

AST102: GC OER



Ryan Johnson
Gettysburg College

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This text was compiled on 06/11/2026

TABLE OF CONTENTS

Licensing

1: The Pursuit of Truth

- 1.1: Introduction
- 1.2: The Nature of Astronomy
- 1.3: The Nature of Science
- 1.4: The Laws of Nature
- 1.5: Numbers in Astronomy
- 1.6: Consequences of Light Travel Time
- 1.7: A Tour of the Universe

2: Celestial Sphere

- 2.1: Thinking Ahead
- 2.2: The Sun and the Moon
- 2.3: The Sky Above
- 2.4: Eclipses of the Sun and Moon
- 2.5: Astrology and Astronomy
- 2.6: The Birth of Modern Astronomy
- 2.7: Stellar and Celestial Object Brightness
- 2.8: Magnitude System
- 2.9: The Magnitude Scale
- 2.10: Exercises
 - 2.10.1: Review Questions
 - 2.10.2: Thought Questions
 - 2.10.3: Figuring for Yourself

3: Astronomy to Astrophysics

- 3.1: Thinking Ahead
- 3.2: The Laws of Planetary Motion
- 3.3: Newton's Great Synthesis
- 3.4: Newton's Universal Law of Gravitation
- 3.5: Orbits in the Solar System
- 3.6: Exercises
 - 3.6.1: Review Questions
 - 3.6.2: Thought Questions
 - 3.6.3: Figuring for Yourself

4: Light

- 4.1: The Behavior of Light
- 4.2: The Electromagnetic Spectrum
- 4.3: Color and Color Vision
- 4.4: Spectroscopy in Astronomy
- 4.5: The Structure of the Atom
- 4.6: Formation of Spectral Lines
- 4.7: The Doppler Effect
- 4.8: Exercises

- 4.8.1: Review Questions
- 4.8.2: Thought Questions
- 4.8.3: Figuring for Yourself

5: Astronomical Instruments

- 5.1: Thinking Ahead
- 5.2: Telescopes
- 5.3: Telescopes Today
- 5.4: Visible-Light Detectors and Instruments
- 5.5: Radio Telescopes
- 5.6: Observations outside Earth's Atmosphere
- 5.7: The Future of Large Telescopes
- 5.8: For Further Exploration
- 5.9: Exercises
 - 5.9.1: Review Questions
 - 5.9.2: Thought Questions
 - 5.9.3: Figuring for Yourself

6: The Sun- A Nuclear Powerhouse

- 6.1: Thinking Ahead
- 6.2: Sources of Sunshine- Thermal and Gravitational Energy
- 6.3: Mass, Energy, and the Theory of Relativity
- 6.4: Exercises
 - 6.4.1: Review Questions
 - 6.4.2: Thought Questions
 - 6.4.3: Figuring for Yourself

7: Celestial Distances

- 7.1: Thinking Ahead
- 7.2: Fundamental Units of Distance
- 7.3: Surveying the Stars
- 7.4: Variable Stars- One Key to Cosmic Distances
- 7.5: Exercises
 - 7.5.1: Review Questions
 - 7.5.2: Thought Questions
 - 7.5.3: Figuring for Yourself

8: The Stars - A Celestial Census

- 8.1: Thinking Ahead
- 8.2: A Stellar Census
- 8.3: Measuring Stellar Masses
- 8.4: Diameters of Stars
- 8.5: The H-R Diagram
- 8.6: The H-R and Cosmic Distances
- 8.7: For Further Exploration
- 8.8: Exercises
 - 8.8.1: Review Questions
 - 8.8.2: Thought Questions
 - 8.8.3: Figuring for Yourself

9: Stars from Adolescence to Old Age

- 9.1: Thinking Ahead
- 9.2: Evolution from the Main Sequence to Red Giants
- 9.3: Star Clusters
- 9.4: Checking Out the Theory
- 9.5: Further Evolution of Stars
- 9.6: The Evolution of More Massive Stars
- 9.7: Exercises
 - 9.7.1: Review Questions
 - 9.7.2: Thought Questions
 - 9.7.3: Figuring for Yourself

10: The Deaths of Stars

- 10.1: Thinking Ahead
- 10.2: The Death of Low-Mass Stars
- 10.3: Evolution of Massive Stars- An Explosive Finish
- 10.4: Supernova Observations
- 10.5: Pulsars and the Discovery of Neutron Stars
- 10.6: The Evolution of Binary Star Systems
- 10.7: Exercises
 - 10.7.1: Review Questions
 - 10.7.2: Thought Questions
 - 10.7.3: Figuring for Yourself

11: Black Holes and Curved Spacetime

- 11.1: Thinking Ahead
- 11.2: Introducing General Relativity
- 11.3: Remarks on General Relativity
- 11.4: Spacetime and Gravity
- 11.5: Tests of General Relativity
- 11.6: Time in General Relativity
- 11.7: Black Holes
- 11.8: Evidence for Black Holes
- 11.9: Astrophysical Black Holes
- 11.10: Supermassive Black Holes- What Quasars really are
- 11.11: Gravitational Wave Astronomy
- 11.12: Exercises
 - 11.12.1: Review Questions
 - 11.12.2: Thought Questions
 - 11.12.3: Figuring for Yourself

12: The Milky Way Galaxy

- 12.1: Thinking Ahead
- 12.2: The Architecture of the Galaxy
- 12.3: Spiral Structure
- 12.4: The Mass of the Galaxy
- 12.5: The Center of the Galaxy
- 12.6: Stellar Populations in the Galaxy
- 12.7: The Formation of the Galaxy
- 12.8: Exercises

- 12.8.1: Review Questions
- 12.8.2: Thought Questions
- 12.8.3: Figuring for Yourself

13: Galaxies

- 13.1: Thinking Ahead
- 13.2: The Discovery of Galaxies
- 13.3: Types of Galaxies
- 13.4: Properties of Galaxies
- 13.5: The Extragalactic Distance Scale
- 13.6: The Expanding Universe
- 13.7: The Hubble Expansion
- 13.8: Exercises
 - 13.8.1: Review Questions
 - 13.8.2: Thought Questions
 - 13.8.3: Figuring for Yourself

14: The Evolution and Distribution of Galaxies

- 14.1: Thinking Ahead
- 14.2: Observations of Distant Galaxies
- 14.3: Galaxy Mergers and Active Galactic Nuclei
- 14.4: The Distribution of Galaxies in Space
- 14.5: The Challenge of Dark Matter
- 14.6: The Formation and Evolution of Galaxies and Structure in the Universe
- 14.7: Exercises
 - 14.7.1: Review Questions
 - 14.7.2: Thought Questions
 - 14.7.3: Figuring for Yourself

15: The Big Bang

- 15.1: Thinking Ahead
- 15.2: The Age of the Universe
- 15.3: A Model of the Universe
- 15.4: The Beginning of the Universe
- 15.5: The Cosmic Microwave Background
- 15.6: What Is the Universe Really Made Of?
- 15.7: Exercises
 - 15.7.1: Review Questions
 - 15.7.2: Thought Questions
 - 15.7.3: Figuring for Yourself

16: Appendices

- 16.1: How to Study for an Introductory Astronomy Class (Appendix A)
- 16.2: Astronomy Websites, Images, and Apps (Appendix B)
- 16.3: Scientific Notation (Appendix C)
- 16.4: Units Used in Science (Appendix D)
- 16.5: Some Useful Constants for Astronomy (Appendix E)
- 16.6: Physical and Orbital Data for the Planets (Appendix F)
- 16.7: Selected Moons of the Planets (Appendix G)
- 16.8: Future Total Eclipses (Appendix H)

