Discover Earth

National Aeronautics and Space Administration
Earth Science Enterprise

Ozone
classroom materials for precollege teachers
Discover Earth is a NASA-sponsored project for teachers of grades 5-12, designed to:

- enhance understanding of the Earth as an integrated system
- enhance the interdisciplinary approach to science instruction, and
- provide classroom materials that focus on those goals.

Discover Earth is conducted by the Institute for Global Environmental Strategies in collaboration with Dr. Eric Barron, Director, Earth System Science Center, The Pennsylvania State University; and Dr. Robert Hudson, Chair, the Department of Meteorology, University of Maryland at College Park.

The enclosed materials:

- represent only part of the Discover Earth materials,
- were developed by classroom teachers who are participating in the Discover Earth project,
- utilize an investigative approach and on-line data, and
- can be effectively adjusted to classrooms with greater/without technology access.

The Discover Earth classroom materials focus on the Earth system and key issues of global climate change including topics such as the greenhouse effect, clouds and Earth’s radiation balance, surface hydrology and land cover, and volcanoes and climate change. All the materials developed to date are available on line at <http://www.strategies.org>

You are encouraged to submit comments and recommendations about these materials to the Discover Earth project manager, contact information is listed below. You are welcome to duplicate all these materials.

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collen_steele@strategies.org

* These materials were developed under NASA Grant NAG5-3889
Ozone: The Earth's Security Blanket

Discover Earth

Authors: Roxanne Hosking, Eastern Connecticut State University, Willimantic, CT
         Gail Shears, Pittsford Middle School, Pittsford, NY

Grade Level: Upper elementary, suggested grades 5-6

Objectives: The student will demonstrate knowledge of:
   • what ozone is,
   • where ozone is found,
   • why it is important to understand ozone,
   • what role humans play in ozone production and depletion,
   • how changes in ozone levels affect us; and
   • managing basic ozone statistical data.

Disciplines:
   Earth science
   health (environmental impact on lifestyle)
   mathematics (unit measurements and graphs)
   social studies (current events and history)
   technology

Key Concepts:
   atom
   "good" and "bad" ozone
   molecule
   ozone
   ozone hole
   stratosphere
   troposphere
   ultraviolet radiation

Enrichment terms:
   Dobson unit
   melanoma
   necrosis

Cognitive Tasks:
   • The students will demonstrate numerous cooperative learning strategies in response to a presentation of basic concepts. These will be implemented by use of transparencies, videos, lithographs, posters, charts, graphs, Internet access, and publications.
   • Ozone will be classified by tropospheric and stratospheric levels.
   • Students will interpret data regarding ozone levels.

Time Requirements: five to eight 40-minute lessons

Data Sources: See list at end of lesson
Prerequisite Skills:  
Internet access  
Knowledge of atoms and molecules  
Knowledge of graphs

Materials:  
Ozone: What is it, and why do we care about it? NASA Facts, NF-198  
Transparencies: 1-9 through 1-21; 2-12 and 2-13 optional

Black light demonstration, lesson 4

- Black light source
- Luminous paint (green or orange will show up well)
- Map of any geographical region (preferably a region you are familiar with such as the US)
- Plastic. Approximately one square yard of translucent or transparent plastic—either a rigid sheet of plastic, or a non-rigid piece of plastic attached to a frame may be used. If using non-rigid plastic, the frame may be as simple as cutting a frame out of poster board. Examples of non-rigid plastic are a shower-curtain liner or paint drop cloth. Translucent plastic will provide greater contrast than will transparent, and consequently more understandable results. Cut a one-inch hole in the center of the plastic.

Background for Teachers:  
“Common Questions about Ozone,” NOAA, 1994  
“Ozone Depletion: The Facts Before the Phaseout,” EPA 3-95

Assessment:  
rubric on page 1-8

Data Sources & Supplemental Materials:  
page 1-6 and 1-7
Procedure:

The following series of lessons focus on cooperative learning. The skills to be mastered are specific and measurable, while allowing latitude for a variety of academic abilities and learning styles.

