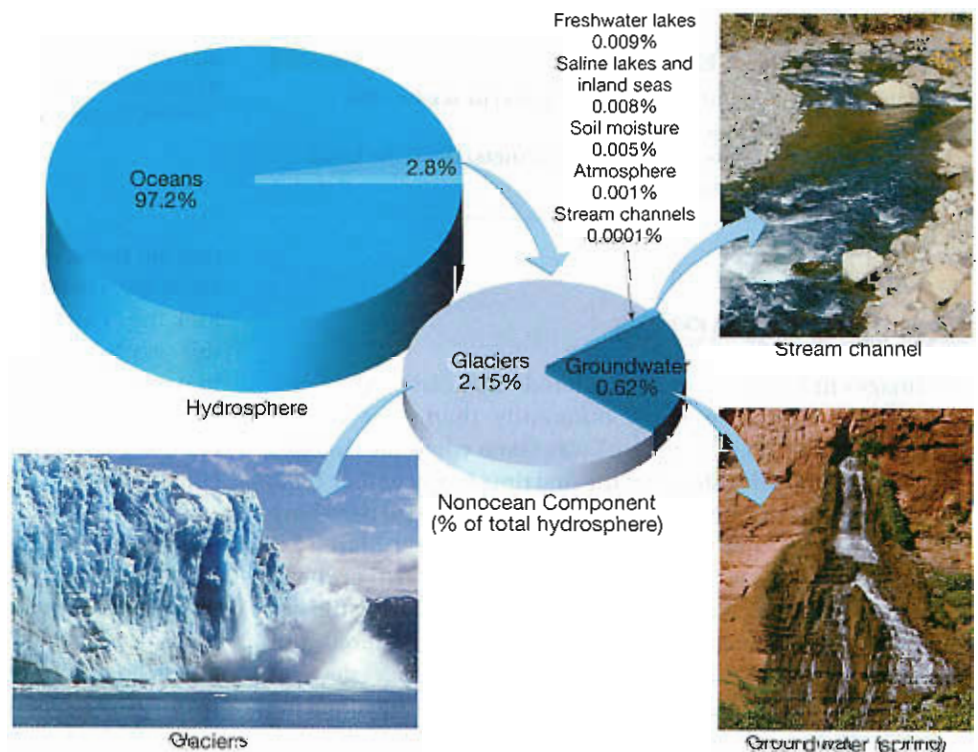
prominent feature of the hydrosphere, blanketing nearly 71 percent of Earth's surface to an average depth of about 3,800 meters (12,500 feet). It accounts for about 97 percent of Earth's water (**Figure 1.11**). However, the hydrosphere also includes the fresh water found in streams, lakes, and glaciers, as well as that found underground.

Although these latter sources constitute just a tiny fraction of the total, they are much more important than their meager percentages indicate. In addition to providing the fresh water that is so vital to life on land, streams, glaciers, and groundwater are responsible for sculpturing and creating many of our planet's varied landforms.

Atmosphere

Earth is surrounded by a life-giving gaseous envelope called the **atmosphere**. When we watch a high-flying jet plane cross the sky, it seems that the atmosphere extends upward for a great

FIGURE 1.11 Distribution of Earth's water. The oceans clearly dominate. When we consider only the nonocean component, ice sheets and glaciers represent nearly 85 percent of Earth's freshwater. Groundwater accounts for just over 14 percent. When only liquid freshwater is considered, the significance of groundwater is obvious. (Glacier photo by Bernhard Edmaier/Photo Researchers, Inc.; stream photo by E. J. Tarbuck; and groundwater photo by Michael Collier)



to decline. The decrease in temperature caused those substances with high melting points to condense into tiny particles that began to coalesce (join together). Materials such as iron and nickel and the elements of which the rock-forming minerals are composed—silicon, calcium, sodium, and so forth—formed metallic and rocky clumps that orbited the Sun (Figure 1.8). Repeated collisions caused these masses to coalesce into larger asteroid-size bodies, called *planetesimals*, which in a few tens of millions of years accreted into the four inner planets we call Mercury, Venus, Earth, and Mars. Not all of these clumps of matter were incorporated into the planetesimals. Those rocky and metallic pieces that remained in orbit are called asteroids and become *meteorites* if they impact Earth's surface.

As more and more material was swept up by these growing planetary bodies, the high-velocity impact of nebular debris caused their temperatures to rise. Because of their relatively high temperatures and weak gravitational fields, the inner planets were unable to accumulate much of the lighter components of the nebular cloud. The lightest of these, hydrogen and helium, were eventually whisked from the inner solar system by the solar winds.

At the same time that the inner planets were forming, the larger, outer planets (Jupiter, Saturn, Uranus, and Neptune), along with their extensive satellite systems, were also developing. Because of low temperatures far from the Sun, the material from which these planets formed contained a high percentage of ices—water, carbon dioxide, ammonia, and methane—as well as rocky and metallic debris. The accumulation of ices accounts in part for the large size and low density of the outer planets. The two most massive planets, Jupiter and Saturn, had a surface gravity sufficient to attract and hold large quantities of even the lightest elements—hydrogen and helium.

CONCEPT CHECK 1.5

- 1 Name and briefly outline the theory that describes the formation of our solar system.
- 2 List the inner planets and the outer planets. Describe basic differences in size and composition.