- [16.9: The Nearest Stars, Brown Dwarfs, and White Dwarfs \(Appendix I\)](#)
- [16.10: The Brightest Twenty Stars \(Appendix J\)](#)
- [16.11: The Chemical Elements \(Appendix K\)](#)
- [16.12: The Constellations \(Appendix L\)](#)
- [16.13: Star Chart and Sky Event Resources Index \(Appendix M\)](#)

[Index](#)

[Glossary](#)

[Detailed Licensing](#)

[Detailed Licensing](#)

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A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

CHAPTER OVERVIEW

1: The Pursuit of Truth

- 1.1: Introduction
- 1.2: The Nature of Astronomy
- 1.3: The Nature of Science
- 1.4: The Laws of Nature
- 1.5: Numbers in Astronomy
- 1.6: Consequences of Light Travel Time
- 1.7: A Tour of the Universe

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1.1: Introduction



Figure 1.1 : Distant Galaxies. These two interacting islands of stars (galaxies) are so far away that their light takes hundreds of millions of years to reach us on Earth (photographed with the Hubble Space Telescope). (credit: modification of work by NASA, ESA, the Hubble Heritage (STScI/AURA)-ESA/Hubble Collaboration, and K. Noll (STScI))

We invite you to come along on a series of voyages to explore the universe as astronomers understand it today. Beyond Earth are vast and magnificent realms full of objects that have no counterpart on our home planet. Nevertheless, we hope to show you that the evolution of the universe has been directly responsible for your presence on Earth today.

Along your journey, you will encounter:

- a canyon system so large that, on Earth, it would stretch from Los Angeles to Washington, DC (Figure 1.2).

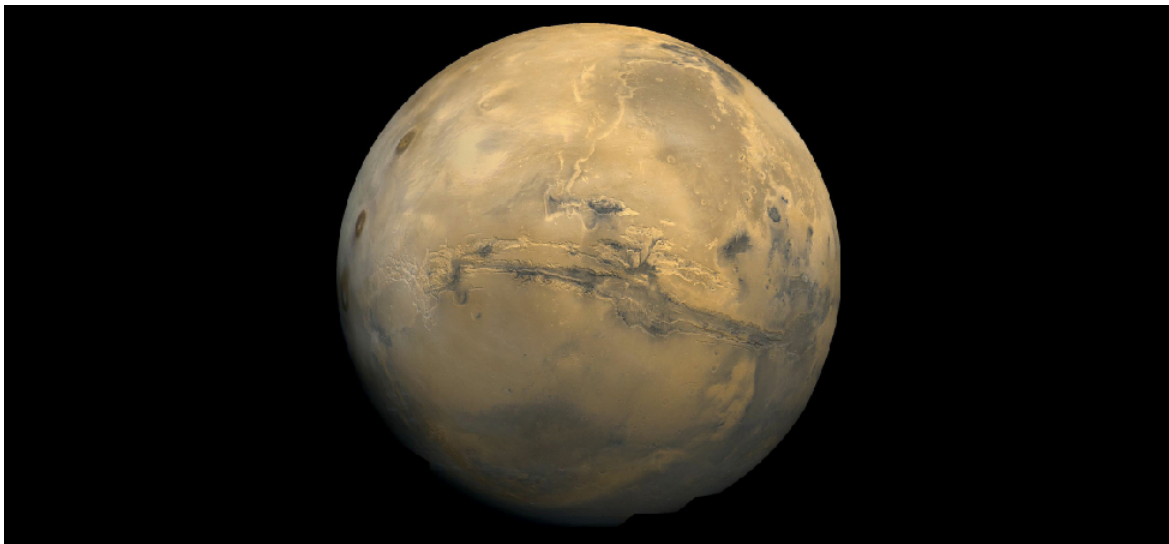


Figure 1.2 : Mars Mosaic. This image of Mars is centered on the Valles Marineris (Mariner Valley) complex of canyons, which is as long as the United States is wide. (credit: modification of work by NASA)

- a crater and other evidence on Earth that tell us that the dinosaurs (and many other creatures) died because of a cosmic collision.
- a tiny moon whose gravity is so weak that one good throw from its surface could put a baseball into orbit.
- a collapsed star so dense that to duplicate its interior we would have to squeeze every human being on Earth into a single raindrop.
- exploding stars whose violent end could wipe clean all of the life-forms on a planet orbiting a neighboring star (Figure 1.3).

- a “cannibal galaxy” that has already consumed a number of its smaller galaxy neighbors and is not yet finished finding new victims.
- a radio echo that is the faint but unmistakable signal of the creation event for our universe.

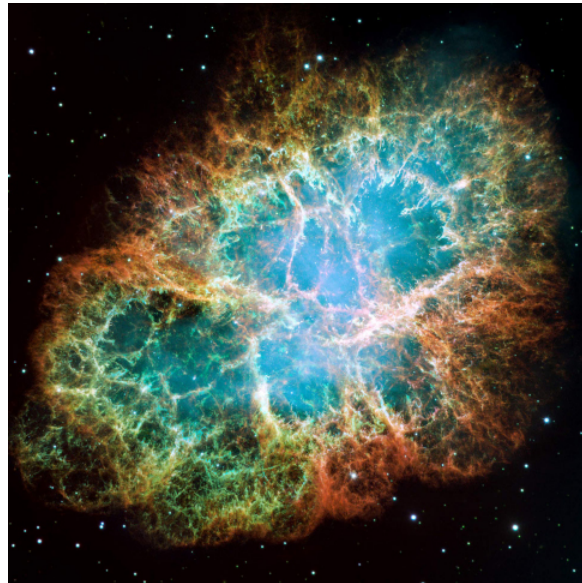


Figure 1.3 : Stellar Corpse. We observe the remains of a star that was seen to explode in our skies in 1054 (and was, briefly, bright enough to be visible during the daytime). Today, the remnant is called the Crab Nebula and its central region is seen here. Such exploding stars are crucial to the development of life in the universe. (credit: NASA, ESA, J. Hester (Arizona State University))

Such discoveries are what make astronomy such an exciting field for scientists and many others—but you will explore much more than just the objects in our universe and the latest discoveries about them. We will pay equal attention to the *process* by which we have come to understand the realms beyond Earth and the tools we use to increase that understanding.

We gather information about the cosmos from the messages the universe sends our way. Because the stars are the fundamental building blocks of the universe, decoding the message of starlight has been a central challenge and triumph of modern astronomy. By the time you have finished reading this text, you will know a bit about how to read that message and how to understand what it is telling us.

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1.2: The Nature of Astronomy

Astronomy is defined as the study of the objects that lie beyond our planet Earth and the processes by which these objects interact with one another. We will see, though, that it is much more. It is also humanity's attempt to organize what we learn into a clear history of the universe, from the instant of its birth in the Big Bang to the present moment. Throughout this book, we emphasize that science is a *progress report*—one that changes constantly as new techniques and instruments allow us to probe the universe more deeply.

In considering the history of the universe, we will see again and again that the cosmos *evolves*; it changes in profound ways over long periods of time. For example, the universe made the carbon, the calcium, and the oxygen necessary to construct something as interesting and complicated as you. Today, many billions of years later, the universe has evolved into a more hospitable place for life. Tracing the evolutionary processes that continue to shape the universe is one of the most important (and satisfying) parts of modern astronomy.

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1.3: The Nature of Science

The ultimate judge in science is always what nature itself reveals based on observations, experiments, models, and testing. Science is not merely a body of knowledge, but a *method* by which we attempt to understand nature and how it behaves. This method begins with many observations over a period of time. From the trends found through observations, scientists can *model* the particular phenomena we want to understand. Such models are always approximations of nature, subject to further testing.