The lesson plans are media rich. Although the listed resources are excessive for any one lesson, they provide a variety of choices that should be responsive to almost any situation and need. Transparencies can be made from enclosed pages 1-9 through 1-21, and are designed to stimulate discussion and group work.

Recognition and appreciation are extended to Pittsford Central Schools of Pittsford, New York for the *Middle School Problem Solving Rubric*, page 1-8.

**Lesson 1**

- Introduction, transparency 1-9, *Ozone - The Earth's security blanket*
  Class discussion on what this means
- Transparency 1-10, *Ozone definition*
  Also review definitions of atom and molecule
- Transparency 1-11, *Is ozone good or bad?*
  Class cooperative discussion groups; share with the class
- Transparency 1-12, *Earth's atmosphere: a thin shell*
  Introduce layers of the atmosphere, with emphasis on troposphere and stratosphere
- Assign informal home survey on knowledge and opinions of ozone, along with any current events
- Supplemental Media (see, **Data Sources and Supplemental Materials**):
  Ozone/Goddard Space Flight Center/Nimbus-7 Total Ozone Mapping Spectrometer poster
  history chart of ozone on back of poster

**Lesson 2**

- Review *Earth's atmosphere: a thin shell*, 1-12
- Survey students for home questions and current events
- Transparency 1-13, definition of *stratospheric ozone*
- Transparency 1-14, definition of *tropospheric ozone*
  Compare with stratospheric ozone and discuss
- Repeat transparency 1-11, *Is ozone good or bad?*
  cooperative discussion groups
- Video - incorporate choice of films relevant to the instructional group, if possible
- Supplemental Media:
  Transparency 1-15, *Atmospheric model* which shows layers of the Earth's atmosphere
Lesson 3

- Transparency 1-16, *Why is it important to understand ozone?*  
  cooperative discussion groups predict value of ozone knowledge
- Transparency 1-17, *Ozone in the troposphere: bad for breathing*  
  Research and discussion of tropospheric ozone (ground level), the primary component of photochemical smog
- Video "Sunsplash"
- Supplemental Media (see, Data Sources and Supplemental Materials):  
  Earth’s Changing Atmosphere poster  
  Global Sea Surface Temperature lithograph  
  *Ozone highlights*, 1-18  
  World Cloud Cover lithograph

Lesson 4

- Review tropospheric ozone briefly  
- Transparency 1-19, *Ozone in the stratosphere: putting on the sunscreen*  
  Additional transparencies
- Discuss ozone hole - transparency 1-18, *Ozone highlights*; 2-12, *Adaptation strategies*; and 2-13, *Mitigation Strategies* can be used to discuss the ozone hole, and responses; use Ozone/Goddard Space Flight Center/Nimbus-7 Total Ozone Mapping Spectrometer poster (see Data Sources and Supplemental Materials)
- Black light demonstration procedure (see Materials)  
  1. Mount the map on a wall.  
  2. Use the luminous paint to outline the political boundaries, major cities, and other geological landmarks.  
  3. Have two students hold the plastic sheet about one foot in front of the map. Another student will shine the black light on the plastic and map.  
  4. Move the plastic (and consequently the hole) around in front of the map and observe the glow on the map. This indicates how the thinning or depletion of the ozone layer in the atmosphere—the ozone hole—allows ultraviolet rays to reach the surface of Earth.  
  5. Discuss the following.  
     ◊ How does the size of the ozone hole affect the size of the geographical area affected? Enlarge the hole and repeat the black light demonstration to determine.  
     ◊ Does the ozone hole move around the Earth? How could you find out?  
     ◊ Does the ozone hole appear above specific areas of Earth, or is this a random occurrence?  
     ◊ What could be done to replenish the “missing” ozone?
- Enrichment - lesson on Dobson Units,  
  Transparency 1-20, *Measurement of stratospheric ozone*
- Supplemental Media  
  Antarctic Ozone Hole, NASA Lithographs HqL-366, HqL-371  
  Transparency 1-21, *Ozone destruction -- a catalytic process*