Earth's Spheres

The images in **Figure 1.9** are considered to be classics because they let humanity see Earth differently than ever before. Figure 1.9A, known as “Earthrise,” was taken when the *Apollo 8* astronauts orbited the Moon for the first time in December 1968. As the spacecraft rounded the Moon, Earth appeared to rise above the lunar surface. Figure 1.9B, referred to as “The Blue Marble,” is perhaps the most widely reproduced image of Earth and was taken in December 1972 by the crew of *Apollo 17* during the last lunar mission. These early views profoundly altered our conceptualizations of Earth and remain powerful images decades after they were first viewed. Seen from space, Earth is breathtaking in its beauty and startling in its solitude. The photos remind us

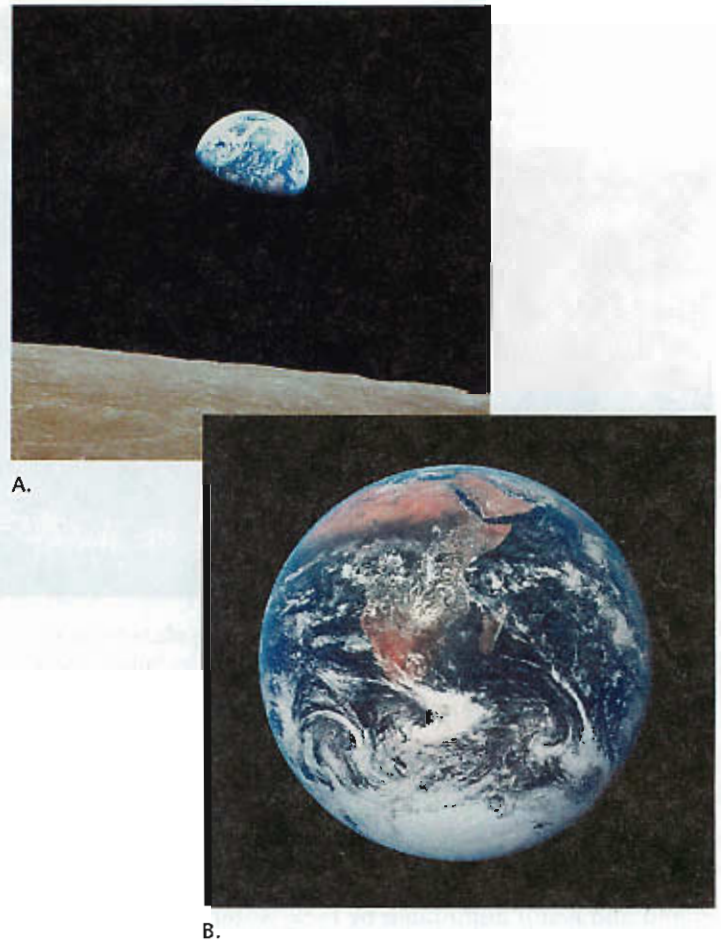


FIGURE 1.9 A. View, called “Earthrise,” that greeted the *Apollo 8* astronauts as their spacecraft emerged from behind the Moon. (NASA Headquarters) B. Africa and Arabia are prominent in this classic image called “The Blue Marble” taken from *Apollo 17*. The tan cloud-free zones over the land coincide with major desert regions. The band of clouds across central Africa is associated with a much wetter climate that in places sustains tropical rain forests. The dark blue of the oceans and the swirling cloud patterns remind us of the importance of the oceans and the atmosphere. Antarctica, a continent covered by glacial ice, is visible at the south pole. (NASA)

that our home is, after all, a planet—small, self-contained, and in some ways even fragile. Bill Anders, the *Apollo 8* astronaut who took the “Earthrise” photo, expressed it this way: “We came all this way to explore the Moon, and the most important thing is that we discovered the Earth.”

As we look closely at our planet from space, it becomes apparent that Earth is much more than rock and soil. In fact, the most conspicuous features in Figure 1.9A are not continents but swirling clouds suspended above the surface of the vast global ocean. These features emphasize the importance of water on our planet.

The closer view of Earth from space shown in Figure 1.9B helps us appreciate why the **physical environment** is traditionally divided into three major spheres: the water portion of our planet, the hydrosphere; Earth’s gaseous envelope, the atmosphere; and, of course, the solid Earth, or geosphere.

According to the *big bang theory*, all of the energy and matter of the universe was compressed into an incomprehensibly hot and dense state. About 13.7 billion years ago, our universe began to expand and cool, causing the first elements that formed (hydrogen and helium) to condense into stars and galaxies. It was in the Milky Way Galaxy 9 billion years later that planet Earth and the rest of our solar system took form.

Earth is one of eight planets that, along with more than 160 moons and numerous smaller bodies, revolve around the Sun. The orderly nature of our solar system leads most researchers to conclude that Earth and the other planets formed at essentially the same time and from the same primordial material as the Sun. The **nebular theory** states that the bodies of our solar system evolved from an enormous rotating cloud called the *solar nebula* (Figure 1.8). Besides the hydrogen and helium atoms generated during the Big Bang, the solar nebula consisted of microscopic dust grains and the ejected matter of long-dead stars. (Nuclear fusion in stars converts hydrogen and helium into the other elements found in the universe.)