As a concrete astronomical example, ancient astronomers constructed a model (partly from observations and partly from philosophical beliefs) that Earth was the center of the universe and everything moved around it in circular orbits. At first, our available observations of the Sun, Moon, and planets did fit this model; however, after further observations, the model had to be updated by adding circle after circle to represent the movements of the planets around Earth at the center. As the centuries passed and improved instruments were developed for keeping track of objects in the sky, the old model (even with a huge number of circles) could no longer explain all the observed facts. As we will see in the chapter on Observing the Sky: The Birth of Astronomy, a new model, with the Sun at the center, fit the experimental evidence better. After a period of philosophical struggle, it became accepted as our view of the universe.

When they are first proposed, new models or ideas are sometimes called *hypotheses*. You may think there can be no new hypotheses in a science such as astronomy—that everything important has already been learned. Nothing could be further from the truth. Throughout this textbook you will find discussions of recent, and occasionally still controversial, hypotheses in astronomy. For example, the significance that the huge chunks of rock and ice that hit Earth have for life on Earth itself is still debated. And while the evidence is strong that vast quantities of invisible “dark energy” make up the bulk of the universe, scientists have no convincing explanation for what the dark energy actually is. Resolving these issues will require difficult observations done at the forefront of our technology, and all such hypotheses need further testing before we incorporate them fully into our standard astronomical models.

This last point is crucial: a hypothesis must be a proposed explanation that can be *tested*. The most straightforward approach to such testing in science is to perform an experiment. If the experiment is conducted properly, its results either will agree with the predictions of the hypothesis or they will contradict it. If the experimental result is truly inconsistent with the hypothesis, a scientist must discard the hypothesis and try to develop an alternative. If the experimental result agrees with predictions, this does not necessarily prove that the hypothesis is absolutely correct; perhaps later experiments will contradict crucial parts of the hypothesis. But, the more experiments that agree with the hypothesis, the more likely we are to accept the hypothesis as a useful description of nature.

One way to think about this is to consider a scientist who was born and lives on an island where only black sheep live. Day after day the scientist encounters black sheep only, so he or she hypothesizes that all sheep are black. Although every observed sheep adds confidence to the hypothesis, the scientist only has to visit the mainland and observe one white sheep to prove the hypothesis wrong.

When you read about experiments, you probably have a mental picture of a scientist in a laboratory conducting tests or taking careful measurements. This is certainly the case for a biologist or a chemist, but what can astronomers do when our laboratory is the universe? It's impossible to put a group of stars into a test tube or to order another comet from a scientific supply company.

As a result, astronomy is sometimes called an *observational* science; we often make our tests by observing many samples of the kind of object we want to study and noting carefully how different samples vary. New instruments and technology can let us look at astronomical objects from new perspectives and in greater detail. Our hypotheses are then judged in the light of this new information, and they pass or fail in the same way we would evaluate the result of a laboratory experiment.

Much of astronomy is also a *historical* science—meaning that what we observe has already happened in the universe and we can do nothing to change it. In the same way, a geologist cannot alter what has happened to our planet, and a paleontologist cannot bring an ancient animal back to life. While this can make astronomy challenging, it also gives us fascinating opportunities to discover the secrets of our cosmic past.

You might compare an astronomer to a detective trying to solve a crime that occurred before the detective arrived at the scene. There is lots of evidence, but both the detective and the scientist must sift through and organize the evidence to test various hypotheses about what actually happened. And there is another way in which the scientist is like a detective: they both must prove their case. The detective must convince the district attorney, the judge, and perhaps ultimately the jury that his hypothesis is correct. Similarly, the scientist must convince colleagues, editors of journals, and ultimately a broad cross-section of other scientists that her

hypothesis is provisionally correct. In both cases, one can only ask for evidence “beyond a reasonable doubt.” And sometimes new evidence will force both the detective and the scientist to revise their last hypothesis.

This self-correcting aspect of science sets it off from most human activities. Scientists spend a great deal of time questioning and challenging one another, which is why applications for project funding—as well as reports for publication in academic journals—go through an extensive process of *peer review*, which is a careful examination by other scientists in the same field. In science (after formal education and training), everyone is encouraged to improve upon experiments and to challenge any and all hypotheses. New scientists know that one of the best ways to advance their careers is to find a weakness in our current understanding of something and to correct it with a new or modified hypothesis.

This is one of the reasons science has made such dramatic progress. An undergraduate science major today knows more about science and math than did Sir Isaac Newton, one of the most renowned scientists who ever lived. Even in this introductory astronomy course, you will learn about objects and processes that no one a few generations ago even dreamed existed.

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1.4: The Laws of Nature

Over centuries scientists have extracted various *scientific laws* from countless observations, hypotheses, and experiments. These scientific laws are, in a sense, the “rules” of the game that nature plays. One remarkable discovery about nature—one that underlies everything you will read about in this text—is that the same laws apply everywhere in the universe. The rules that determine the motion of stars so far away that your eye cannot see them are the same laws that determine the arc of a baseball after a batter has hit it out of the park.

Note that without the existence of such universal laws, we could not make much headway in astronomy. If each pocket of the universe had different rules, we would have little chance of interpreting what happened in other “neighborhoods.” But, the consistency of the laws of nature gives us enormous power to understand distant objects without traveling to them and learning the local laws. In the same way, if every region of a country had completely different laws, it would be very difficult to carry out commerce or even to understand the behavior of people in those different regions. A consistent set of laws, though, allows us to apply what we learn or practice in one state to any other state.

This is not to say that our current scientific models and laws cannot change. New experiments and observations can lead to new, more sophisticated models—models that can include new phenomena and laws about their behavior. The general theory of relativity proposed by Albert Einstein is a perfect example of such a transformation that took place about a century ago; it led us to predict, and eventually to observe, a strange new class of objects that astronomers call *black holes*. Only the patient process of observing nature ever more carefully and precisely can demonstrate the validity of such new scientific models.

One important problem in describing scientific models has to do with the limitations of language. When we try to describe complex phenomena in everyday terms, the words themselves may not be adequate to do the job. For example, you may have heard the structure of the atom likened to a miniature solar system. While some aspects of our modern model of the atom do remind us of planetary orbits, many other of its aspects are fundamentally different.

This problem is the reason scientists often prefer to describe their models using equations rather than words. In this book, which is designed to introduce the field of astronomy, we use mainly words to discuss what scientists have learned. We avoid complex math, but if this course piques your interest and you go on in science, more and more of your studies will involve the precise language of mathematics.

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1.5: Numbers in Astronomy

In astronomy we deal with distances on a scale you may never have thought about before, with numbers larger than any you may have encountered. We adopt two approaches that make dealing with astronomical numbers a little bit easier. First, we use a system for writing large and small numbers called *scientific notation* (or sometimes *powers-of-ten notation*). This system is very appealing because it eliminates the many zeros that can seem overwhelming to the reader. In scientific notation, if you want to write a number such as 500,000,000, you express it as 5×10^8 (Système International d'Unités). The metric system is summarized in Appendix D (see Example 1.2).

Link to Learning

Watch this [brief PBS animation](#) that explains how scientific notation works and why it's useful.

A common unit astronomers use to describe distances in the universe is a light-year, which is the distance light travels during one year. Because light always travels at the same speed, and because its speed turns out to be the fastest possible speed in the universe, it makes a good standard for keeping track of distances. You might be confused because a “light-year” seems to imply that we are measuring time, but this mix-up of time and distance is common in everyday life as well. For example, when your friend asks where the movie theater is located, you might say “about 20 minutes from downtown.”

So, how many kilometers are there in a light-year? Light travels at the amazing pace of 3×10^8 meters per second.



