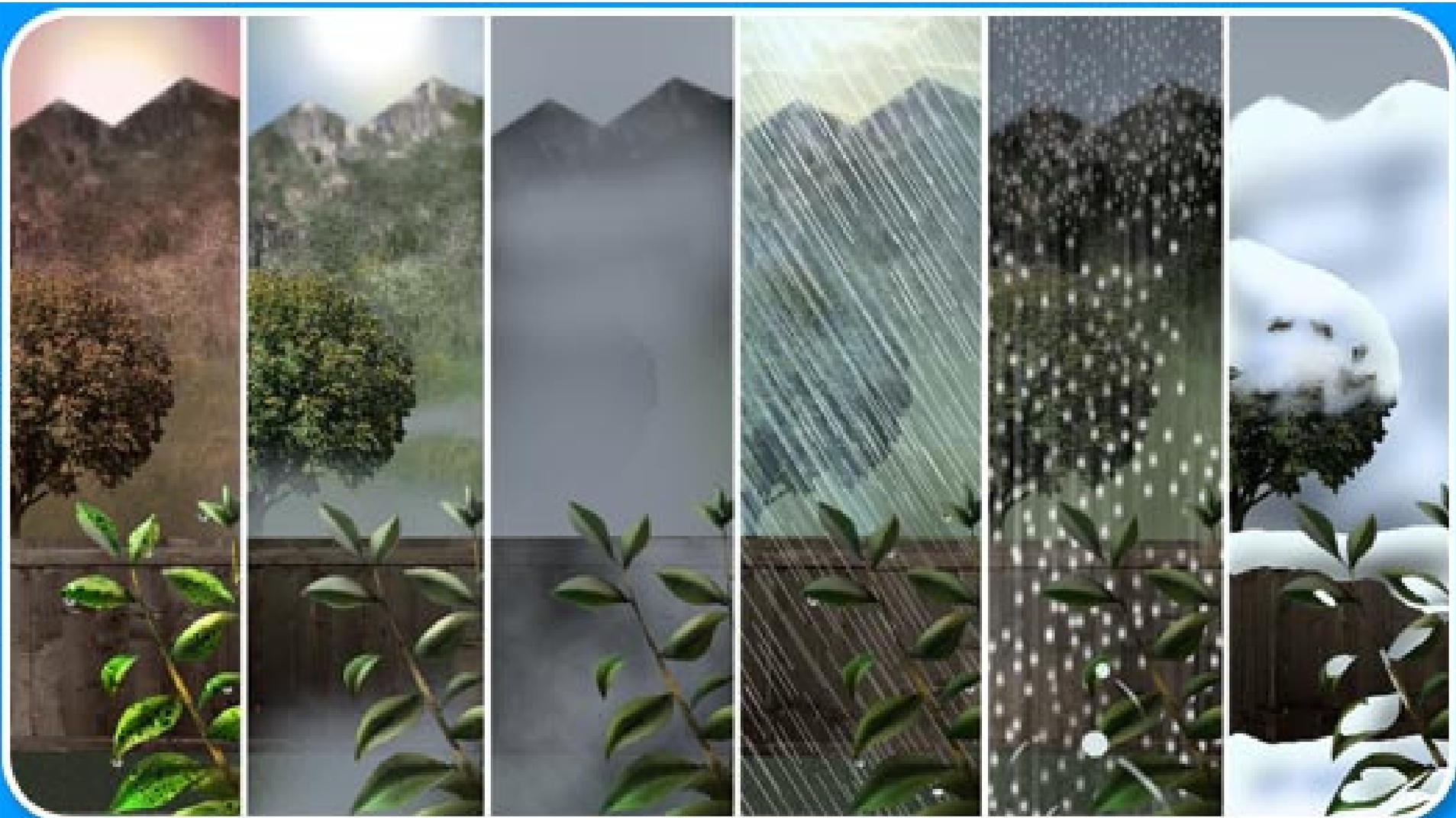


From falling rain to watershed study

Nicole HERMAN
Applied Physics teacher
Lycée Roosevelt
Reims - France



Precipitations



Dew

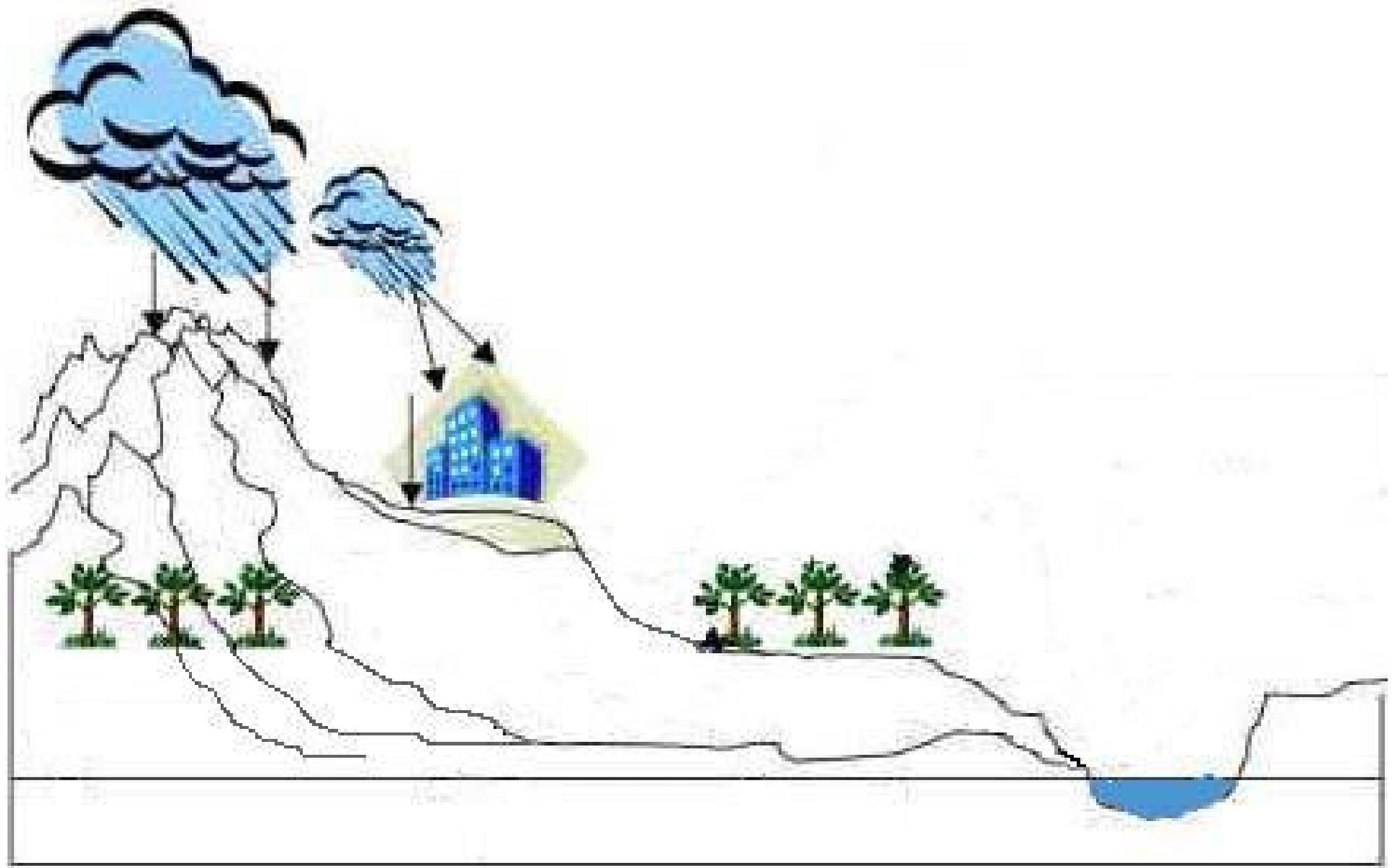
Mist

Fog

Rain

Hail

Snow



Where is that water going ?

Where is that water coming from ?

Rain falling into water





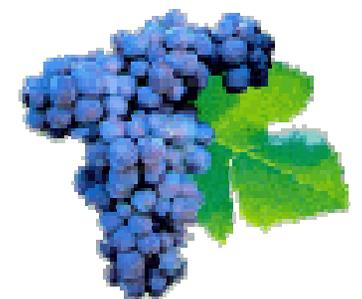
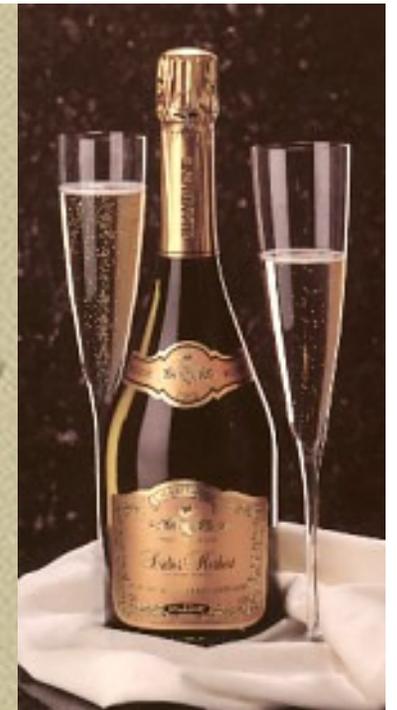
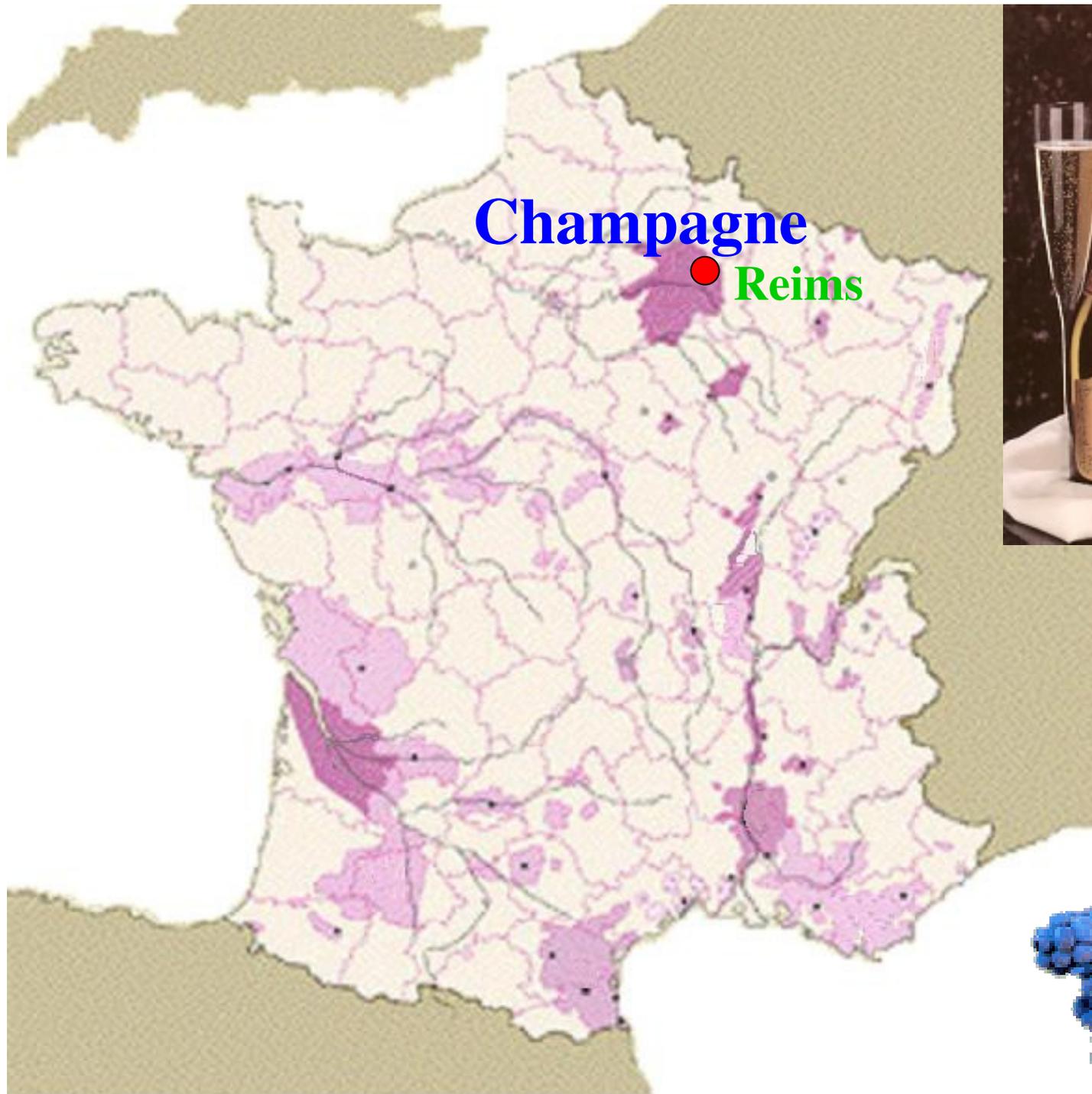


Rain falling on land









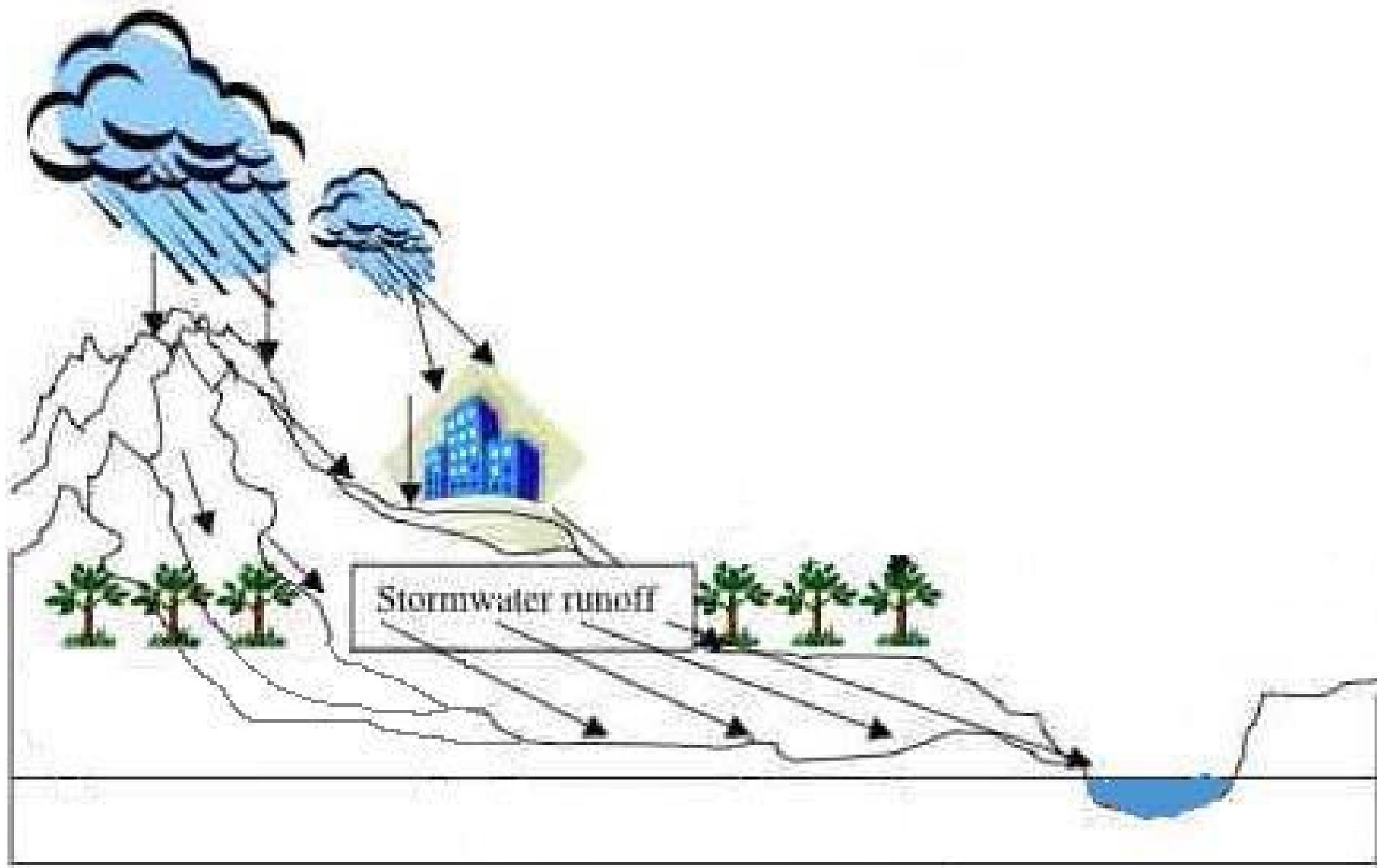








Runoff



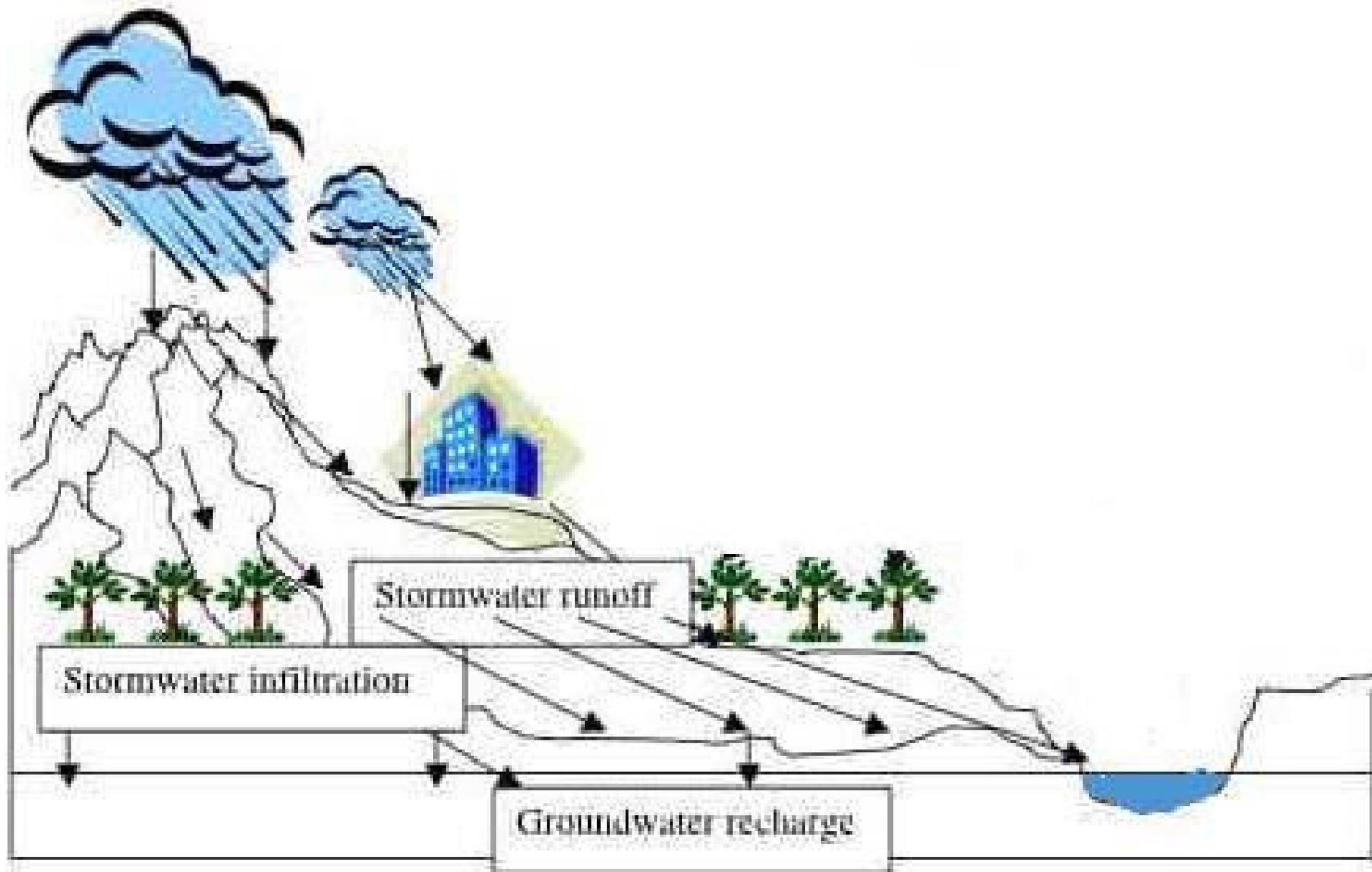


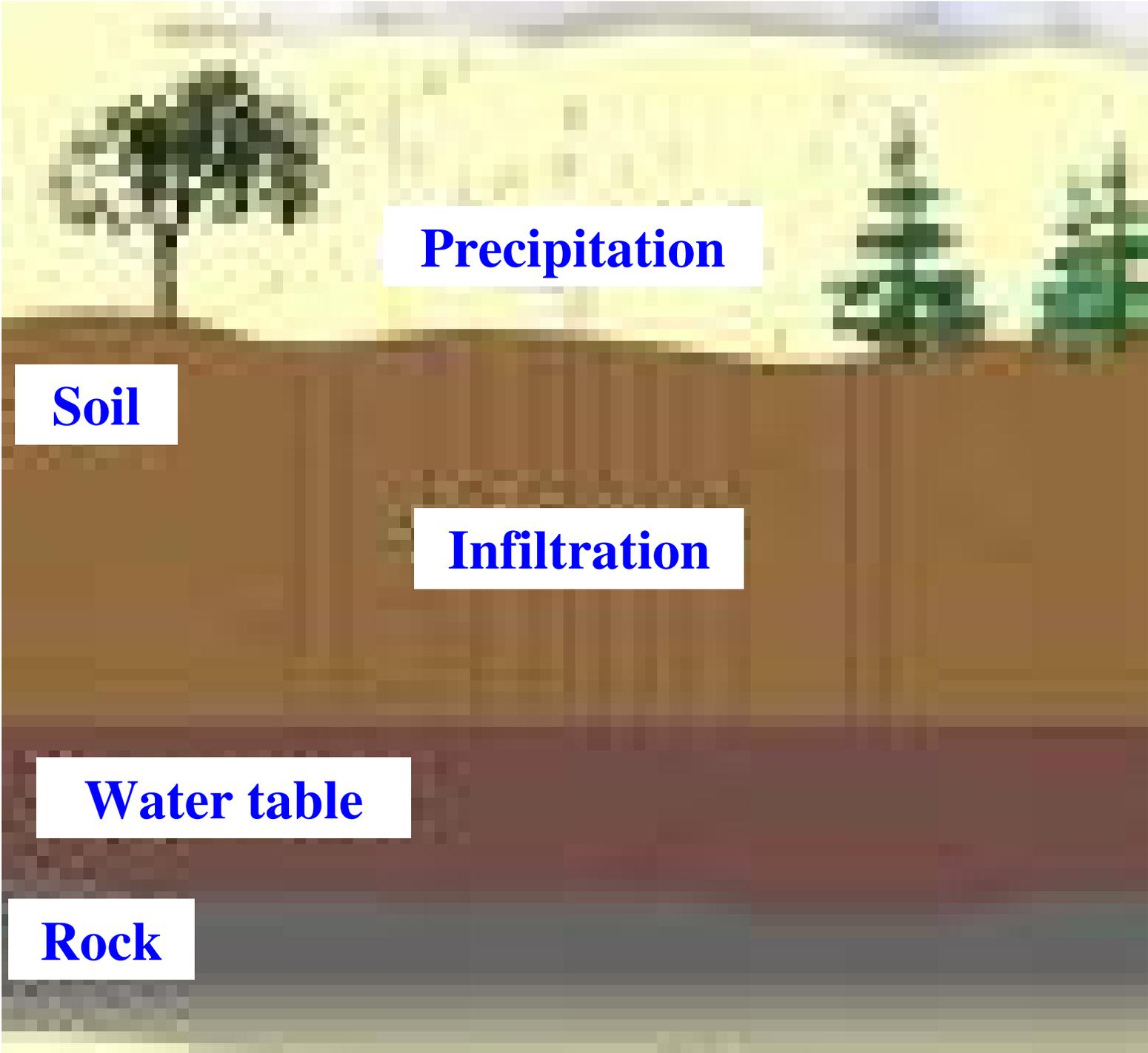






Infiltration





Precipitation

Soil

Infiltration

Water table

Rock

Rain falling on urban zones





Wetlands





Drawing provided by
Greenway & Oliver Resources, Inc.



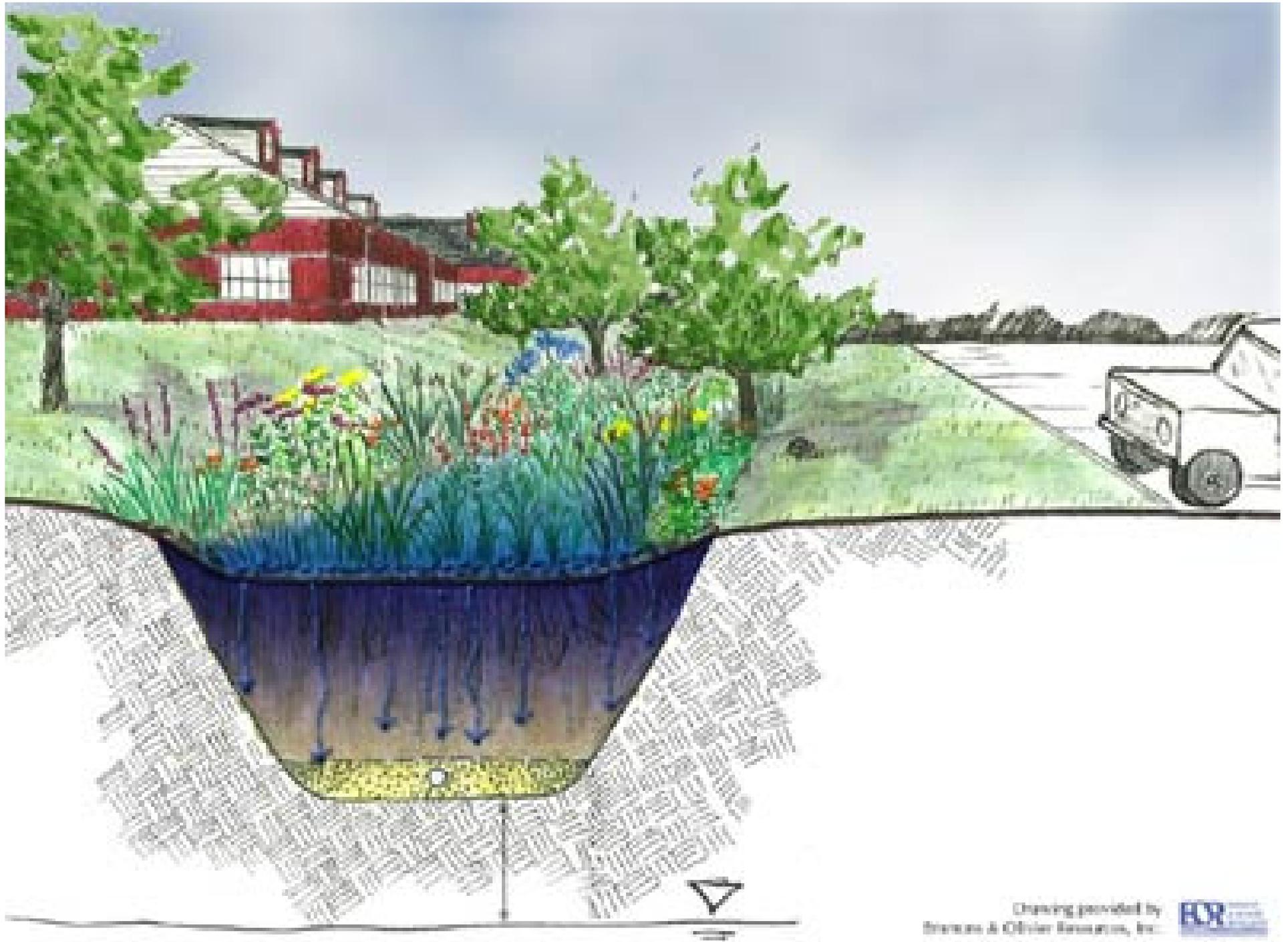
MARSH MARIGOLD

Characteristics of Marsh Marigold

Common Name:	Marsh Marigold
Scientific Name:	<i>Caltha palustris</i>
Appropriate for:	Raingardens Native Gardens , Shoreline Stabilization
Height:	18 Inches
Type of plant:	Flower/Forb
Color of bloom:	Yellow
Blooms from:	May to June
Sun Exposure:	Full sun to full shade
Soil	Wet to partial



Marsh Marigold



Drawing provided by
Francis & Oliver Associates, Inc.

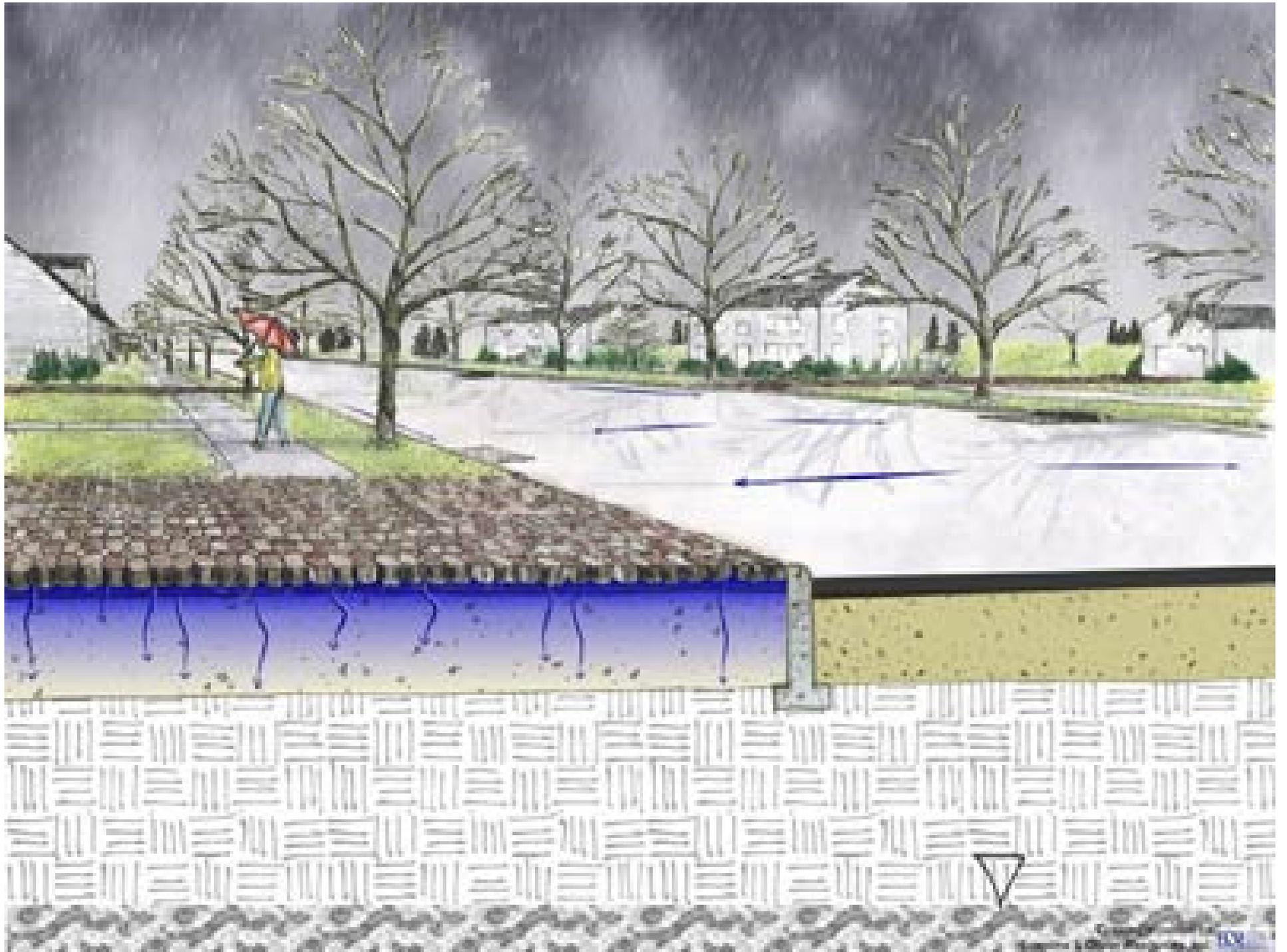




Drawing provided by
Ernst & Otter Associates, Inc.







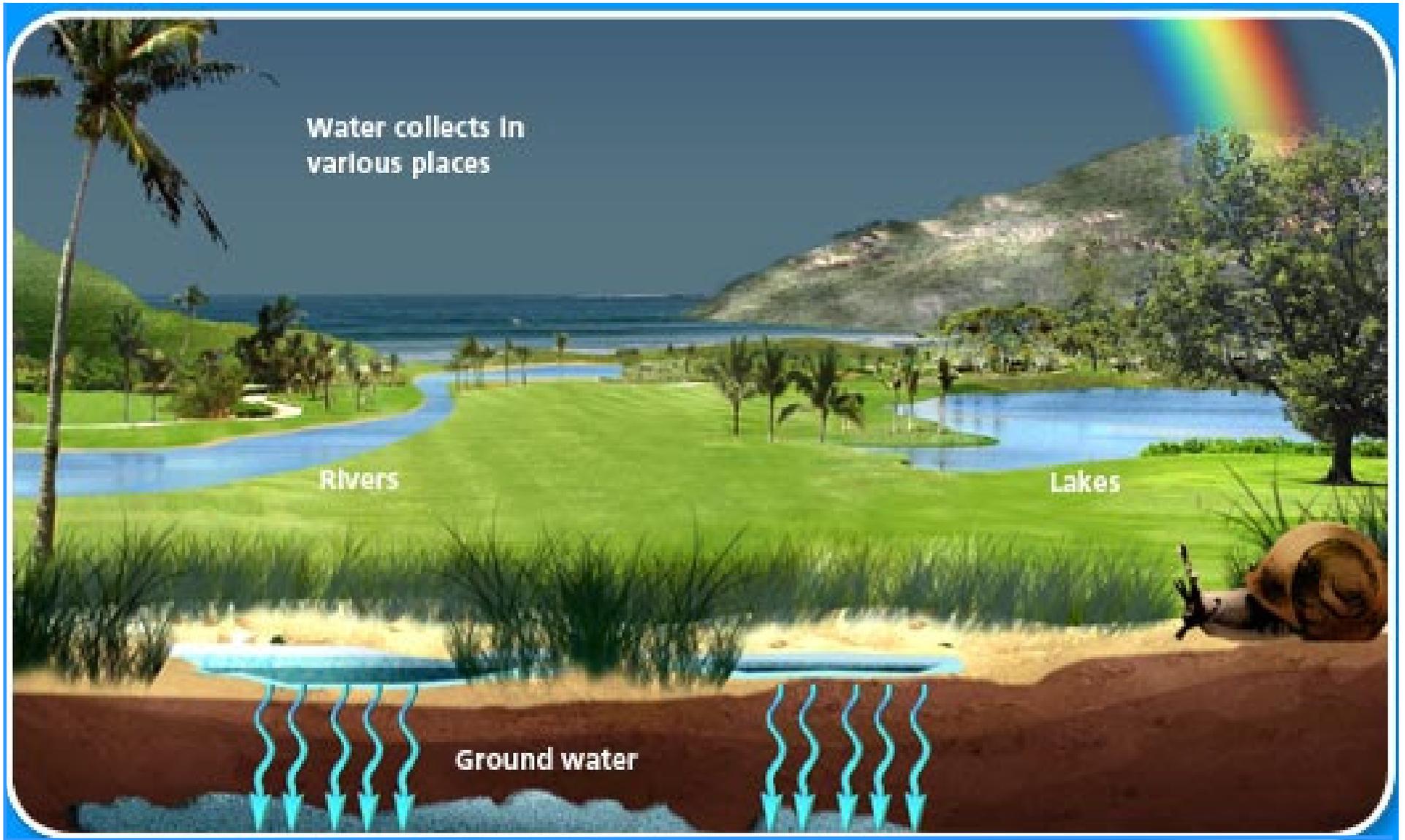


Water collects in various places

Rivers

Lakes

Ground water



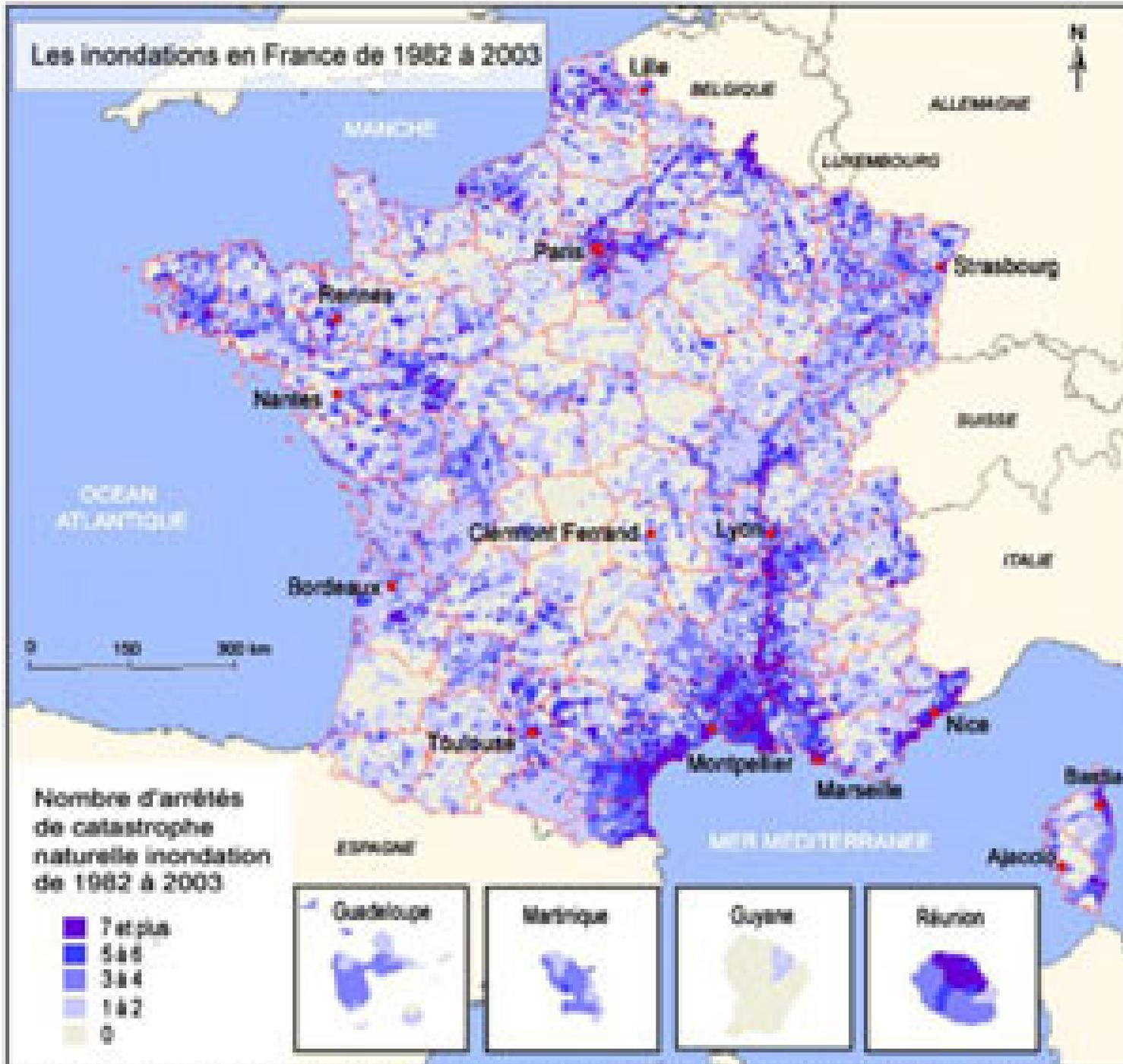
Everything seems perfect !