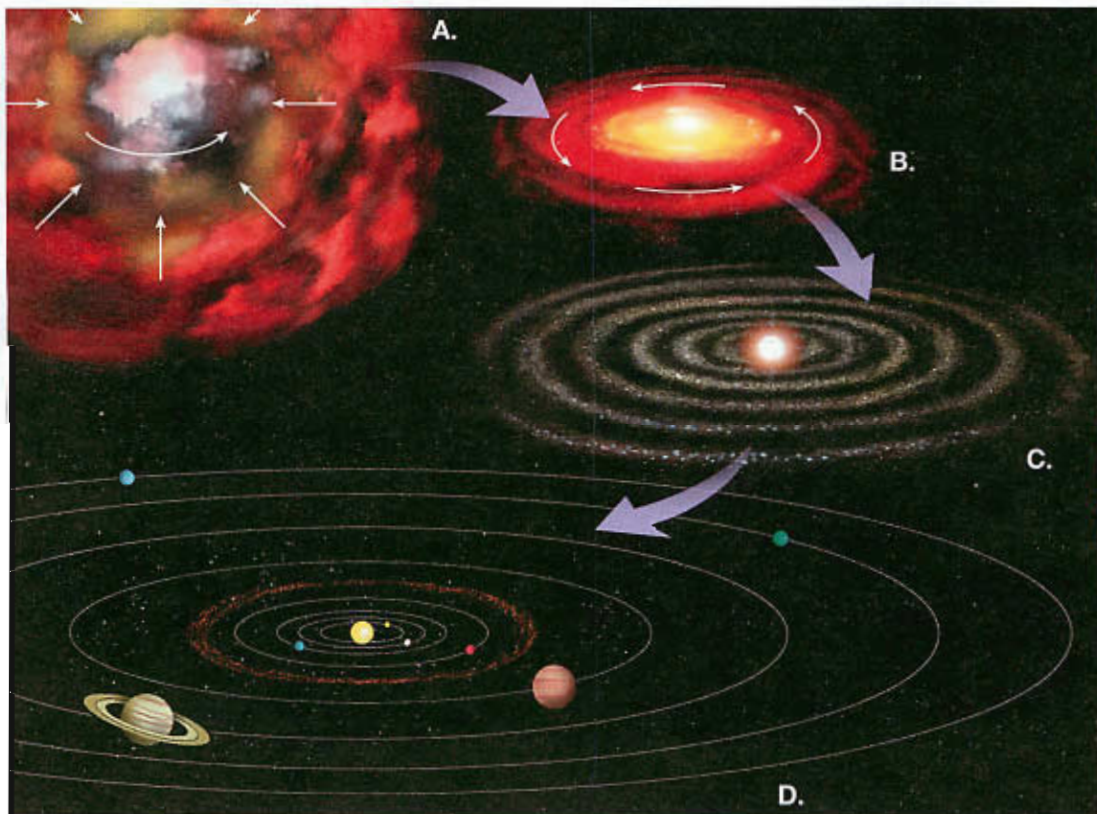
Nearly 5 billion years ago this huge cloud of gases and minute grains of heavier elements began to slowly contract due to the gravitational interactions among its particles (Figure 1.8). Some external influence, such as a shock wave traveling from a catastrophic explosion (*supernova*), may have triggered the collapse. As this slowly spiraling nebula contracted, it rotated faster

and faster for the same reason ice skaters do when they draw their arms toward their bodies. Eventually the inward pull of gravity came into balance with the outward force caused by the rotational motion of the nebula (Figure 1.8). By this time the once vast cloud had assumed a flat disk shape with a large concentration of material at its center called the *protosun* (pre-Sun). (Astronomers are fairly confident that the nebular cloud formed a disk because similar structures have been detected around other stars.)

During the collapse, gravitational energy was converted to thermal energy (heat), causing the temperature of the inner portion of the nebula to dramatically rise. At these high temperatures, the dust grains broke up into molecules and extremely energetic atomic particles. However, at distances beyond the orbit of Mars, the temperatures probably remained quite low. At -200°C , the tiny particles in the outer portion of the nebula were likely covered with a thick layer of ices made of frozen water, carbon dioxide, ammonia, and methane. (Some of this material still resides in the outermost reaches of the solar system in a region called the *Oort cloud*.) The disk-shaped cloud also contained appreciable amounts of the lighter gases hydrogen and helium.

The formation of the Sun marked the end of the period of contraction and thus the end of gravitational heating. Temperatures in the region where the inner planets now reside began

FIGURE 1.8 Formation of the solar system according to the nebular theory. **A.** The birth of our solar system, which began as a cloud of dust and gas called a nebula, started to gravitationally collapse. **B.** The nebula contracted into a rotating disk that was heated by the conversion of gravitational energy into thermal energy. **C.** Cooling of the nebular cloud caused rocky and metallic material to condense into tiny solid particles. **D.** Repeated collisions caused the dust-size particles to gradually coalesce into asteroid-size bodies. Within a few million years these bodies accreted into the planets.



Students Sometimes Ask...

In class you compared a hypothesis to a theory. How is each one different from a scientific law?

A *scientific law* is a basic principle that describes a particular behavior of nature that is generally narrow in scope and can be stated briefly—often as a simple mathematical equation. Because scientific laws have been shown time and time again to be consistent with observations and measurements, they are rarely discarded. Laws may,

however, require modifications to fit new findings. For example, Newton's laws of motion are still useful for everyday applications (NASA uses them to calculate satellite trajectories), but they do not work at velocities approaching the speed of light. For these circumstances, they have been supplanted by Einstein's theory of relativity.

An appreciation for the magnitude of geologic time is important in the study of our planet because many processes are so gradual that vast spans of time are needed before significant changes occur.

How long is 4.6 billion years? If you were to begin counting at the rate of one number per second and continued 24 hours a day, seven days a week and never stopped, it would take about two lifetimes (150 years) to reach 4.6 billion!

Over the past 200 years or so, Earth scientists have developed the **geologic time scale** of Earth history. It divides the 4.6-billion-year history of Earth into many different units and provides a meaningful time frame within which the events of the geologic past are arranged (Figure 1.7). The principles used to develop the geologic time scale are examined at some length in Chapter 11.

CONCEPT CHECK 1.4

- 1 List two examples of size/space scales in Earth science that are at opposite ends of the spectrum.
- 2 How old is Earth?

Students Sometimes Ask...

I've heard scientists use the term "light-year" when discussing astronomy. What is a "light-year"?

At first you might think that a light-year is some sort of time measurement. But, actually, the light-year is a unit for measuring distances to the stars. Such distances are so large that

familiar units such as kilometers or miles are too cumbersome to use. A light-year is the distance light travels in one Earth year—about 9.5 trillion kilometers (5.8 trillion miles).