Figure 1.4 : Orion Nebula. This beautiful cloud of cosmic raw material (gas and dust from which new stars and planets are being made) called the Orion Nebula is about 1400 light-years away. That's a distance of roughly 1.34×10^{16} kilometers—a pretty big number. The gas and dust in this region are illuminated by the intense light from a few extremely energetic adolescent stars. (credit: NASA, ESA, M. Robberto (Space Telescope Science Institute/ESA) and the Hubble Space Telescope Orion Treasury Project Team)

✓ Example 1.1

Scientific Notation

In 2015, the richest human being on our planet had a net worth of \$79.2 billion. Some might say this is an astronomical sum of money. Express this amount in scientific notation.

Solution

\$79.2 billion can be written \$79,200,000,000. Expressed in scientific notation it becomes 7.92×10^{10}

✓ Example 1.2

Getting Familiar with a Light-Year

How many kilometers are there in a light-year?

Solution

Light travels 3×10^5 km in 1 s. So, let's calculate how far it goes in a year:

- There are $60 (6 \times 10^1)$ s in 1 min, and 6×10^1 min in 1 h.
- Multiply these together and you find that there are 3.6×10^3 s/h.
- Thus, light covers 3×10^5 km/s $\times 3.6 \times 10^3$ s/h = 1.08×10^9 km/h.
- There are 24 or 2.4×10^1 h in a day, and 365.25 (3.65×10^2) days in 1 y.
- The product of these two numbers is 8.77×10^3 h/y.
- Multiplying this by 1.08×10^9 km/h gives 9.46×10^{12} km/light-year.

That's almost 10,000,000,000,000 km that light covers in a year. To help you imagine how long this distance is, we'll mention that a string 1 light-year long could fit around the circumference of Earth 236 million times.

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1.6: Consequences of Light Travel Time

There is another reason the speed of light is such a natural unit of distance for astronomers. Information about the universe comes to us almost exclusively through various forms of light, and all such light travels at the speed of light—that is, 1 light-year every year. This sets a limit on how quickly we can learn about events in the universe. If a star is 100 light-years away, the light we see from it tonight left that star 100 years ago and is just now arriving in our neighborhood. The soonest we can learn about any changes in that star is 100 years after the fact. For a star 500 light-years away, the light we detect tonight left 500 years ago and is carrying 500-year-old news.

Because many of us are accustomed to instant news from the Internet, some might find this frustrating.

“You mean, when I see that star up there,” you ask, “I won’t know what’s actually happening there for another 500 years?”

But this isn’t the most helpful way to think about the situation. For astronomers, *now* is when the light reaches us here on Earth. There is no way for us to know anything about that star (or other object) until its light reaches us.

But what at first may seem a great frustration is actually a tremendous benefit in disguise. If astronomers really want to piece together what has happened in the universe since its beginning, they must find evidence about each epoch (or period of time) of the past. Where can we find evidence today about cosmic events that occurred billions of years ago?

The delay in the arrival of light provides an answer to this question. The farther out in space we look, the longer the light has taken to get here, and the longer ago it left its place of origin. By looking billions of light-years out into space, astronomers are actually seeing billions of years into the past. In this way, we can reconstruct the history of the cosmos and get a sense of how it has evolved over time.

This is one reason why astronomers strive to build telescopes that can collect more and more of the faint light in the universe. The more light we collect, the fainter the objects we can observe. On average, fainter objects are farther away and can, therefore, tell us about periods of time even deeper in the past. Instruments such as the Hubble Space Telescope (Figure 1.5) and the Very Large Telescope in Chile (which you will learn about in the chapter on Astronomical Instruments), are giving astronomers views of deep space and deep time better than any we have had before.



Figure 1.5 : Telescope in Orbit. The Hubble Space Telescope, shown here in orbit around Earth, is one of many astronomical instruments in space. (credit: modification of work by European Space Agency)

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1.7: A Tour of the Universe

We can now take a brief introductory tour of the universe as astronomers understand it today to get acquainted with the types of objects and distances you will encounter throughout the text. We begin at home with Earth, a nearly spherical planet about 13,000 kilometers in diameter (Figure 1.6). A space traveler entering our planetary system would easily distinguish Earth from the other planets in our solar system by the large amount of liquid water that covers some two thirds of its crust. If the traveler had equipment to receive radio or television signals, or came close enough to see the lights of our cities at night, she would soon find signs that this watery planet has sentient life.



Figure 1.6 : Humanity's Home Base. This image shows the Western hemisphere as viewed from space 35,400 kilometers (about 22,000 miles) above Earth. Data about the land surface from one satellite was combined with another satellite's data about the clouds to create the image. (credit: modification of work by R. Stockli, A. Nelson, F. Hasler, NASA/ GSFC/ NOAA/ USGS)

Our nearest astronomical neighbor is Earth's satellite, commonly called the *Moon*. Figure 1.7 shows Earth and the Moon drawn to scale on the same diagram. Notice how small we have to make these bodies to fit them on the page with the right scale. The Moon's distance from Earth is about 30 times Earth's diameter, or approximately 384,000 kilometers, and it takes about a month for the Moon to revolve around Earth. The Moon's diameter is 3476 kilometers, about one fourth the size of Earth.

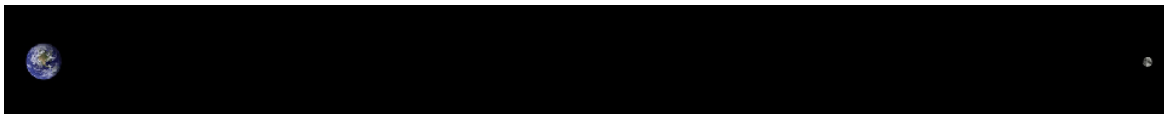


Figure 1.7 : Earth and Moon, Drawn to Scale. This image shows Earth and the Moon shown to scale for both size and distance. (credit: modification of work by NASA)

Light (or radio waves) takes 1.3 seconds to travel between Earth and the Moon. If you've seen videos of the Apollo flights to the Moon, you may recall that there was a delay of about 3 seconds between the time Mission Control asked a question and the time the astronauts responded. This was not because the astronauts were thinking slowly, but rather because it took the radio waves almost 3 seconds to make the round trip.

Earth revolves around our star, the Sun, which is about 150 million kilometers away—approximately 400 times as far away from us as the Moon. We call the average Earth–Sun distance an *astronomical unit* (AU) because, in the early days of astronomy, it was the most important measuring standard. Light takes slightly more than 8 minutes to travel 1 astronomical unit, which means the latest news we receive from the Sun is always 8 minutes old. The diameter of the Sun is about 1.5 million kilometers; Earth could fit comfortably inside one of the minor eruptions that occurs on the surface of our star. If the Sun were reduced to the size of a basketball, Earth would be a small apple seed about 30 meters from the ball.

It takes Earth 1 year (3×10^7 seconds) to go around the Sun at our distance; to make it around, we must travel at approximately 110,000 kilometers per hour. (If you, like many students, still prefer miles to kilometers, you might find the following trick helpful. To convert kilometers to miles, just multiply kilometers by 0.6. Thus, 110,000 kilometers per hour becomes 66,000 miles per hour.)

Because gravity holds us firmly to Earth and there is no resistance to Earth's motion in the vacuum of space, we participate in this extremely fast-moving trip without being aware of it day to day.

Earth is only one of eight planets that revolve around the Sun. These planets, along with their moons and swarms of smaller bodies such as dwarf planets, make up the solar system (Figure 1.8). A planet is defined as a body of significant size that orbits a star and does not produce its own light. (If a large body consistently produces its own light, it is then called a *star*.) Later in the book this definition will be modified a bit, but it is perfectly fine for now as you begin your voyage.