BUT...







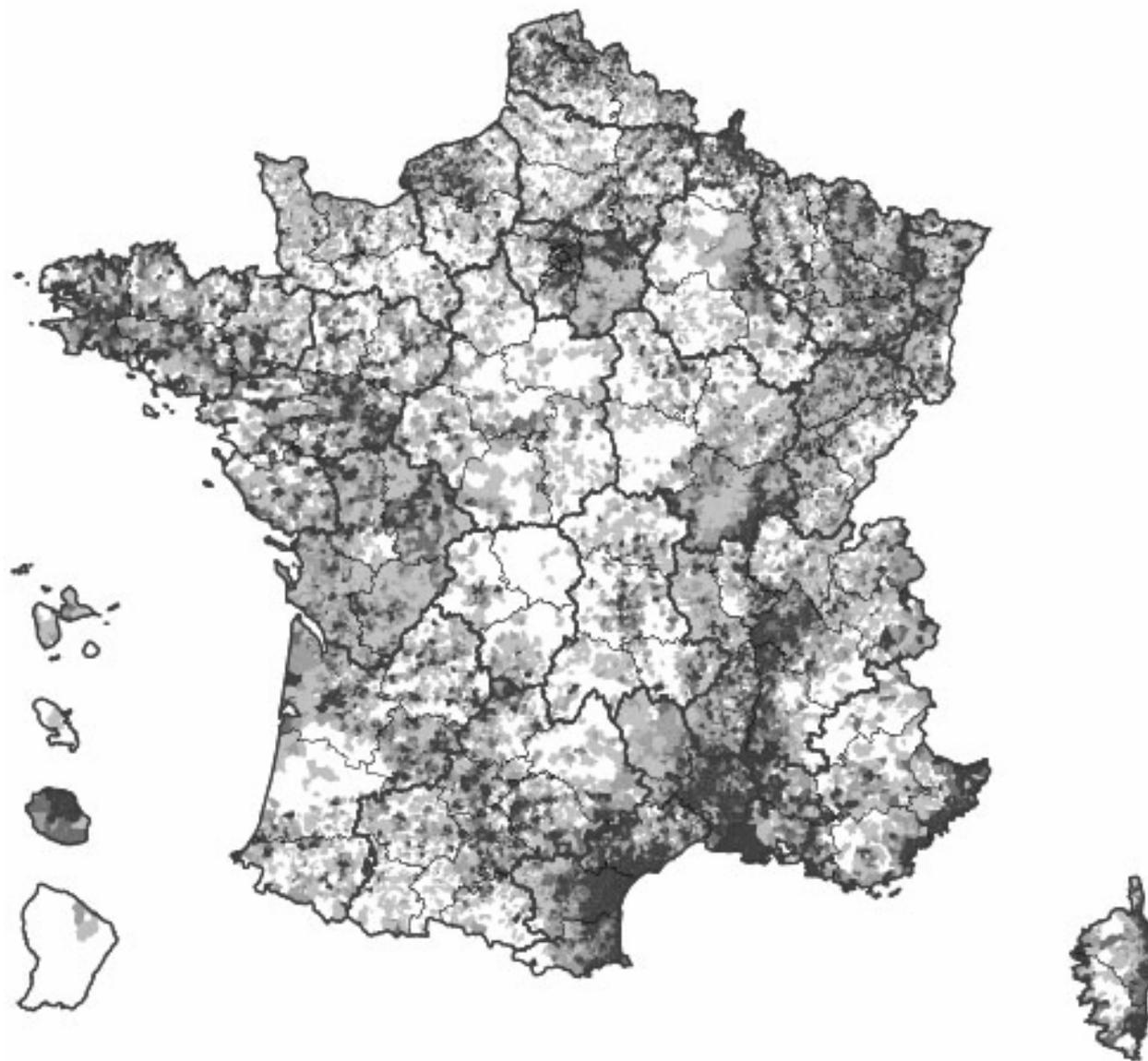








Arrêtés de catastrophe naturelle "inondation et coulée de boue" de 1982 à août 2003



Arrêtés "inondation et coulée de boue"

■ 5 arrêtés et plus	(4199)
■ 4 arrêtés	(3581)
■ 3 arrêtés	(6188)
■ 2 arrêtés	(9980)

MEDD / DPPR / SDPRM 14/10/03

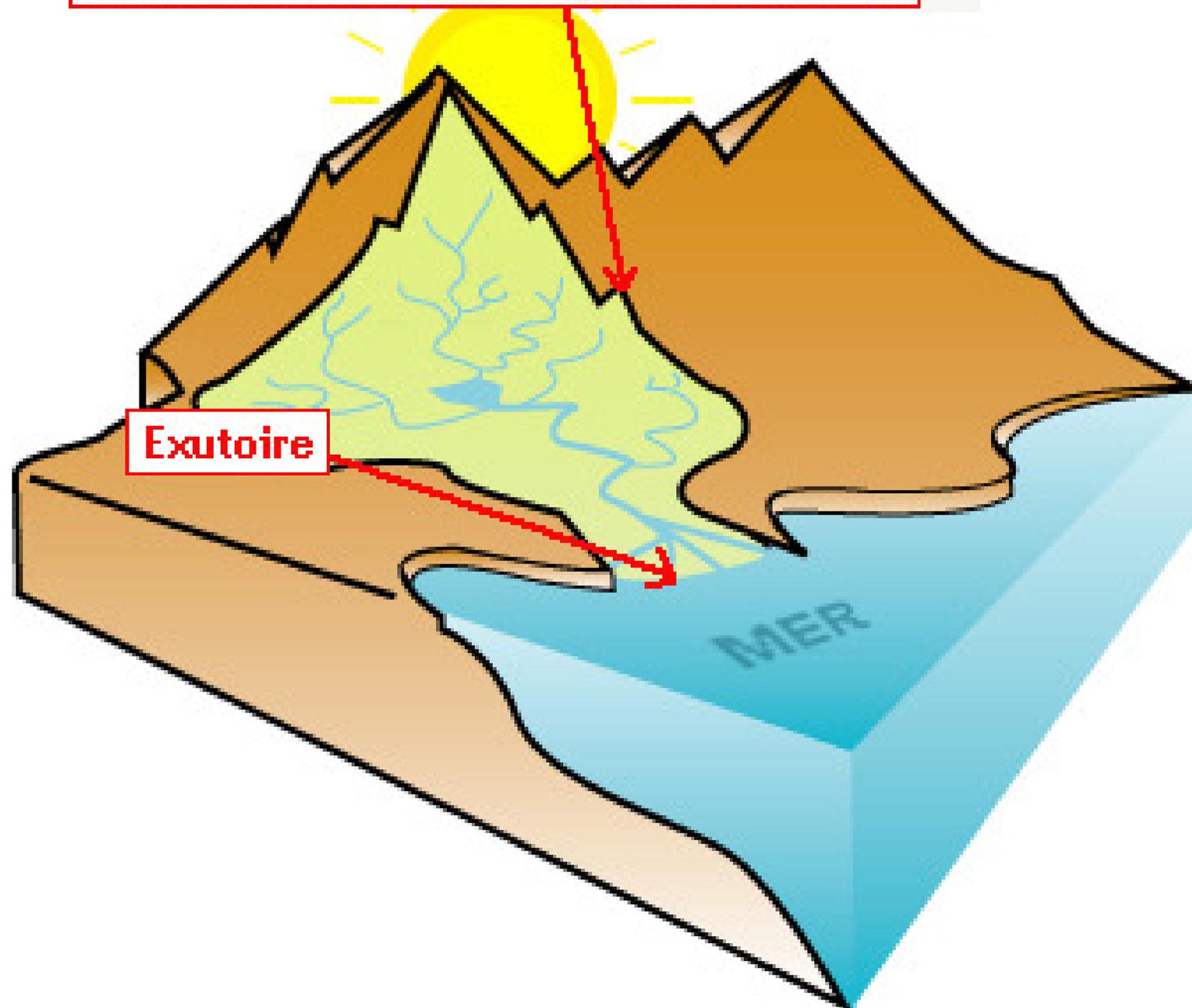
**Some people can be very affected
by too much rain**

**Some people can be affected
by too much rain falling far from
where they are living**



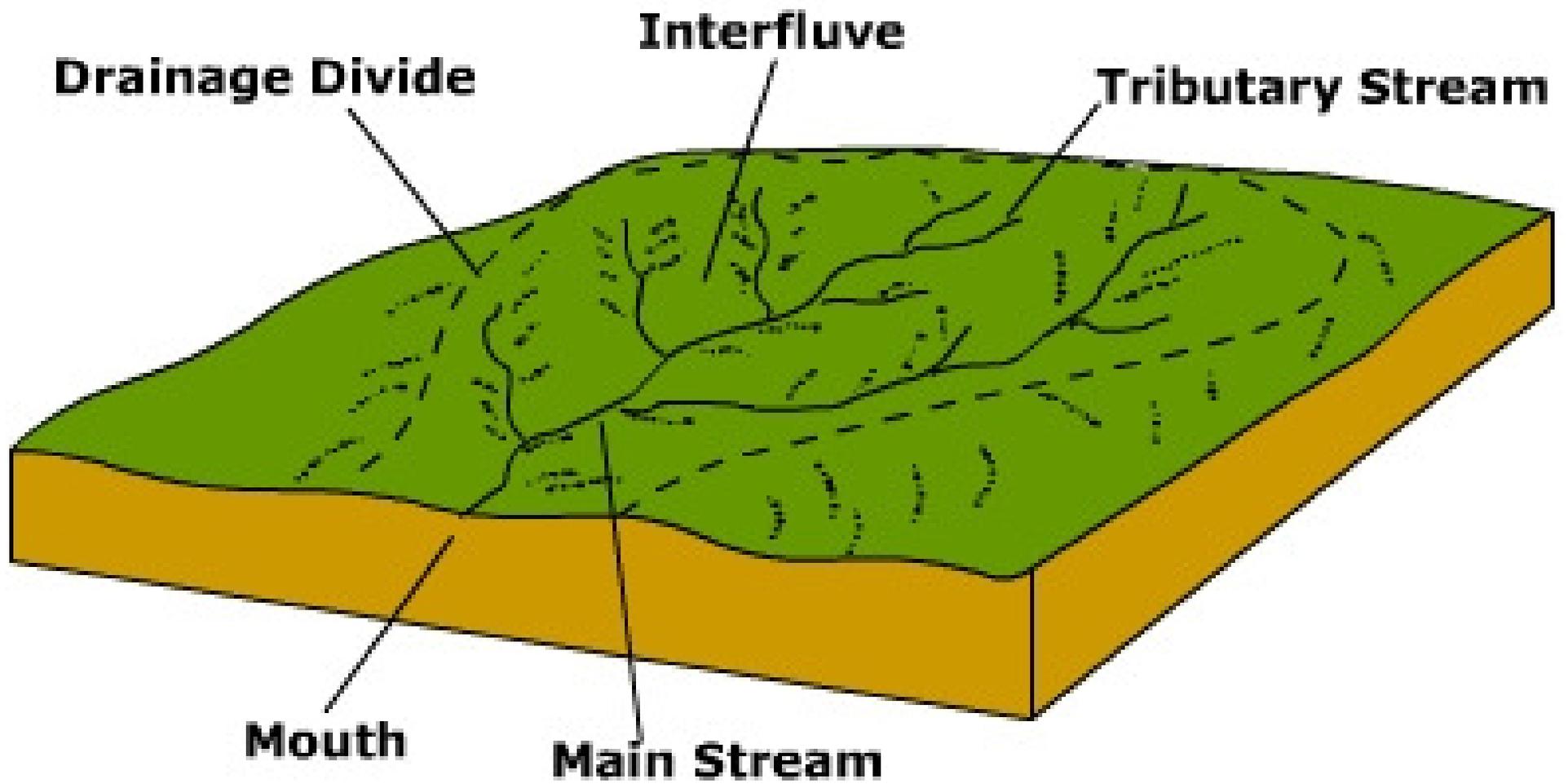
Watershed

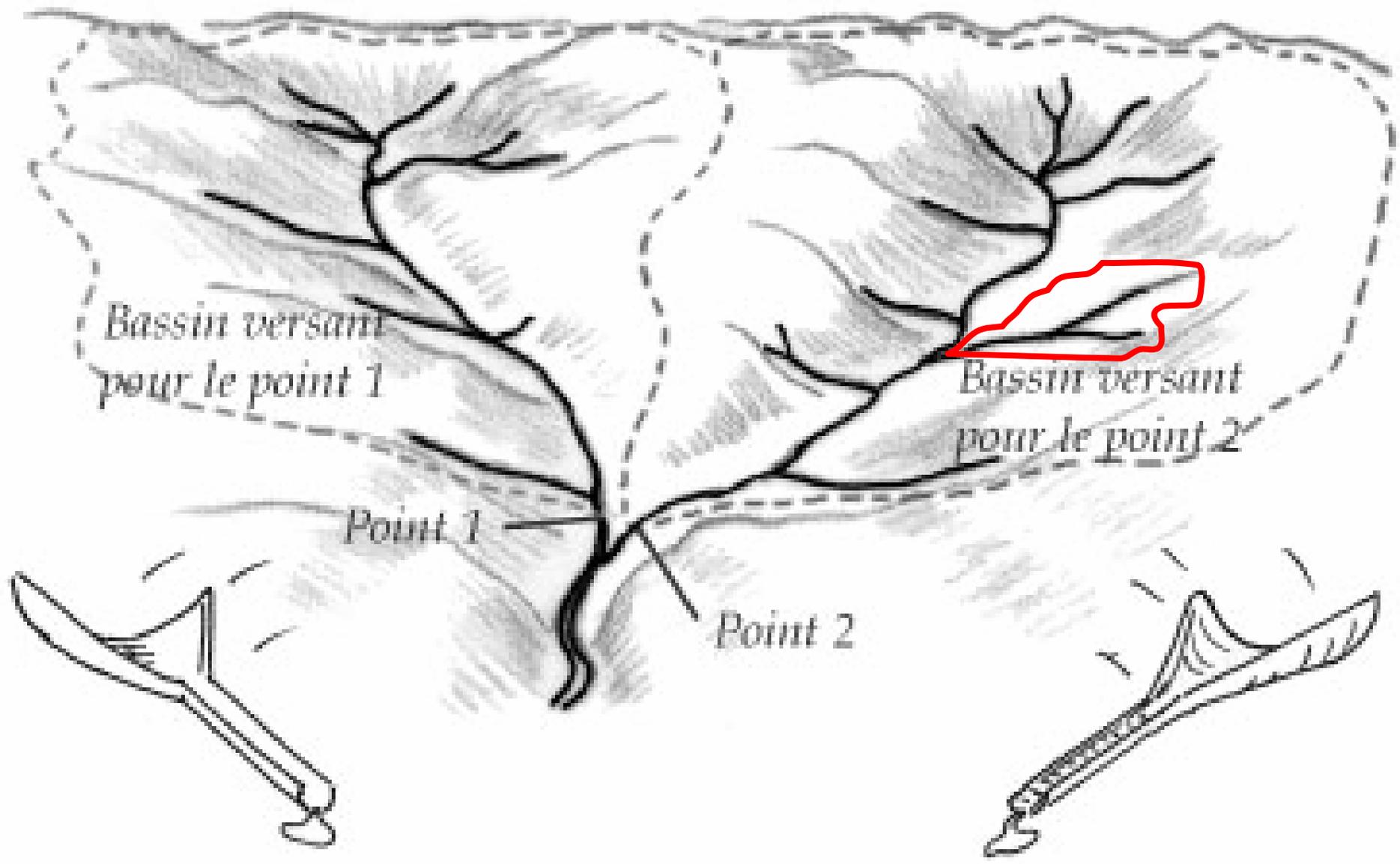
Limite topographique du partage des eaux