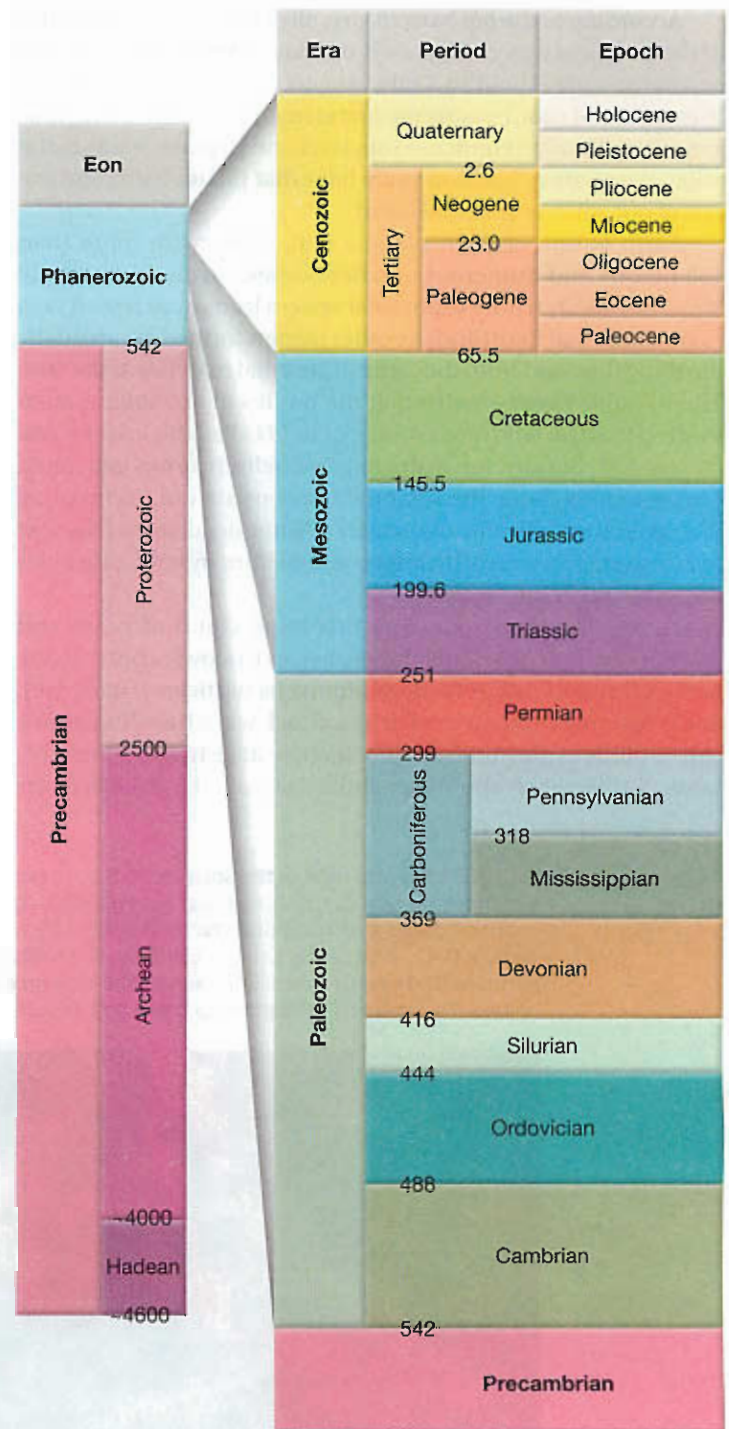


FIGURE 1.7 The geologic time scale divides the vast 4.6-billion-year history of Earth into eons, eras, periods, and epochs. We presently live in the Holocene epoch of the Quaternary period. This period is part of the Cenozoic era, which is the latest era of the Phanerozoic eon. There is much more about geologic time in Chapter 11.

Early Evolution of Earth

This section describes the most widely accepted views on the origin of our solar system. The theory summarized here represents the most consistent set of ideas available to explain what we know about our solar system today.

may answer these questions; (4) observations and experiments are developed to test the hypotheses; (5) the hypotheses are accepted, modified, or rejected based on extensive testing; (6) data and results are shared with the scientific community for critique and further testing.

Other scientific discoveries may result from purely theoretical ideas, which stand up to extensive examination. Some researchers use high-speed computers to simulate what is happening in the “real” world. These models are useful when dealing with natural processes that occur on very long time scales or take place in extreme or inaccessible locations. Still other scientific advancements are made when a totally unexpected happening occurs during an experiment. These serendipitous discoveries are more than pure luck, for as Louis Pasteur said, “In the field of observation, chance favors only the prepared mind.”

Scientific knowledge is acquired through several avenues, so it might be best to describe the nature of scientific inquiry as the methods of science rather than the scientific method. In addition, it should always be remembered that even the most compelling scientific theories are still simplified explanations of the natural world.

In this book, you will discover the results of centuries of scientific work. You will see the end product of millions of observations, thousands of hypotheses, and hundreds of theories. We have distilled all of this to give you a “briefing” on Earth science.

But realize that our knowledge of Earth is changing daily, as thousands of scientists worldwide make satellite observations, analyze drill cores from the seafloor, measure earthquakes, develop computer models to predict climate, examine the genetic codes of organisms, and discover new facts about our planet’s long history. This new knowledge often updates hypotheses and theories. Expect to see many new discoveries and changes in scientific thinking in your lifetime.

CONCEPT CHECK 1.3

- 1 How is a scientific hypothesis different from a scientific theory?
- 2 List the basic steps followed in many scientific investigations.

Scales of Space and Time in Earth Science

When we study Earth, we must contend with a broad array of space and time scales (Figure 1.6). Some phenomena are relatively easy for us to imagine, such as the size and duration of an afternoon thunderstorm or the dimensions of a sand dune. Other phenomena are so vast or so small that they are difficult to imagine. The number of stars and distances in our galaxy (and beyond!) or the internal arrangement of atoms in a mineral crystal are examples of such phenomena.

Some of the events we study occur in fractions of a second. Lightning is an example. Other processes extend over spans of tens or hundreds of millions of years. The lofty Himalaya Mountains began forming nearly 50 million years ago, and they continue to develop today.