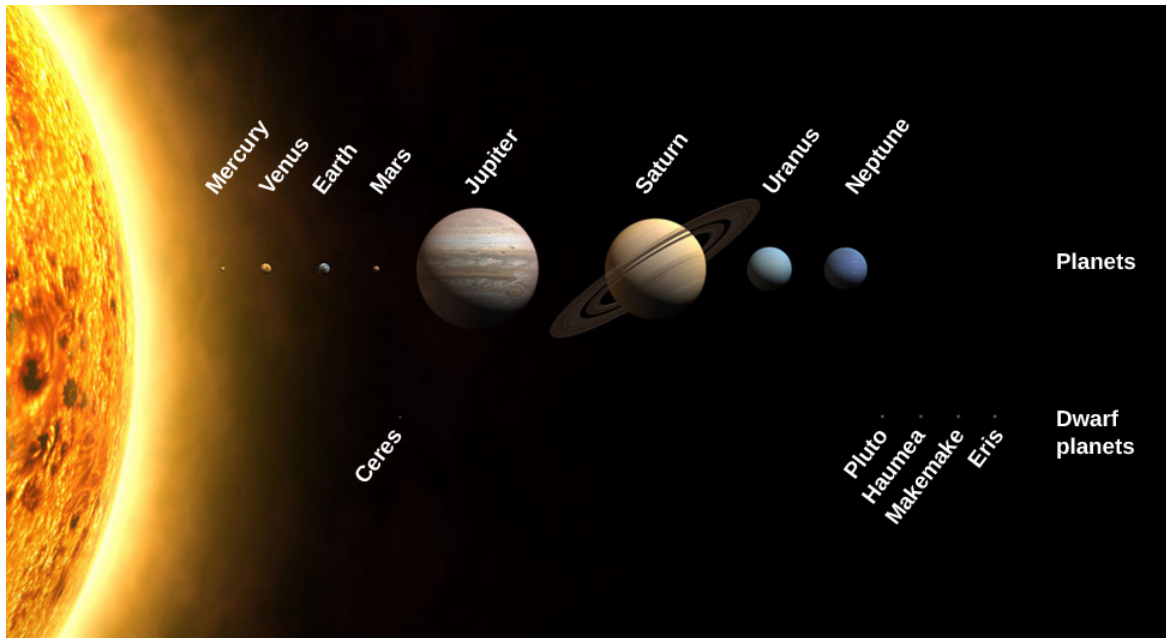


Figure 1.8 : Our Solar Family. The Sun, the planets, and some dwarf planets are shown with their sizes drawn to scale. The orbits of the planets are much more widely separated than shown in this drawing. Notice the size of Earth compared to the giant planets. (credit: modification of work by NASA)

We are able to see the nearby planets in our skies only because they reflect the light of our local star, the Sun. If the planets were much farther away, the tiny amount of light they reflect would usually not be visible to us. The planets we have so far discovered orbiting other stars were found from the pull their gravity exerts on their parent stars, or from the light they block from their stars when they pass in front of them. We can't see most of these planets directly, although a few are now being imaged directly.

The Sun is our local star, and all the other stars are also enormous balls of glowing gas that generate vast amounts of energy by nuclear reactions deep within. We will discuss the processes that cause stars to shine in more detail later in the book. The other stars look faint only because they are so very far away. If we continue our basketball analogy, Proxima Centauri, the nearest star beyond the Sun, which is 4.3 light-years away, would be almost 7000 kilometers from the basketball.

When you look up at a star-filled sky on a clear night, all the stars visible to the unaided eye are part of a single collection of stars we call the *Milky Way Galaxy*, or simply the *Galaxy*. (When referring to the Milky Way, we capitalize *Galaxy*; when talking about other galaxies of stars, we use lowercase *galaxy*.) The Sun is one of hundreds of billions of stars that make up the Galaxy; its extent, as we will see, staggers the human imagination. Within a sphere 10 light-years in radius centered on the Sun, we find roughly ten stars. Within a sphere 100 light-years in radius, there are roughly 10,000 (10^4) stars—far too many to count or name—but we have still traversed only a tiny part of the Milky Way Galaxy. Within a 1000-light-year sphere, we find some ten million (10^7) stars; within a sphere of 100,000 light-years, we finally encompass the entire Milky Way Galaxy.

Our Galaxy looks like a giant disk with a small ball in the middle. If we could move outside our Galaxy and look down on the disk of the Milky Way from above, it would probably resemble the galaxy in Figure 1.9, with its spiral structure outlined by the blue light of hot adolescent stars.



Figure 1.9 : Spiral Galaxy. This galaxy of billions of stars, called by its catalog number NGC 1073, is thought to be similar to our own Milky Way Galaxy. Here we see the giant wheel-shaped system with a bar of stars across its middle. (credit: NASA, ESA)

The Sun is somewhat less than 30,000 light-years from the center of the Galaxy, in a location with nothing much to distinguish it. From our position inside the Milky Way Galaxy, we cannot see through to its far rim (at least not with ordinary light) because the space between the stars is not completely empty. It contains a sparse distribution of gas (mostly the simplest element, hydrogen) intermixed with tiny solid particles that we call *interstellar dust*. This gas and dust collect into enormous clouds in many places in the Galaxy, becoming the raw material for future generations of stars. Figure 1.10 shows an image of the disk of the Galaxy as seen from our vantage point.



Figure 1.10 : Milky Way Galaxy. Because we are inside the Milky Way Galaxy, we see its disk in cross-section flung across the sky

like a great milky white avenue of stars with dark “rifts” of dust. In this dramatic image, part of it is seen above Trona Pinnacles in the California desert. (credit: Ian Norman)

Typically, the interstellar material is so extremely sparse that the space between stars is a much better vacuum than anything we can produce in terrestrial laboratories. Yet, the dust in space, building up over thousands of light-years, can block the light of more distant stars. Like the distant buildings that disappear from our view on a smoggy day in Los Angeles, the more distant regions of the Milky Way cannot be seen behind the layers of interstellar smog. Luckily, astronomers have found that stars and raw material shine with various forms of light, some of which do penetrate the smog, and so we have been able to develop a pretty good map of the Galaxy.

Recent observations, however, have also revealed a rather surprising and disturbing fact. There appears to be more—much more—to the Galaxy than meets the eye (or the telescope). From various investigations, we have evidence that much of our Galaxy is made of material we cannot currently observe directly with our instruments. We therefore call this component of the Galaxy *dark matter*. We know the dark matter is there by the pull its gravity exerts on the stars and raw material we can observe, but what this dark matter is made of and how much of it exists remain a mystery. Furthermore, this dark matter is not confined to our Galaxy; it appears to be an important part of other star groupings as well.

By the way, not all stars live by themselves, as the Sun does. Many are born in double or triple systems with two, three, or more stars revolving about each other. Because the stars influence each other in such close systems, multiple stars allow us to measure characteristics that we cannot discern from observing single stars. In a number of places, enough stars have formed together that we recognized them as star clusters (Figure 1.11). Some of the largest of the star clusters that astronomers have cataloged contain hundreds of thousands of stars and take up volumes of space hundreds of light-years across.



Figure 1.11 : Star Cluster. This large star cluster is known by its catalog number, M9. It contains some 250,000 stars and is seen more clearly from space using the Hubble Space Telescope. It is located roughly 25,000 light-years away. (credit: NASA, ESA)

You may hear stars referred to as “eternal,” but in fact no star can last forever. Since the “business” of stars is making energy, and energy production requires some sort of fuel to be used up, eventually all stars run out of fuel. This news should not cause you to panic, though, because our Sun still has at least 5 or 6 billion years to go. Ultimately, the Sun and all stars will die, and it is in their death throes that some of the most intriguing and important processes of the universe are revealed. For example, we now know that many of the atoms in our bodies were once inside stars. These stars exploded at the ends of their lives, recycling their material back into the reservoir of the Galaxy. In this sense, all of us are literally made of recycled “star dust.”