Exutoire

MER



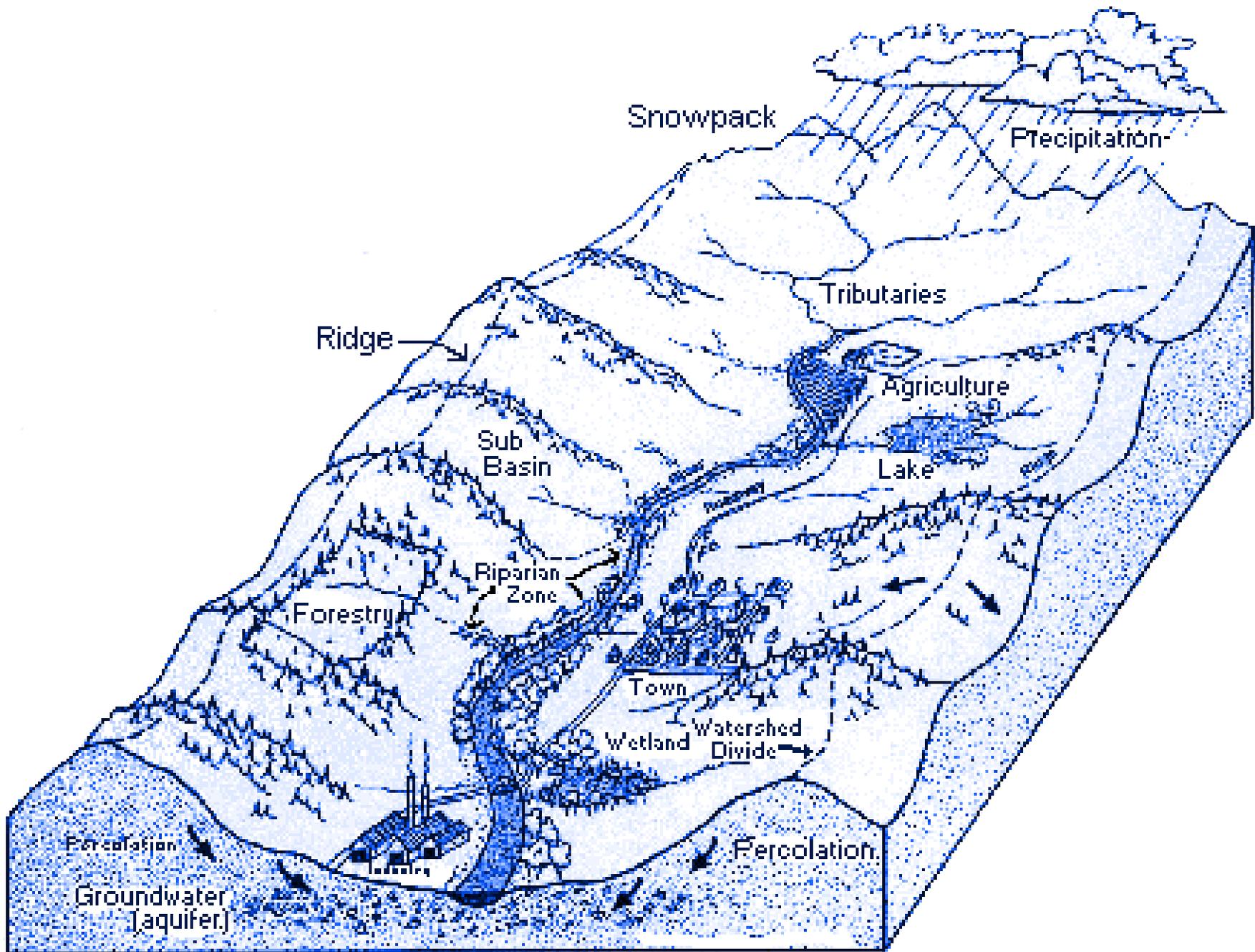


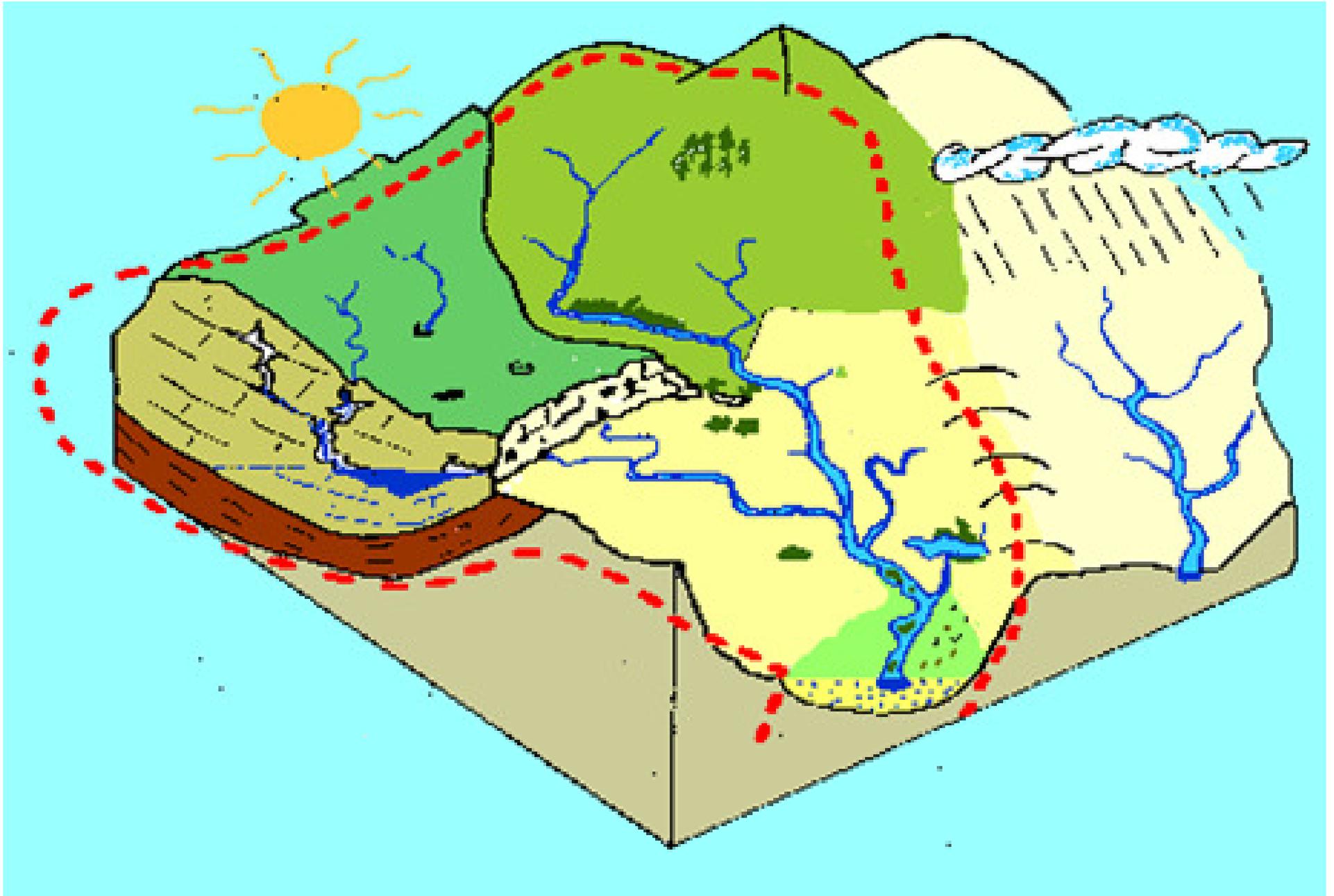
*Bassin versant
pour le point 1*

*Bassin versant
pour le point 2*

Point 1

Point 2





Watershed divides



cliché M.GIDON

CONTINENTAL DIVIDE
MUDDY PASS
ELEV 8772 FT

PACIFIC
WATERSHED

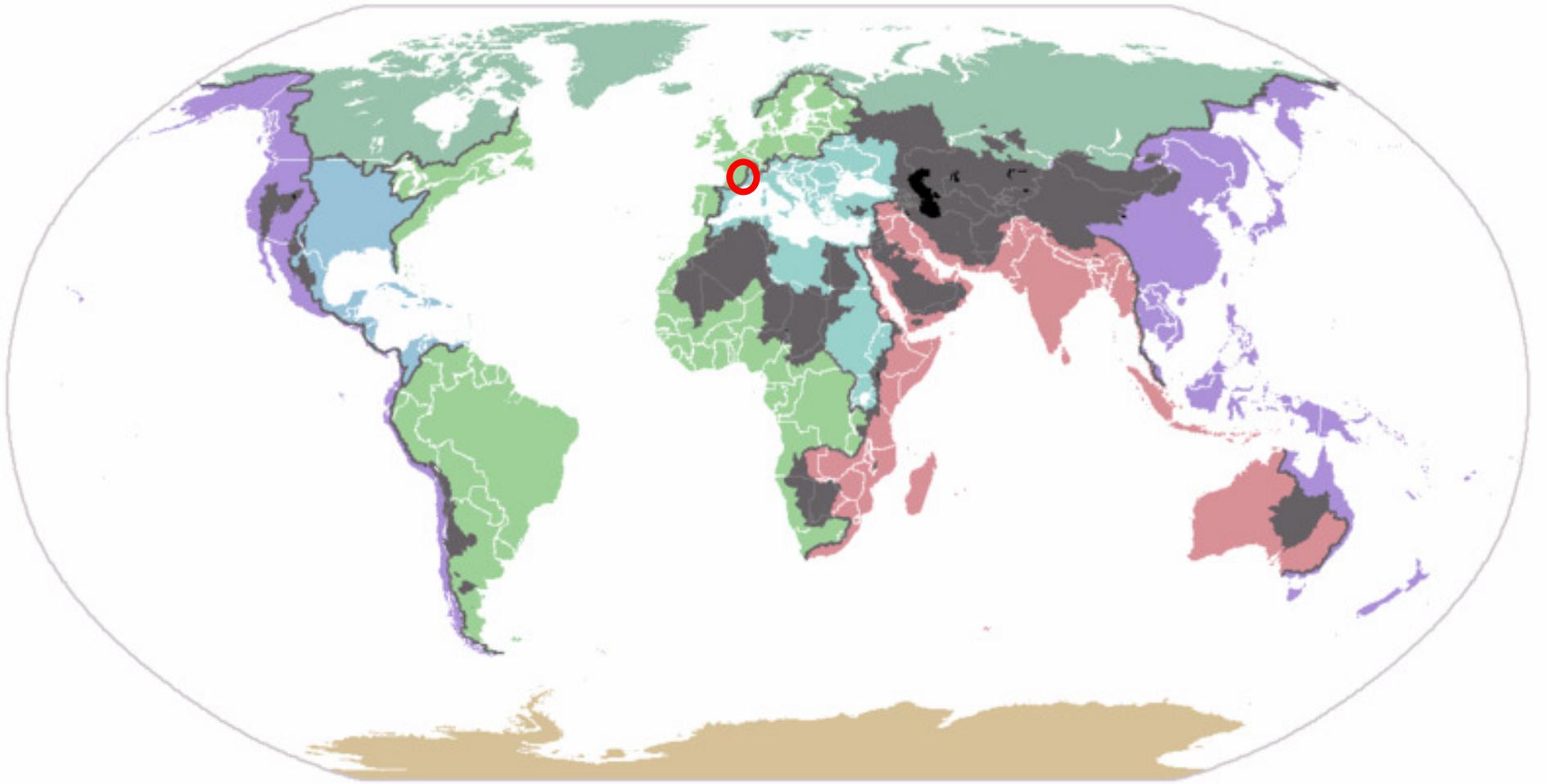


ATLANTIC
WATERSHED



Ligne de Partage des Eaux

Méditerranée Atlantique

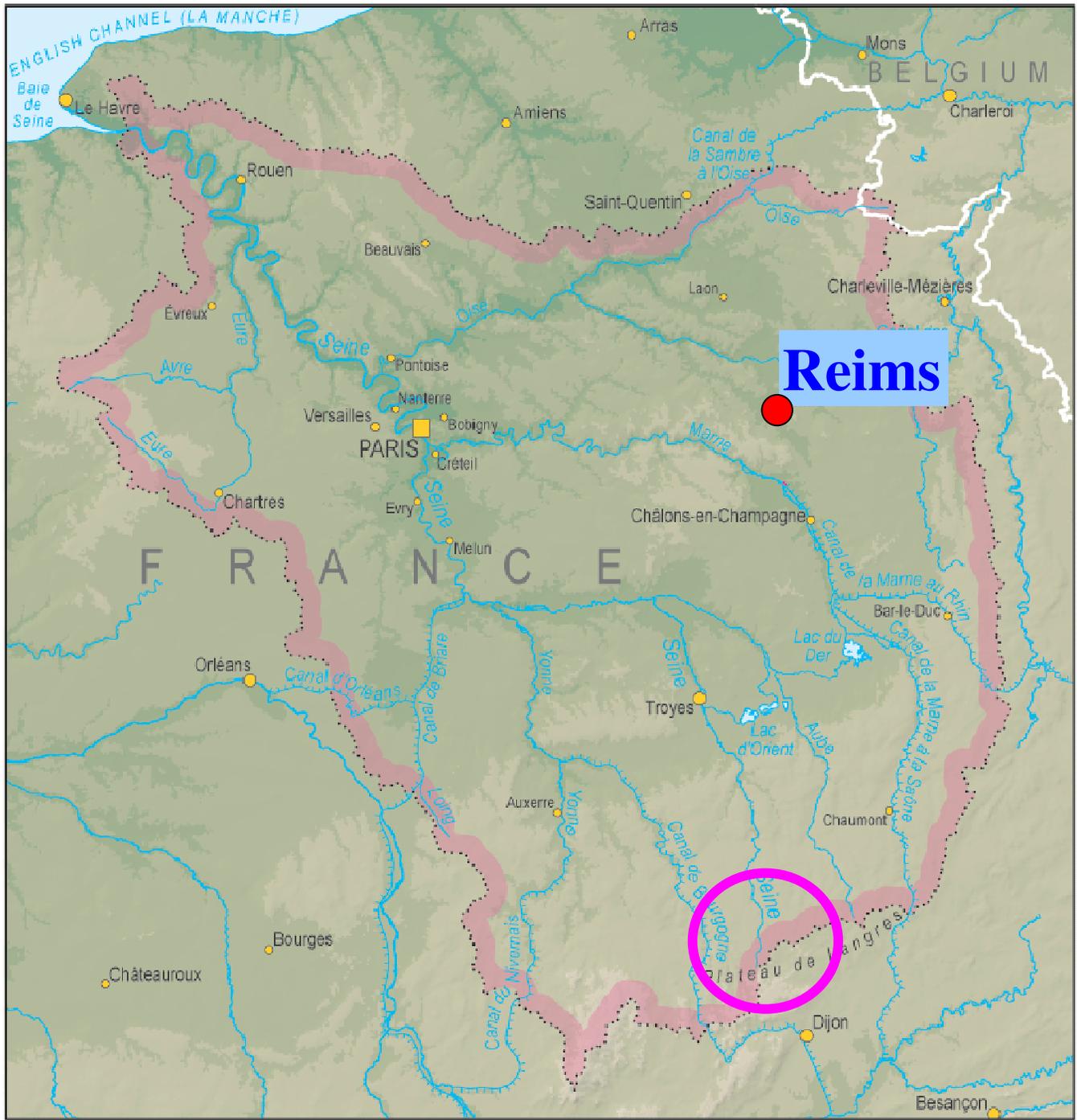


In our region



Scale 1 : 3 000 000

Kilometres 0 25 50 75 100 125



Scale 1 : 3 000 000

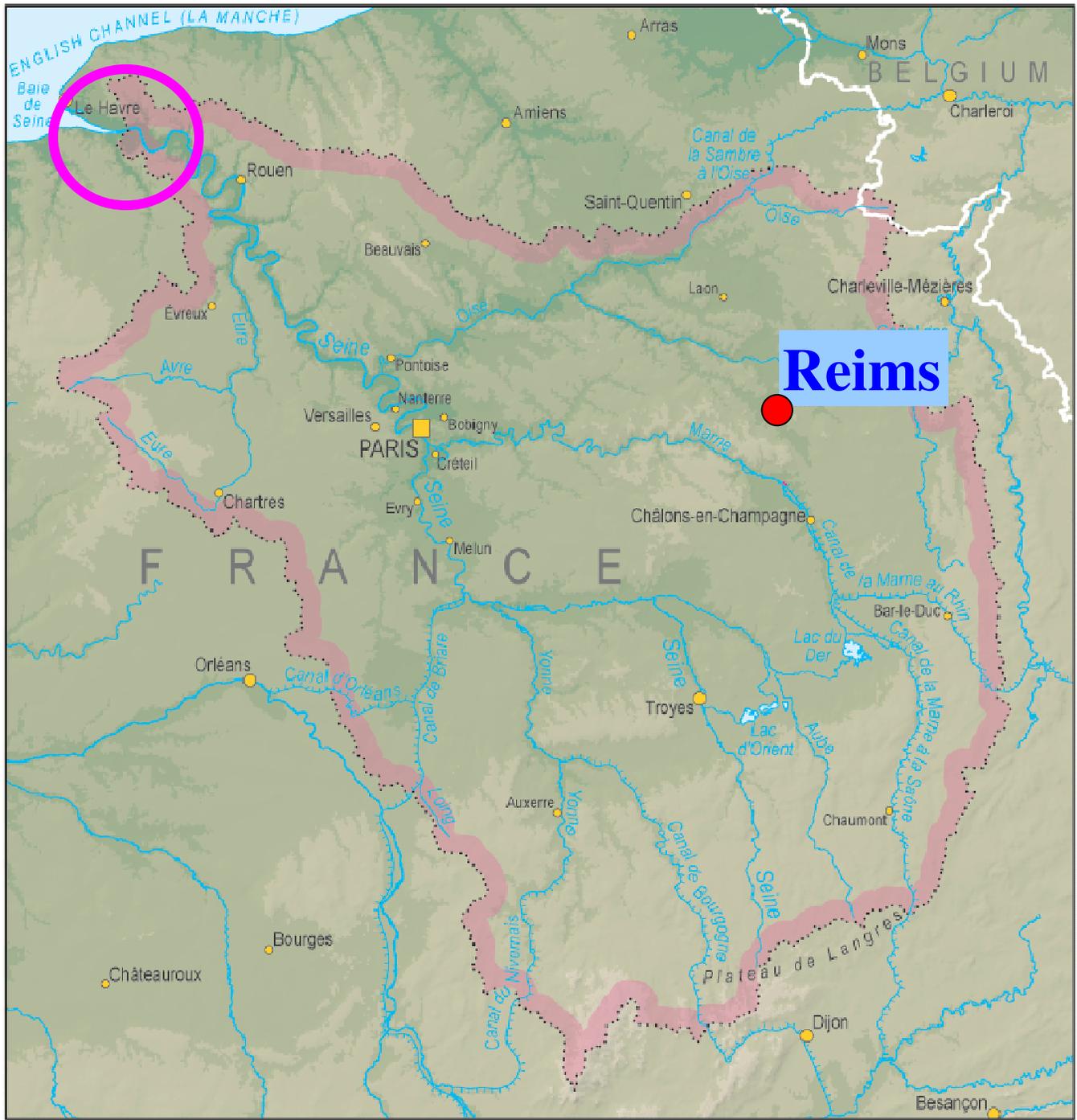
Kilometres 0 25 50 75 100 125











Scale 1 : 3 000 000

Kilometres 0 25 50 75 100 125

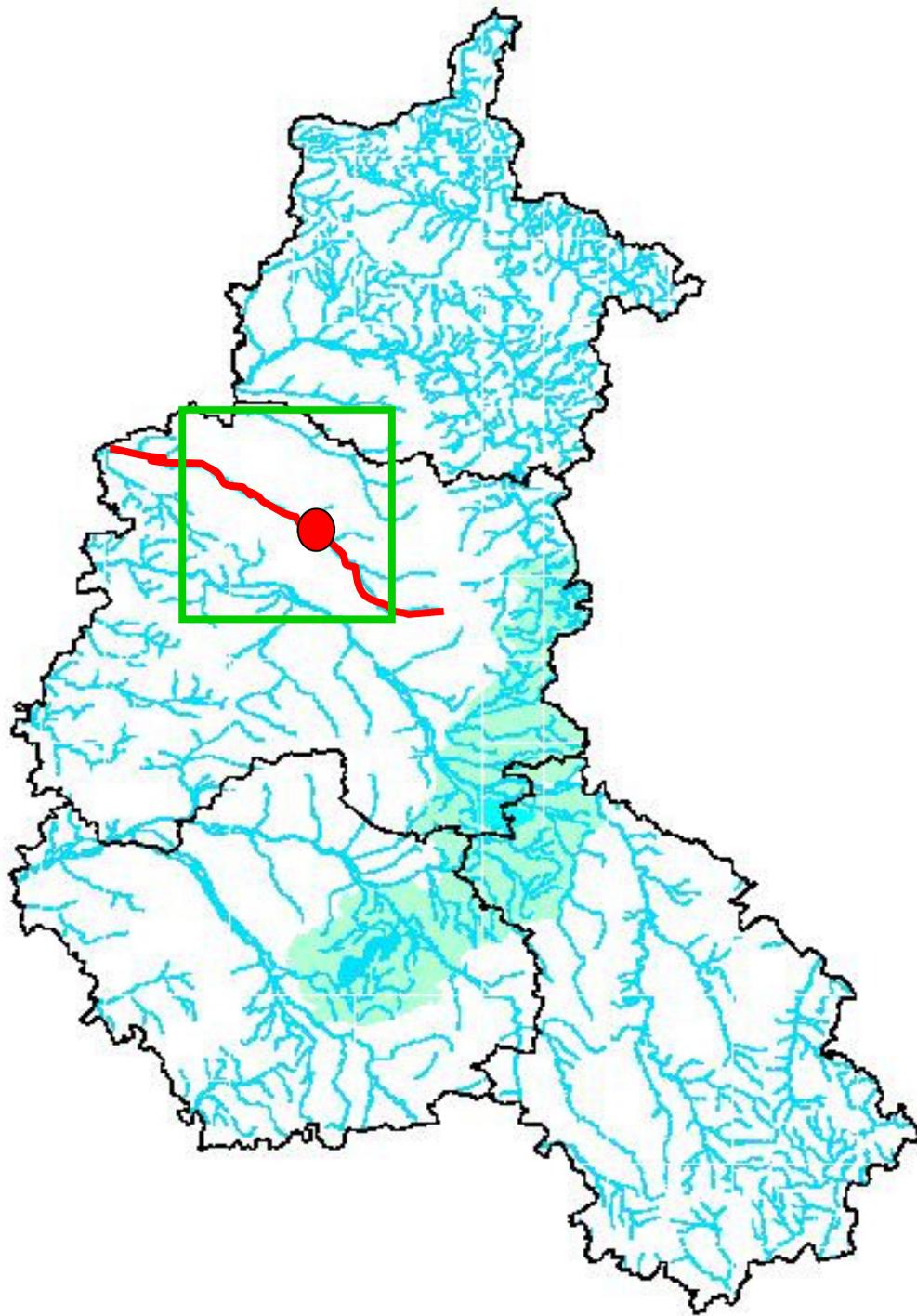






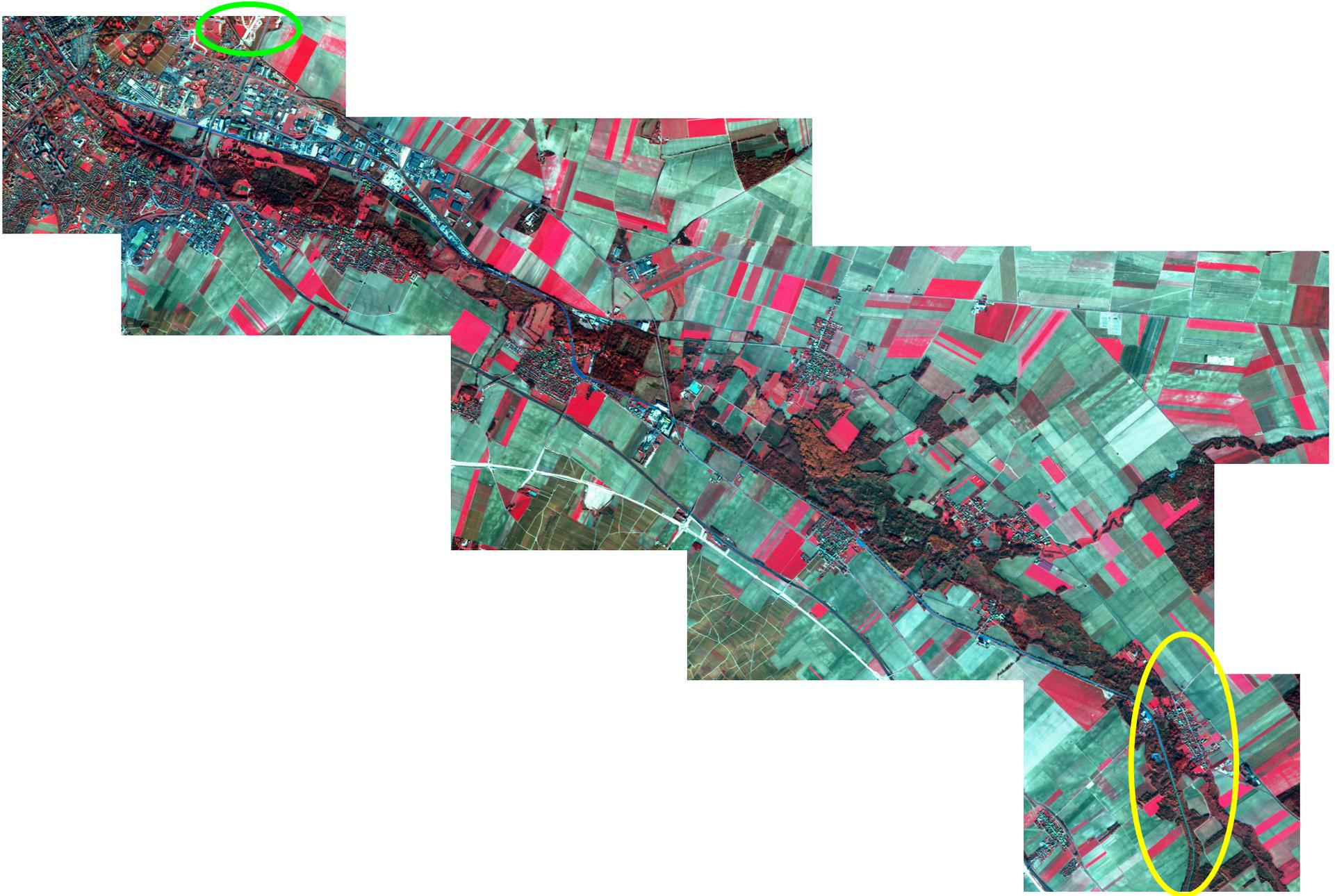
La Vesle

Length = 130 km = 80 miles

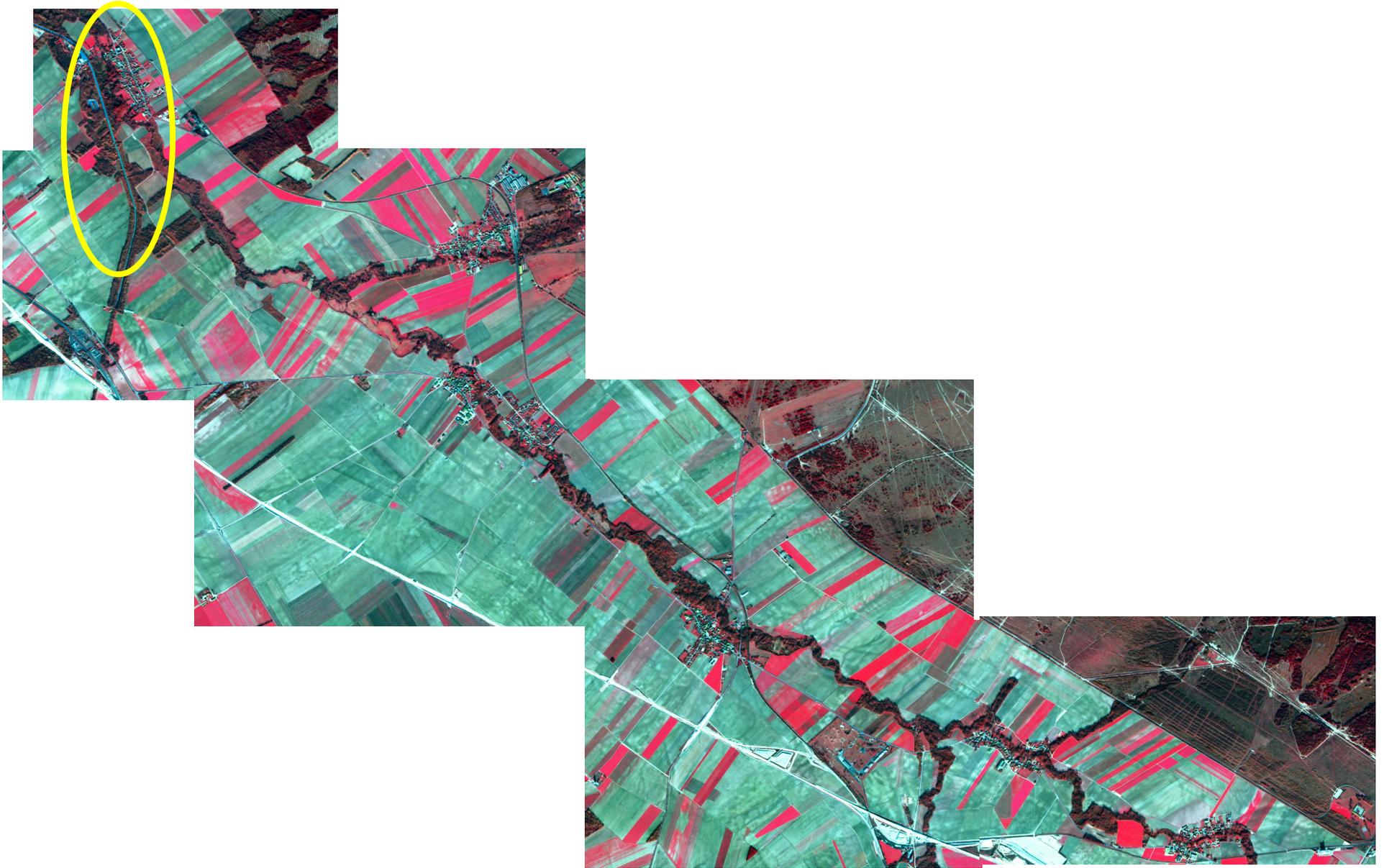




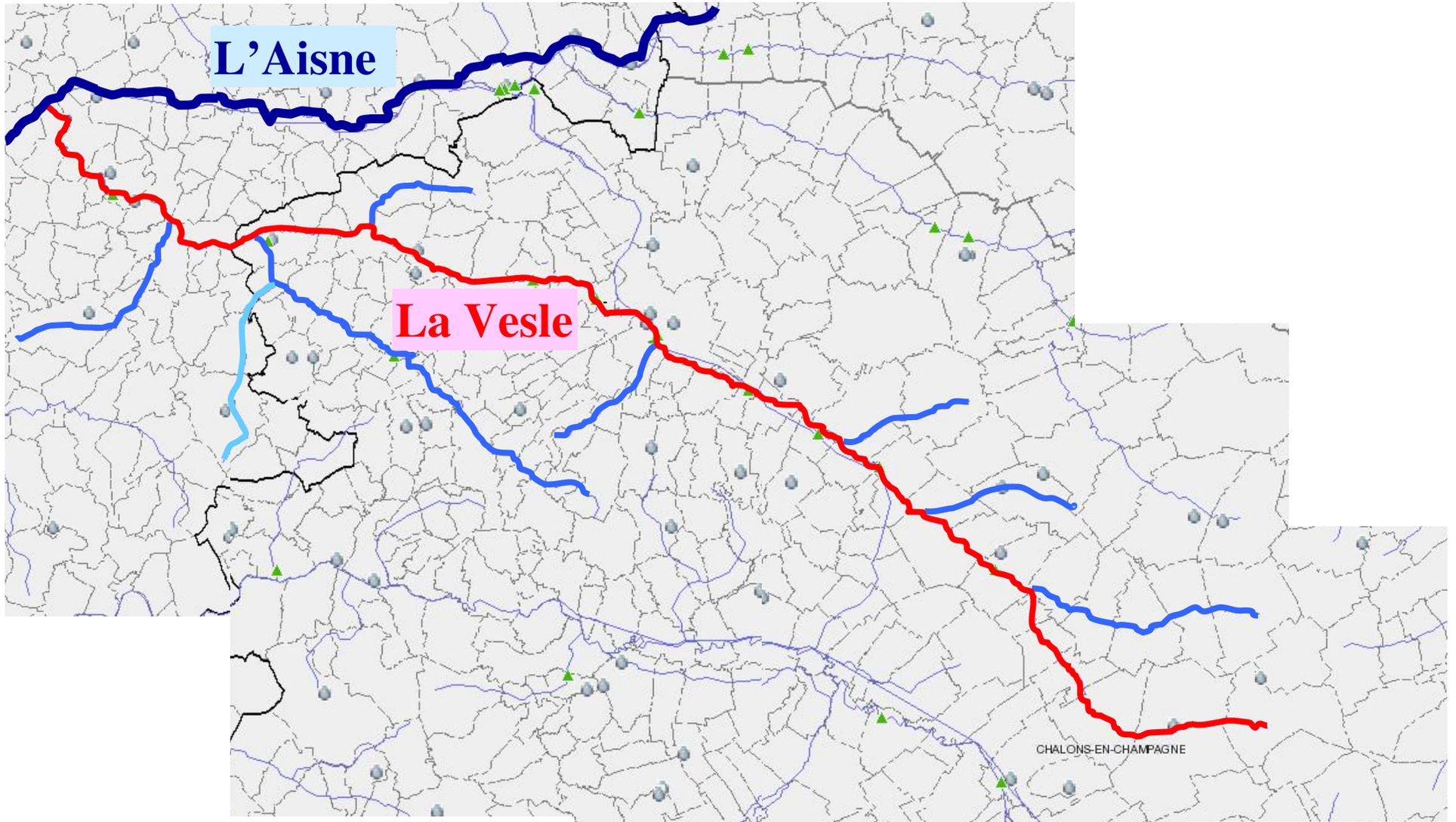
Copyright SPOT IMAGE-2004

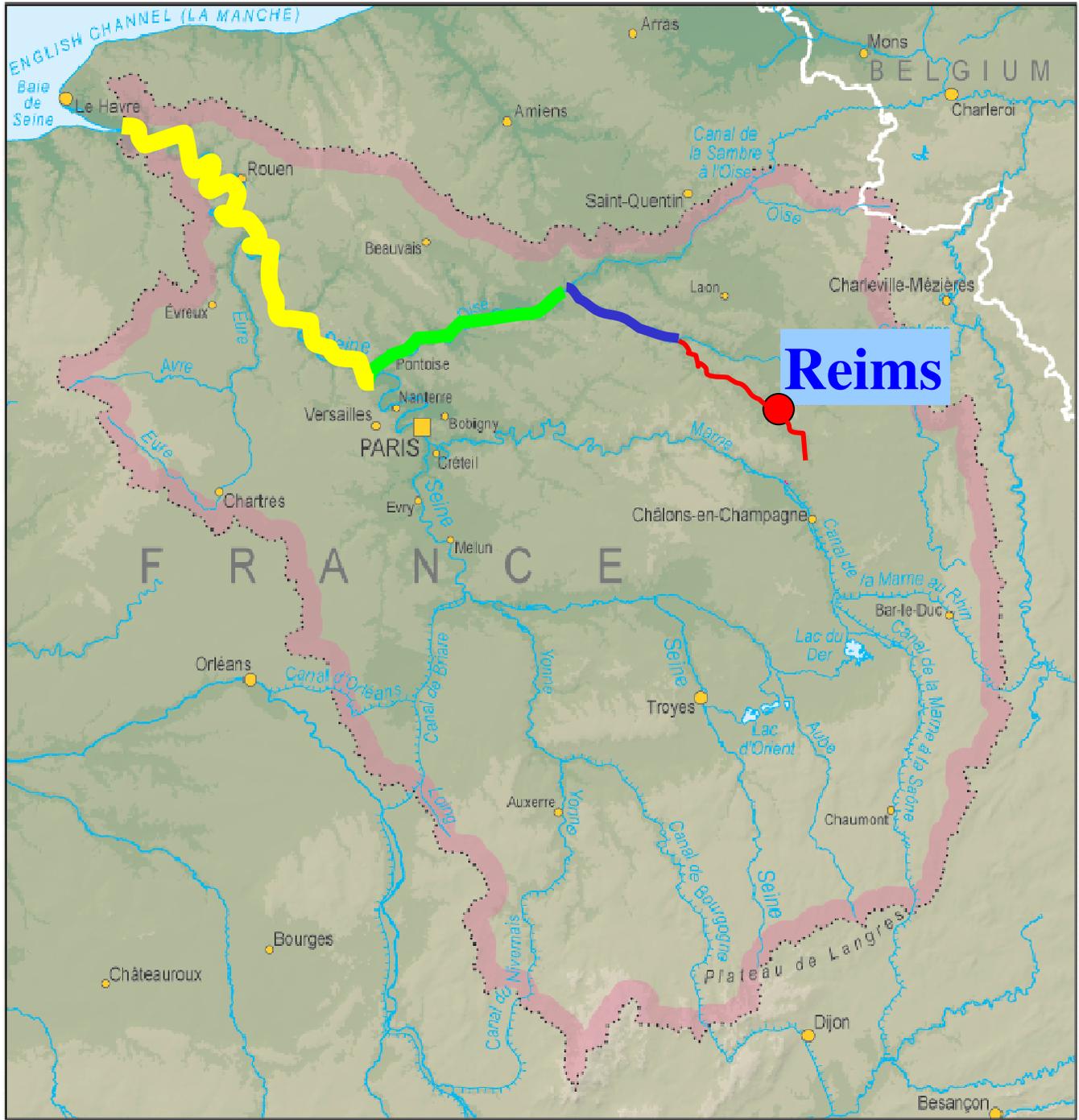


Copyright SPOT IMAGE-2004



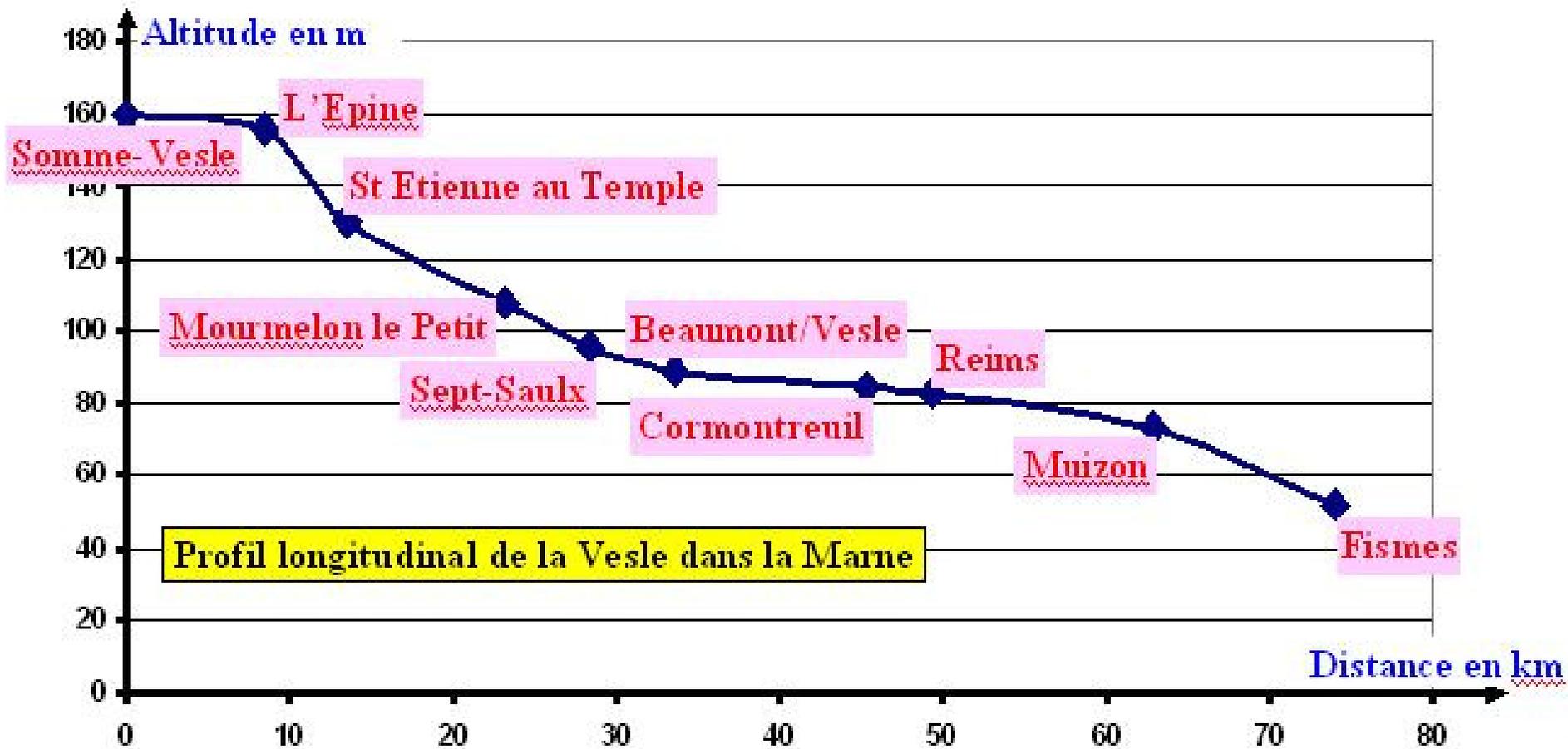
Copyright SPOT IMAGE-2004





Scale 1 : 3 000 000

Kilometres 0 25 50 75 100 125



GPS Measurement Protocol



Purpose

To determine the latitude, longitude, and elevation of your school and of all your GLOBE sites

Overview

The GPS receiver will be used to determine the latitude, longitude and elevation of your school or of your GLOBE sites.

Student Outcomes

Science Concepts

Earth and Space Sciences

Earth materials have different physical properties (magnetism).

Physical Science

Position of an object can be described by locating it relative to another object.

Materials have measurable properties (magnetism).

Magnets attract and repel each other.

Geography

Tools and technologies have distinct characteristics and capabilities.

Use appropriate geographic tools.

Latitude and longitude may be displayed on maps.

Scientific Inquiry Abilities

Using a GPS receiver to determine latitude and longitude

Using a compass to determine true north and south

Identify answerable questions.

Design and conduct scientific investigations.

Use appropriate mathematics to analyze data.

Time

15 minutes to 60 minutes per site

Level

All

Frequency

Once per site

Materials and Tools

GPS receiver

Magnetic compass

Tape measure

Pencil or pen

GPS Protocol Data Sheet

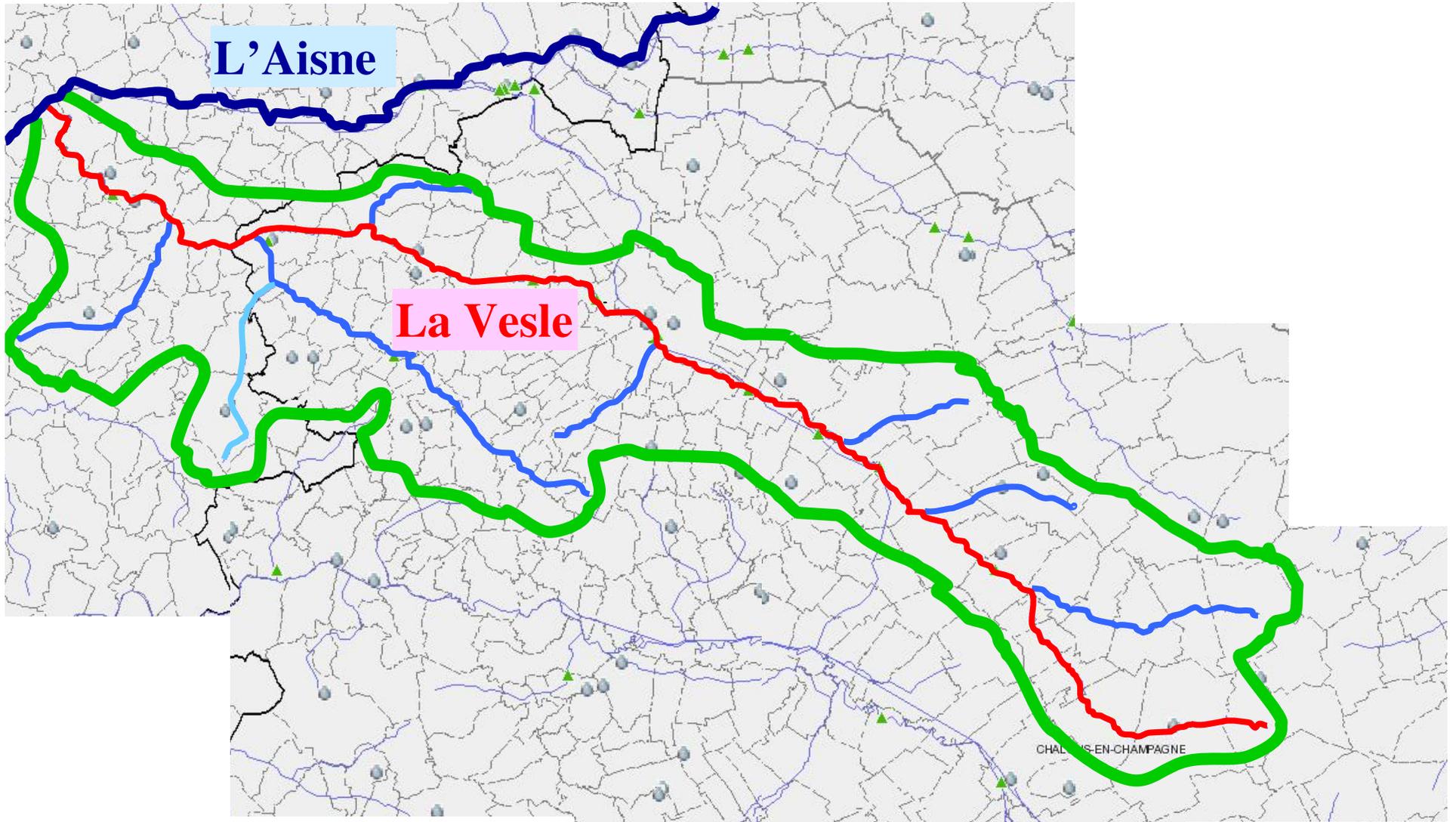
Offset GPS Work Sheet

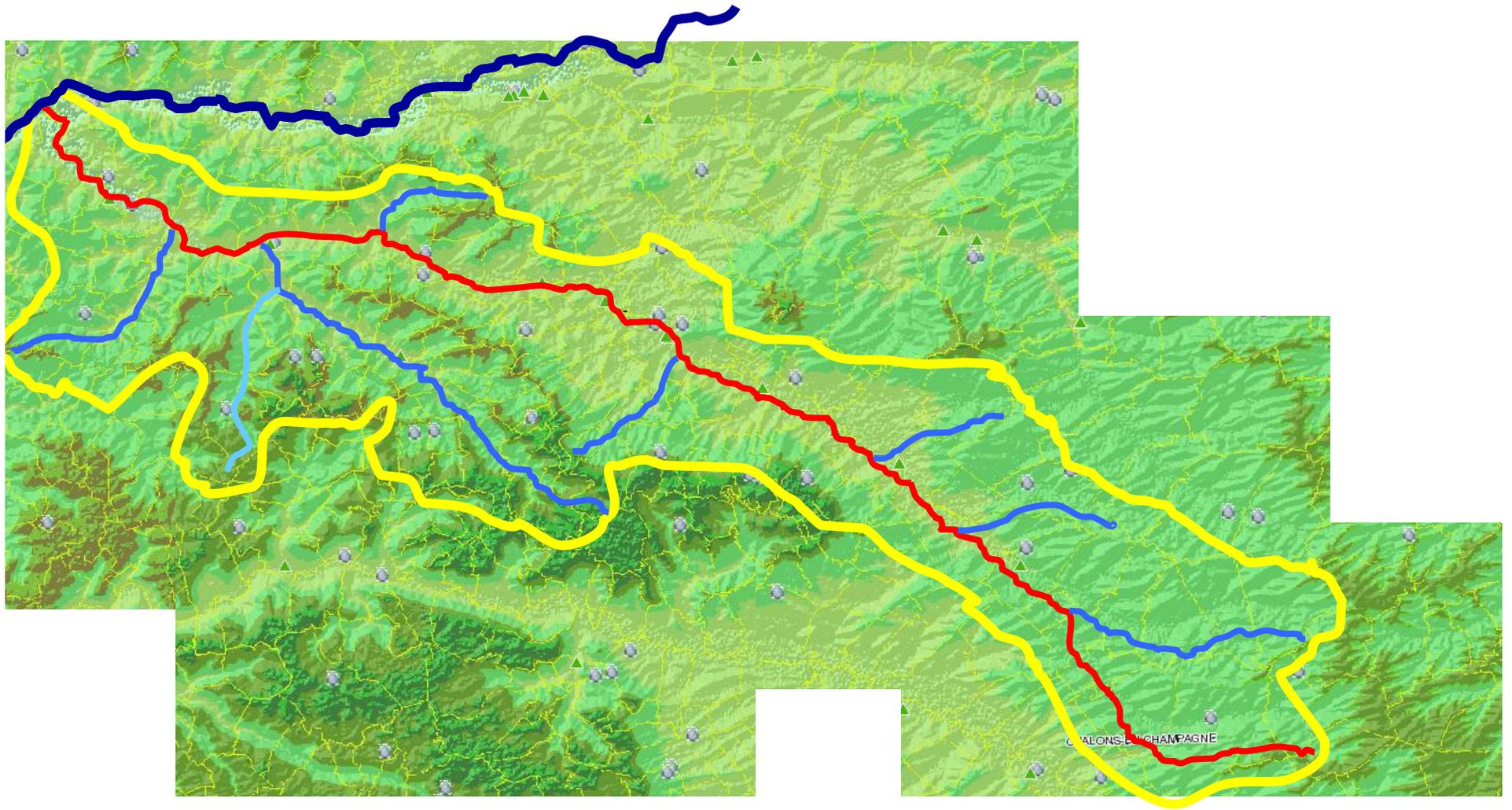
Preparation

Determine locations to be visited. Bring GPS unit, data sheets, and pen or pencil to field sites. Identify sites where GPS location measurement is not possible because the signal is blocked. For these sites, compass, measuring tape, and *Offset GPS Data Work Sheet* should be also brought.

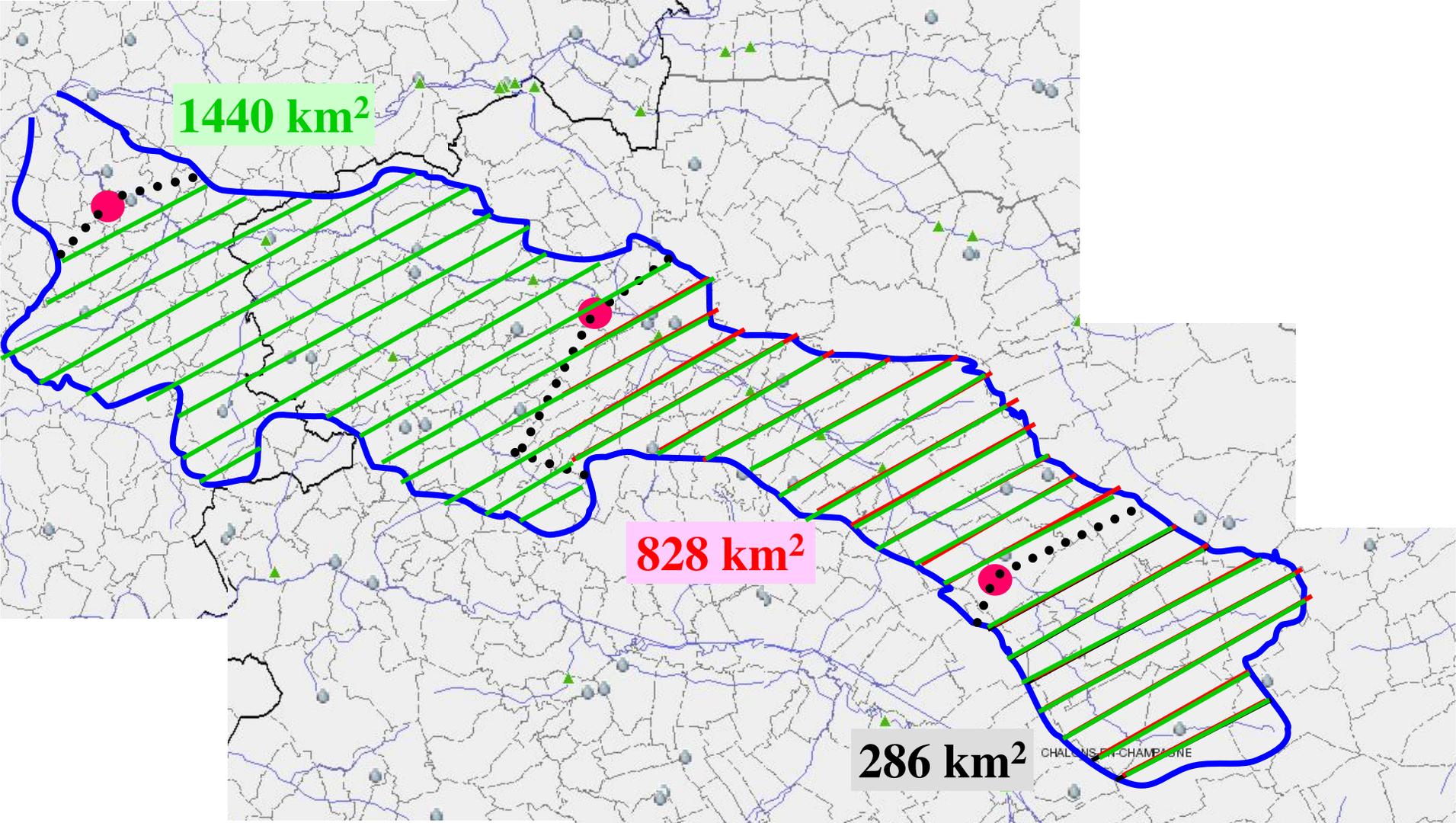
Prerequisites

None





Around 1500 km²



Potamology

Precipitations

Precipitation Protocols



Purpose

To determine the amount of moisture input to the local environment by measuring rain and snowfall and to measure the pH of precipitation.