Lesson 5

- Review good and bad ozone, troposphere and stratosphere, ozone hole
- Netscape - access NASA on the Internet
- Supplemental Media:  
  See Web Sites under Data Sources and Supplemental Materials
Lesson 6

Teams of 2-4 students will develop a poster, model, mural, project, etc. on ozone using at least three sources. According to the rubric for problem-solving, each team will create a one page explanation of the ozone-related topic they have chosen. Evaluation will be based on problem statement, hypothesis, materials, procedure, data, conclusion, and evaluation on the science standards matrix.

• Assessment
  Discuss the expectations on the problem-solving assignment and relative expectations on the evaluation rubric
• Establish parameters and time frame
Data Sources and Supplemental Materials

All the lithographs, posters and videos listed in this section are NASA products. To obtain NASA materials, contact your regional NASA Teacher Resource Center (list enclosed).

Lithographs:
- Apollo 17 View From Earth: HqL-363
- Global Sea Surface Temperature: HqL-324
- McCandless Flies First “Solo” in Space: HqL-353
- Nimbus-7 TOMS Images: The Eight Marches: HqL-366
- TOMS Ozone - Difference from Climatology: HqL-371
- Total Ozone Mapping Spectrometer/Earth Probe (TOMS/EP-94): HqL-397
- World Cloud Cover Pattern: HqL-326

Posters:
- Ozone/Goddard Space Flight Center/Nimbus-7 Total Ozone Mapping Spectrometer: WAL-144/1-94

Publications:
- "A for Atmospheric Trace Gases," CDIAC Communications, Carbon Dioxide Information Analysis Center World Data Center, Oak Ridge National Laboratory, Spring 1996 Issue No. 22, Carbon Dioxide Information Analysis Center, PO Box 2008, Oak Ridge, TN 37831-6335; (615) 574-3645 (CDIAC User Services)
- Earth Observing System (EOS) Glossary and list of Acronyms/Abbreviations, NASA Goddard Space Flight Center, July 1992
- EPA: Auto Air Conditioners and the Ozone Layer: A Consumer Guide, United States Environmental Protection Agency, Office of Air and Radiation (6205 J), EPA 430-F-94-009, May 1994, (800) 296-1996, Monday-Friday, 10:00 a.m. to 4:00 p.m.
- EPA: Health Effects of Overexposure to the Sun, United States Environmental Protection Agency, Air and Radiation (6205 J), EPA 430-F-95-003, January 1995, (800) 296-1996, Monday-Friday, 10:00 a.m. to 4:00 p.m.
- EPA: Protecting the Ozone Layer: A Check List for Citizen Action, United States Environmental Protection Agency, Office of Air and Radiation (6205 J), EPA 430-F-94-007, April 1994, (800) 296-1996, Monday-Friday, 10:00 a.m. to 4:00 p.m.
- Looking At Earth From Space, Glossary of Terms, EP-302, Mission To Planet Earth, NASA, August 1994
- MacKenzie, James J. and Mohamed T. El-Ashry, Air Pollution's Toll on Forests and Crops, Yale University Press, 1990, pp 8-15 and 297-300 are most helpful
- NASA Earth View, mruzek@usra.edu
• Ozone: What is it, and why do we care about it? NASA Facts - NF-198, Mission to Planet Earth, NASA Goddard Space Flight Center, December 1993
• TRENDS A report available from the Carbon Dioxide Information Analysis Center, PO Box 2008, Oak Ridge, TN 37831-6335; (615) 574-3645 (CDIAC User Services), at no cost.