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CHAPTER OVERVIEW

2: Celestial Sphere

- 2.1: Thinking Ahead
- 2.2: The Sun and the Moon
- 2.3: The Sky Above
- 2.4: Eclipses of the Sun and Moon
- 2.5: Astrology and Astronomy
- 2.6: The Birth of Modern Astronomy
- 2.7: Stellar and Celestial Object Brightness
- 2.8: Magnitude System
- 2.9: The Magnitude Scale
- 2.10: Exercises
 - 2.10.1: Review Questions
 - 2.10.2: Thought Questions
 - 2.10.3: Figuring for Yourself

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2.1: Thinking Ahead



Figure 2.1 : Night Sky. In this panoramic photograph of the night sky from the Atacama Desert in Chile, we can see the central portion of the Milky Way Galaxy arcing upward in the center of the frame. On the left, the Large Magellanic Cloud and the Small Magellanic Cloud (smaller galaxies that orbit the Milky Way Galaxy) are easily visible from the Southern Hemisphere. (credit: modification of work by ESO/Y. Beletsky)

Much to your surprise, a member of the Flat Earth Society moves in next door. He believes that Earth is flat and all the NASA images of a spherical Earth are either faked or simply show the round (but flat) disk of Earth from above. How could you prove to your new neighbor that Earth really is a sphere? (When you've thought about this on your own, you can check later in the chapter for some suggested answers.)

Today, few people really spend much time looking at the night sky. In ancient days, before electric lights robbed so many people of the beauty of the sky, the stars and planets were an important aspect of everyone's daily life. All the records that we have—on paper and in stone—show that ancient civilizations around the world noticed, worshipped, and tried to understand the lights in the sky and fit them into their own view of the world. These ancient observers found both majestic regularity and never-ending surprise in the motions of the heavens. Through their careful study of the planets, the Greeks and later the Romans laid the foundation of the science of astronomy.

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2.2: The Sun and the Moon

The Sun moves along an apparent path on the Celestial Sphere called the Ecliptic. The constellations along Ecliptic – historically 12 but officially 13 – are called the Zodiac. The Moon also travels along the Ecliptic; sometimes in the evening sky, sometimes in the morning, sometimes not visible at all. And the bright planets also travel along the ecliptic.

Measurements along the Celestial Sphere

Astronomers use degrees, minutes, and seconds to measure distances across the sky or sizes. These are referred to as Angular Sizes: the angle the object appears to span or distance between objects, for example:

- The Sun and Moon appear to be about $\frac{1}{2}$ degree as we see them from Earth. This is not their true size; it is just how they appear to us.

← → $\frac{1}{2}$ degree = 30 arcminutes

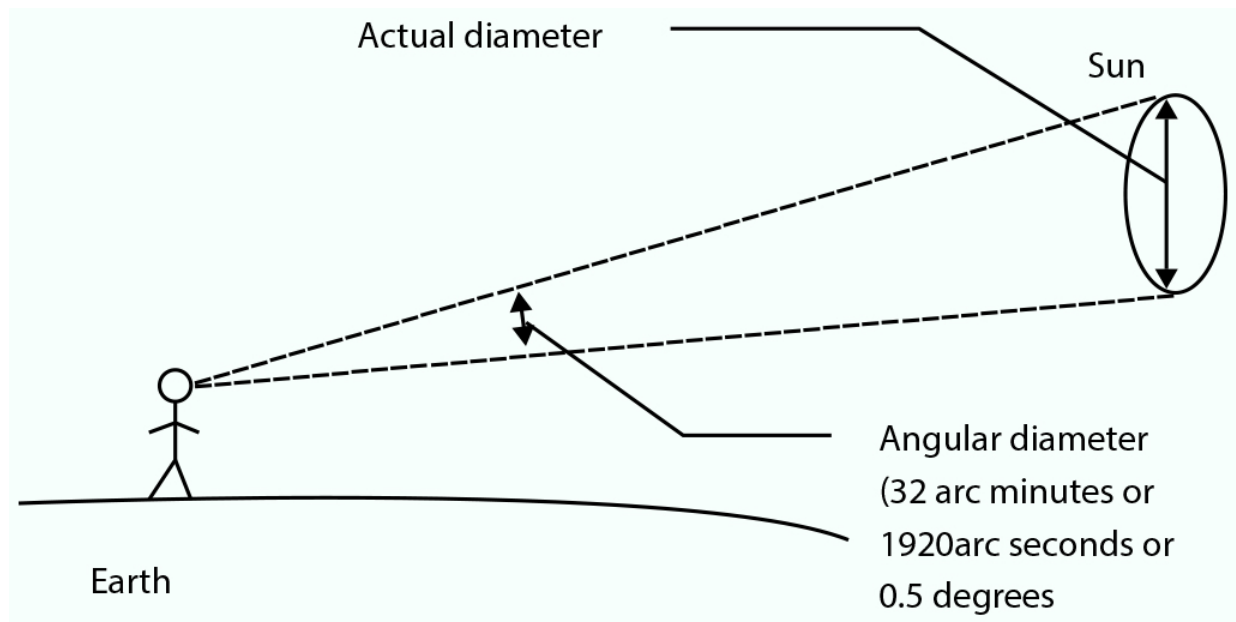


Image courtesy of Florida State College at Jacksonville.

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2.3: The Sky Above

Learning Objectives

By the end of this section, you will be able to:

- Define the main features of the celestial sphere
- Explain the system astronomers use to describe the sky
- Describe how motions of the stars appear to us on Earth
- Describe how motions of the Sun, Moon, and planets appear to us on Earth
- Understand the modern meaning of the term *constellation*

Our senses suggest to us that Earth is the center of the universe—the hub around which the heavens turn. This geocentric (Earth-centered) view was what almost everyone believed until the European Renaissance. After all, it is simple, logical, and seemingly self-evident. Furthermore, the geocentric perspective reinforced those philosophical and religious systems that taught the unique role of human beings as the central focus of the cosmos. However, the geocentric view happens to be wrong. One of the great themes of our intellectual history is the overthrow of the geocentric perspective. Let us, therefore, take a look at the steps by which we reevaluated the place of our world in the cosmic order.

The Celestial Sphere

If you go on a camping trip or live far from city lights, your view of the sky on a clear night is pretty much identical to that seen by people all over the world before the invention of the telescope. Gazing up, you get the impression that the sky is a great hollow dome with you at the center (Figure 2.2), and all the stars are an equal distance from you on the surface of the dome. The top of that dome, the point directly above your head, is called the zenith, and where the dome meets Earth is called the horizon. From the sea or a flat prairie, it is easy to see the horizon as a circle around you, but from most places where people live today, the horizon is at least partially hidden by mountains, trees, buildings, or smog.