Overview

Students use a rain gauge and a snowboard to measure the daily amount of precipitation that has occurred. Students measure the depth and rain equivalent of each day's snow and of the total snowpack. Special pH measuring techniques for precipitation are used to determine the pH of rain and melted snow.

Student Outcomes

Students will understand that precipitation is measured in depth and this depth is assumed to apply to a large area, that precipitation has a pH that can vary, and that snow is an input of water to the surface just like rain and each snowfall is equivalent to some amount of rainfall.

Science Concepts

Earth and Space Science

Weather can be described by quantitative measurements.

Weather changes from day to day and over the seasons.

Weather varies on local, regional, and global spatial scales.

Precipitation forms by condensation of water vapor in the atmosphere.

Physical Science

Materials exist in different states.

Geography

The nature and extent of precipitation affects the characteristics of the physical geographic system.

Scientific Inquiry Abilities

Use a rain gauge to measure rainfall and rain equivalent of snow.

Use pH paper, pen, or meter to measure pH.

Use meter sticks to measure snow depth.

Identify answerable questions.

Design and conduct scientific investigations.

Use appropriate mathematics to analyze data.

Develop descriptions and explanations using evidence.

Recognize and analyze alternative explanations.

Communicate procedures and explanations.

Time

In the field: 5 minutes for rain,
10-15 minutes for snow

In the lab: 5 minutes for snow rain equivalent
5 minutes for pH

Maintenance: 10 minutes weekly for cleaning the rain gauge

Level

All

Frequency

Daily within one hour of local solar noon

Materials and Tools

Installed rain gauge

Snowboard

Clean containers for pH samples 100 mL or larger

Two or three containers for snow samples

Carpenter's level

Meter stick

pH paper OR meter and pH buffers

Salt and salt card or tweezers

Sampling jar with lid

300 mL beakers or cups

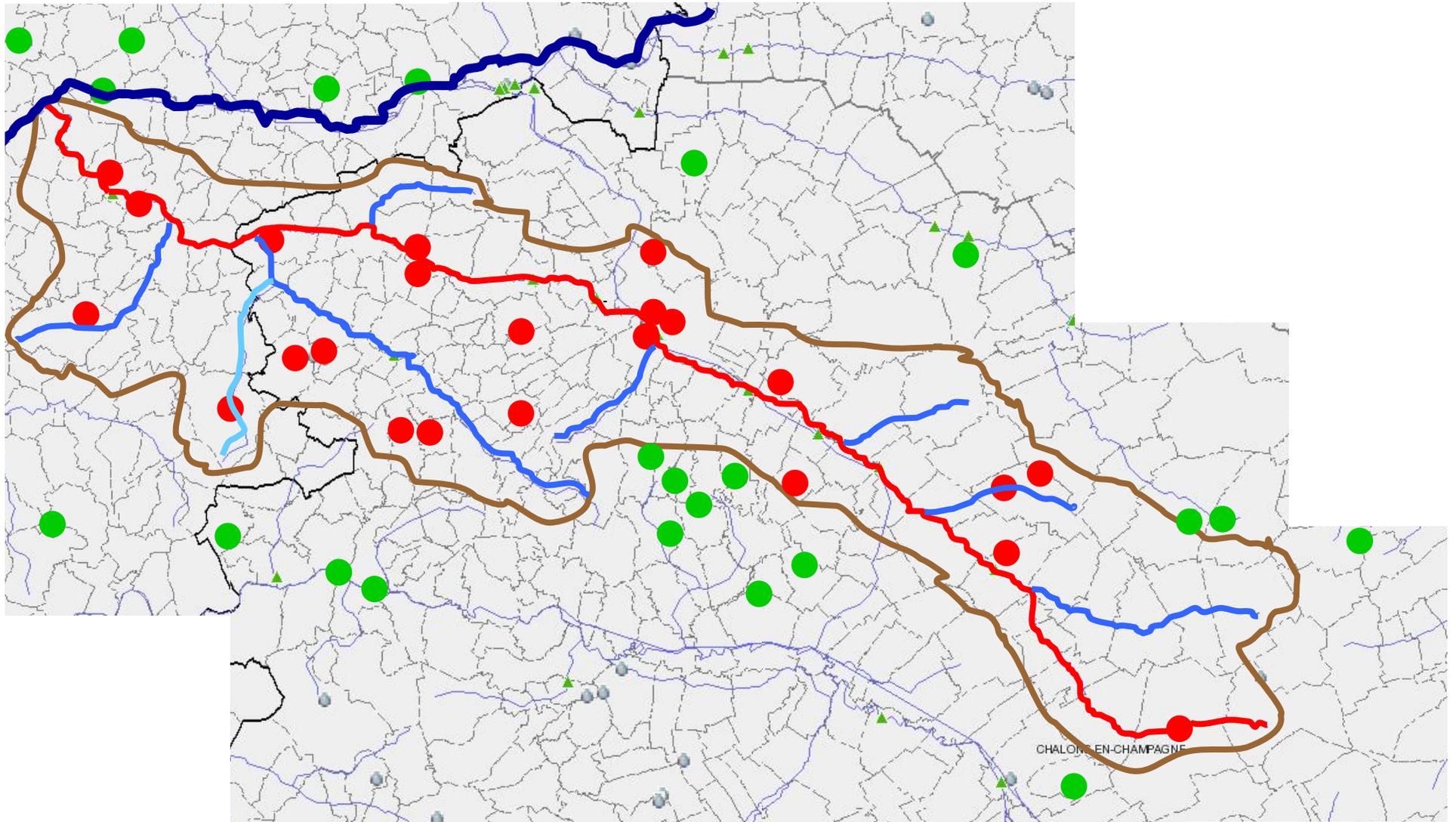
Tweezers

Stirring rods or spoon

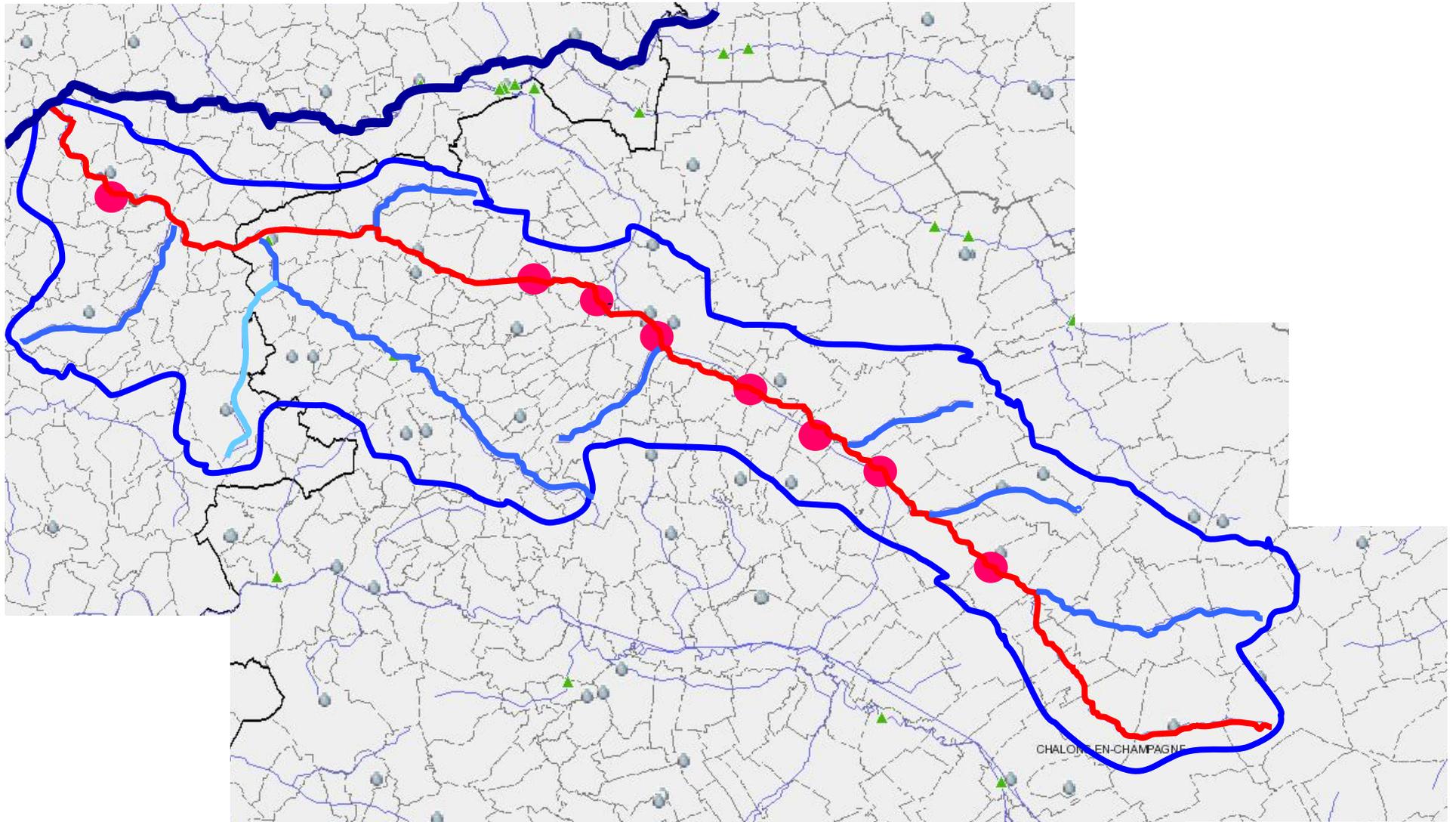
Latex gloves

Atmosphere Investigation Data Sheet

Distilled water for cleaning rain gauge

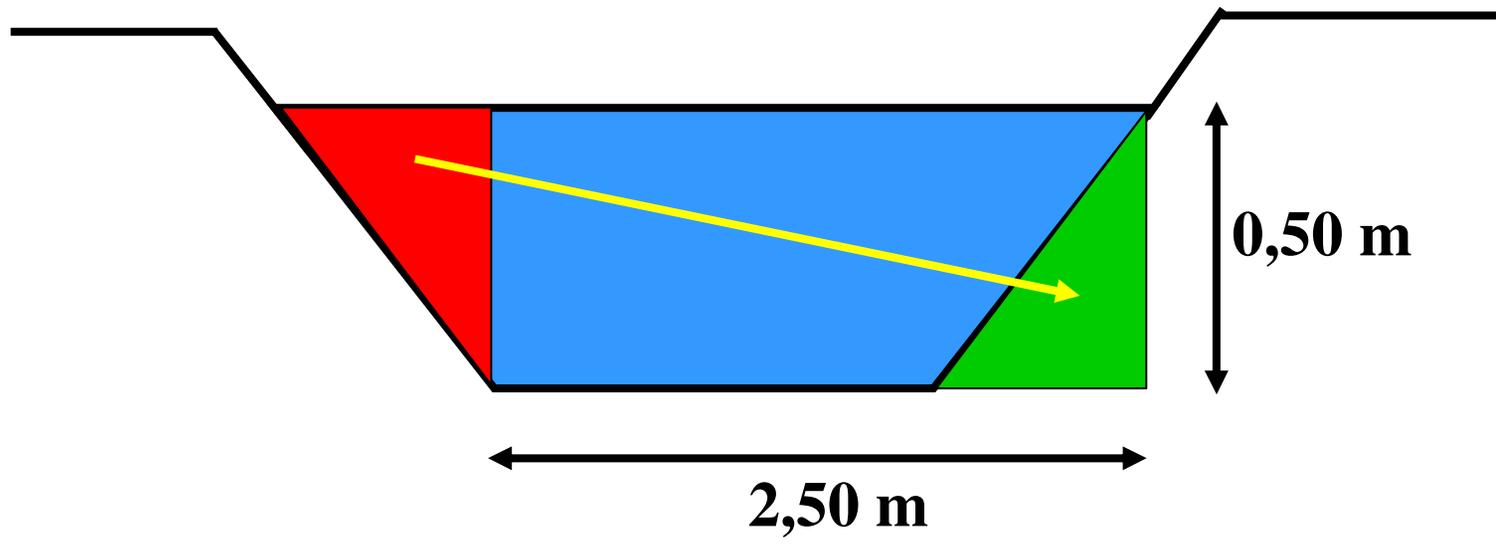
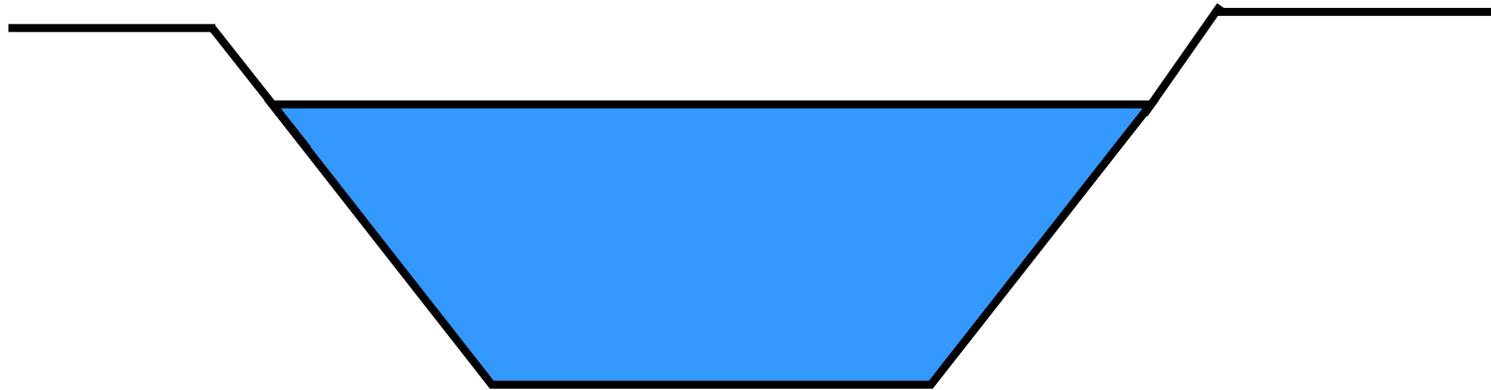


Flow discharge



Ce procédé est le plus simple de tous. On choisit une partie où la rivière est droite et régulière en largeur et profondeur, c'est-à-dire ayant l'aspect d'un canal. On s'assure de la section de cette rivière, c'est-à-dire largeur et profondeur d'eau.





Sur la partie droite de la rivière, on mesure une longueur de 10 à 20 mètres et la vitesse d'écoulement d'eau en y jetant un corps flottant, morceau de bois ou même, de préférence, une bouteille presque pleine de façon que ce flotteur plongeant dans l'eau donne la vitesse moyenne du cours d'eau et non pas la vitesse de la surface, supérieure à la vitesse moyenne.



10 m





Mais la vitesse de l'eau sur les côtés et au fond est inférieure à celle de la surface ou au milieu. Il faut donc répéter les essais de vitesse, ne jamais les faire dans un coude et prendre seulement 80% du résultat théorique.

Débit

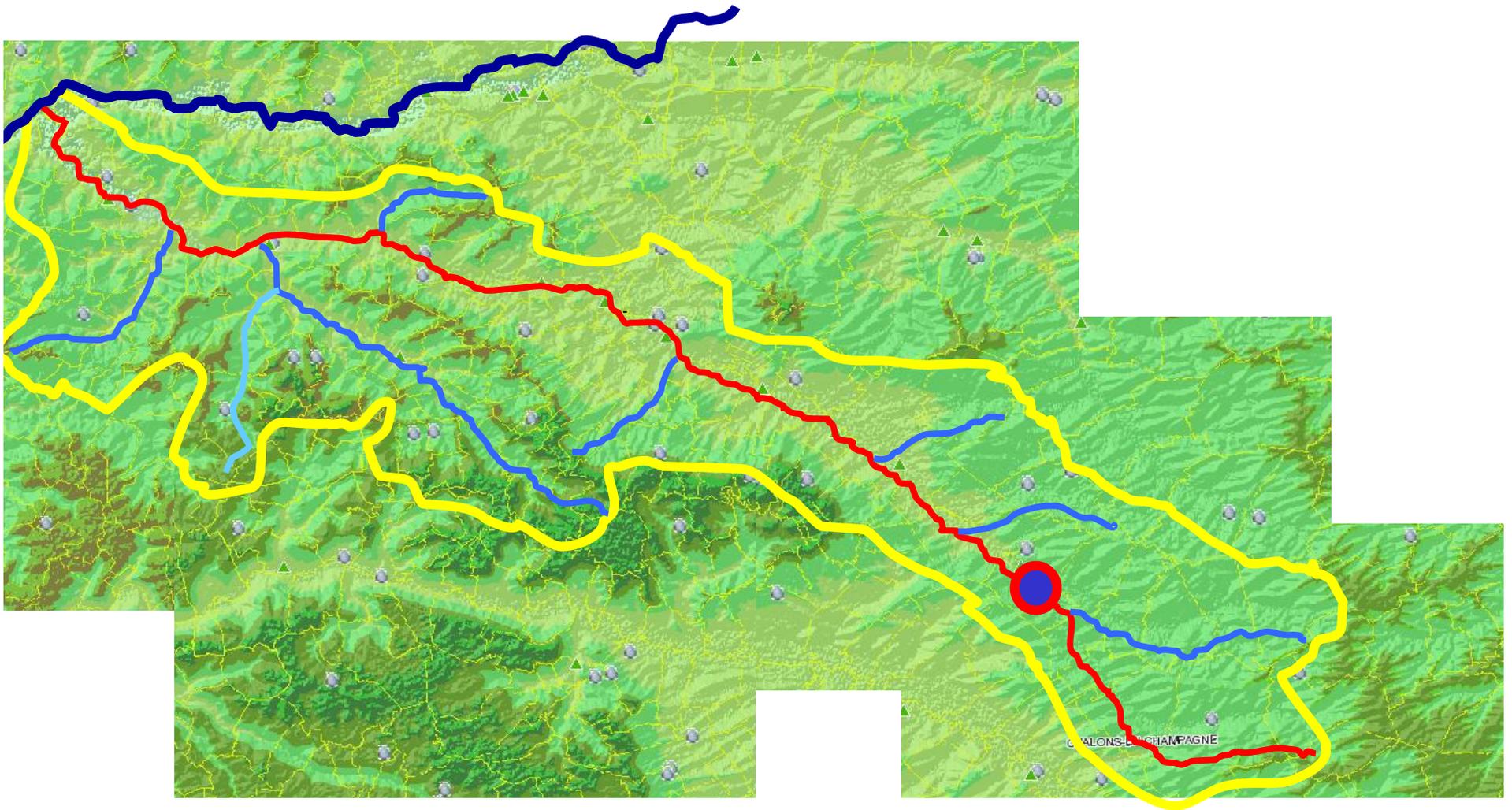
=

section de la rivière x vitesse mesurée x 80%

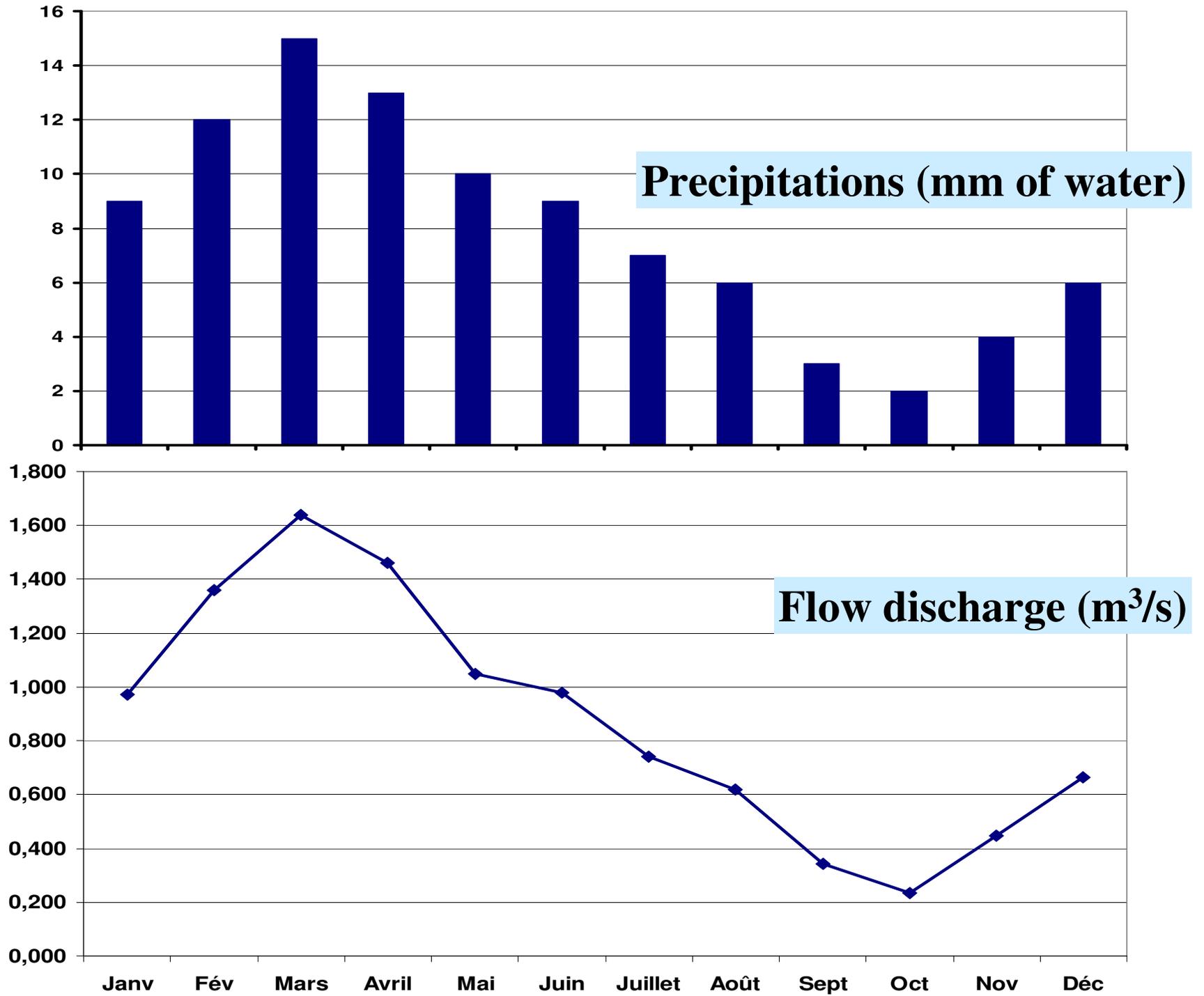
Exemple pour notre rivière : si le flotteur donne une vitesse de 0,80 m par seconde, on aura :

$$\begin{aligned}\text{Débit} &= 2,50 \times 0,50 \times 0,80 \times 80/100 \\ &= 0,8 \text{ m}^3/\text{s}\end{aligned}$$

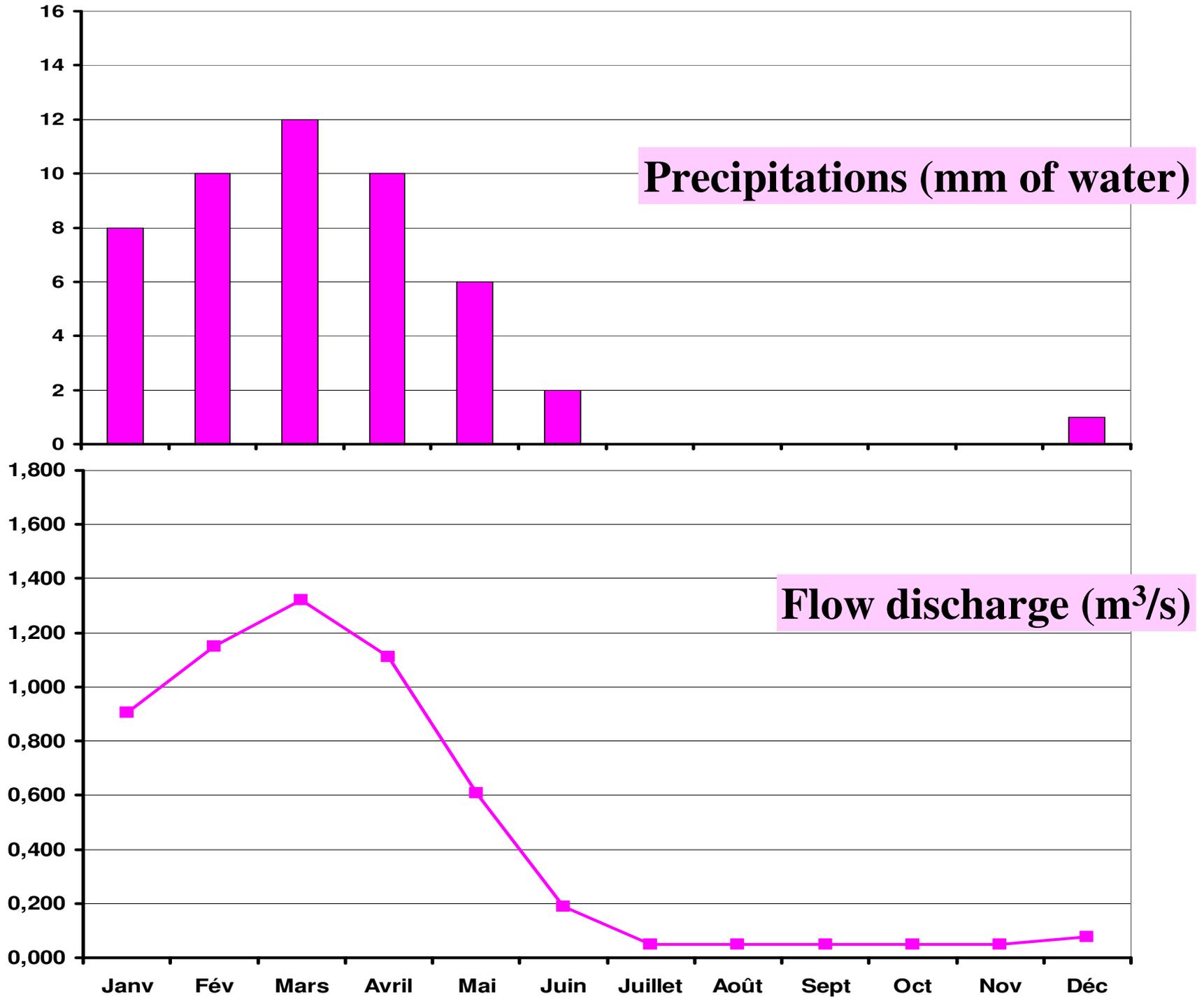
Flow discharge near the Vesle source



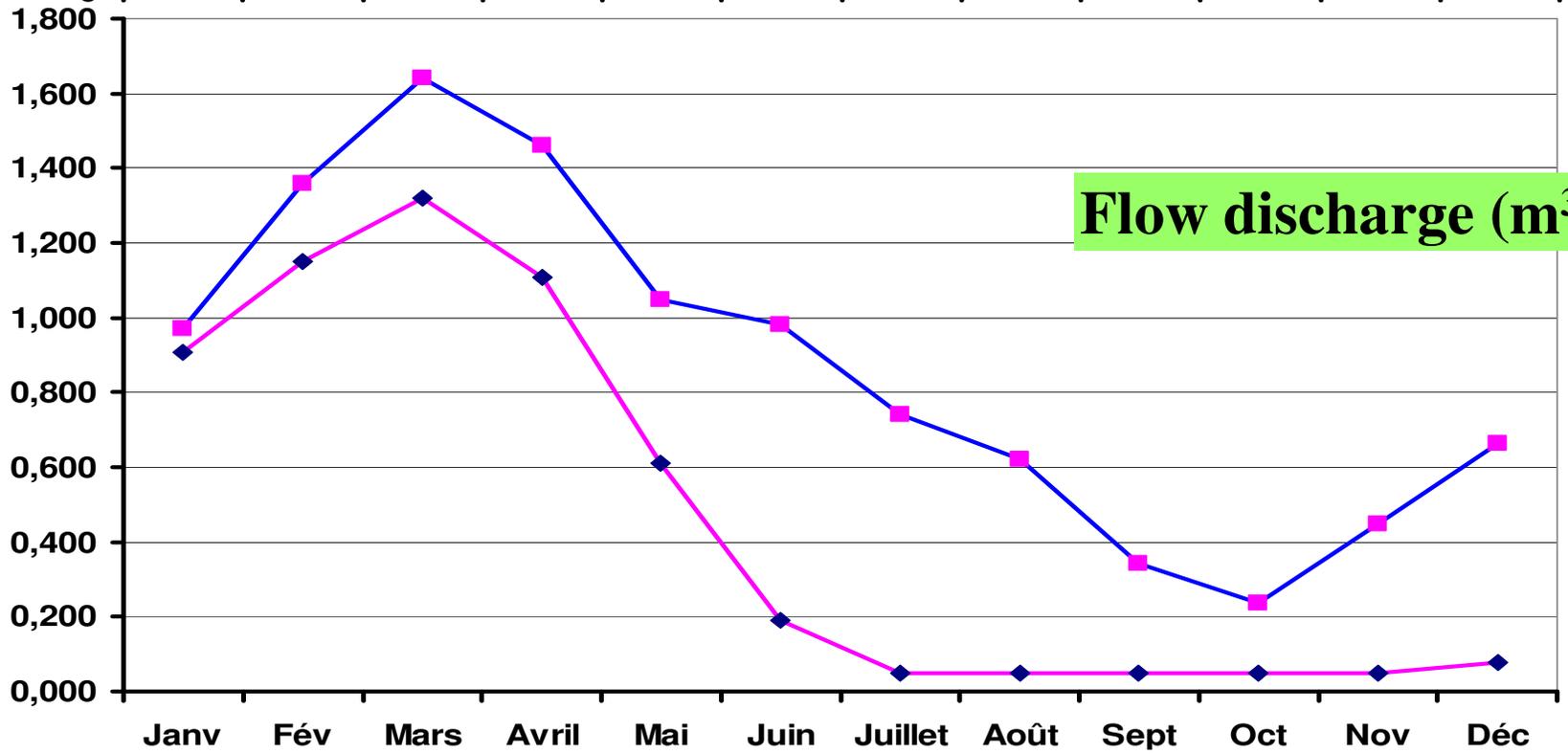
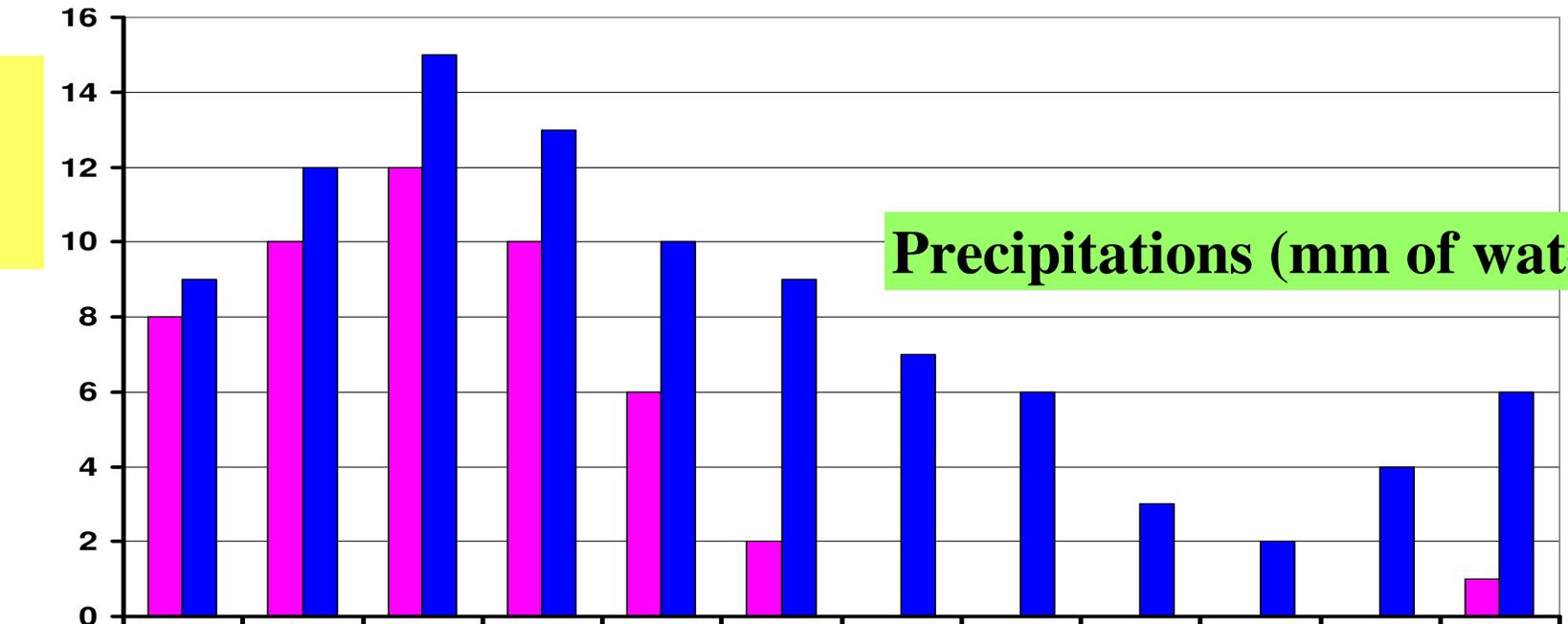
2006