Videos:

*Note: These videos are not available through NASA CORE, contact your NASA ERC. Length of videos indicated in minutes and seconds.*

NASA “Beyond the Clouds: The Upper Atmosphere” 12:10/NASA

NASA “Evolution of the Ozone Hole as seen by TOMS” 10:00/NASA

NASA “Global Change Dynamics” 7:35/JPL

NASA “Sunsplash” 7:53/NASA

Internet Addresses:


NASA Spacelink: http://spacelink.msfc.nasa.gov

NOAA Climate Prediction Center: http://cops.wwb.noaa.gov/

U.S. Environmental Protection Agency (EPA): http://www.epa.gov

U.S. Global Change Research Information Office: http://www.gcrio.org/
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<th>Standard Criteria</th>
<th>Excellent 4</th>
<th>Good 3</th>
<th>Fair 2</th>
<th>Poor 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Problem</strong></td>
<td>The problem is stated clearly and objectively as a question. It is sufficiently limited in scope.</td>
<td>The problem is stated clearly and objectively as a question, but it is too broad in scope.</td>
<td>The problem is stated in the form of a question but is either not stated objectively or it is too broad in scope.</td>
<td>The problem is not stated clearly and/or objectively. It is not in the form of a question.</td>
</tr>
<tr>
<td><strong>II. Key Cause</strong></td>
<td>A prediction is made in a complete sentence. One variable is directly related to the problem.</td>
<td>A prediction is made but it is too vague.</td>
<td>The key cause is not given as a complete sentence.</td>
<td>The key cause did not relate to the problem.</td>
</tr>
<tr>
<td><strong>III. Method</strong></td>
<td>A plan is presented for a controlled experiment. All steps are included, in order, with enough detail and are in complete sentences. A colored, detailed, labeled story board of 2-6 frames is included.</td>
<td>A plan is given that needs modification. The overall approach to the problem is understood but there are some missing steps or details. Story board is missing some details.</td>
<td>A satisfactory plan is presented but it needs more detail. Some steps are missing or out of order. Not all steps are in complete sentences. Story board is missing some details.</td>
<td>A poor procedure is present. The steps are missing or lack detail. Steps are not written in sentences.</td>
</tr>
<tr>
<td><strong>IV. Materials</strong></td>
<td>All the materials needed for the experiment are accurately listed.</td>
<td>All the materials needed for the experiment are listed but not accurately described.</td>
<td>The list of materials is missing some items.</td>
<td>The list of materials is not given.</td>
</tr>
<tr>
<td><strong>V. Data</strong></td>
<td>Data charts, tables &amp; diagrams (pictures) are included in appropriate, detailed, neat form. Graphs are in good form, neat, and correctly plotted, titled and labeled.</td>
<td>Charts, tables &amp; diagrams (pictures) are included but lack some details. Graphs are basically good but have labeling or plotting mistakes or missing title.</td>
<td>Charts, tables &amp; diagrams (pictures) are incomplete or in poor form. Graphs are included but are poorly labeled, messy or incorrectly plotted or titled.</td>
<td>Appropriate charts, tables &amp; diagrams (pictures) are missing. Graphs are omitted.</td>
</tr>
<tr>
<td><strong>VI. Conclusion</strong></td>
<td>Data results are expressed &amp; some patterns are indicated in a general, well written summary statement. It is correctly indicated as to whether the data supported or refuted a key cause.</td>
<td>Data results are expressed &amp; some patterns are indicated in a general summary statement. Sentence structure needs to be better. It is correctly indicated that the data supported or refuted the key cause; however, some further explanation is needed.</td>
<td>Data results are expressed but no patterns are indicated. Data is too specific, not general enough for a summary. It is indicated incorrectly that the data supported or refuted the key cause.</td>
<td>Data results and patterns are not expressed in a well written, general summary format. It is not indicated whether or not the data supported or refuted the key cause.</td>
</tr>
<tr>
<td><strong>VII. Evaluation</strong></td>
<td>A thorough evaluation is presented in a well written format. All errors are documented &amp; nothing is mistakenly listed as an error.</td>
<td>A fairly complete evaluation is presented in a well written format. Some things listed as errors are not. Sentences may not be complete.</td>
<td>An incomplete evaluation is presented. The evaluation is not written in complete sentences.</td>
<td>There is no written evaluation of the procedure.</td>
</tr>
<tr>
<td><strong>Overall Appearance</strong></td>
<td>The overall appearance is excellent. The entire write-up is neat and orderly. Extra effort is shown in designing and completing the charts, graphs, pictures, and diagrams. Parts of the lab are in the right order.</td>
<td>The overall appearance is good. Most of the write-up is neat &amp; orderly. Color is used on diagrams.</td>
<td>The overall appearance is satisfactory. Some of the write-up is messy. Color is missing. Sections of the lab are in the wrong order.</td>
<td>Poor overall appearance.</td>
</tr>
</tbody>
</table>
ozone