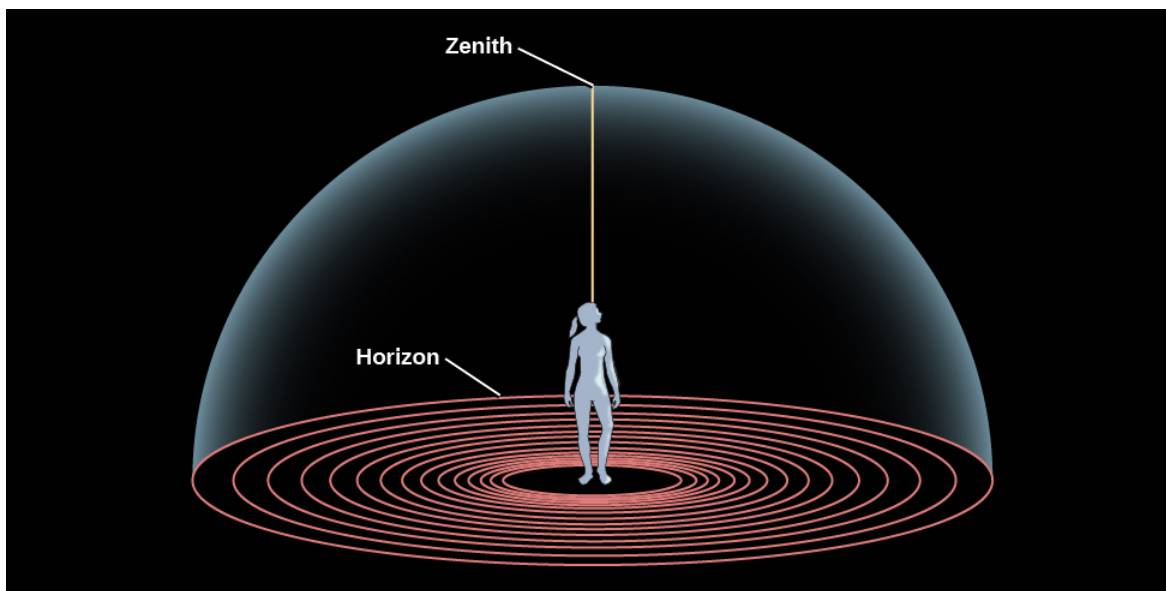


Figure 2.2 : The Sky around Us. The horizon is where the sky meets the ground; an observer's zenith is the point directly overhead.

If you lie back in an open field and observe the night sky for hours, as ancient shepherds and travelers regularly did, you will see stars rising on the eastern horizon (just as the Sun and Moon do), moving across the dome of the sky in the course of the night, and setting on the western horizon. Watching the sky turn like this night after night, you might eventually get the idea that the dome of the sky is really part of a great sphere that is turning around you, bringing different stars into view as it turns. The early Greeks regarded the sky as just such a celestial sphere (Figure 2.3). Some thought of it as an actual sphere of transparent crystalline material, with the stars embedded in it like tiny jewels.

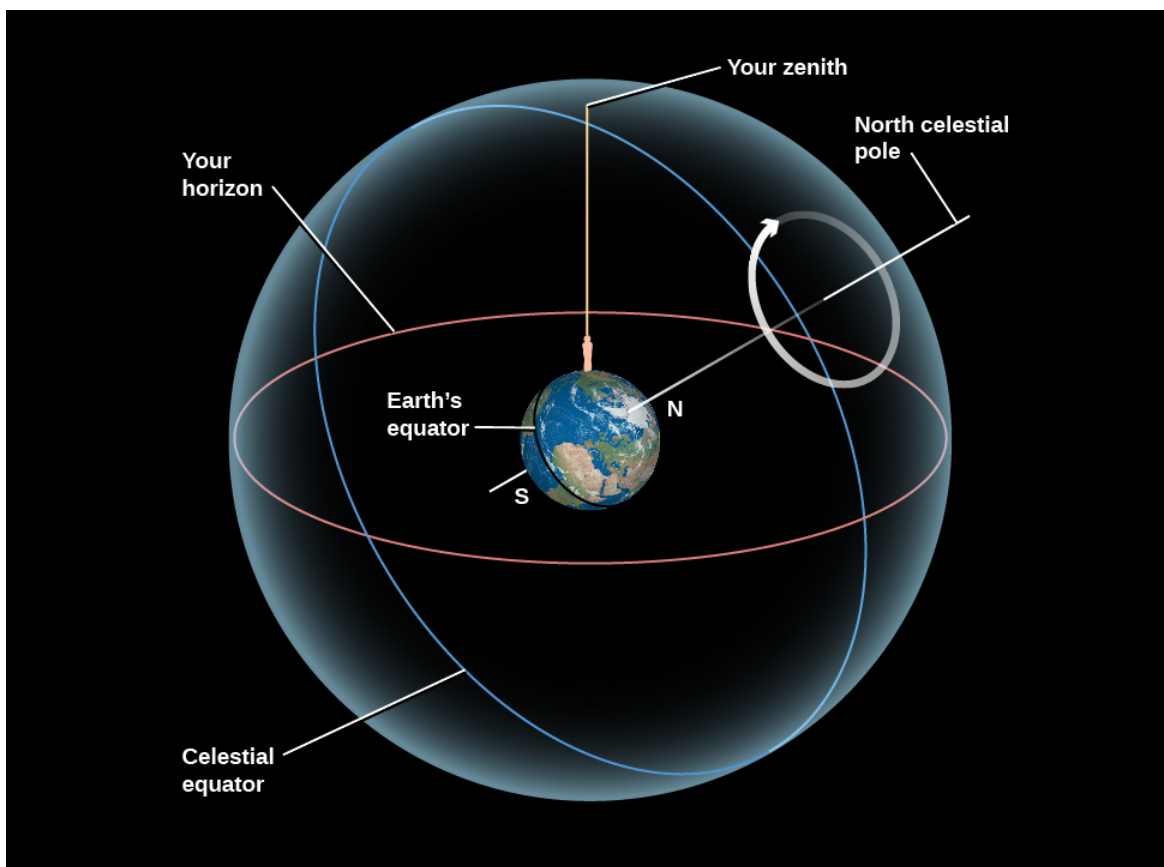


Figure 2.3 : Circles on the Celestial Sphere. Here we show the (imaginary) celestial sphere around Earth, on which objects are fixed, and which rotates around Earth on an axis. In reality, it is Earth that turns around this axis, creating the illusion that the sky revolves around us. Note that Earth in this picture has been tilted so that your location is at the top and the North Pole is where the N is. The apparent motion of celestial objects in the sky around the pole is shown by the circular arrow.

Today, we know that it is not the celestial sphere that turns as night and day proceed, but rather the planet on which we live. We can put an imaginary stick through Earth's North and South Poles, representing our planet's axis. It is because Earth turns on this axis every 24 hours that we see the Sun, Moon, and stars rise and set with clockwork regularity. Today, we know that these celestial objects are not really on a dome, but at greatly varying distances from us in space. Nevertheless, it is sometimes still convenient to talk about the celestial dome or sphere to help us keep track of objects in the sky. There is even a special theater, called a *planetarium*, in which we project a simulation of the stars and planets onto a white dome.

As the celestial sphere rotates, the objects on it maintain their positions with respect to one another. A grouping of stars such as the Big Dipper has the same shape during the course of the night, although it turns with the sky. During a single night, even objects we know to have significant motions of their own, such as the nearby planets, seem fixed relative to the stars. Only meteors—brief “shooting stars” that flash into view for just a few seconds—move appreciably with respect to other objects on the celestial sphere. (This is because they are not stars at all. Rather, they are small pieces of cosmic dust, burning up as they hit Earth's atmosphere.) We can use the fact that the entire celestial sphere seems to turn together to help us set up systems for keeping track of what things are visible in the sky and where they happen to be at a given time.

Celestial Poles and Celestial Equator

To help orient us in the turning sky, astronomers use a system that extends Earth's axis points into the sky. Imagine a line going through Earth, connecting the North and South Poles. This is Earth's axis, and Earth rotates about this line. If we extend this imaginary line outward from Earth, the points where this line intersects the celestial sphere are called the *north celestial pole* and the *south celestial pole*. As Earth rotates about its axis, the sky appears to turn in the opposite direction around those celestial poles

(Figure 2.4). We also (in our imagination) throw Earth's equator onto the sky and call this the celestial equator. It lies halfway between the celestial poles, just as Earth's equator lies halfway between our planet's poles.