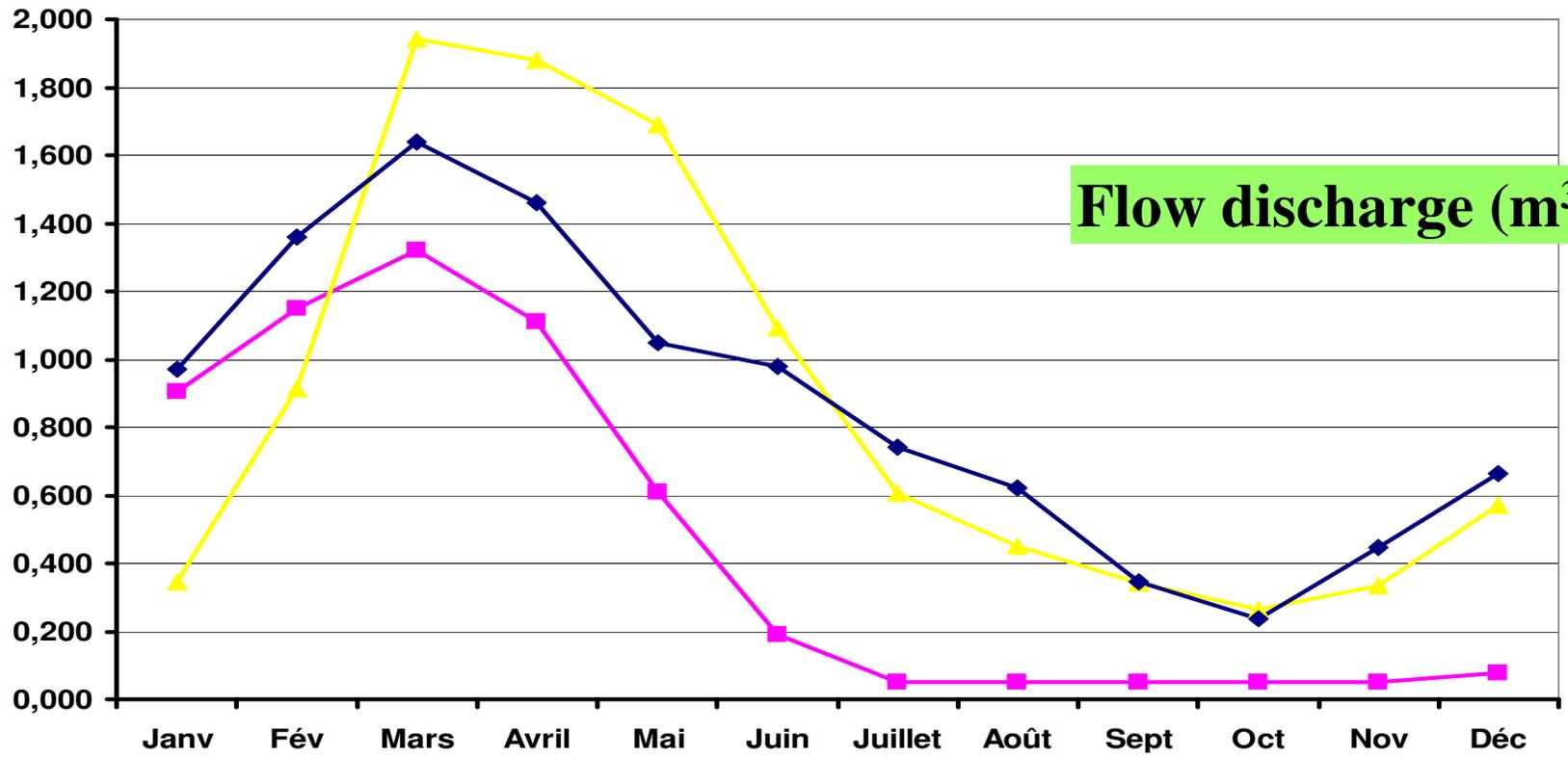
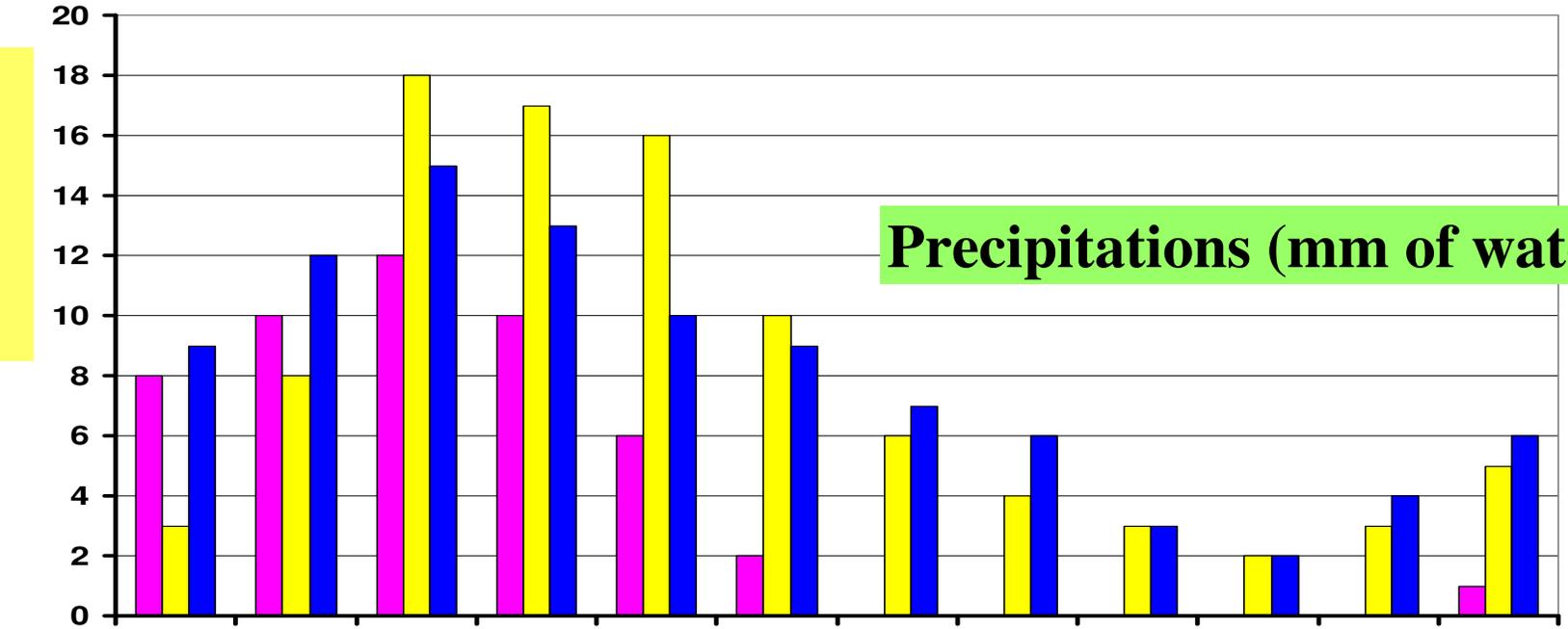
1976