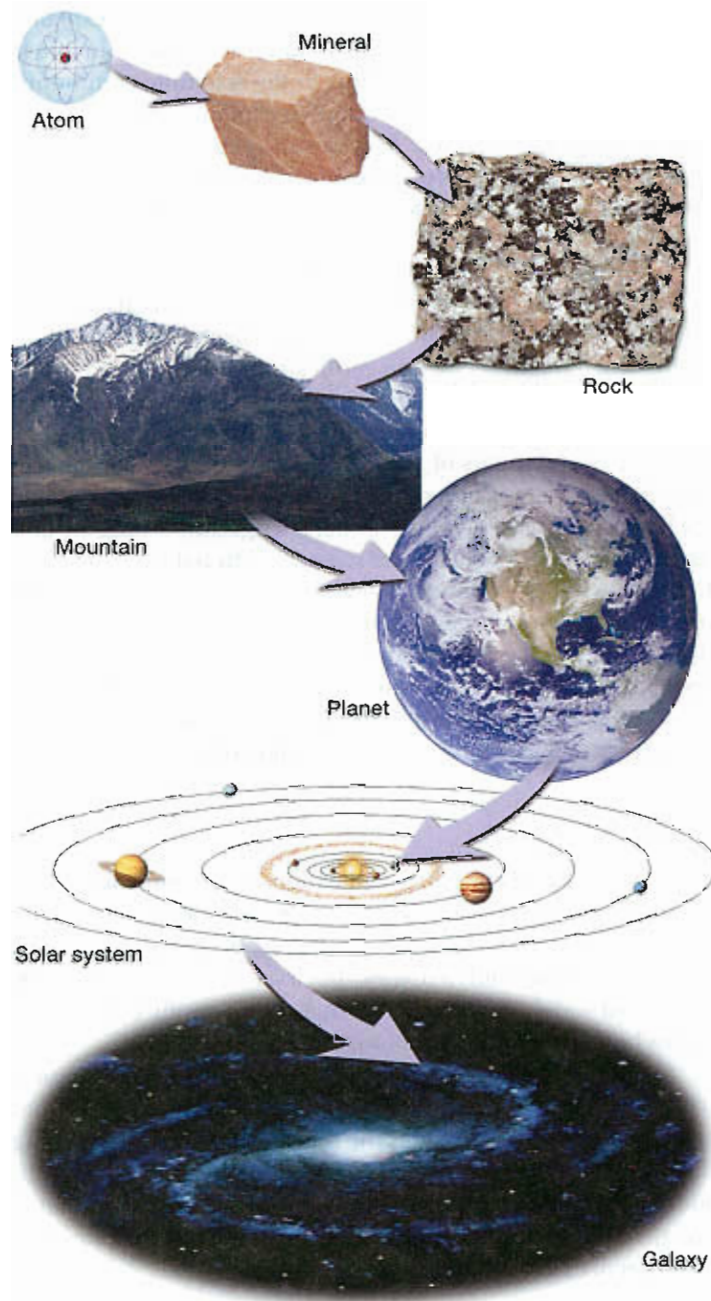


FIGURE 1.6 Earth science involves investigations of phenomena that range in size from atoms to galaxies and beyond.

The concept of geologic time is new to many nonscientists. People are accustomed to dealing with increments of time that are measured in hours, days, weeks, and years. Our history books often examine events over spans of centuries, but even a century is difficult to appreciate fully. For most of us, someone or something that is 90 years old is *very old*, and a 1,000-year-old artifact is *ancient*.

By contrast, those who study Earth science must routinely deal with vast time periods—millions or billions (thousands of millions) of years. When viewed in the context of Earth’s 4.6-billion-year history, an event that occurred 100 million years ago may be characterized as “recent” by a geologist, and a rock sample that has been dated at 10 million years may be called “young.”

investigator can formulate more than one hypothesis to explain a given set of observations. If an individual scientist is unable to devise multiple hypotheses, others in the scientific community will almost always develop alternative explanations. A spirited debate frequently ensues. As a result, extensive research is conducted by proponents of opposing hypotheses, and the results are made available to the wider scientific community in scientific journals.

Before a hypothesis can become an accepted part of scientific knowledge, it must pass objective testing and analysis. If a hypothesis cannot be tested, it is not scientifically useful, no matter how interesting it might seem. The verification process requires that *predictions* be made based on the hypothesis being considered and that the predictions be tested by comparing them against objective observations of nature. Put another way, hypotheses must fit observations other than those used to formulate them in the first place. Those hypotheses that fail rigorous testing are ultimately discarded. The history of science is littered with discarded hypotheses. One of the best known is the Earth-centered model of the universe—a proposal that was supported by the apparent daily motion of the Sun, Moon, and stars around Earth. As the mathematician Jacob Bronowski so ably stated, “Science is a great many things, but in the end they all return to this: Science is the acceptance of what works and the rejection of what does not.”

Theory

When a hypothesis has survived extensive scrutiny and when competing ones have been eliminated, a hypothesis may be elevated to the status of a scientific **theory**. In everyday language we may say, “That’s only a theory.” But a scientific theory is a well-tested and widely accepted view that the scientific community agrees best explains certain observable facts.

Some theories that are extensively documented and extremely well supported are comprehensive in scope. For example, the theory of plate tectonics provides the framework for understanding the origin of mountains, earthquakes, and volcanic activity. In addition, plate tectonics explains the evolution of the continents and the ocean basins through time—ideas that are explored in some detail in later chapters.

Scientific Methods

The process just described, in which researchers gather facts through observations and formulate scientific hypotheses and theories, is called the *scientific method*. Contrary to popular belief, the scientific method is not a standard recipe that scientists apply in a routine manner to unravel the secrets of our natural world. Rather, it is an endeavor that involves creativity and insight. Rutherford and Ahlgren put it this way: “Inventing hypotheses or theories to imagine how the world works and then figuring out how they can be put to the test of reality is as creative as writing poetry, composing music, or designing skyscrapers.”²

There is no fixed path that scientists always follow that leads unerringly to scientific knowledge. Nevertheless, many scientific

investigations involve the following steps: (1) a question is raised about the natural world; (2) scientific data are collected that relate to the question (**Figure 1.5**); (3) questions are posed that relate to the data and one or more working hypotheses are developed that

FIGURE 1.5 Gathering data and making careful observations is a basic part of scientific inquiry. **A.** This Automated Surface Observing System (ASOS) installation is one of nearly 900 in use for data gathering as part of the U.S. primary surface observing network. (Photo by Bobbe Christopherson) **B.** These scientists are working with a sediment core recovered from the ocean floor. Such cores often contain useful data about the geologic past and Earth’s climate history. (Photo by Science Source/Photo Researchers, Inc.)