Earth’s security blanket
Ozone is a molecule made up of three atoms of oxygen and serves as the Earth's sunscreen, or protective blanket.
Is ozone good or bad?
Earth’s atmosphere - a thin shell

Temperatures in the thermosphere are higher than those on the ground because of incoming energy from the Sun.

In the stratosphere, the temperature increases with altitude mainly because of ozone, the form of oxygen that absorbs ultraviolet radiation from the Sun.

Ozone concentration decreases in the mesosphere, as does the temperature.

Thunderstorms & hurricanes occur in the troposphere—the region where temperature decreases with altitude.

The atmosphere is divided into regions defined by temperature.

thermosphere: 85 - 140 km
(varies up to 500 km)

mesosphere: 45 - 85 km

stratosphere: 15 - 45 km

troposphere: 0 - 15 km
stratospheric ozone

Ozone in the stratosphere occurs naturally, and provides a protective layer shielding the Earth

1) from ultraviolet radiation and

2) potentially harmful health effects on humans and the environment.
Ozone in the troposphere is a chemical oxidant, or a new, changed form of the original.

It is a major part of smog and greenhouse gases created by humans.
Atmospheric Model

average air temperature at various altitudes/layers of the atmosphere
Why is it important to understand ozone?
Ozone in the troposphere:
bad for breathing.
Ozone Highlights

- rapid increase in CFC use
- ban on CFCs in aerosol cans
- treaty and updates to reduce CFCs
- ozone hole discovered
- projected peak Ci loading
- return to Ci levels of the 1970's?

Dobson network

- TOMS
- SBUV
- UARS
- EOS

Meteor, Earth Probe, and ADEOS TOMS

ADEOS: Advanced Earth Observing System
EOS: Earth Observing System
SBUV: Solar Backscatter Ultraviolet (radiometer)
TOMS: Total Ozone Mapping Spectrometer
UARS: Upper Atmosphere Research Satellite
Ozone in the stratosphere: putting on the sunscreen.
Measurement of Stratospheric Ozone

Measurements from NASA* and NOAA** satellites began in late 1960's and continue today.

Amount and distribution of ozone molecules in stratosphere varies greatly over the globe, changing in response to natural cycles such as seasons, sun cycles, and winds.

Satellite measurements provide simultaneous information about ozone levels over the entire Earth, and continuous information over a long period of time.

Instruments carried on balloons and aircraft flying at altitudes above 10 miles make it possible to measure ozone in situ (in place--where it occurs in the atmosphere).

NASA ER-2 aircraft carry instruments that measure many components of the complex chain of chemical events that control ozone loss.

Instruments on the ground are also used to measure ozone. Dobson units (named for researcher, G. Dobson) are the standard way to express the total amount of ozone in a vertical column of the atmosphere (from the ground to the top of the atmosphere).

Dobson measurements were begun in the 1920's. A world-wide network of regular ozone monitoring has continued since 1957.

* National Aeronautics and Space Administration
** National Oceanic and Atmospheric Administration
CFC (1) molecules in stratosphere are split by ultraviolet radiation and release their chlorine atom--Cl (2).

The Cl atom takes one oxygen atom from the unstable ozone molecule (3) and forms chlorine monoxide (4), leaving an ordinary oxygen molecule (5).