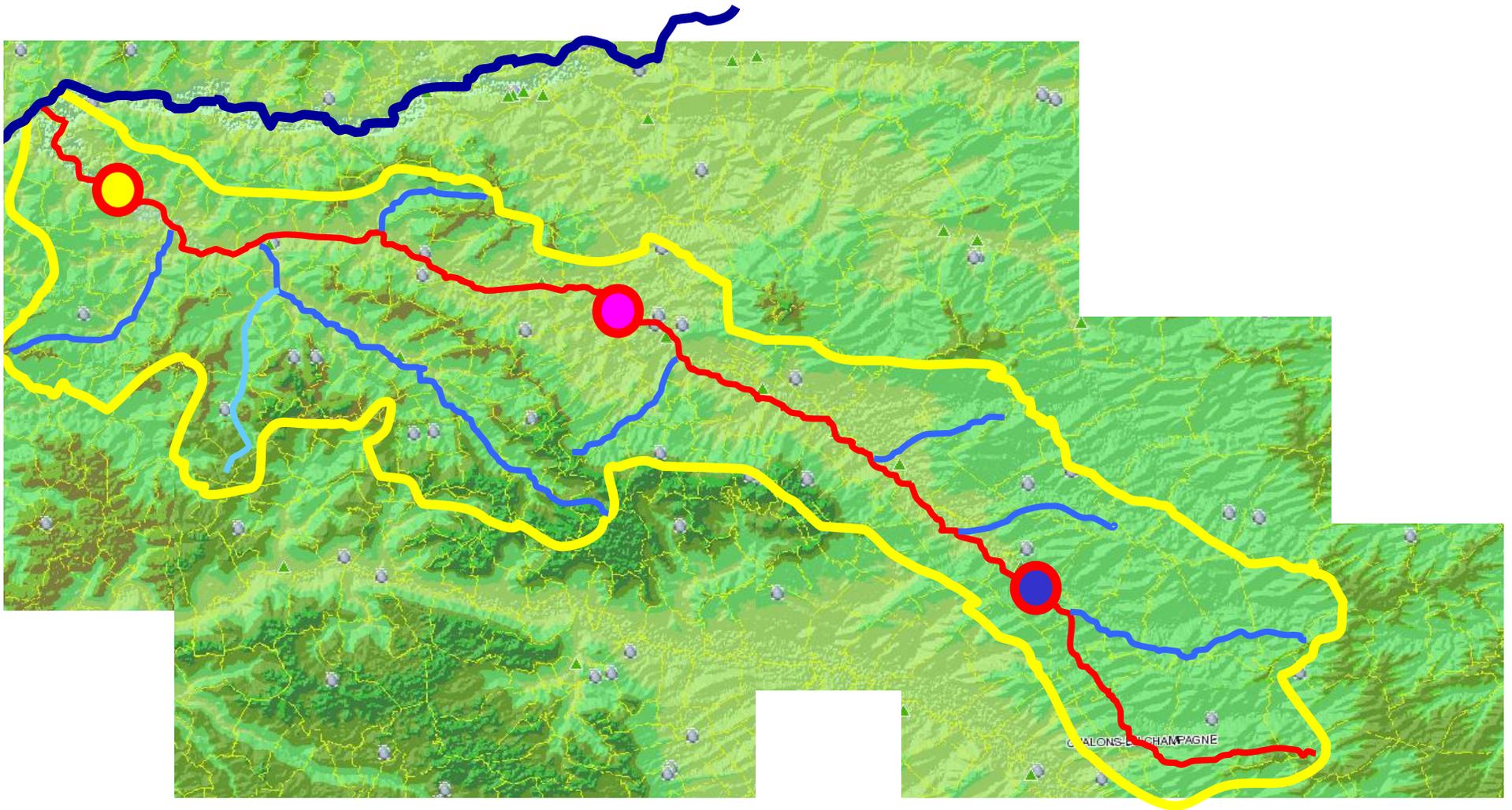
1976
2006



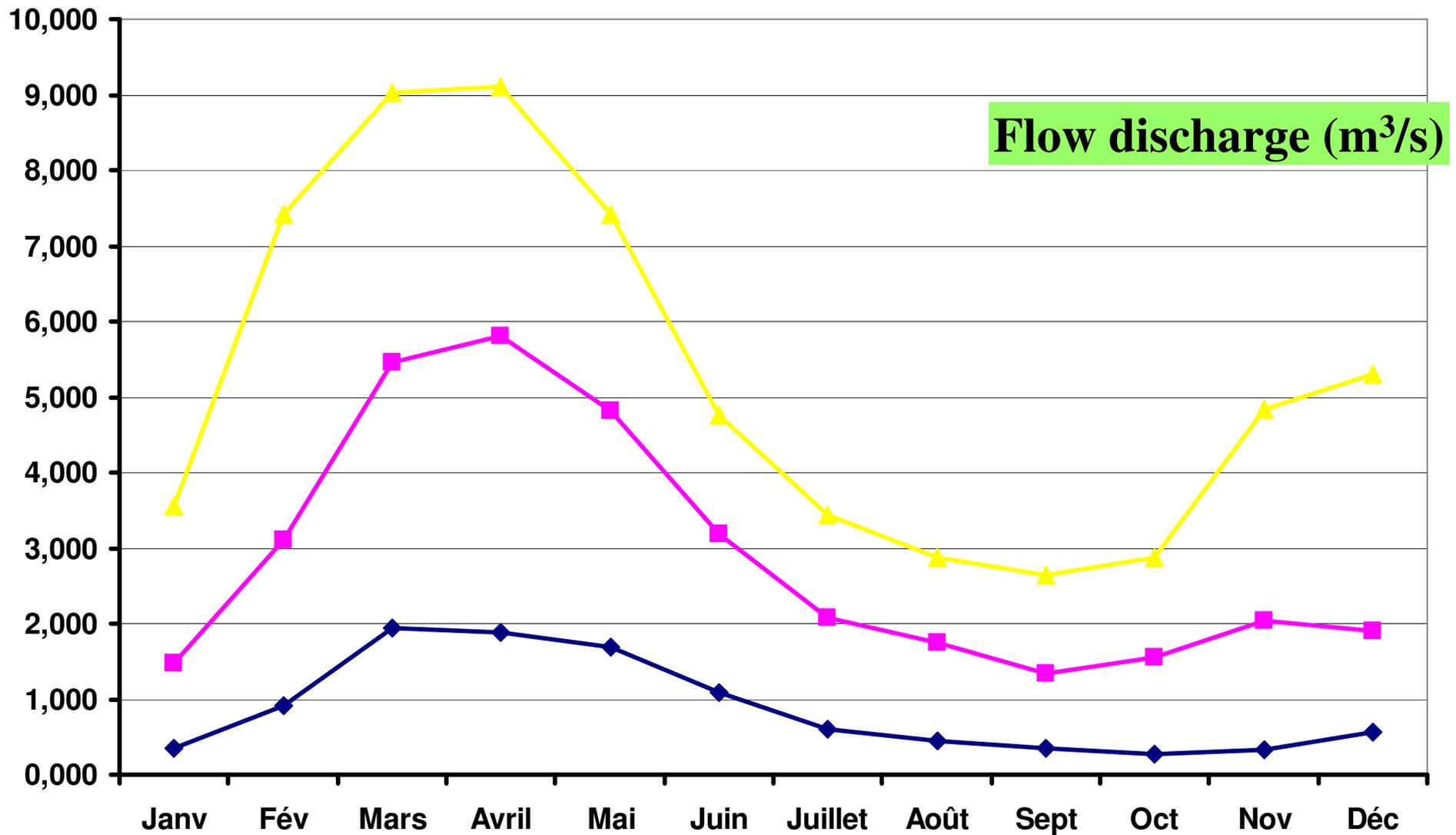
1976
1977
2006



Flow discharge along the Vesle river

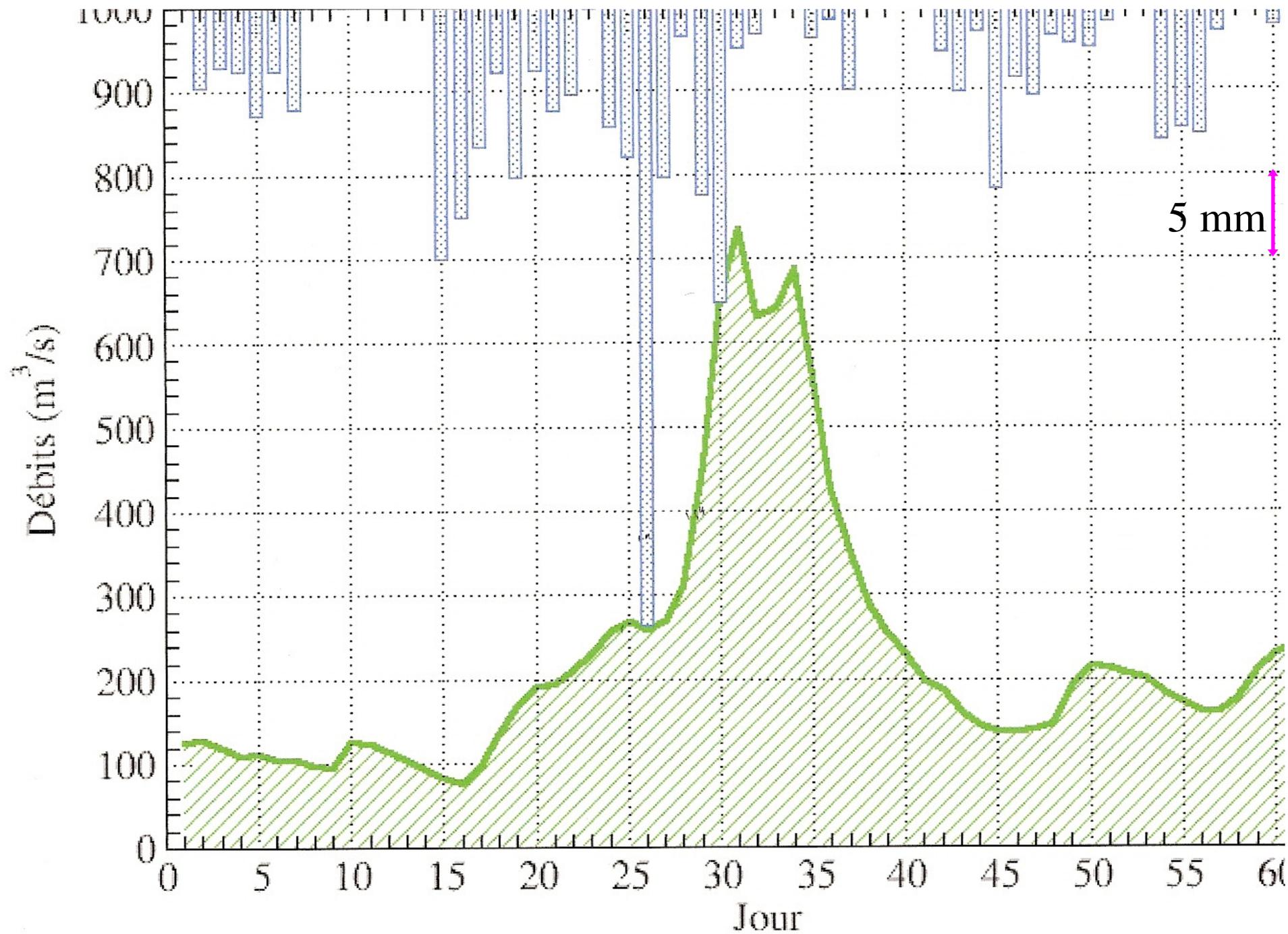


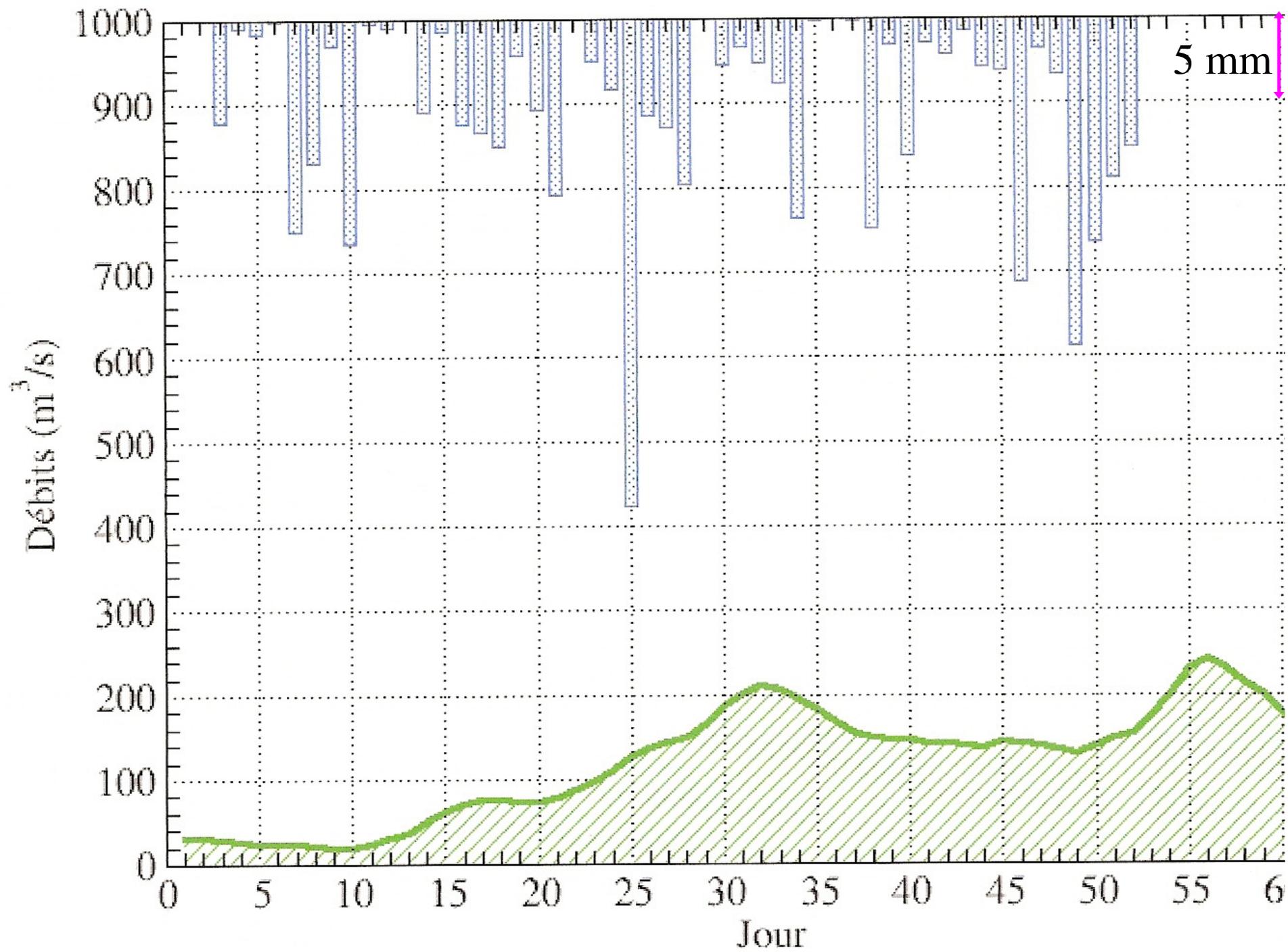
Along the Vesle river in 1977



Trouble in a watershed

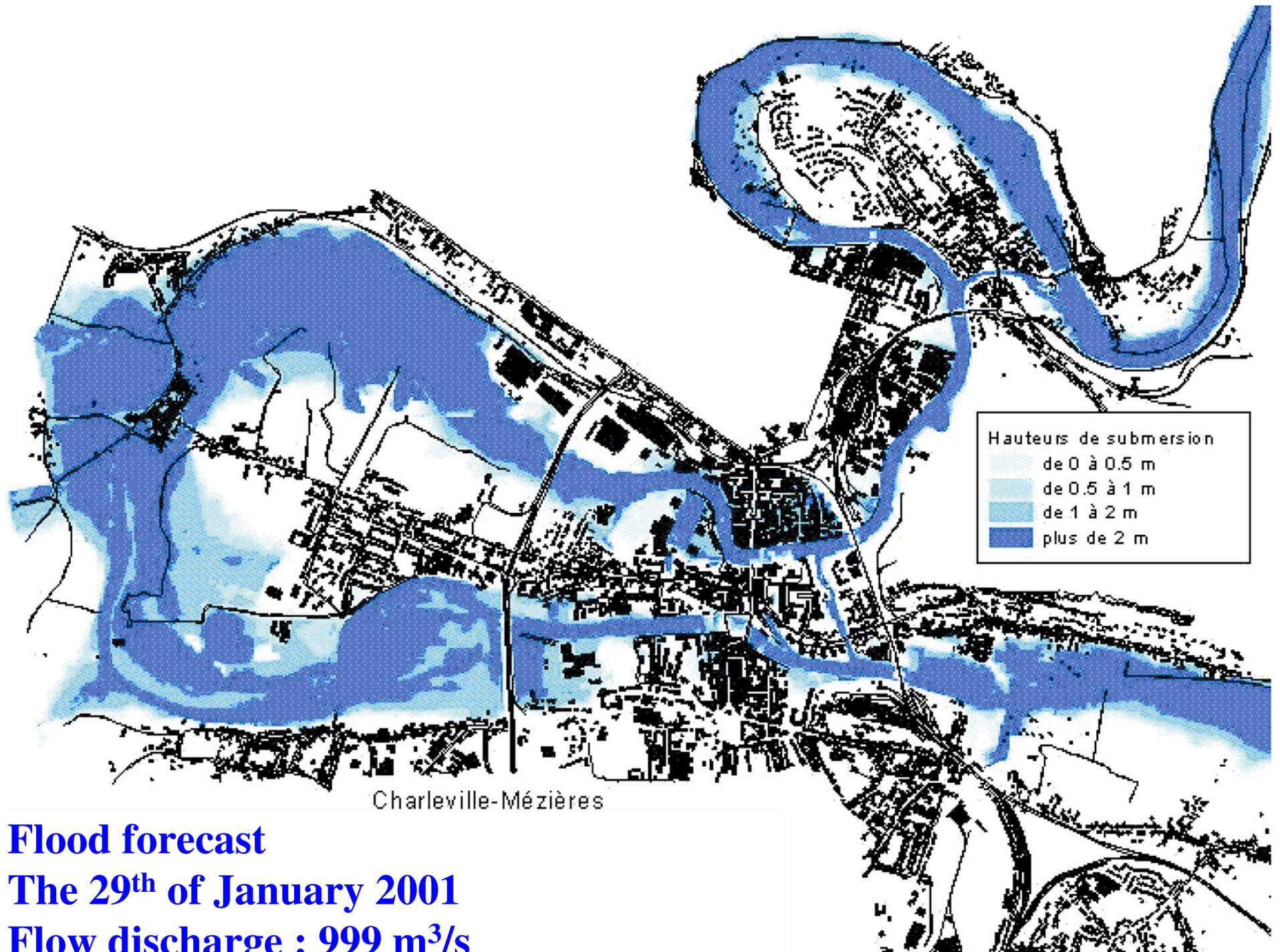
Floods







Hazard forecast



Flood forecast

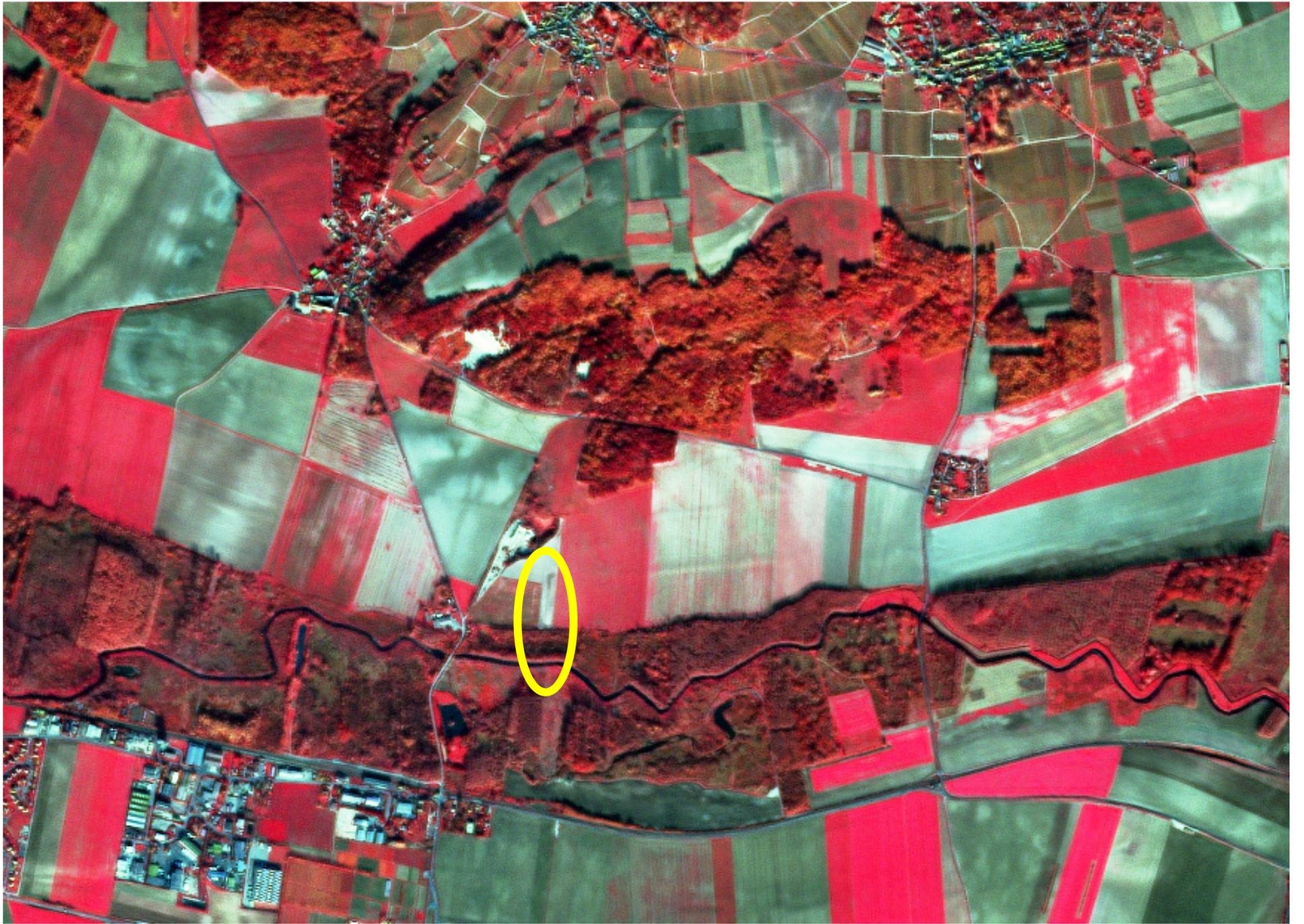
The 29th of January 2001

Flow discharge : 999 m³/s

Runoff pollution

Leaching

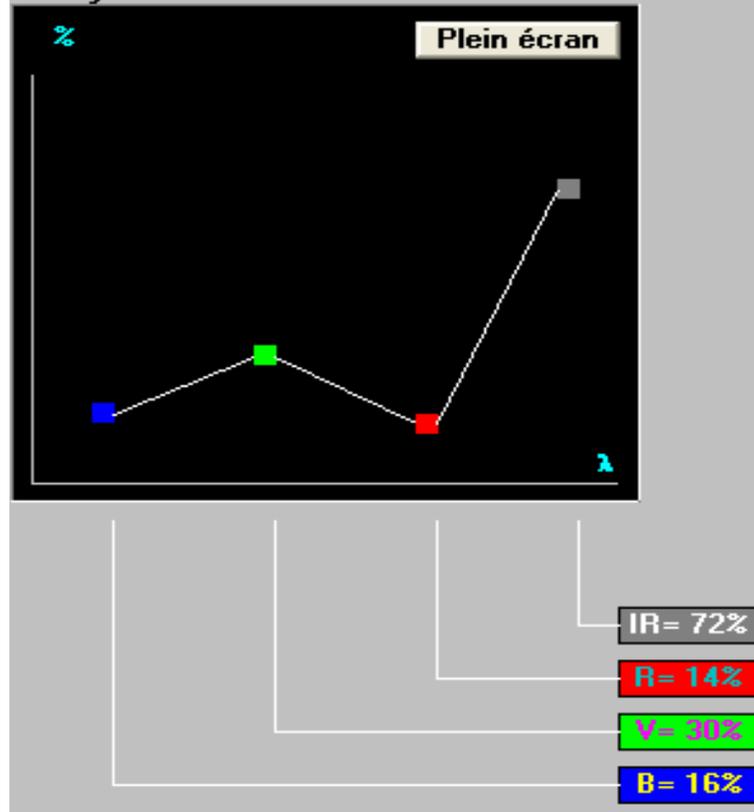




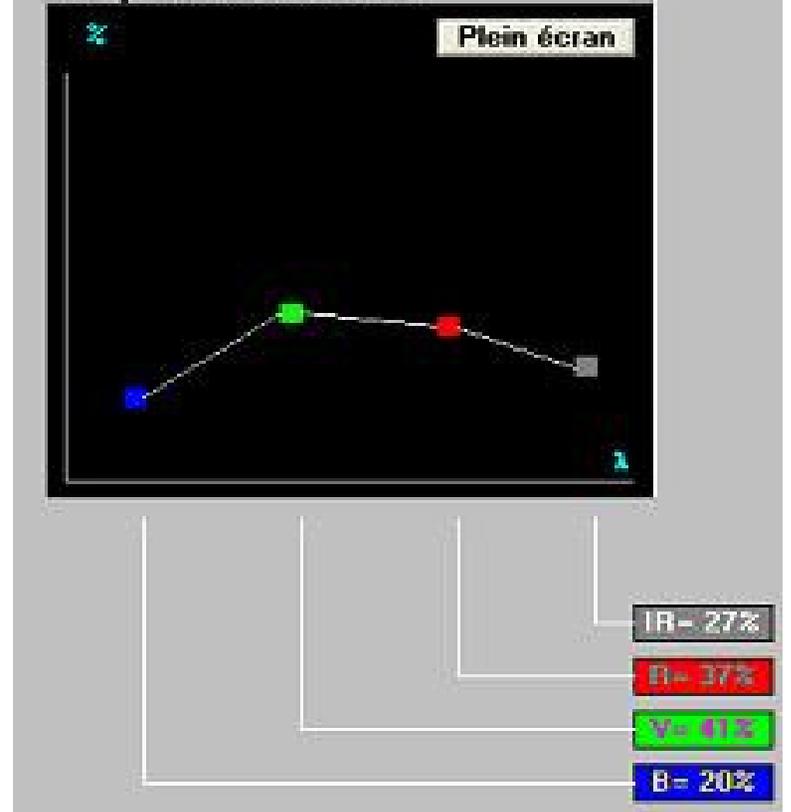
Acquisition of a satellite image



Analyse des couleurs

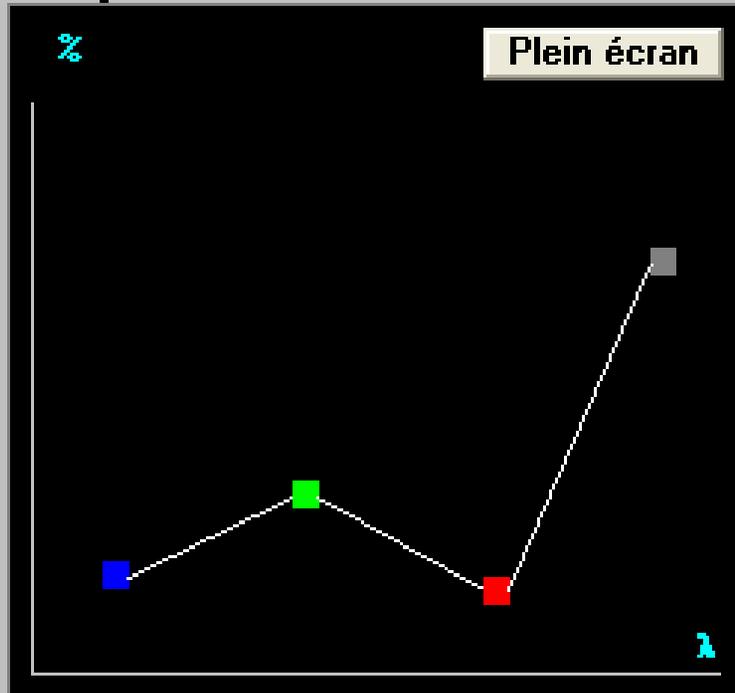


Analyse des couleurs

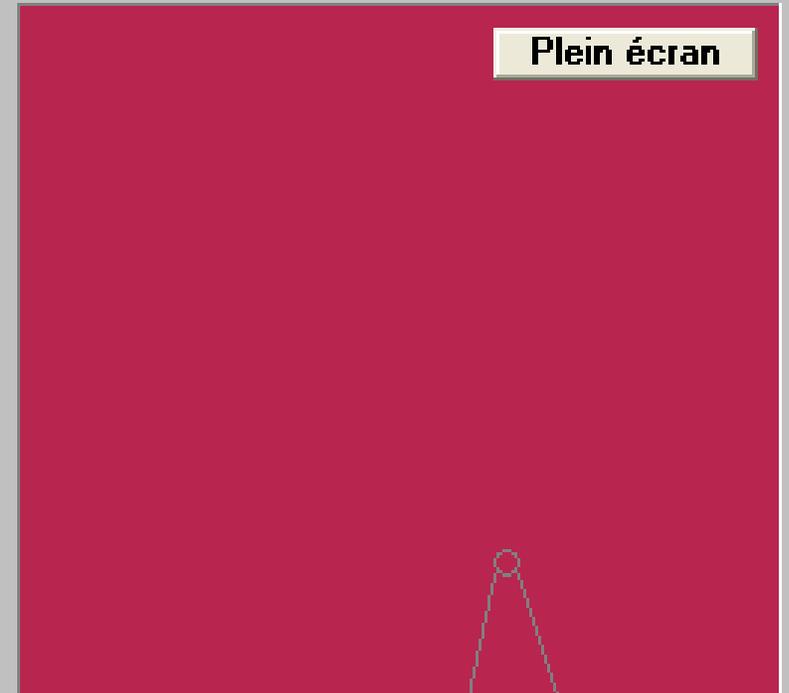


False colours

Analyse des couleurs



Restitution des couleurs



IR = 72%

R = 14%

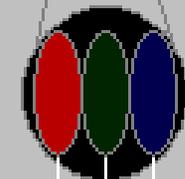
V = 30%

B = 16%

R = 72%

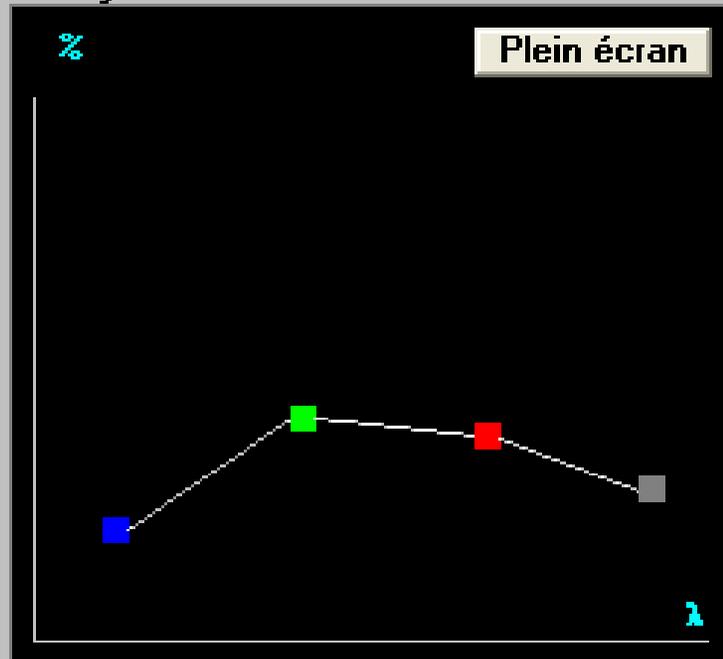
V = 14%

B = 30%

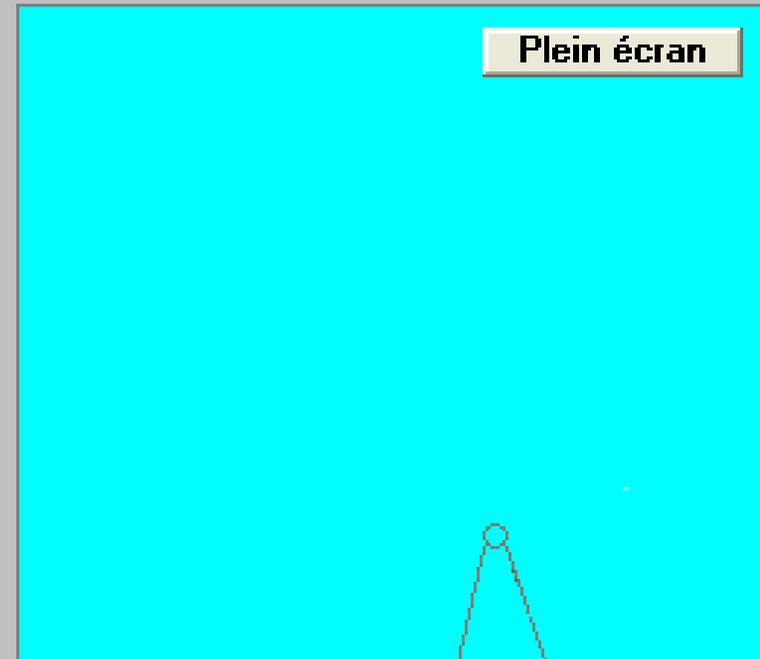


Trois
photophores
d'un pixel de
l'écran

Analyse des couleurs



Restitution des couleurs



Trois
photophores
d'un pixel de
l'écran

IR = 27%

R = 37%

V = 41%

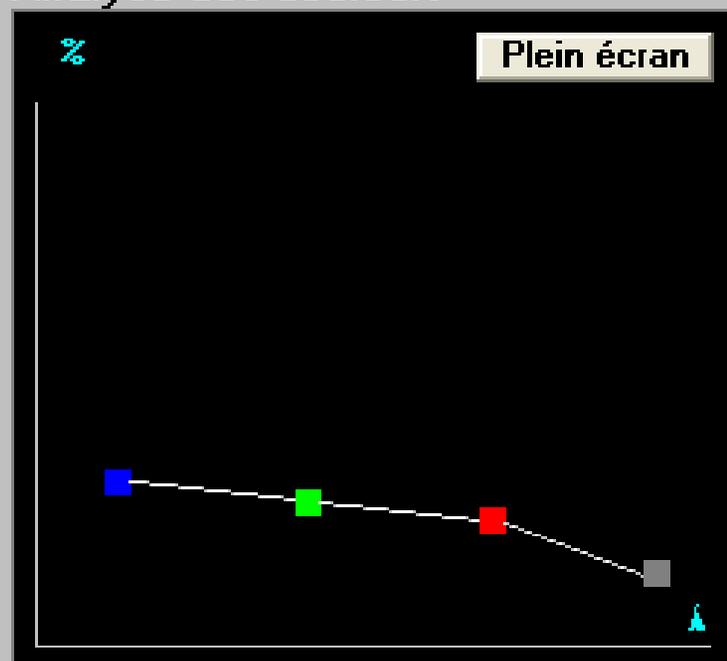
B = 20%

R = 27%

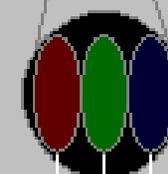
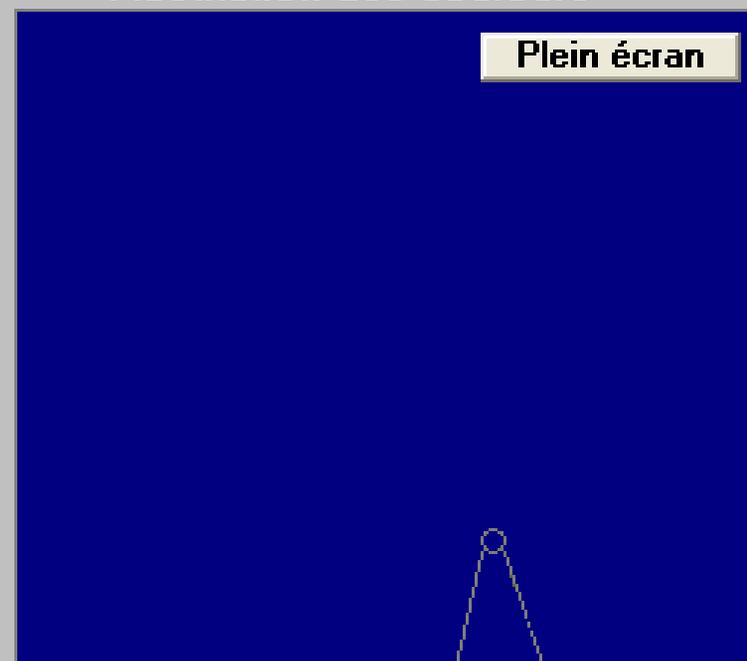
V = 37%

B = 41%

Analyse des couleurs



Restitution des couleurs



Trois photophores d'un pixel de l'écran

IR = 17%

R = 20%

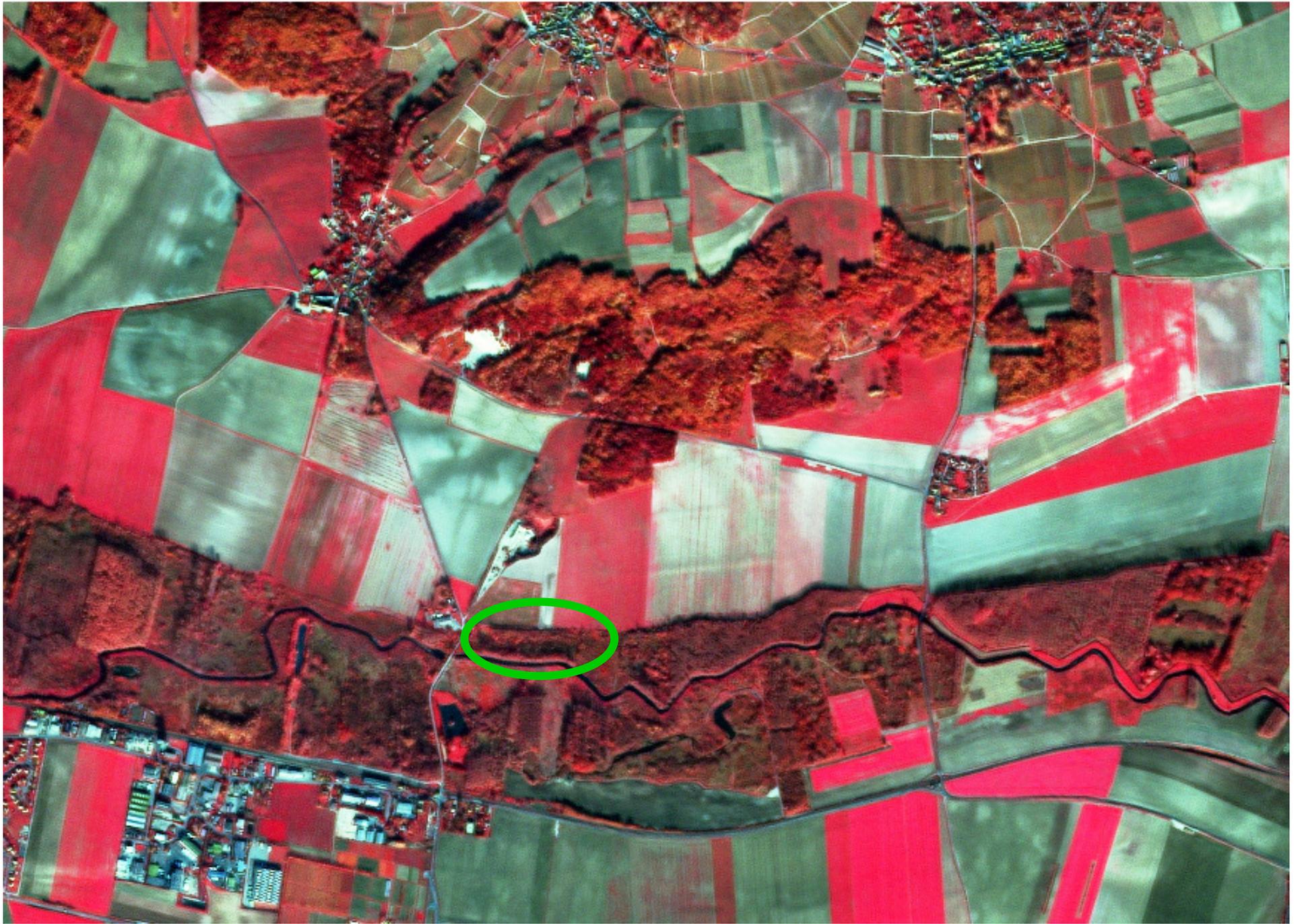
V = 22%

B = 24%

R = 17%

V = 20%

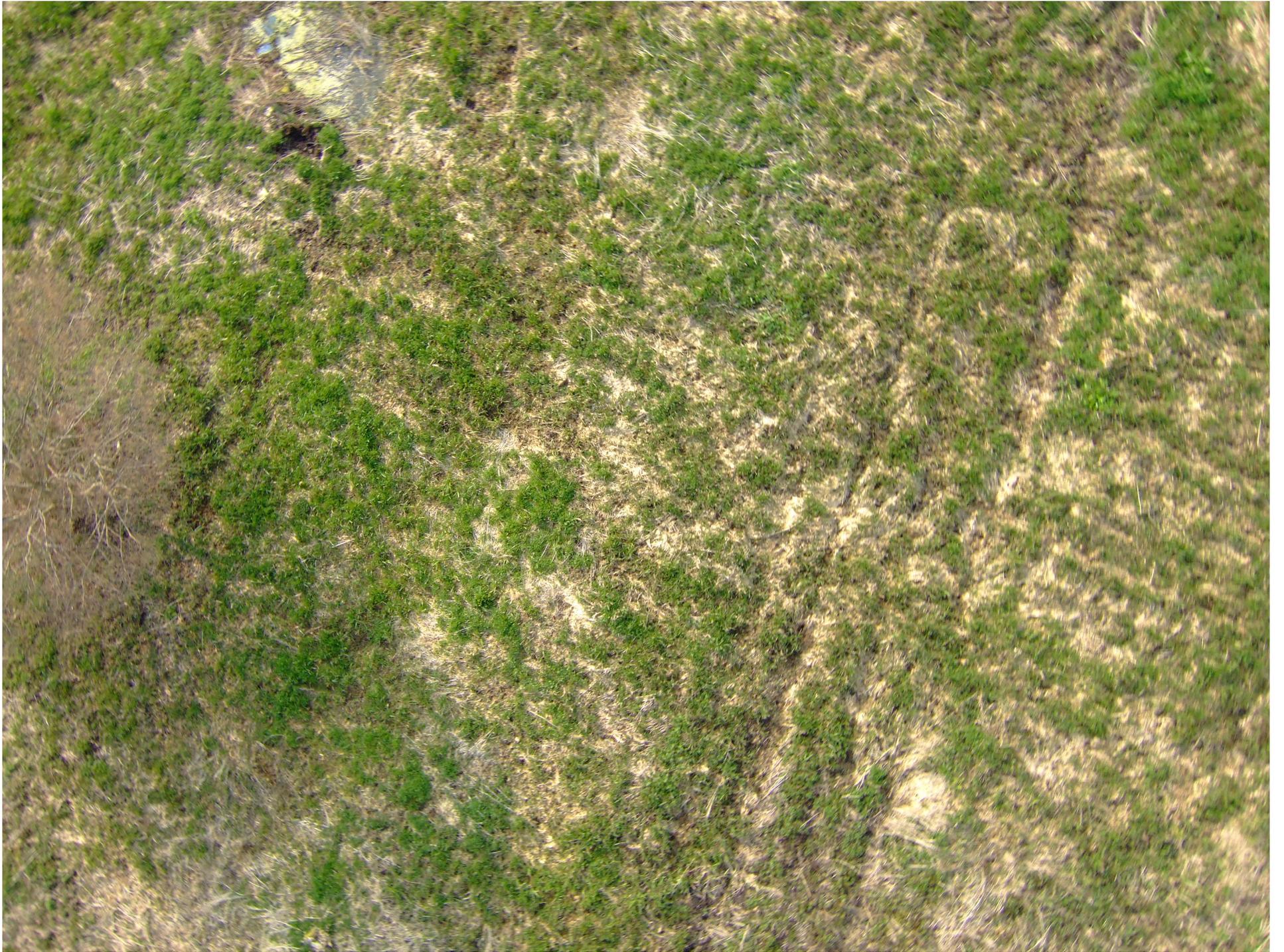
B = 22%



















ATELIER ESPACE
ENVIRONNEMENT

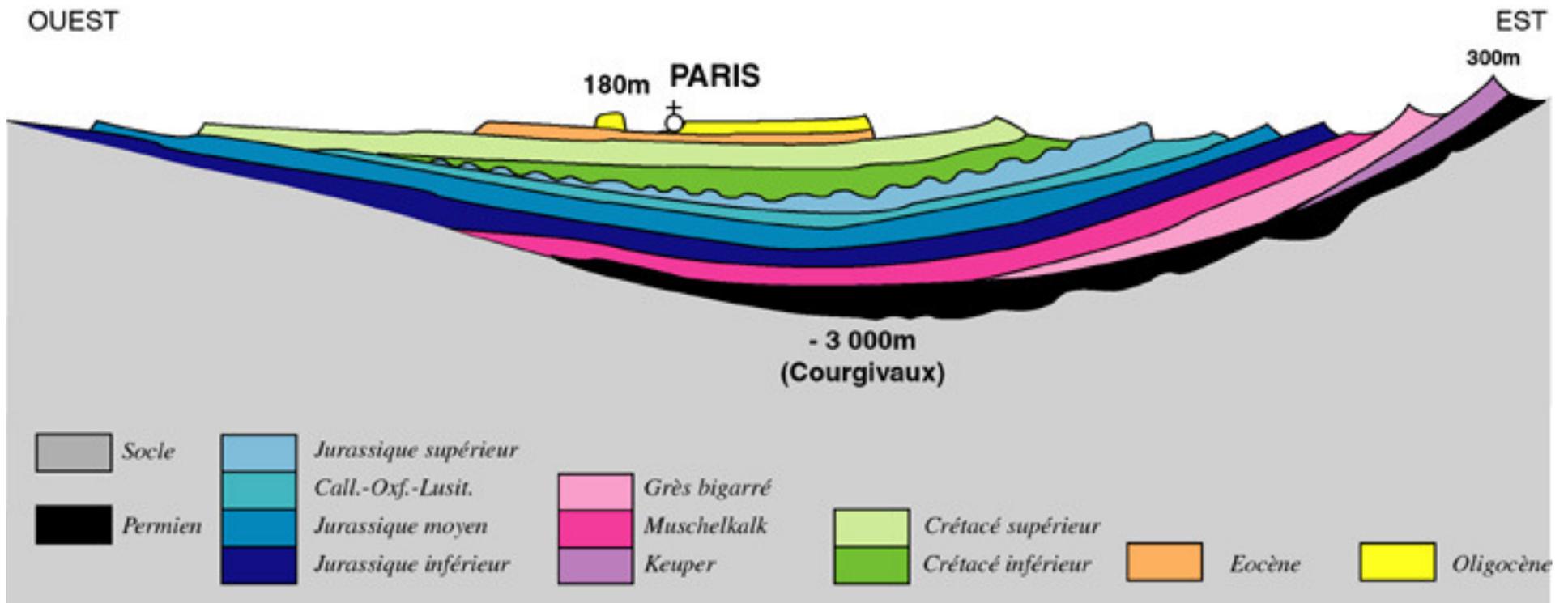




Champagne-Ardenne region

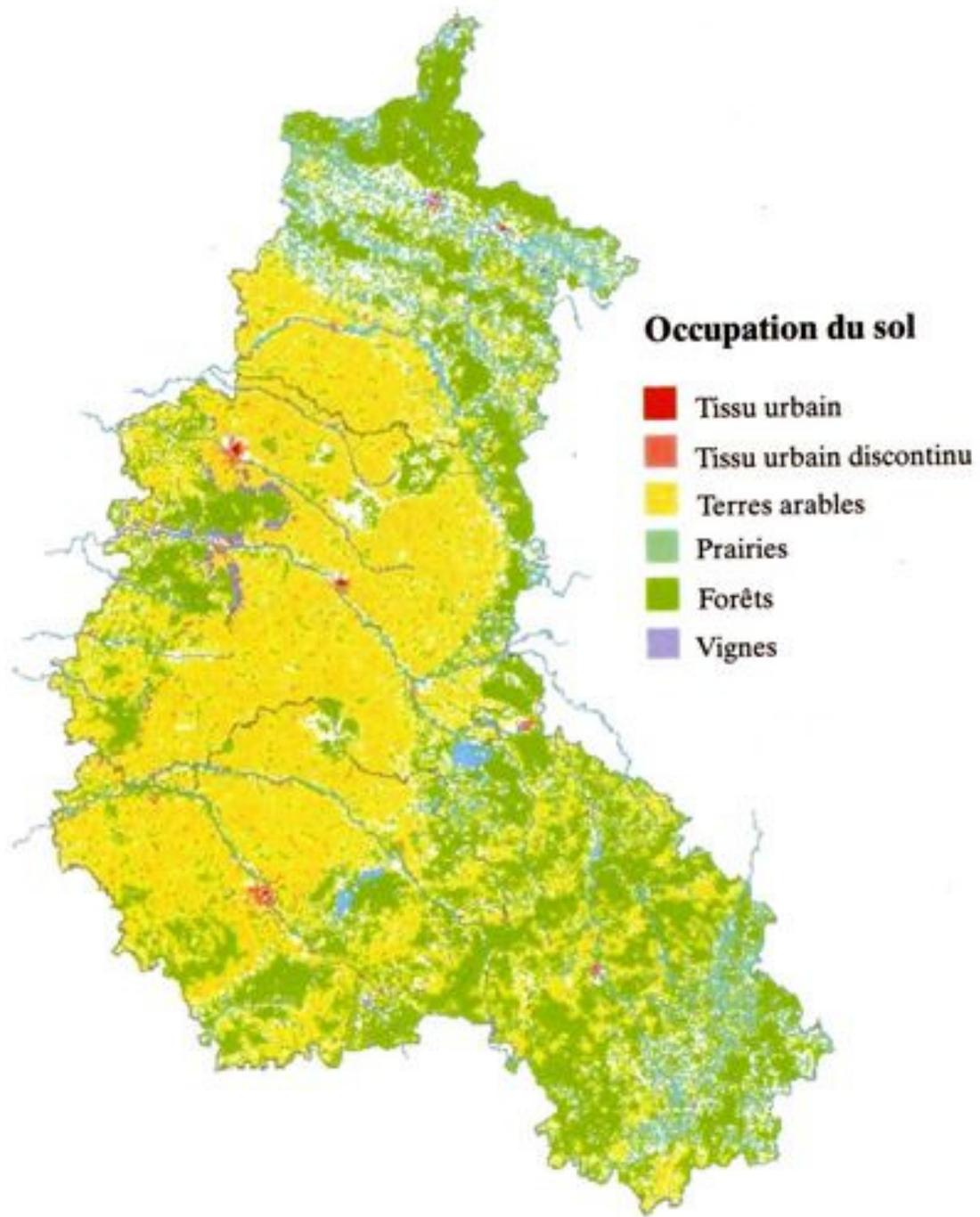
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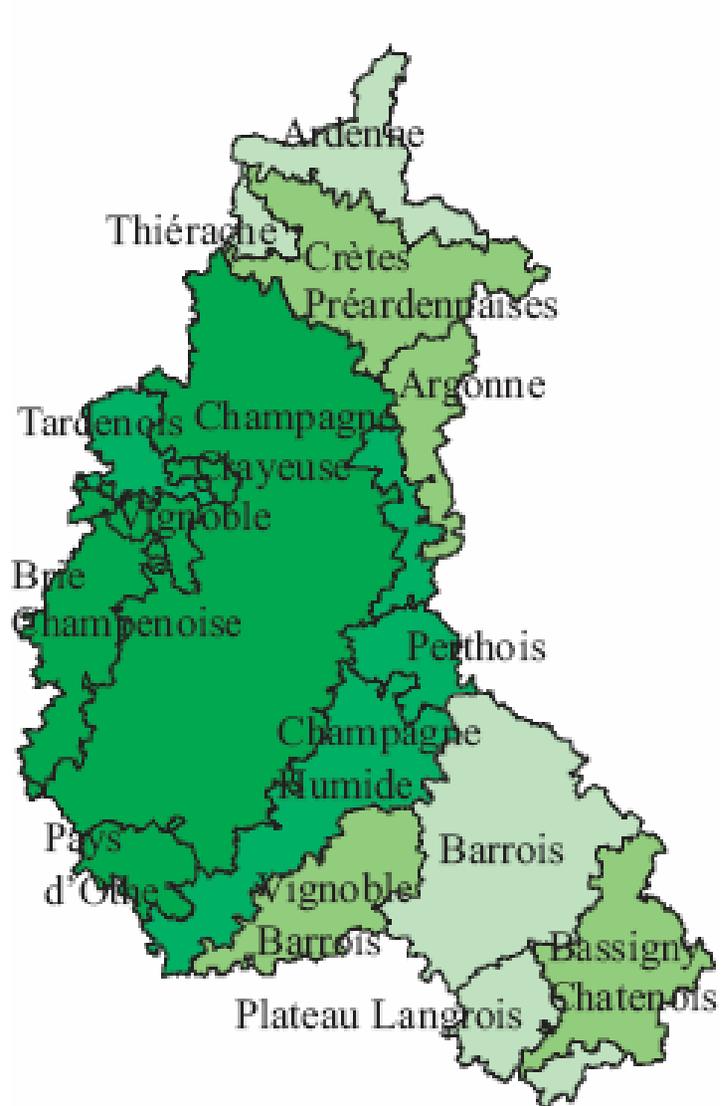
Arable farming region



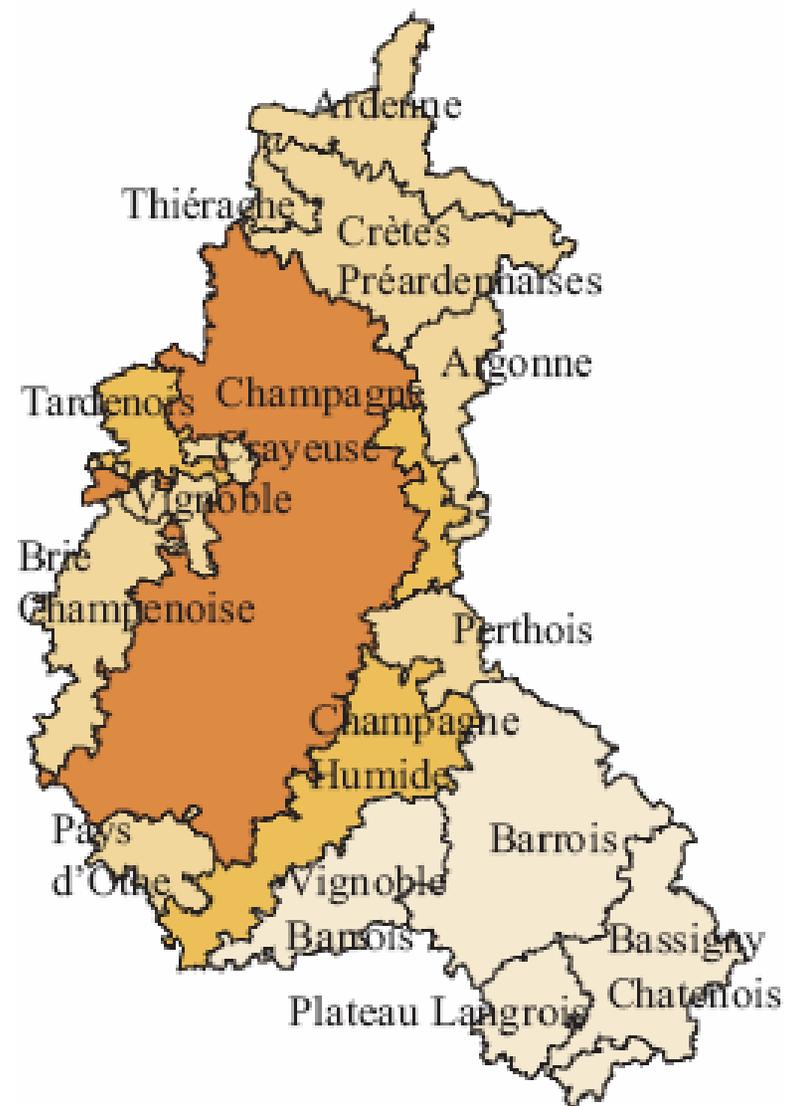
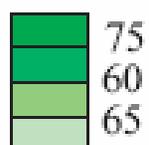


TERTIAIRE		
SECONDAIRE	Crétacé sup.	
	Crétacé inf.	
	Jurassique sup.	
	Jurassique inf.	
PRIMAIRE		

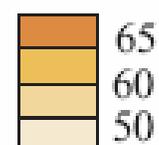


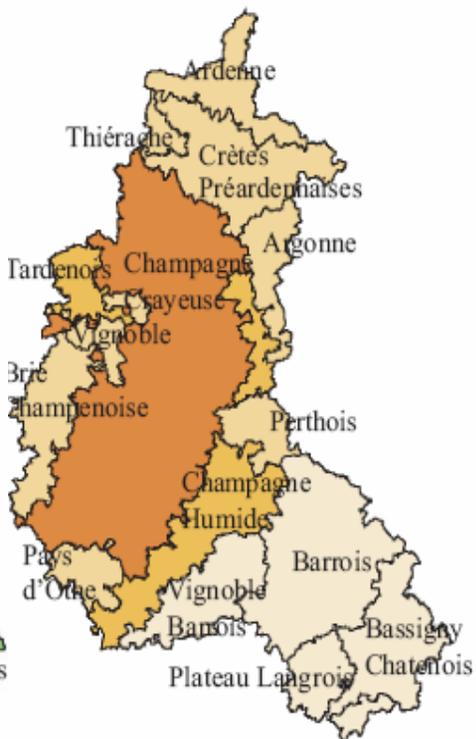
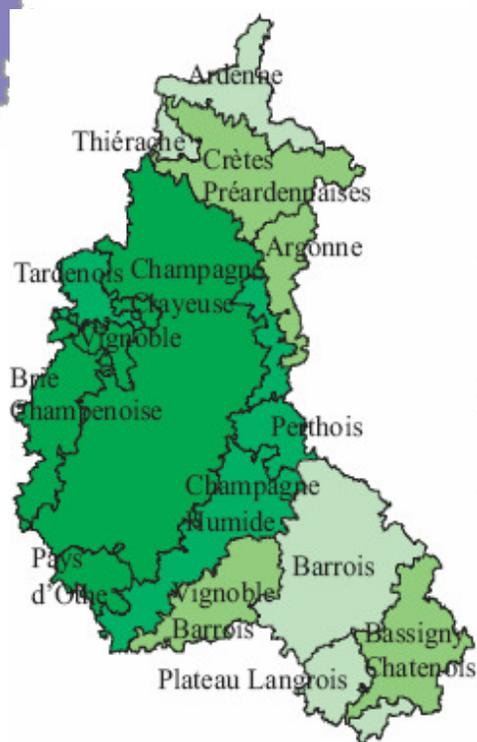
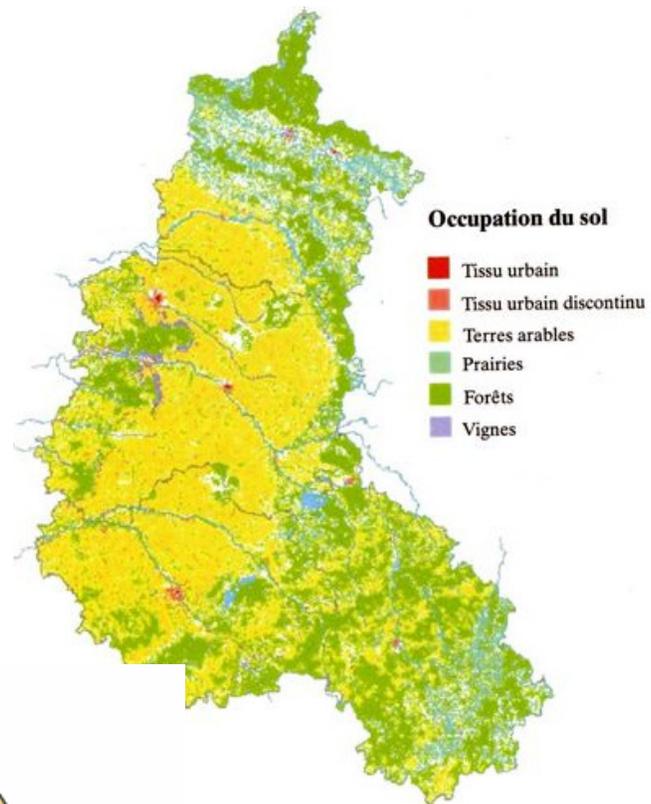
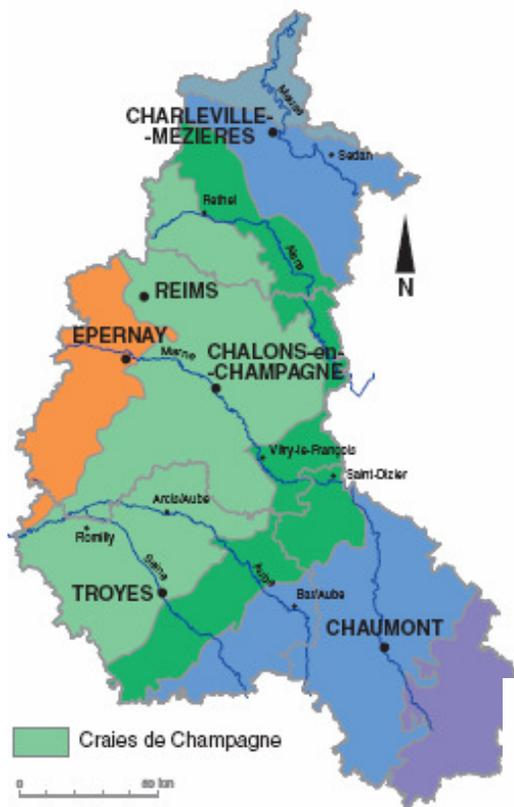


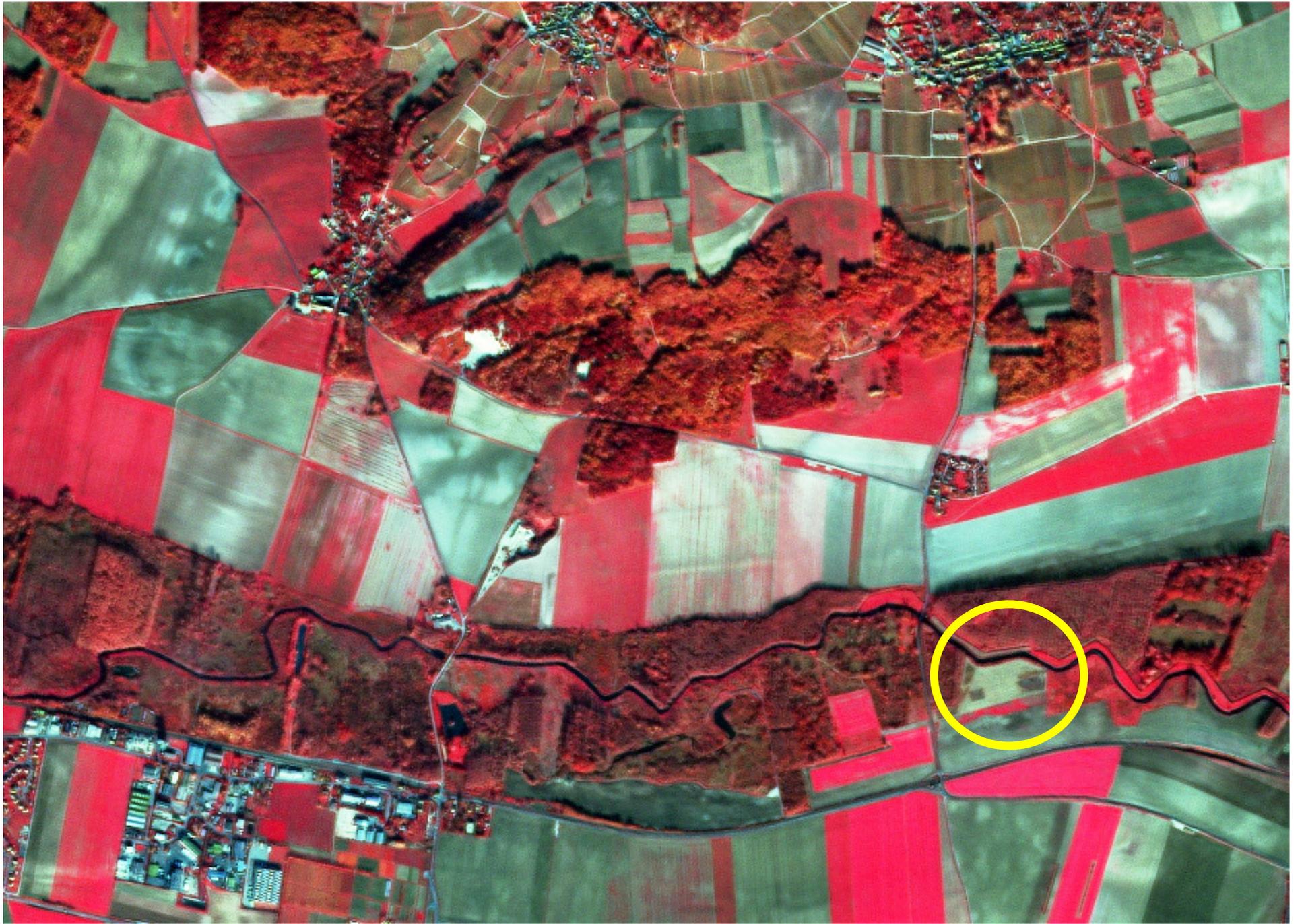
Rendement en blé tendre (qx/ha)



Rendement en orge de printemps (qx/ha)







Nitrate Protocol



Purpose

To measure the nitrate-nitrogen ($\text{NO}_3\text{-N}$) of water

Overview

Students will use a nitrate kit to measure the nitrate-nitrogen in the water at their hydrology site. The exact procedure depends on the instructions in the nitrate kit used.

Student Outcomes

Students will learn to,

- use a nitrate kit;
- examine reasons for changes in the nitrate of a water body;
- communicate project results with other GLOBE schools;
- collaborate with other GLOBE schools (within your country or other countries); and
- share observations by submitting data to the GLOBE archive.

Science Concepts

Earth and Space Science

Each element moves among different reservoirs (biosphere, lithosphere, atmosphere, hydrosphere).

Earth materials are solid rocks, soils, water and the atmosphere.

Water is a solvent.

Physical Sciences

Objects have observable properties.

Life Sciences

Organisms can only survive in environments where their needs are met.

Earth has many different environments that support different combinations of organisms.

Organisms change the environment in which they live.

Humans can change natural environments.

All organisms must be able to obtain and use resources while living in a constantly changing environment.

Scientific Inquiry Abilities

Use a chemical test kit to measure nitrates.

Identify answerable questions.

Design and conduct scientific investigations.

Use appropriate mathematics to analyze data.

Develop descriptions and explanations using evidence.

Recognize and analyze alternative explanations.

Communicate procedures and explanations.