A.



B.

²F. James Rutherford and Andrew Ahlgren, *Science for All Americans* (New York: Oxford University Press, 1990), p. 7.

Box 1.1

UNDERSTANDING
EARTHStudying Earth
from Space

Scientific facts are gathered in many ways, including laboratory studies and field observations and measurements. Satellite images are another valuable source of data. Such images provide perspectives that are difficult to gain from more traditional sources. Moreover, the high-tech instruments aboard many satellites enable scientists to gather information from remote regions where data are otherwise scarce.

The image in **Figure 1.A** was created using satellite radar data from the Antarctic Mapping Mission. It shows the movement of Antarctica's Lambert Glacier. The smaller glaciers that join Lambert Glacier exhibit low velocities, shown in green, of 100–300 meters (330–980 feet) per year. Most of Lambert Glacier itself moves at rates between 400–800 meters (1,310–2,620 feet) per year. Near its terminus, where the ice spreads out and thins, velocities increase to 1,000–1,200 meters (3,280–3,940 feet) per year. Due to the remoteness and extreme weather conditions associated with this region, only a handful of traditional in-situ

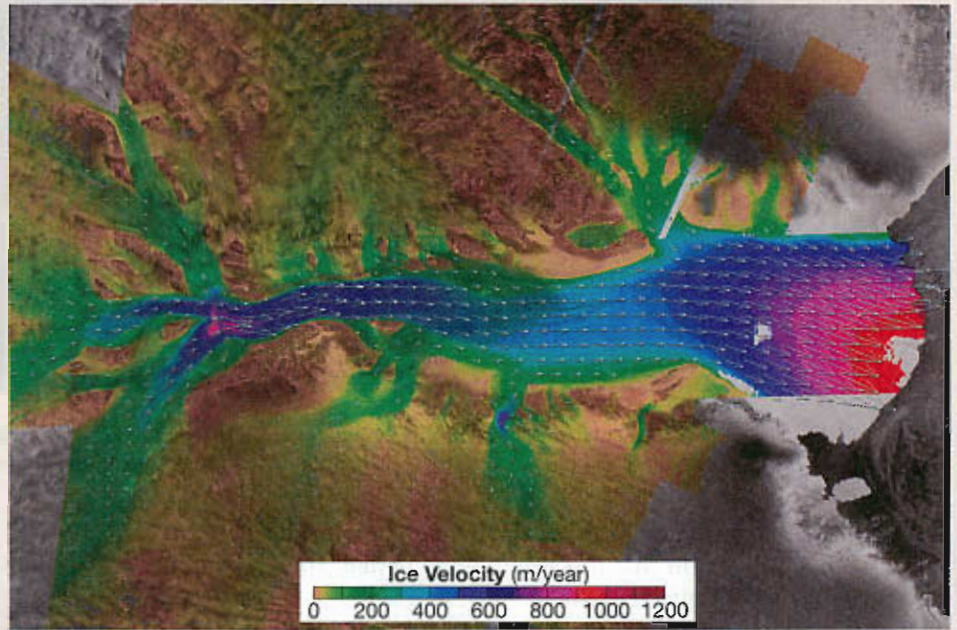


FIGURE 1.A This satellite image provides detailed information about the movement of Antarctica's Lambert Glacier. Such information is basic to understanding changes in the behavior of the glacier over time. The ice velocities are determined from pairs of images obtained 24 days apart, using a technique called radar interferometry. (NASA)

velocity measurements had previously been reported. Now that accurate satellite measurements are available, scientists have a quantitative baseline for future comparisons.

The image in **Figure 1.B** is from NASA's Tropical Rainfall Measuring Mission (TRMM).

TRMM's research satellite was designed to expand our understanding of Earth's hydrologic (water) cycle and its role in our climate system. Instruments aboard the TRMM satellite have greatly expanded our ability to collect precipitation data. In addition to data for land areas, this satellite provides precise measurements of rainfall over the oceans where conventional land-based instruments cannot see. This is especially important because much of Earth's rain falls in ocean-covered tropical areas, and a great deal of the globe's weather-producing energy comes from heat exchanges involved in the rainfall process. Until the TRMM, information on the intensity and amount of rainfall over the tropics was scanty. Such data are crucial to understanding and predicting global climate change.

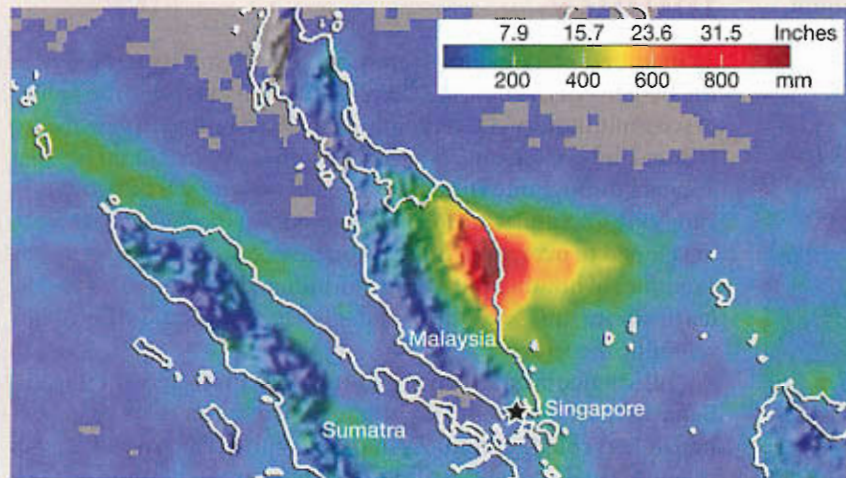


FIGURE 1.B This map of rainfall for December 7–13, 2004, in Malaysia was constructed using TRMM data. Over 800 millimeters (32 inches) of rain fell along the east coast of the peninsula (darkest red area). The extraordinary rains caused extensive flooding and triggered many mudflows. (NASA/TRMM image)