When a free atom of oxygen (6) collides with the chlorine monoxide (7) the two oxygen atoms form a molecule (8) - releasing the chlorine atom (9) to destroy more ozone (10).
The Ozone Problems:
Stratospheric and Tropospheric

Authors: Cecilia M. Fernandez, Gonzaga College High School, Washington, DC
Keith McKain, Milford Senior High School, Milford, DE
Richard Taylan, F.D. Roosevelt High School, Hyde Park, NY

Grade Level: high school

Objectives:
1. To be familiar with the properties of ozone.
2. To understand the difference between “good” and “bad” ozone.
   - the importance of ozone in the stratosphere.
   - the consequences of high ozone levels in the troposphere.
3. To understand the processes that regulate ozone levels in the stratosphere.
   - the concept of ozone depletion.
   - the relationship between CFC’s and ozone.
4. To understand how ozone is produced in the troposphere.
   - analyze weather data and determine which two variables are most important in determining the ozone level in the troposphere.
5. To be familiar with the techniques used to monitor ozone.

Disciplines: biology, chemistry, Earth science, environmental science, mathematics, social science

Key Concepts:
1. Ozone balance in the stratosphere
2. Ozone depletion (the leaky bucket)
3. Ozone level regulating processes
4. Properties of ozone

Cognitive Tasks: graph and data analysis

Time Required: 4 class periods, 45 minutes each
Data Sources: Data for Project #1, As soon as it becomes available - it will be placed on the Internet

Day 2: source at the University of Maryland.

Data for Project #2: Weather data (page 1-27) for College Park, Maryland provided by Mr. William Ryan, Department of Meteorology, University of Maryland at College Park.

Data for your location should be available from the State Department of Environmental Control, State Climatologist or http://www.ncdc.gov, and a local weather station.

Prerequisites: algebra, graphing, graph analysis

Background: meteorology - the atmosphere, weather variables

Assessment: Students will produce a lab report for each project. It should include graphing of the data and a complete analysis and discussion of the results.

Classroom Materials: 1. Handouts of data tables
2. Extra: computers with Internet access and spreadsheet software

Resources: See page 1-26

Procedure:

Day One: NASA Facts-198 covers information needed to prepare the introduction.

Introduction - lecture. Alternately, groups of students could prepare and introduce various aspects (stratospheric ozone, tropospheric ozone, consequences of decrease/increase in the ozone layer, etc.) One group could make a poster or styrofoam models illustrating ozone destruction.

1. What is ozone?
2. Where is it found in the atmosphere?
3. What is the difference between “good” and “bad” ozone?
   a) the importance of ozone in the stratosphere.
   b) the consequences of high ozone levels in the troposphere.
4. What are the processes that regulate ozone levels in the stratosphere?
   a) the concept of ozone depletion.
   b) the relationship between CFC’s and ozone.

5. What techniques are used to monitor ozone? (A viewgraph can be made from page 1-20).

Day Two: Project 1 - Stratospheric Ozone and Chlorine Monoxide
Students will analyze ozone and chlorine monoxide data to show any correlation between the two.
NOTE: The chlorine monoxide data is currently not available. As soon as it is, it will be placed on the Internet.
Discuss the results of Project 1.

Day Three: Project 2 - Factors affecting the levels of tropospheric ozone.
Cooperative teams of students will graph the tropospheric ozone data and compare it to weather variables (temperature, cloud cover, wind speed, relative humidity, etc.) in an urban area and analyze the graph:
- to see if any correlation is present and,
- to identify which two factors seem to be the most important in determining the ozone levels in the troposphere.
A data set is included on page 1-27. Data for your location should be available from the State Department of Environmental Control, State Climatologist or http://www.ncdc.gov, and a local weather station.