Time

20 minutes for nitrate test

Quality Control Procedure: 20 minutes

Level

Middle and Advanced

Frequency

Weekly

Quality control every 6 months

Materials and Tools

Nitrate Test Kit (if you have salt or brackish water, be sure to use an appropriate test kit)

Nitrate Protocol Field Guide

Hydrology Quality Control Sheet

Hydrology Investigation Data Sheet

Clock or watch

Latex gloves

Goggles

Surgical mask (if using powdered reagents)

Distilled water

For Quality Control Procedure, the above plus:

- Quality Control Procedure Field Guide

- Quality Control Procedure Data Sheet

- Making the 2 ppm Nitrate Standard Lab Guide

- Standard nitrate solution (1000 mg/L nitrate-nitrogen)

- Equipment depends on how the standard is made (see Making the 2 ppm Nitrate Standard Lab Guide)

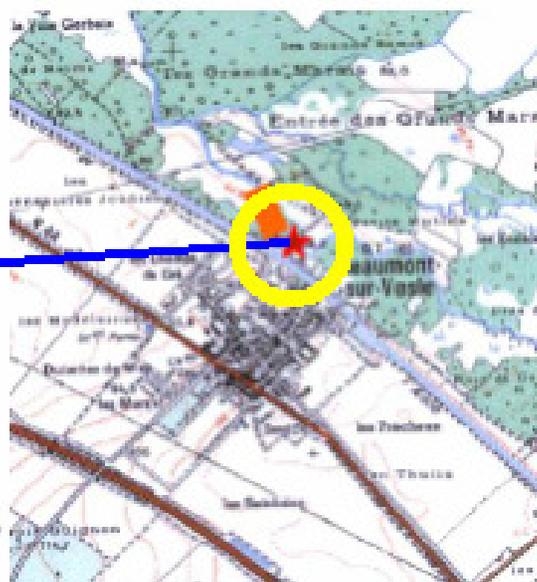
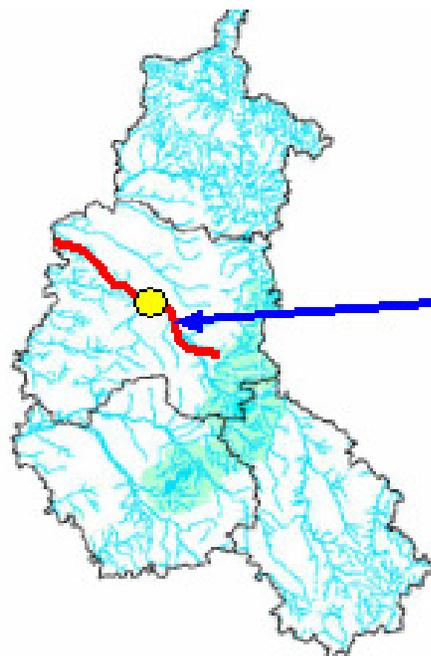
Preparation

Suggested activity: *Practicing Your Protocols, Nitrate Protocol (e-guide only)*

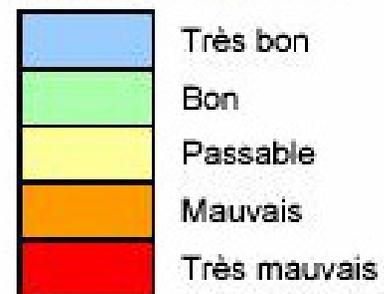
Prerequisites

Discussion of the differences among nitrate, nitrate-nitrogen, and nitrite

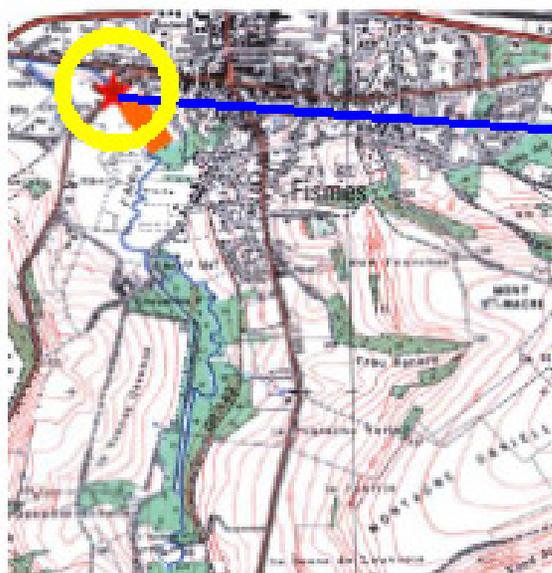
Discussion of safety procedures when using chemical test kits.



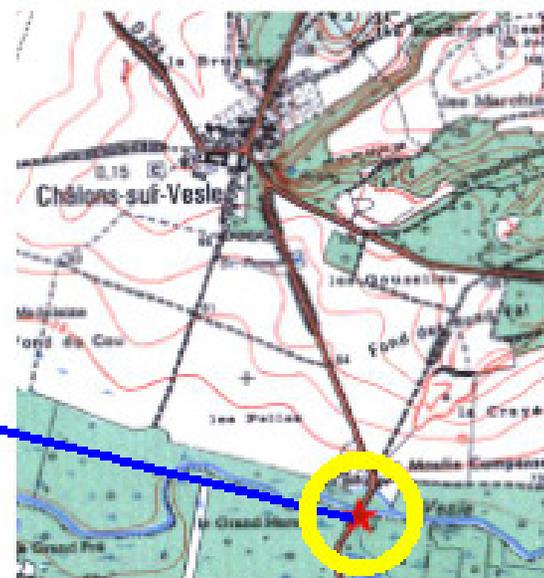
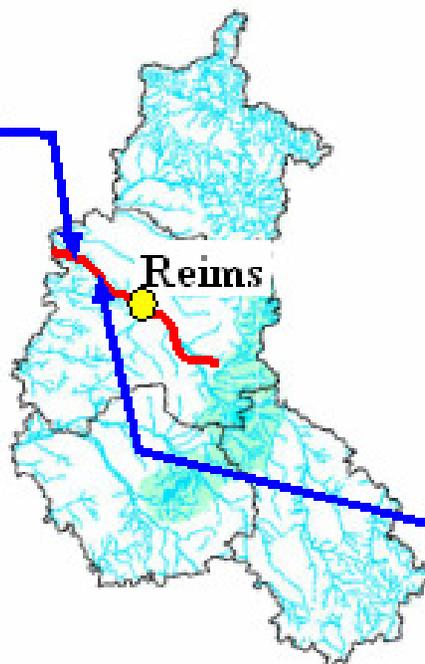
Echelle de qualité



Nitrates : 35



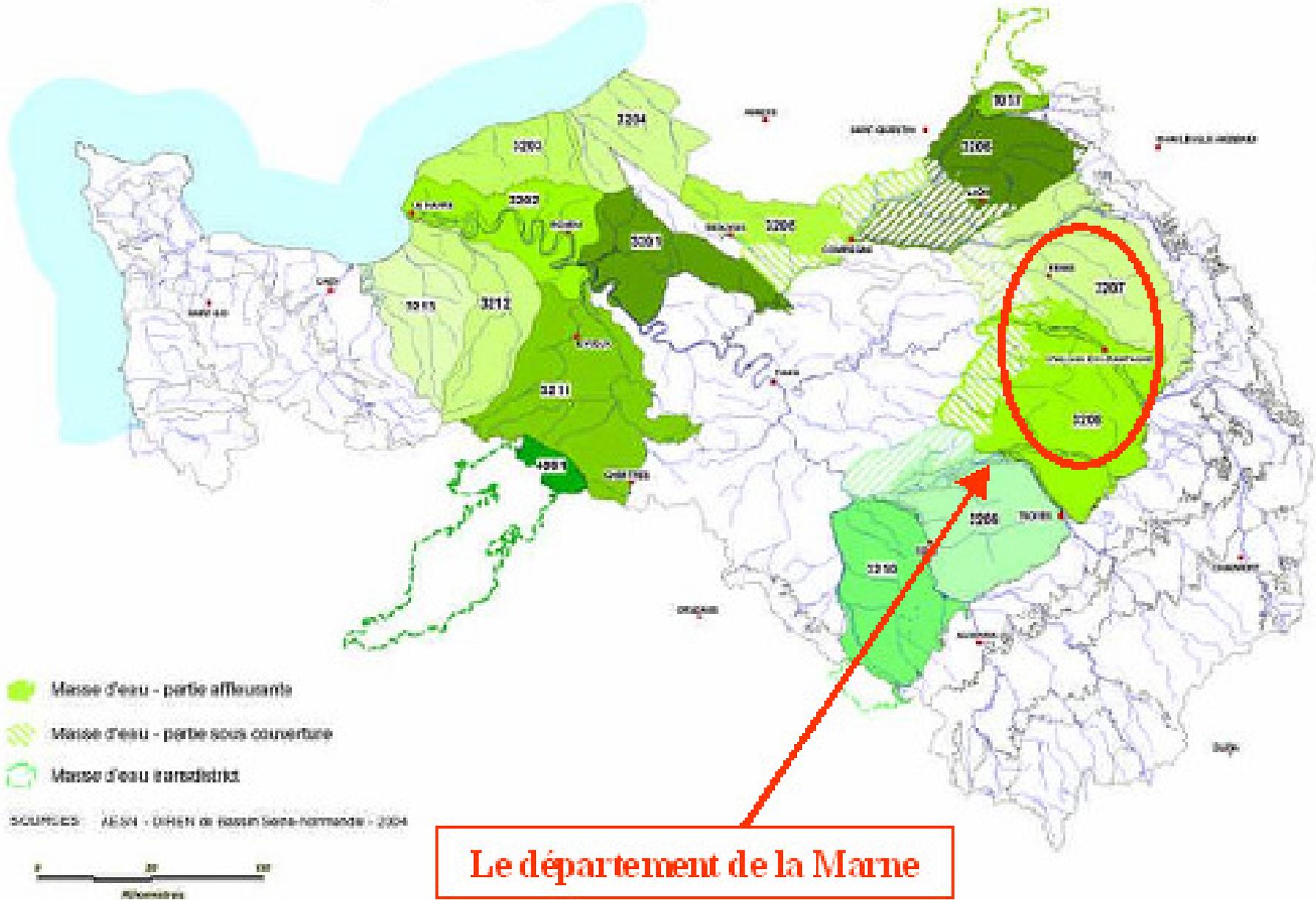
Nitrates : 38

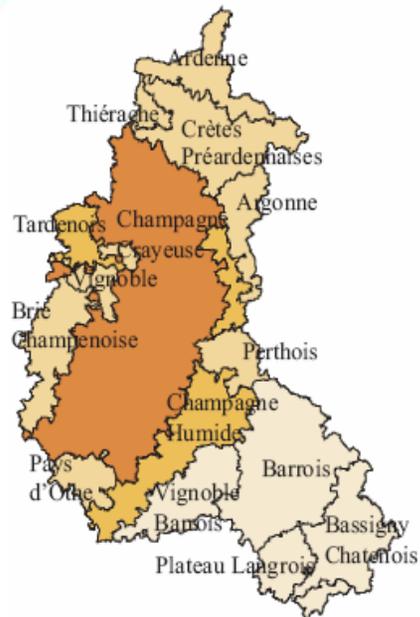
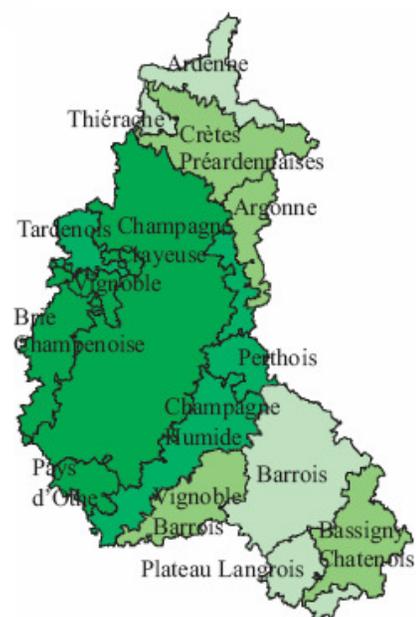
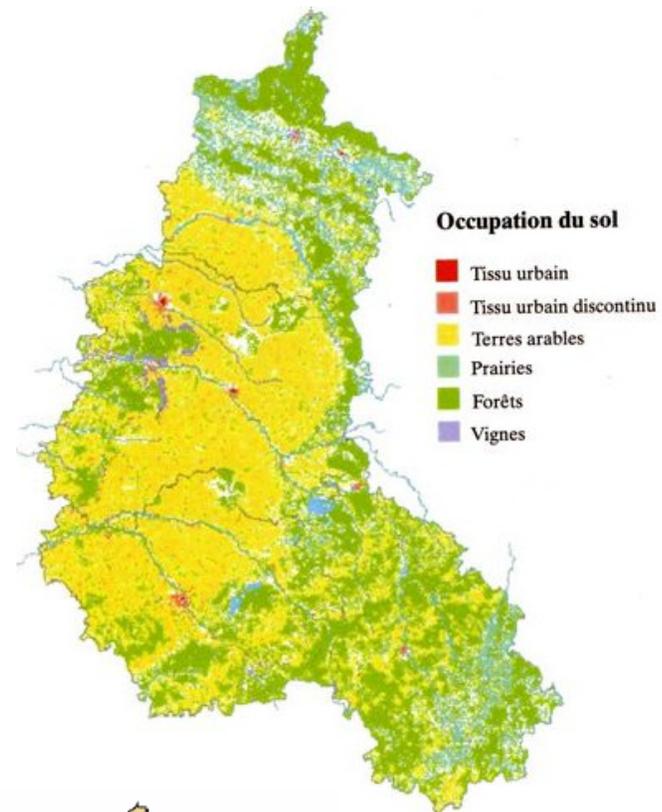
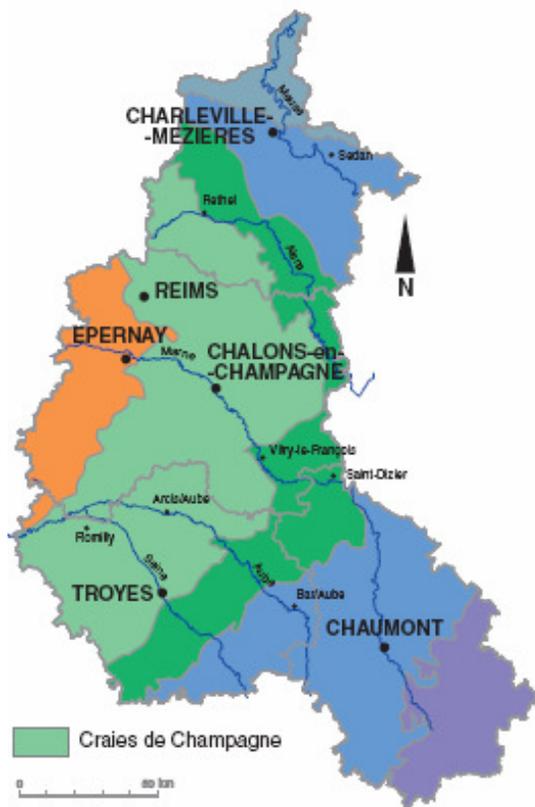


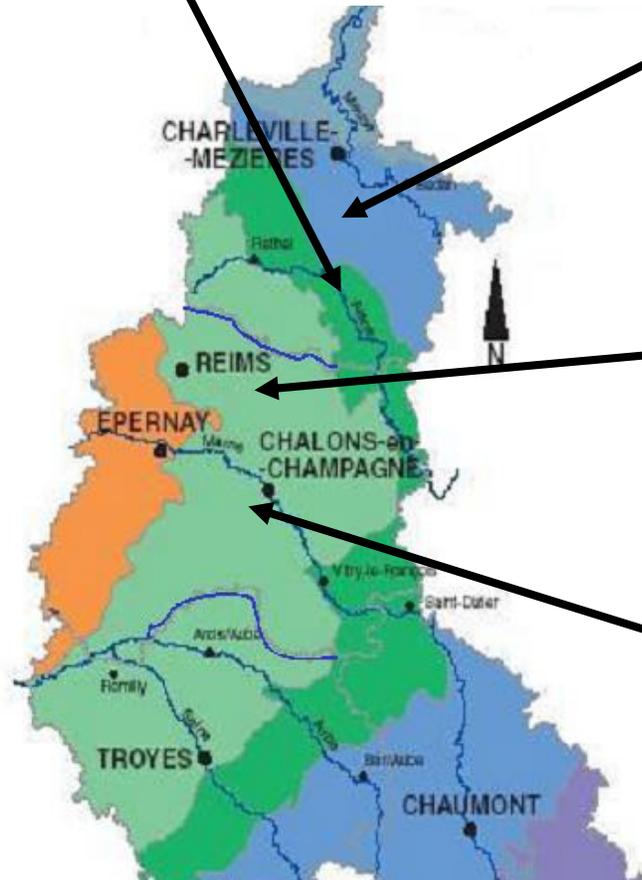
Nitrates : 35

Groundwaters quality

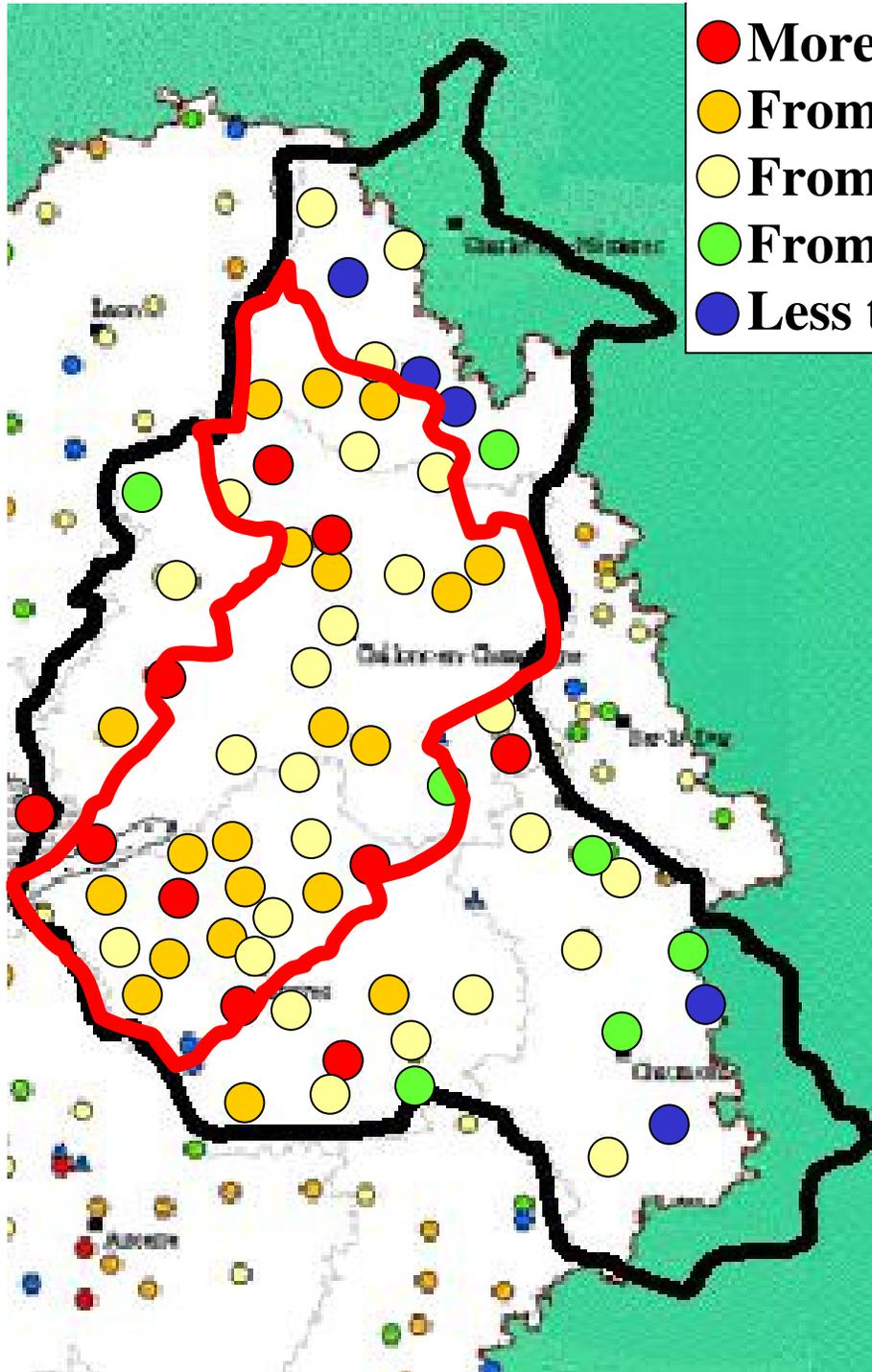
Masses d'eau de la craie (crétacé supérieur)



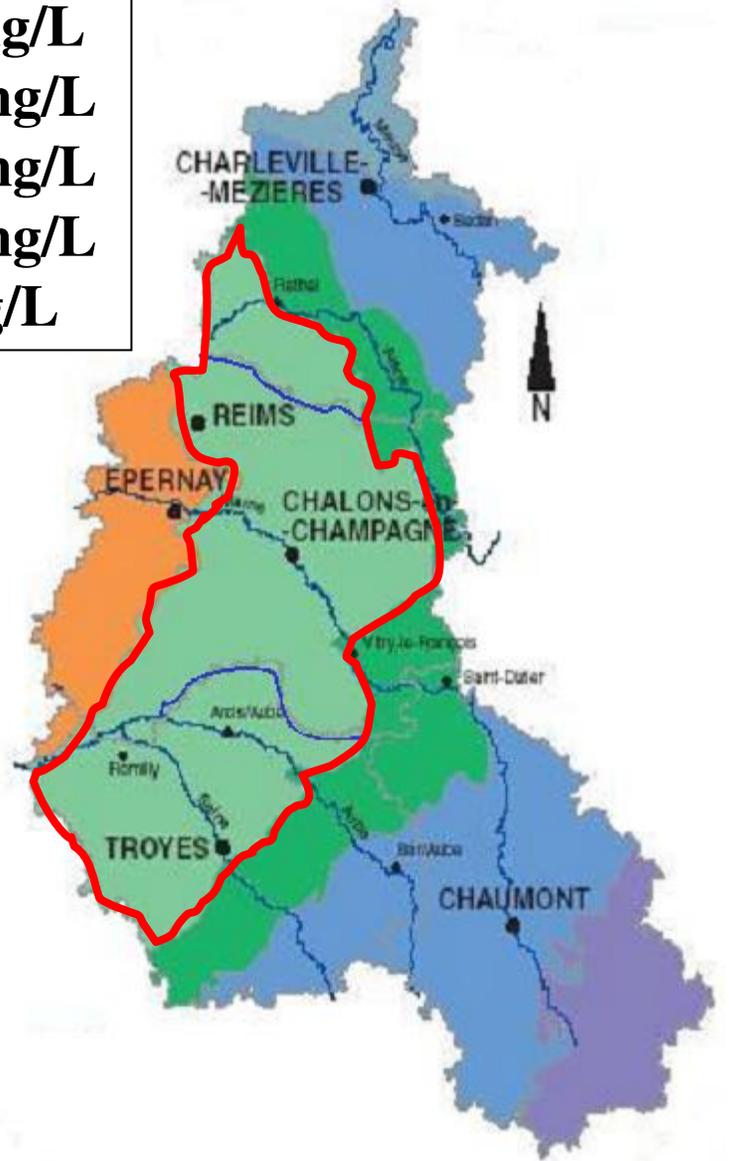


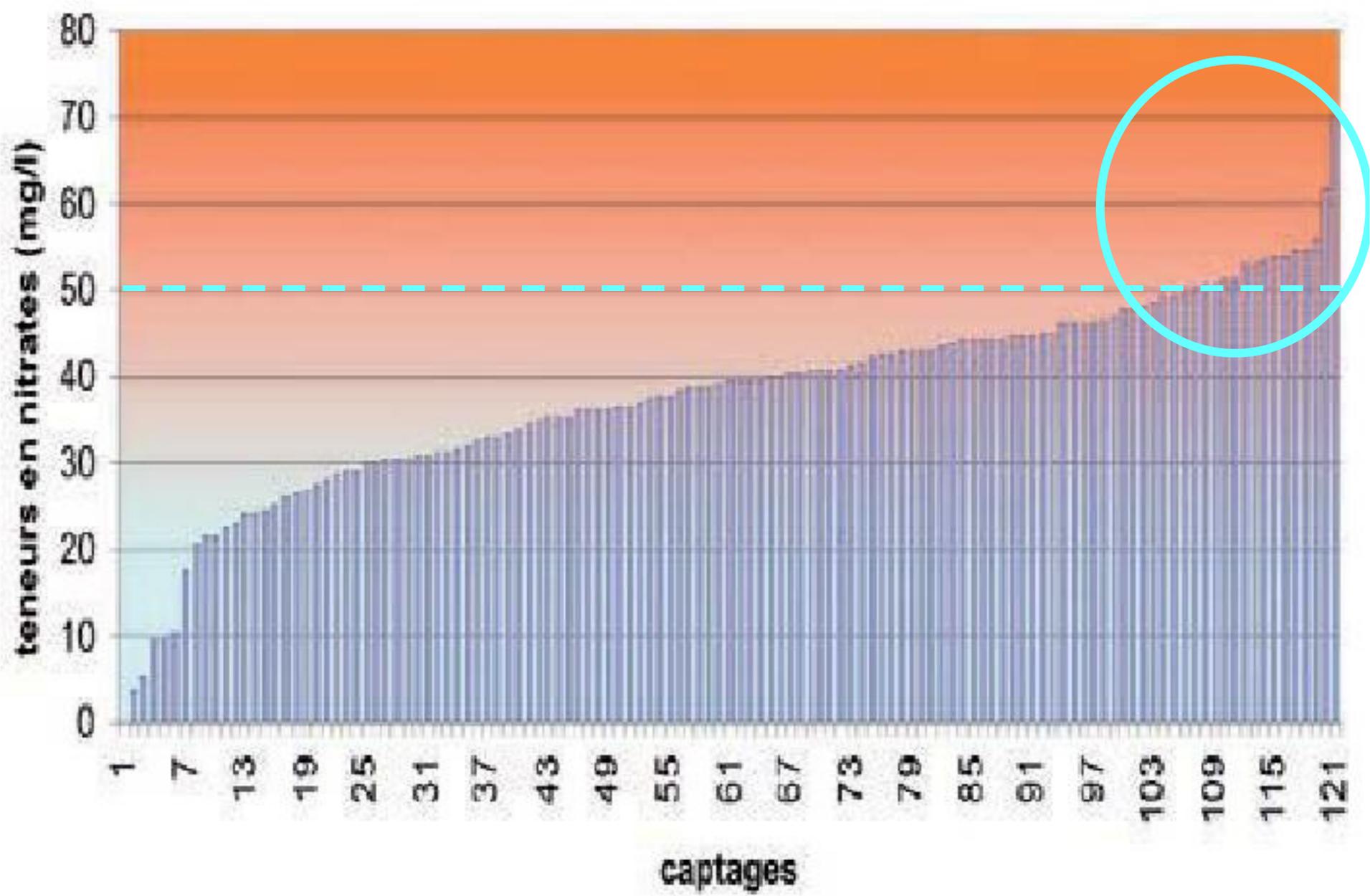


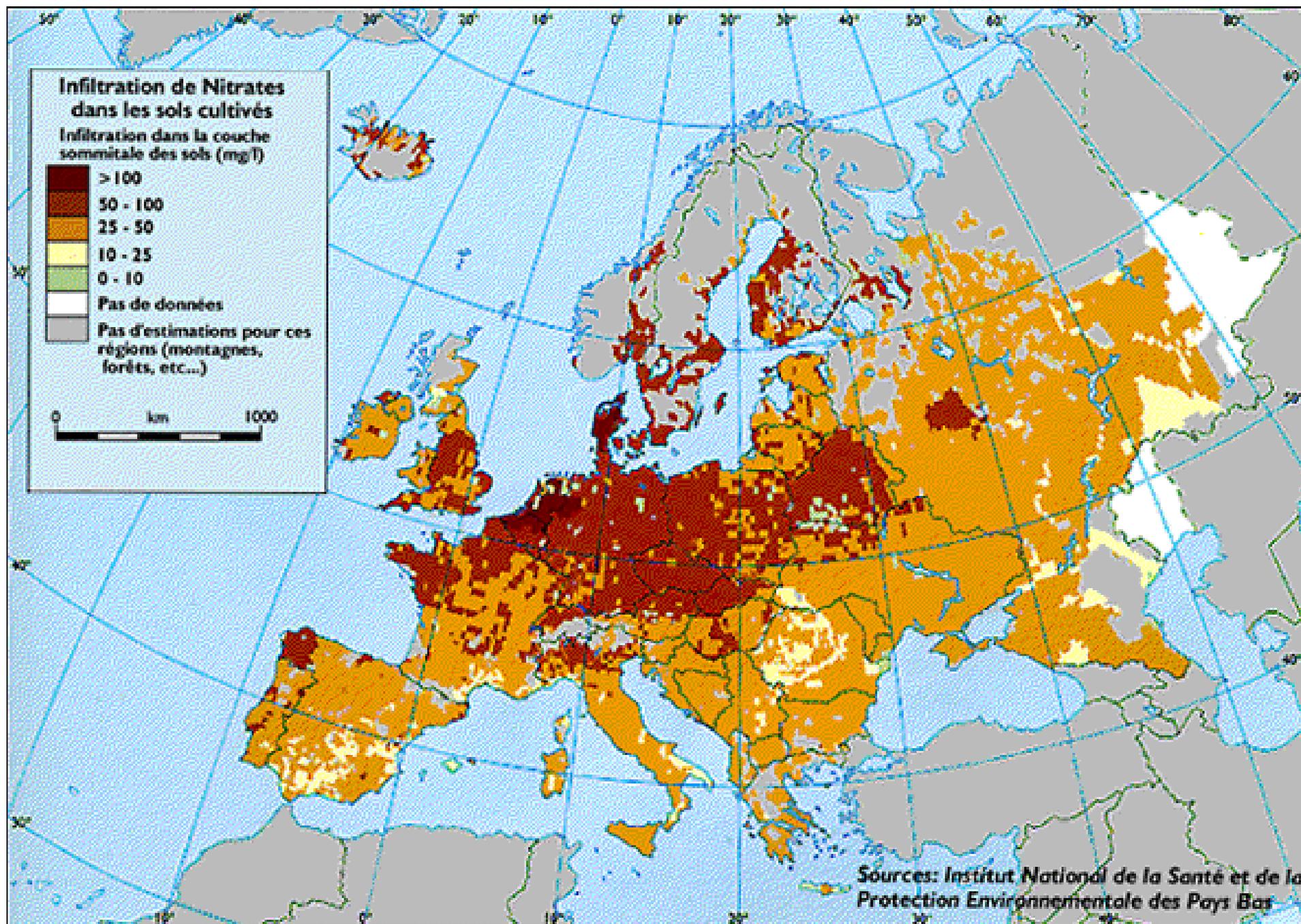
NO₃ en mg/L measured from 1998 until 2003
European Community maximum value for drinking water: 50 mg/L



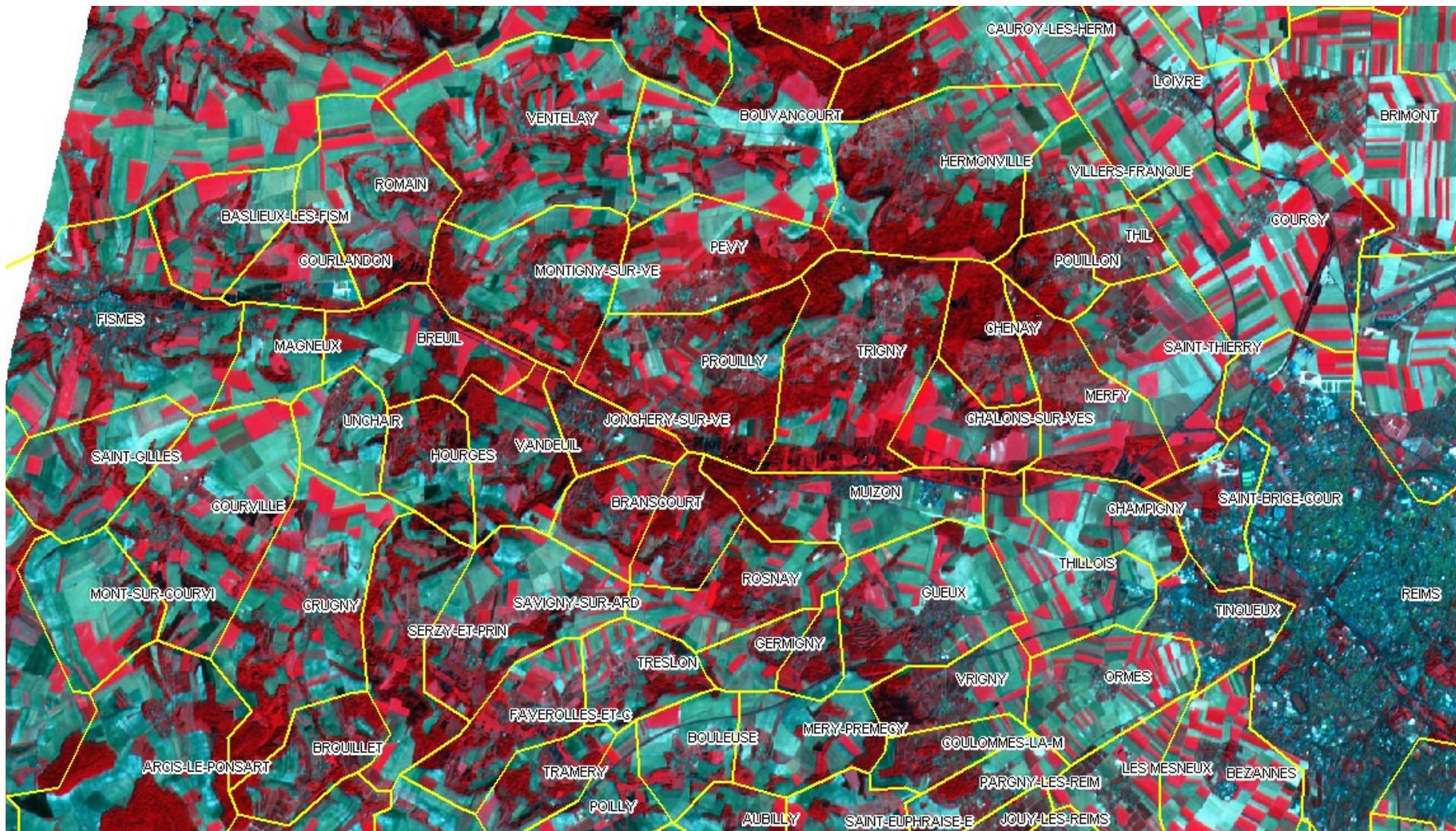
- More than 50 mg/L
- From 40 to 50 mg/L
- From 20 to 40 mg/L
- From 10 to 20 mg/L
- Less than 10 mg/L