types of facts or data that are collected generally seek to answer a well-defined question about the natural world. How did this mountain range form? How does rainfall vary in this area? Because some error is inevitable, the accuracy of a particular measurement or observation is always open to question. Nevertheless, these data are essential to science and serve as the springboard for the development of scientific theories (Box 1.1).

Hypothesis

Once facts have been gathered and principles have been formulated to describe a natural phenomenon, investigators try to explain how or why things happen in the manner observed. They often do this by constructing a tentative (or untested) explanation, which is called a scientific **hypothesis**. It is best if an



FIGURE 1.3 This composite nighttime image of Earth's city lights shows the geographic distribution of settlements and helps us appreciate the intensity of human presence in many parts of the planet. (NASA)

artificial changes in ways that we can anticipate. Thus, an alteration to the environment that was intended to benefit society often has the opposite effect.

At appropriate places throughout this book, you will have the opportunity to examine different aspects of our relationship with the physical environment. It will be rare to find a chapter that does not address some aspect of natural hazards, environmental issues, or resources. Significant parts of some chapters provide the basic knowledge and principles needed to understand environmental problems. Moreover, a number of the book's special-interest boxes focus on Earth science, people, and the environment by providing case studies or highlighting a topical issue.

CONCEPT CHECK 1.2

- 1 List at least four phenomena that can be regarded as natural hazards.

FIGURE 1.4 Wind energy is considered a *renewable* resource. The use of wind turbines for generating electricity is growing rapidly. These wind turbines are operating near Palm Springs, California. (Photo by John Mead/Science Photo Library/Photo Researchers, Inc.)



Students Sometimes Ask...

What is the current world population and how fast is it growing?

<p>It took until about the year 1800 for the world population to reach 1 billion people. In 1970, the number was about 4 billion. According to the U.S. Census</p>	<p>Bureau, the world population in mid-2010 was approaching 6.9 billion people. The planet is currently adding people at a rate exceeding 75 million per year.</p>
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The Nature of Scientific Inquiry

As members of a modern society, we are constantly reminded of the benefits derived from science. But what exactly is the nature of scientific inquiry? Developing an understanding of how science is done and how scientists work is another important theme that appears throughout this book. You will explore the difficulties in gathering data and some of the ingenious methods that have been developed to overcome these difficulties. You will also see many examples of how hypotheses are formulated and tested, as well as learn about the evolution and development of some major scientific theories.

All science is based on the assumption that the natural world behaves in a consistent and predictable manner that is comprehensible through careful, systematic study. The overall goal of science is to discover the underlying patterns in nature and then to use this knowledge to make predictions about what should or should not be expected, given certain facts or circumstances. For example, by knowing how oil deposits form, geologists are able to predict the most favorable sites for exploration and, perhaps as important, how to avoid regions having little or no potential.

The development of new scientific knowledge involves some basic logical processes that are universally accepted. To determine what is occurring in the natural world, scientists collect scientific "facts" through observation and measurement. The

Earth Science, People, and the Environment

The primary focus of this book is to develop an understanding of basic Earth science principles, but along the way we explore numerous important relationships between people and the natural environment. Many of the problems and issues addressed by the Earth sciences are of practical value to people.

Natural hazards are a part of living on Earth. Every day they adversely affect literally millions of people worldwide and are responsible for staggering damages. The chapter opening photo and **Figure 1.2** are two examples. Among the hazardous Earth processes studied by Earth scientists are volcanoes, floods, tsunamis, earthquakes, landslides, and hurricanes. Of course, these hazards are *natural* processes. They become hazards only when people try to live where these processes occur.

According to the United Nations, in 2008, for the first time, more people lived in cities than in rural areas. This global trend toward urbanization concentrates millions of people into megacities, many of which are vulnerable to natural hazards (**Figure 1.3**). Coastal sites are becoming more vulnerable because development often destroys natural defenses such as wetlands and sand dunes. In addition, there is a growing threat associated with

human influences on the Earth system such as sea level rise that is linked to global climate change.¹ Other megacities are exposed to seismic (earthquake) and volcanic hazards where inappropriate land use and poor construction practices, coupled with rapid population growth, are increasing vulnerability.

Resources represent another important focus that is of great practical value to people. They include water and soil, a great variety of metallic and nonmetallic minerals, and energy (**Figure 1.4**). Together they form the very foundation of modern civilization. Earth science deals not only with the formation and occurrence of these vital resources but also with maintaining supplies and with the environmental impact of their extraction and use.

Complicating all environmental issues is rapid world population growth *and* everyone's aspiration to a better standard of living. This means a ballooning demand for resources and a growing pressure for people to dwell in environments having significant natural hazards.

Not only do Earth processes have an impact on people but we humans can dramatically influence Earth processes as well. For example, river flooding is natural, but the magnitude and frequency of flooding can be changed significantly by human activities such as clearing forests, building cities, and constructing dams. Unfortunately, natural systems do not always adjust to

¹The idea of the Earth system is explored later in the chapter. Global climate change and its effects are a focus of Chapter 20.