Day Four: Present results from Project 2
How is ozone produced in the troposphere?
1. Analyze weather data and determine which two variables are most important in determining the ozone level in the troposphere.
2. Identify conditions that affect the ozone levels.
3. Sample comparisons are shown on pages 1-28 and 1-29.
The Ozone Problems:  
Stratospheric and Tropospheric

<table>
<thead>
<tr>
<th>Key Terms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>atomic oxygen</td>
<td>Atom form of oxygen, very reactive, it is formed when elemental oxygen (O₂) is irradiated with UV radiation. Very important in the formation of ozone.</td>
</tr>
<tr>
<td>chlorofluorocarbons (CFC's)</td>
<td>Family of compounds of chlorine, fluorine, and carbon; CFC's are entirely man made. They are used in fire extinguishers, as refrigerants, as solvents for cleaning electromagnetic microcircuits, and as propellants. CFC's contribute to the atmospheric greenhouse effect and destroy the ozone in the stratosphere.</td>
</tr>
<tr>
<td>Dobson Unit (DU)</td>
<td>The standard measure of ozone concentration in the atmosphere. One DU is 2.7 x 10¹⁶ ozone molecules per square centimeter. One DU refers to a layer of ozone that would be 0.001 cm thick under conditions of standard temperature (0° C) and pressure.</td>
</tr>
<tr>
<td>ozone (O₃)</td>
<td>An almost colorless gaseous triatomic form of oxygen with an odor similar to weak chlorine. The highest natural concentration is found in the stratosphere and is known as stratospheric ozone. Ozone also forms in polluted air near the Earth's surface (tropospheric ozone), where it is the main ingredient of photochemical smog.</td>
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<tr>
<td>ozone depletion</td>
<td>Reduction in total ozone due to increased ozone loss in the stratosphere.</td>
</tr>
<tr>
<td>stratosphere</td>
<td>The layer of the atmosphere above the troposphere and below the mesosphere (between 10 and 50 km), generally characterized by an increase in temperature with height.</td>
</tr>
<tr>
<td>troposphere</td>
<td>The layer of the atmosphere extending from the Earth’s surface up to the stratosphere (about 10 km above the ground).</td>
</tr>
<tr>
<td>ultraviolet radiation</td>
<td>Electromagnetic radiation with longer wavelength and less energy than X-ray but shorter wavelength and more energy than visible. UV radiation is the major energy source for the stratosphere and mesosphere, and plays a dominant role in Earth's energy balance. Ozone in the stratosphere absorbs nearly all the biologically damaging UV rays.</td>
</tr>
</tbody>
</table>
Resources:

Publications

Note: To obtain NASA materials, contact your regional NASA Education Resource Center

4. Ennis, Christine A. and Nancy H. Marcus, *Biological Consequences of Global Climate Change*, Module 107, Global Change Instruction Program 1994
8. *Ozone, TOMS gridded data*, CD ROM NASA-Goddard, NSSDC

Internet Sites

- total column ozone maps http://nic.fb4.noaa.gov/products/stratosphere/sbuv2to/
- TOMS home page, ozone archives and maps http://jwocky.gsfc.nasa.gov
- ozone information and links (check both Air Quality Forecasts & Air Quality Observations) http://www.meto.umd.edu/~ryan/

Going Further:

As a long term project the students could access stratospheric ozone data from the Internet and prove the concentration of stratospheric ozone has decreased in the last 10 years.
**Weather Data Table - July 1992**

*University of Maryland, College Park, Maryland*

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<th>Date</th>
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*The National Ambient Air Quality Standard is 120 ppbv, meaning that 120 ppbv is the threshold for problem levels of ozone for a one-hour time period. Now proposed is also a standard for an eight hour average--and that is 85 ppbv.*
Project 2 - Sample Comparisons

The following graphs are included for teacher reference and should not substitute for students producing their own graphs.

**Ozone & Cloud Cover**

- Ozone in ppbv
- Cloud cover
  - 0 = clear, 10 = completely overcast

**Ozone and Relative Humidity**

- Ozone in ppbv
- Relative humidity in percent

July 1992
Ozone and Maximum Temperature

ozone in ppbv

maximum temperature in degrees F

July 1992