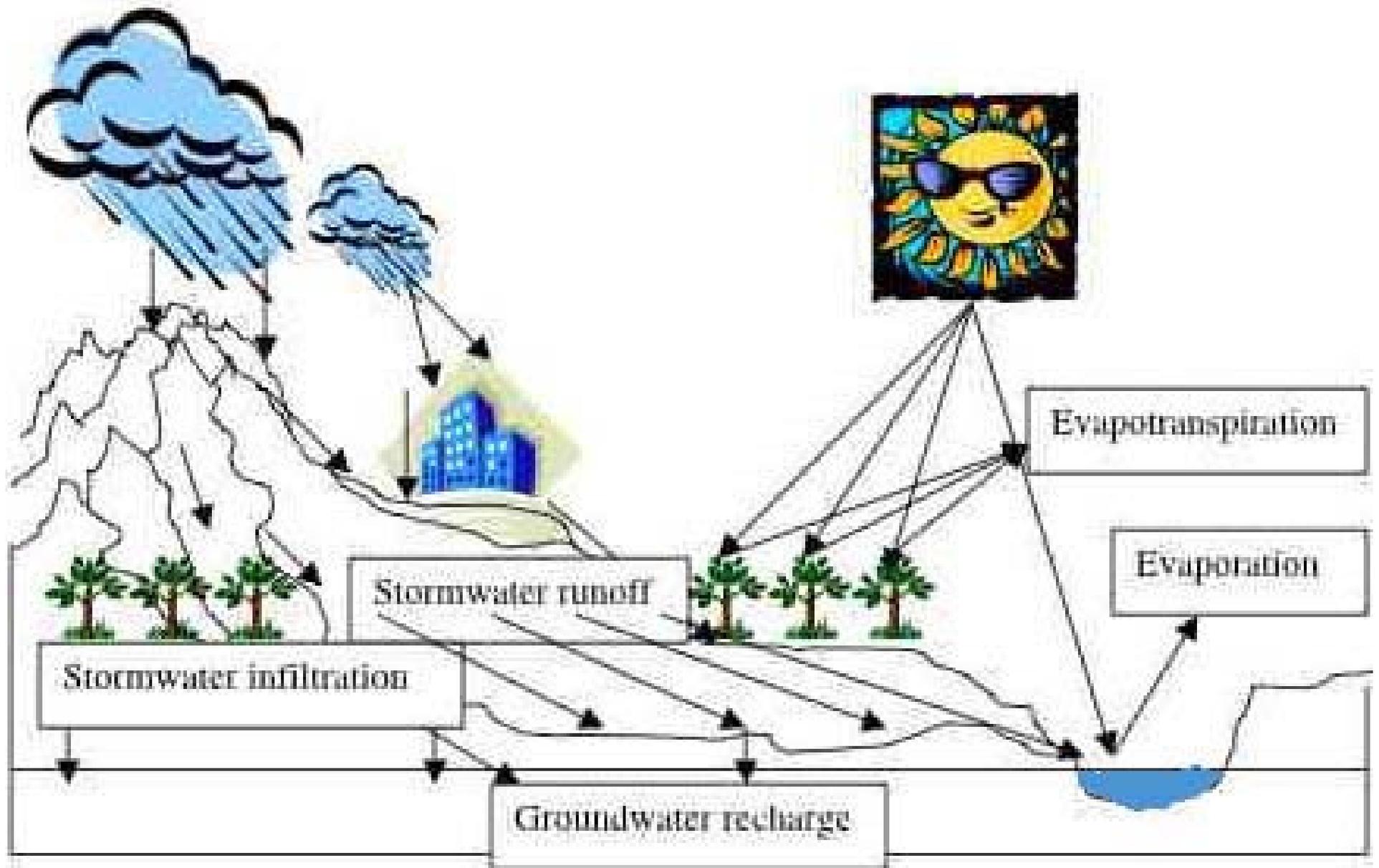
GIS

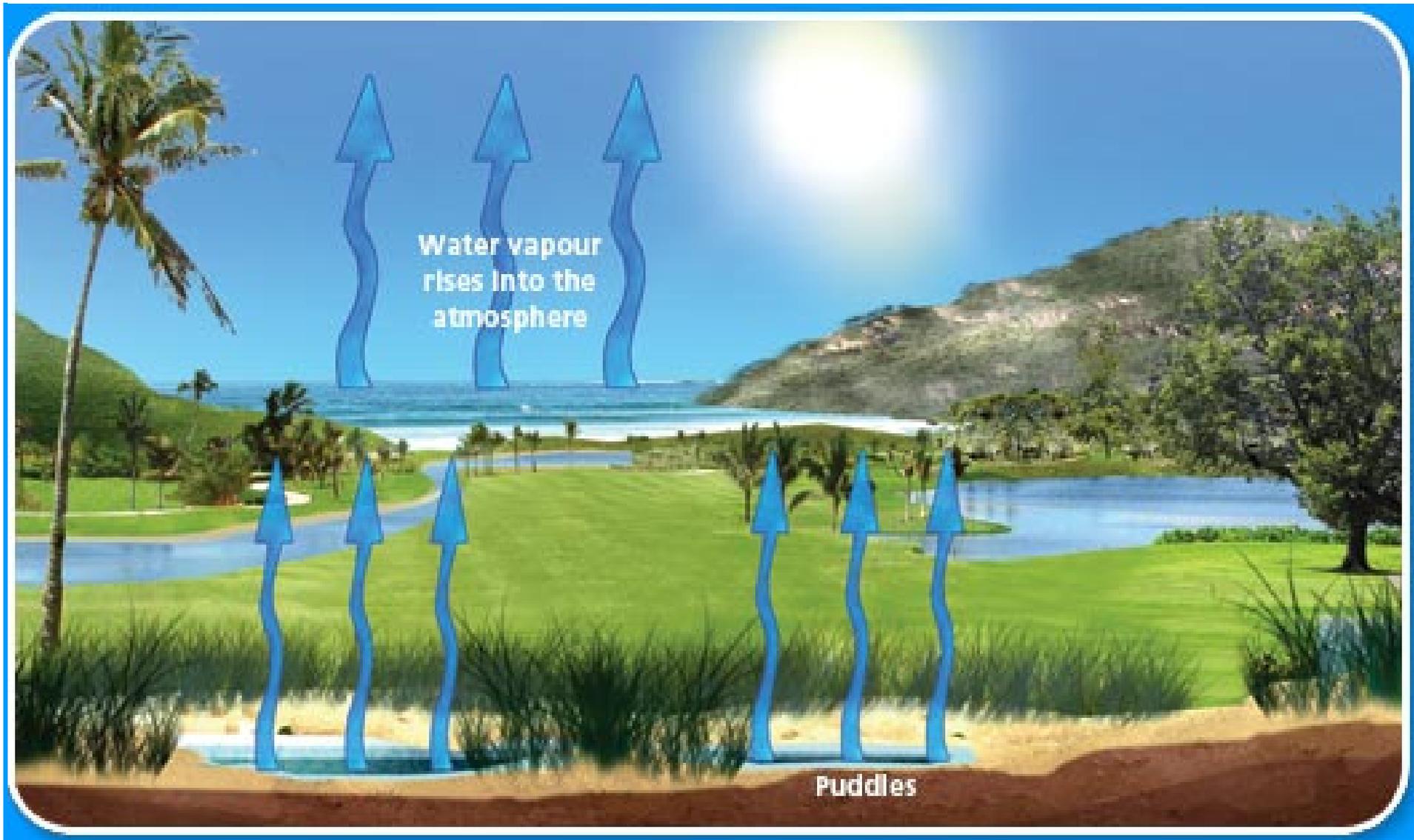


**Where is that water
coming from ?**

Evaporation

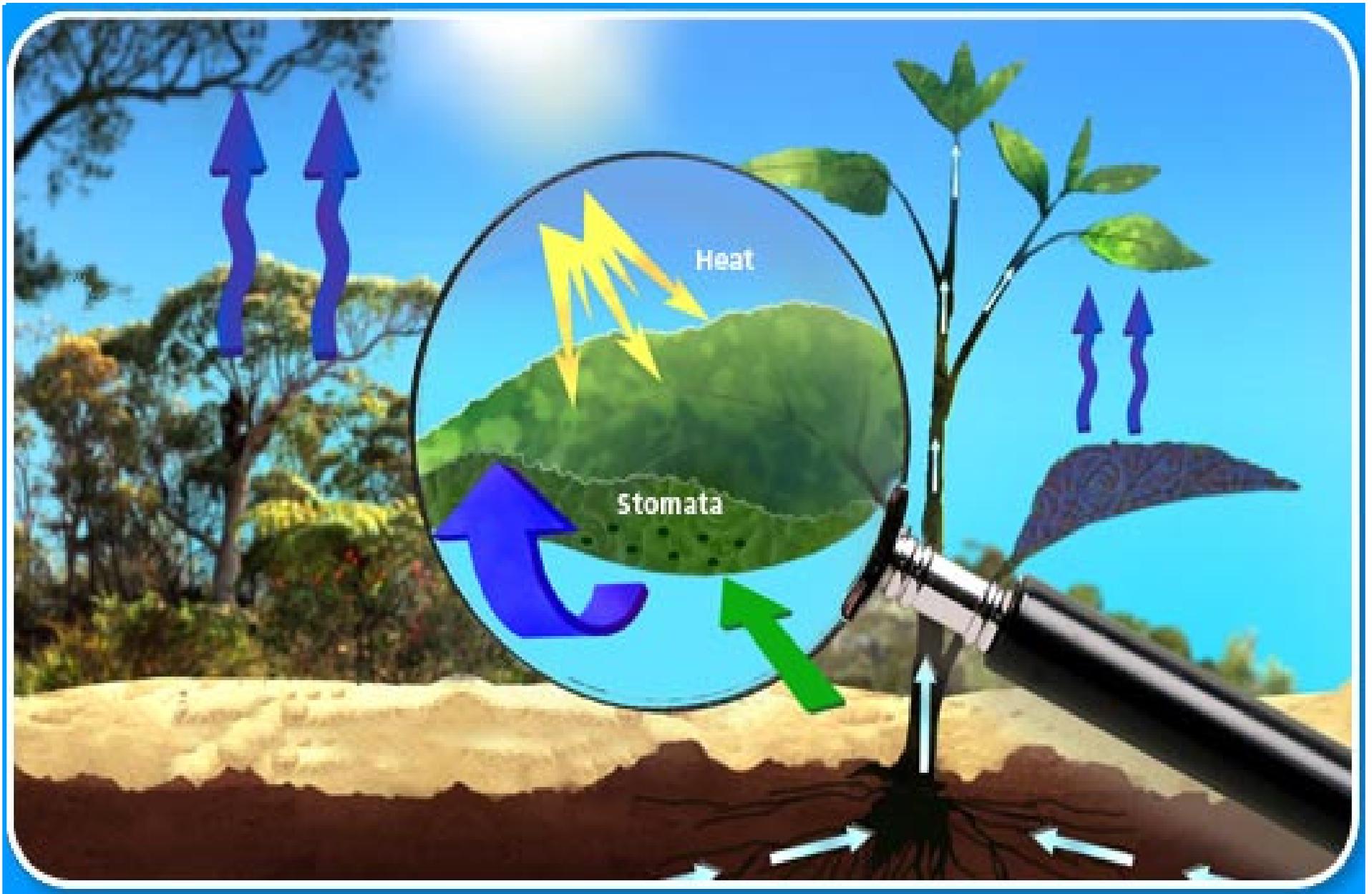
Evapotranspiration





Water vapour
rises into the
atmosphere

Puddles







Condensation



Vapour cools and condenses into clouds

Warm water vapour condenses into drops

Warm water vapour rises





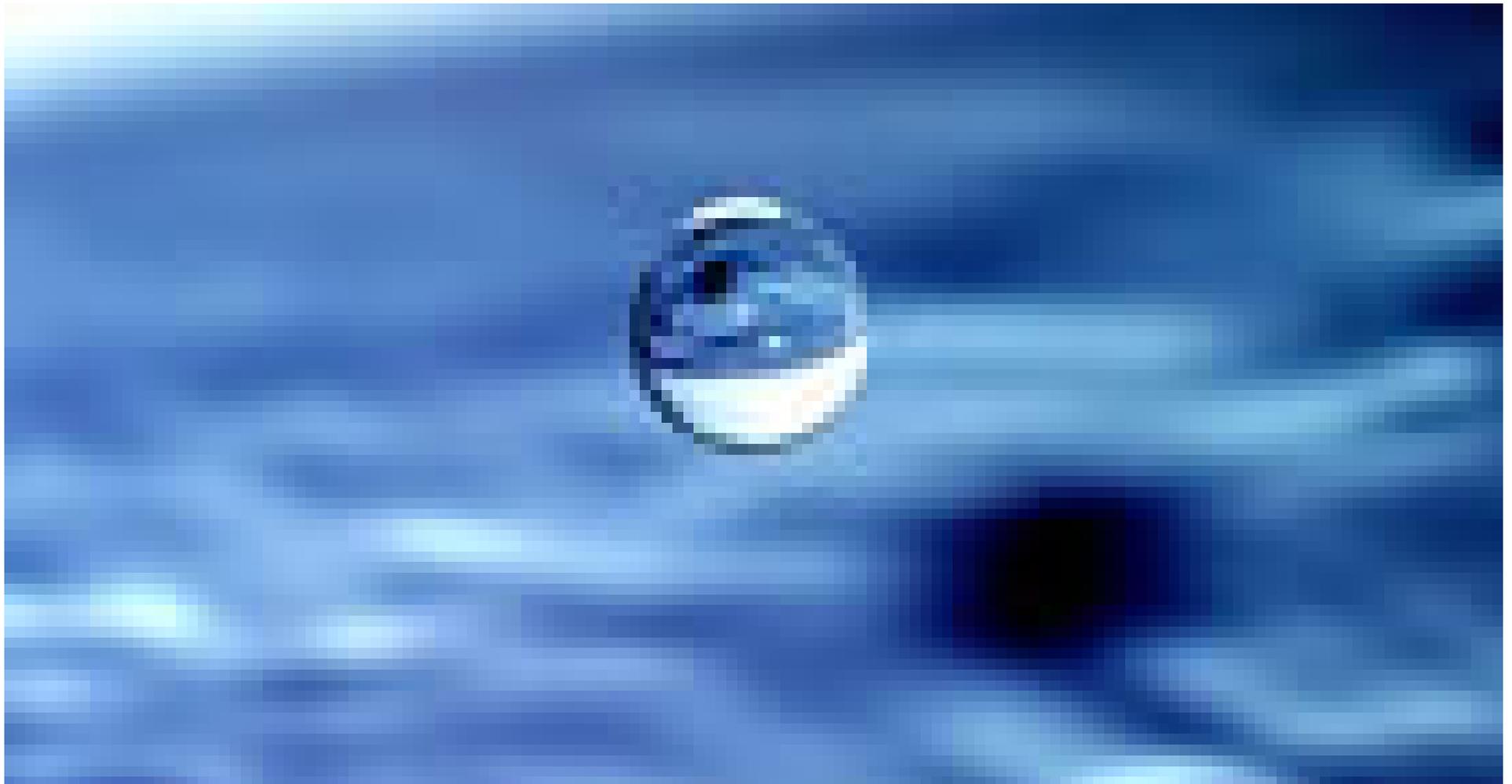


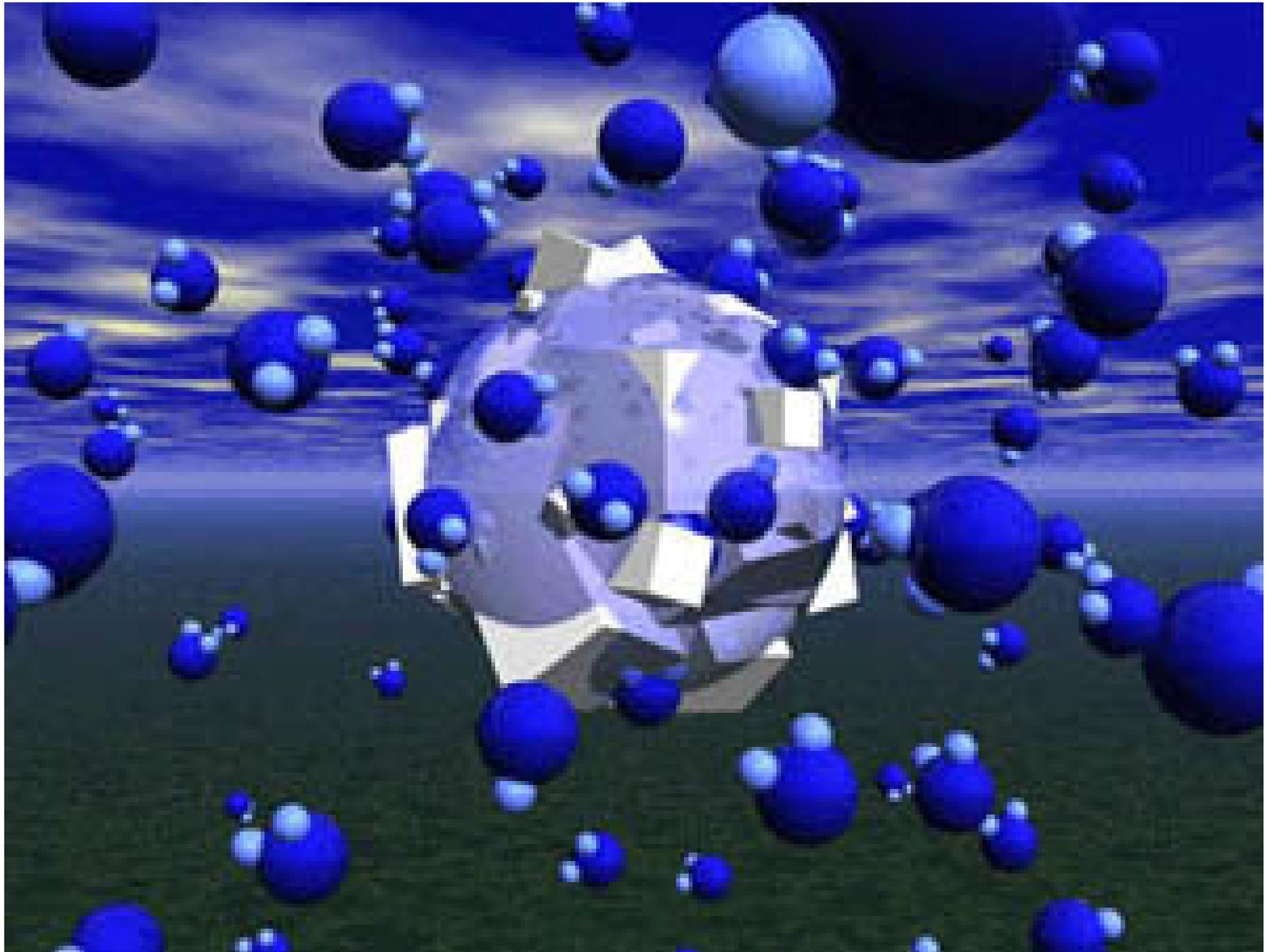


Cloud formation

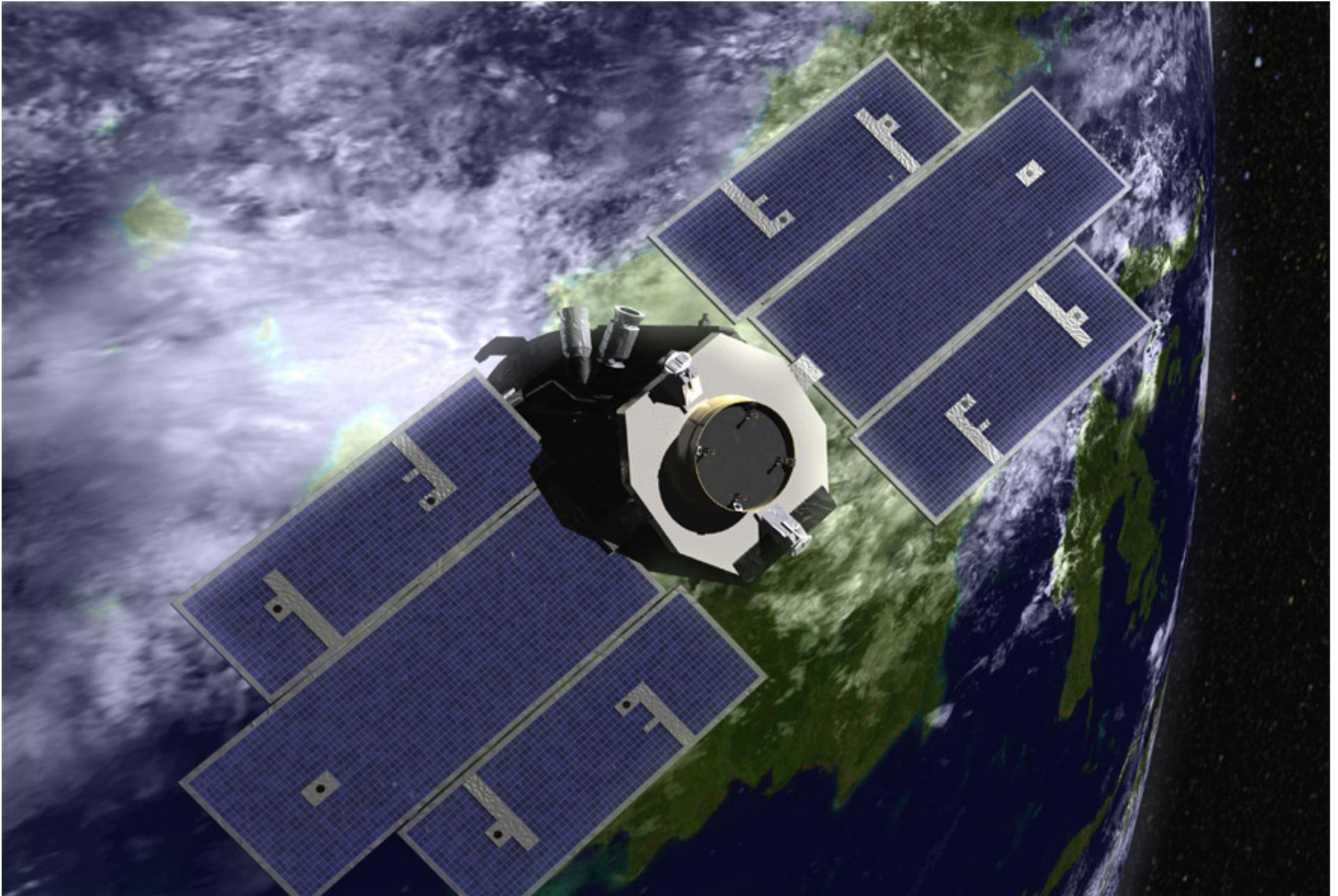


du noyau de condensation à la goutte d'eau



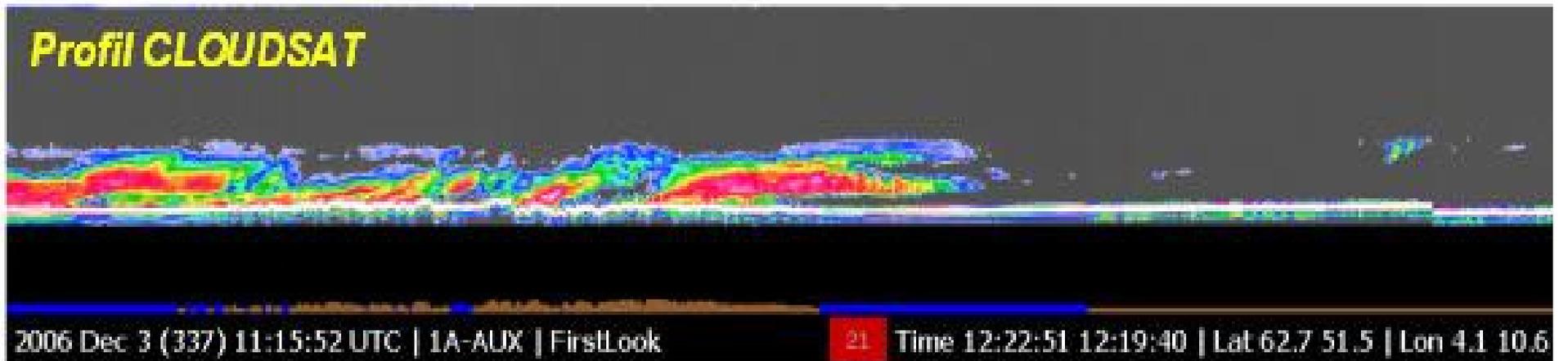
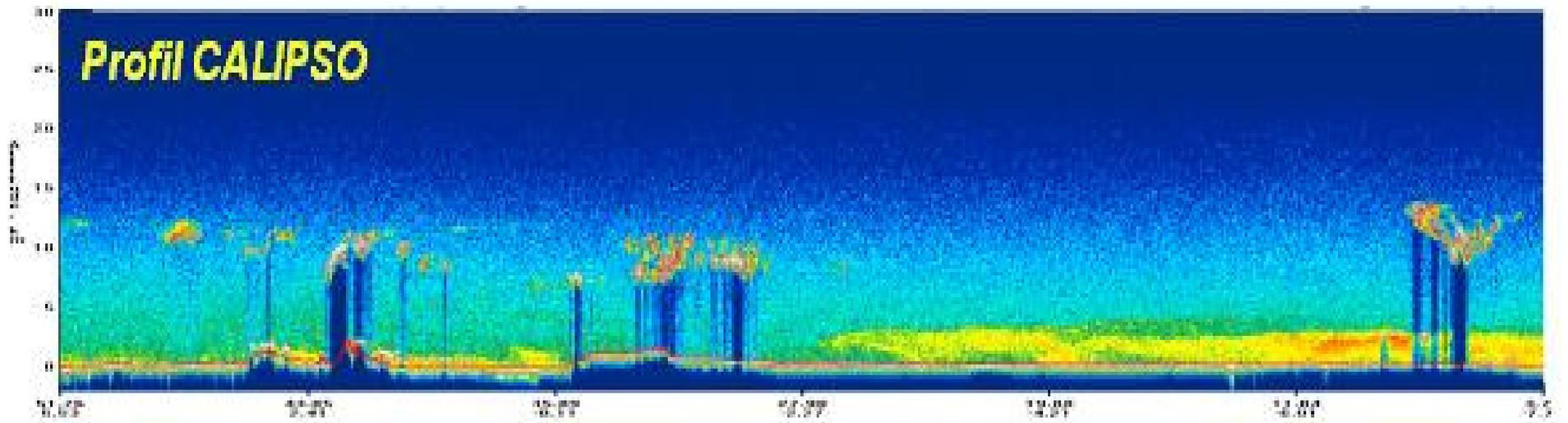


Mission USA - Canada : CloudSat

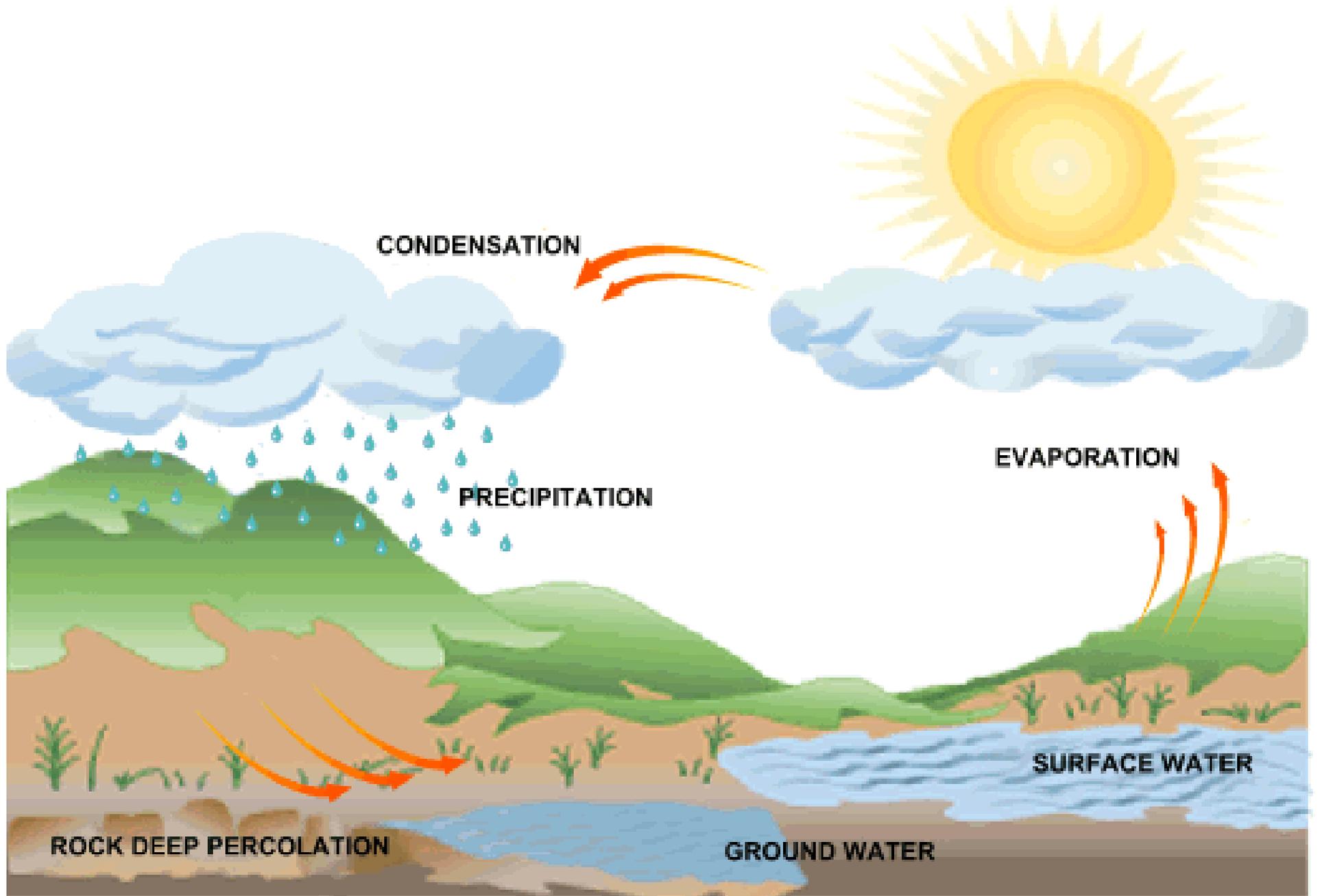


Mission USA – France : CALIPSO
*Cloud Aerosol Lidar and Infrared
Pathfinder Satellite Observations*

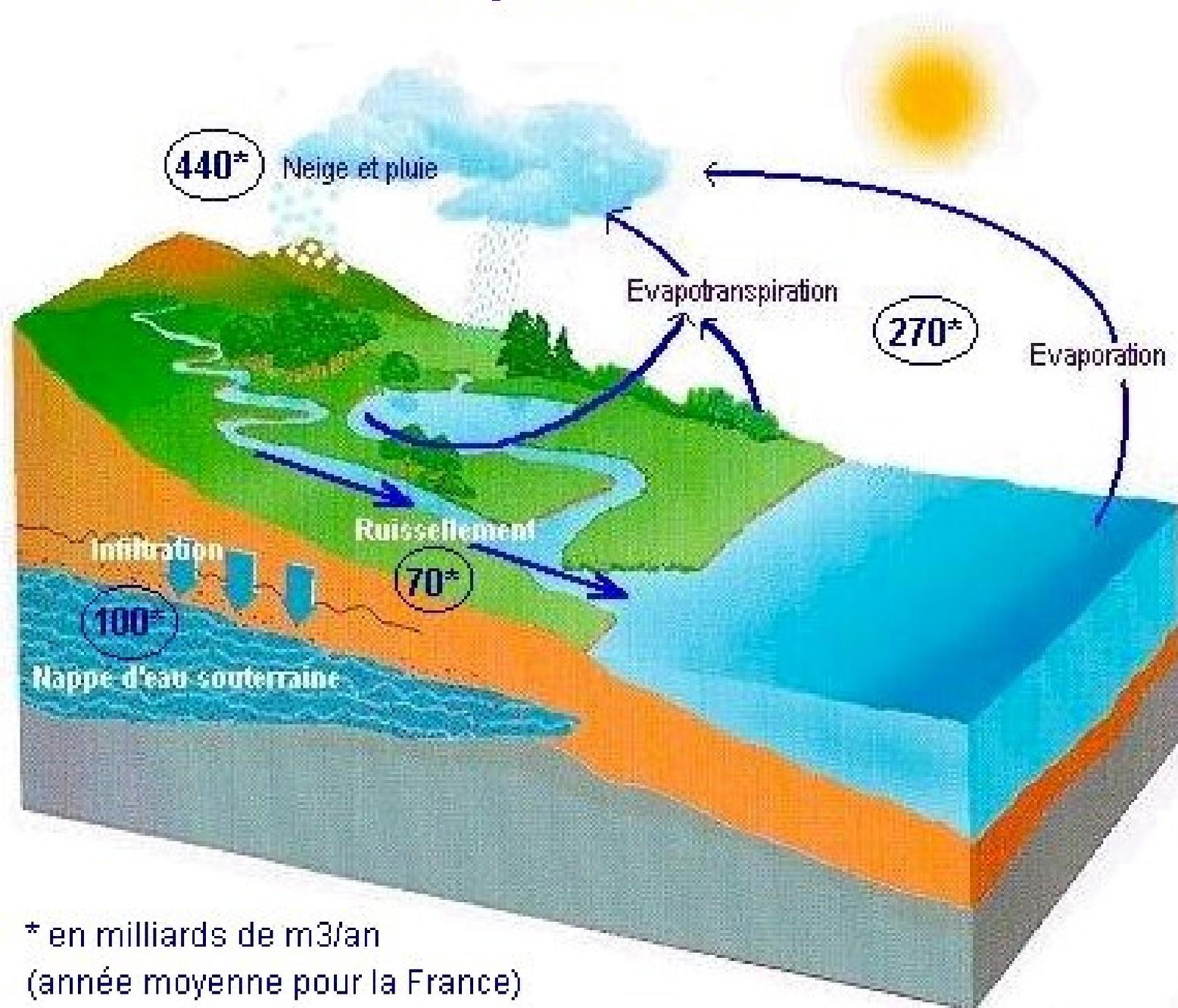




The whole water cycle

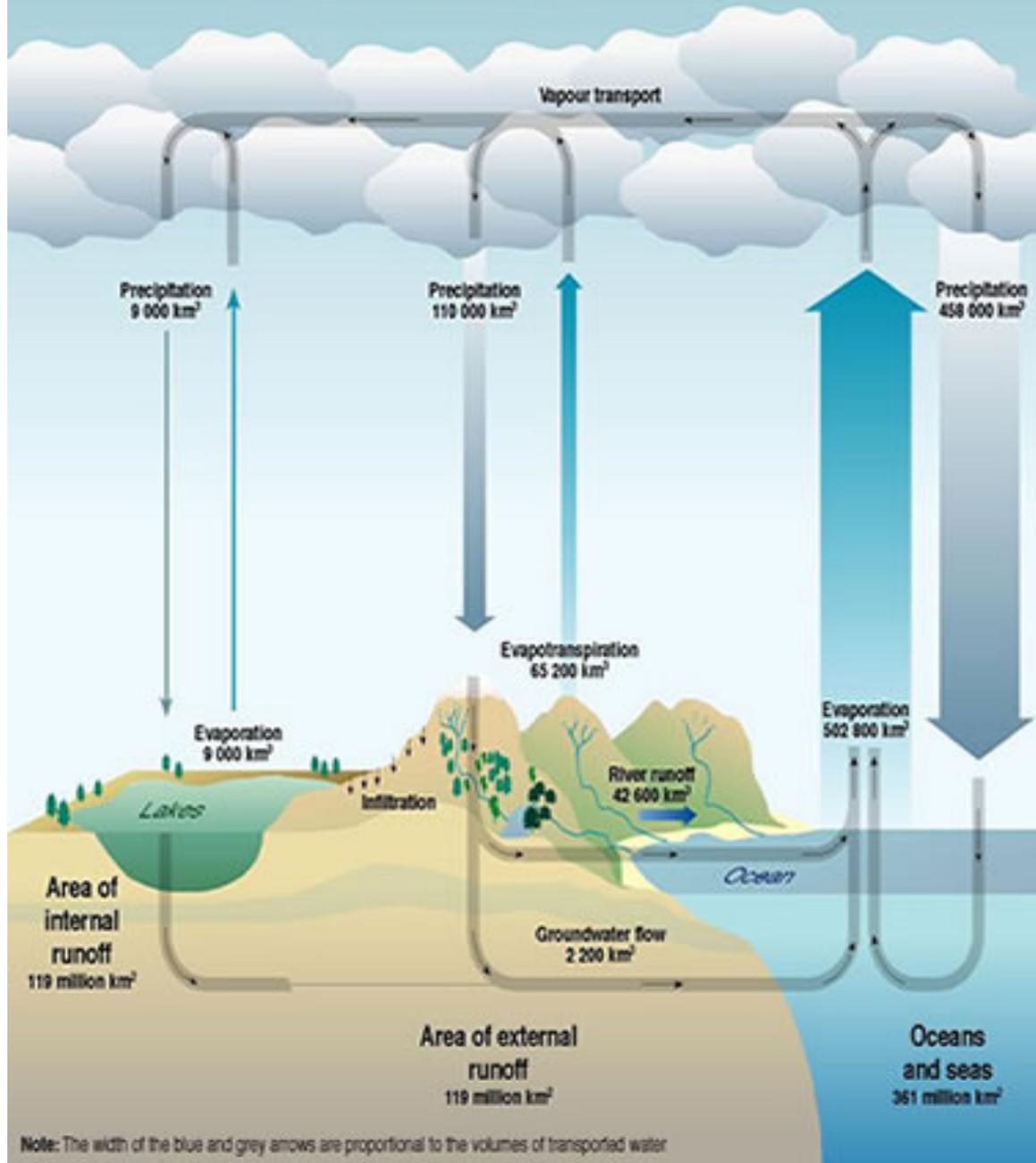


Le cycle de l'eau



The World's Water Cycle

Global Precipitation, Evaporation, Evapotranspiration and Runoff



The END