FIGURE 1.2 Crystal Beach, Texas, on September 16, 2008, three days after Hurricane Ike came ashore. At landfall the storm had sustained winds of 165 kilometers (105 miles) per hour. The extraordinary storm surge caused much of the damage pictured here. (Photo by Earl Nottingham/Associated Press)





FIGURE 1.1 A. This hiker is resting atop the Kaibab Formation, the uppermost layer in the Grand Canyon. Hundreds of millions of years of Earth history is contained in the strata that lay beneath him. This is a view of Cape Royal on the Grand Canyon's North Rim. (Photo by Michael Collier) B. The *Chikyu* (meaning "Earth" in Japanese), the world's most advanced scientific drilling vessel. It can drill as deep as 7,000 meters (nearly 23,000 feet) below the seabed in water as deep as 2,500 meters (8,200 feet). It is part of the Integrated Ocean Drilling Program (IODP). (AP Photo/Itsuo Inouye)

environment. Because we are so closely acquainted with the planet on which we live, it is easy to forget that Earth is just a tiny object in a vast universe. Indeed, Earth is subject to the same physical laws that govern the many other objects populating the great expanses of space. Thus, to understand explanations of our planet's origin, it is useful to learn something about the other members of our solar system. Moreover, it is helpful to view the solar system as a part of the great assemblage of stars that comprise our galaxy, which in turn is but one of many galaxies.

Understanding Earth science is challenging because our planet is a dynamic body with many interacting parts and a complex history. Throughout its long existence, Earth has been changing. In fact, it is changing as you read this page and will continue to do so into the foreseeable future. Sometimes the changes are rapid and violent, as when severe storms, landslides, or volcanic eruptions occur. Just as often, change takes place so gradually that it goes unnoticed during a lifetime. Scales of size and space also vary greatly among the phenomena studied in Earth science.

Earth science is often perceived as science that is performed in the out of doors, and rightly so. A great deal of what Earth scientists study is based on observations and experiments conducted in the field. But Earth science is also conducted in the laboratory, where, for example, the study of various Earth materials provides insights into many basic processes, and the creation of complex computer models allows for the simulation of our planet's complicated climate system. Frequently, Earth scientists require an understanding and application of knowledge and principles from physics, chemistry, and biology. Geology, oceanography, meteorology, and astronomy are sciences that seek to expand our knowledge of the natural world and our place in it.

CONCEPT CHECK 1.1

- 1 List the sciences that make up Earth science.
- 2 Name the two broad subdivisions of geology and distinguish between them.

The spectacular eruption of a volcano, the magnificent scenery of a rocky coast, and the destruction created by a hurricane are all subjects for the Earth scientist. The study of Earth science deals with many fascinating and practical questions about our environment. What forces produce mountains? Why is our daily weather so variable? Is climate really changing? How old is Earth, and how is it related to the other planets in the solar system? What causes ocean tides? What was the Ice Age like? Will there be another? Can a successful well be located at this site?

The subject of this text is *Earth science*. To understand Earth is not an easy task, because our planet is not a static and unchanging mass. Rather, it is a dynamic body with many interacting parts and a long and complex history.

FOCUS ON CONCEPTS

To assist you in learning the important concepts in this chapter, focus on the following questions:

- What are the sciences that collectively make up Earth science?
- What are some examples of interactions between people and the natural environment?
- How is a scientific hypothesis different from a scientific theory?
- How old is Earth?
- How did Earth and other planets in our solar system originate?
- What are Earth's four major "spheres"?
- What are the principal divisions of the solid Earth? What criteria were used to establish these divisions?
- What is the theory of plate tectonics?
- What are the major features of the continents and ocean basins?
- Why should Earth be thought of as a system?

What Is Earth Science?

Earth science is the name for all the sciences that collectively seek to understand Earth and its neighbors in space. It includes geology, oceanography, meteorology, and astronomy. In this book, Units 1–4 focus on the science of **geology**, a word that literally means "study of Earth." Geology is traditionally divided into two broad areas: physical and historical.

Physical geology examines the materials composing Earth and seeks to understand the many processes that operate beneath and upon its surface. Earth is a dynamic, ever-changing planet. Internal forces create earthquakes, build mountains, and produce volcanic structures. At the surface, external processes break rock apart and sculpt a broad array of landforms. The erosional effects of water, wind, and ice result in a great diversity of landscapes. Because rocks and minerals form in response to Earth's internal and external processes, their interpretation is basic to an understanding of our planet.

In contrast to physical geology, the aim of *historical geology* is to understand the origin of Earth and the development of the planet through its 4.6-billion-year history. It strives to establish an orderly chronological arrangement of the multitude of physical and biological changes that have occurred in the geologic past (Figure 1.1A). The study of physical geology logically precedes the study of Earth history because we must

first understand how Earth works before we attempt to unravel its past.

Unit 5, *The Global Ocean*, is devoted to **oceanography**. Oceanography is actually not a separate and distinct science. Rather, it involves the application of all sciences in a comprehensive and interrelated study of the oceans in all their aspects and relationships. Oceanography integrates chemistry, physics, geology, and biology. It includes the study of the composition and movements of seawater, as well as coastal processes, seafloor topography, and marine life (Figure 1.1B).

Unit 6, *Earth's Dynamic Atmosphere*, examines the mixture of gases that is held to the planet by gravity and thins rapidly with altitude. Acted on by the combined effects of Earth's motions and energy from the Sun, the formless and invisible atmosphere reacts by producing an infinite variety of weather, which in turn creates the basic pattern of global climates. **Meteorology** is the study of the atmosphere and the processes that produce weather and climate. Like oceanography, meteorology involves the application of other sciences in an integrated study of the thin layer of air that surrounds Earth.

Unit 7, *Earth's Place in the Universe*, demonstrates that an understanding of Earth requires that we relate our planet to the larger universe. Because Earth is related to all of the other objects in space, the science of **astronomy**—the study of the universe—is very useful in probing the origins of our own

CHAPTER

1 Introduction to Earth Science



Iceland's Eyjafjallajökull volcano erupting on April 17, 2010. The plume of volcanic ash spread over much of Europe and severely disrupted air traffic.

(Photo by Joanna Vestey/CORBIS)