Figure 2.4 : Circling the South Celestial Pole. This long-exposure photo shows trails left by stars as a result of the apparent rotation of the celestial sphere around the south celestial pole. (In reality, it is Earth that rotates.) (Credit: ESO/Iztok Bončina)

Now let's imagine how riding on different parts of our spinning Earth affects our view of the sky. The apparent motion of the celestial sphere depends on your latitude (position north or south of the equator). First of all, notice that Earth's axis is pointing at the celestial poles, so these two points in the sky do not appear to turn.

If you stood at the North Pole of Earth, for example, you would see the north celestial pole overhead, at your zenith. The celestial equator, 90° from the celestial poles, would lie along your horizon. As you watched the stars during the course of the night, they would all circle around the celestial pole, with none rising or setting. Only that half of the sky north of the celestial equator is ever visible to an observer at the North Pole. Similarly, an observer at the South Pole would see only the southern half of the sky.

If you were at Earth's equator, on the other hand, you see the celestial equator (which, after all, is just an "extension" of Earth's equator) pass overhead through your zenith. The celestial poles, being 90° from the celestial equator, must then be at the north and south points on your horizon. As the sky turns, all stars rise and set; they move straight up from the east side of the horizon and set straight down on the west side. During a 24-hour period, all stars are above the horizon exactly half the time. (Of course, during some of those hours, the Sun is too bright for us to see them.)

What would an observer in the latitudes of the United States or Europe see? Remember, we are neither at Earth's pole nor at the equator, but in between them. For those in the continental United States and Europe, the north celestial pole is neither overhead nor on the horizon, but in between. It appears above the northern horizon at an angular height, or altitude, equal to the observer's latitude. In San Francisco, for example, where the latitude is 38° N, the north celestial pole is 38° above the northern horizon.

For an observer at 38° N latitude, the south celestial pole is 38° below the southern horizon and, thus, never visible. As Earth turns, the whole sky seems to pivot about the north celestial pole. For this observer, stars within 38° of the North Pole can never set. They are always above the horizon, day and night. This part of the sky is called the north circumpolar zone. For observers in the continental United States, the Big Dipper, Little Dipper, and Cassiopeia are examples of star groups in the north circumpolar zone. On the other hand, stars within 38° of the south celestial pole never rise. That part of the sky is the south circumpolar zone. To most U.S. observers, the Southern Cross is in that zone. (Don't worry if you are not familiar with the star groups just mentioned; we will introduce them more formally later on.)

At this particular time in Earth's history, there happens to be a star very close to the north celestial pole. It is called Polaris, the pole star, and has the distinction of being the star that moves the least amount as the northern sky turns each day. Because it moved so little while the other stars moved much more, it played a special role in the mythology of several Native American tribes, for example (some called it the "fastener of the sky").

📌 Astronomy Basics: What's Your Angle?

Astronomers measure how far apart objects appear in the sky by using angles. By definition, there are 360° in a circle, so a circle stretching completely around the celestial sphere contains 360° . The half-sphere or dome of the sky then contains 180° from horizon to opposite horizon. Thus, if two stars are 18° apart, their separation spans about 1/10 of the dome of the sky. To give you a sense of how big a degree is, the full Moon is about half a degree across. This is about the width of your smallest finger (pinkie) seen at arm's length.

Rising and Setting of the Sun

We described the movement of stars in the night sky, but what about during the daytime? The stars continue to circle during the day, but the brilliance of the Sun makes them difficult to see. (The Moon can often be seen in the daylight, however.) On any given day, we can think of the Sun as being located at some position on the hypothetical celestial sphere. When the Sun rises—that is, when the rotation of Earth carries the Sun above the horizon—sunlight is scattered by the molecules of our atmosphere, filling our sky with light and hiding the stars above the horizon.

For thousands of years, astronomers have been aware that the Sun does more than just rise and set. It changes position gradually on the celestial sphere, moving each day about 1° to the east relative to the stars. Very reasonably, the ancients thought this meant the Sun was slowly moving around Earth, taking a period of time we call 1 year to make a full circle. Today, of course, we know it is Earth that is going around the Sun, but the effect is the same: the Sun's position in our sky changes day to day. We have a similar experience when we walk around a campfire at night; we see the flames appear in front of each person seated about the fire in turn.

The path the Sun appears to take around the celestial sphere each year is called the ecliptic (Figure 2.6). Because of its motion on the ecliptic, the Sun rises about 4 minutes later each day with respect to the stars. Earth must make just a bit more than one complete rotation (with respect to the stars) to bring the Sun up again.

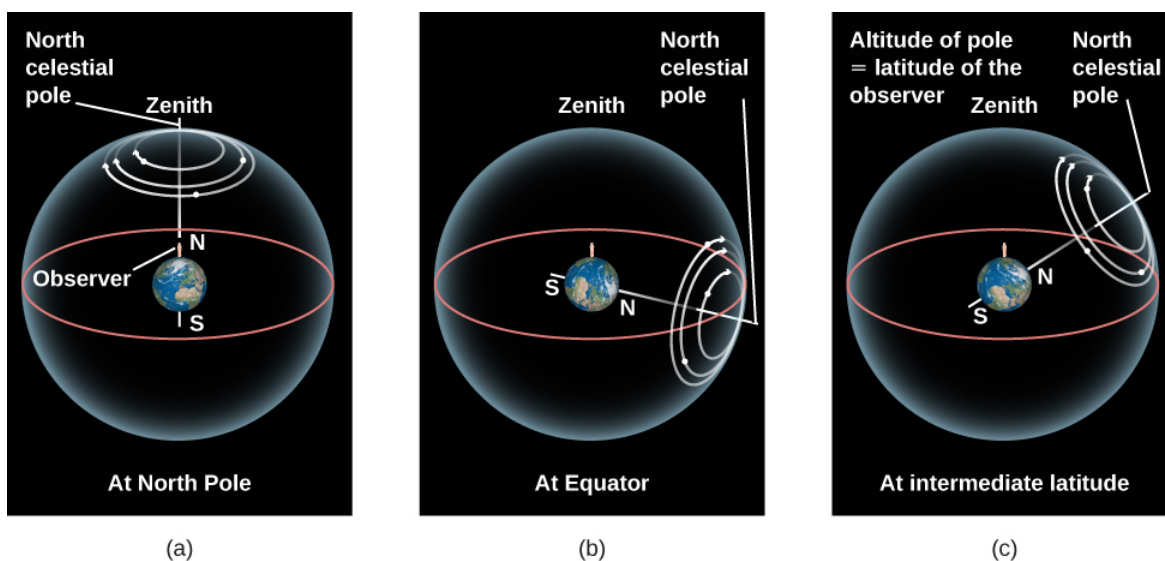


Figure 2.5 : Star Circles at Different Latitudes. The turning of the sky looks different depending on your latitude on Earth. The red circle in each case is your horizon. Your zenith is the point above your head. (a) At the North Pole, the stars circle the zenith and do not rise and set. (b) At the equator, the celestial poles are on the horizon, and the stars rise straight up and set straight down. (c) At intermediate latitudes, the north celestial pole is at some position between overhead and the horizon. Its angle above the horizon turns out to be equal to the observer's latitude. Stars rise and set at an angle to the horizon.

As the months go by and we look at the Sun from different places in our orbit, we see it projected against different places in our orbit, and thus against different stars in the background (Figure 2.6 and Table 2.1)—or we would, at least, if we could see the stars in the daytime. In practice, we must deduce which stars lie behind and beyond the Sun by observing the stars visible in the opposite direction at night. After a year, when Earth has completed one trip around the Sun, the Sun will appear to have completed one circuit of the sky along the ecliptic.

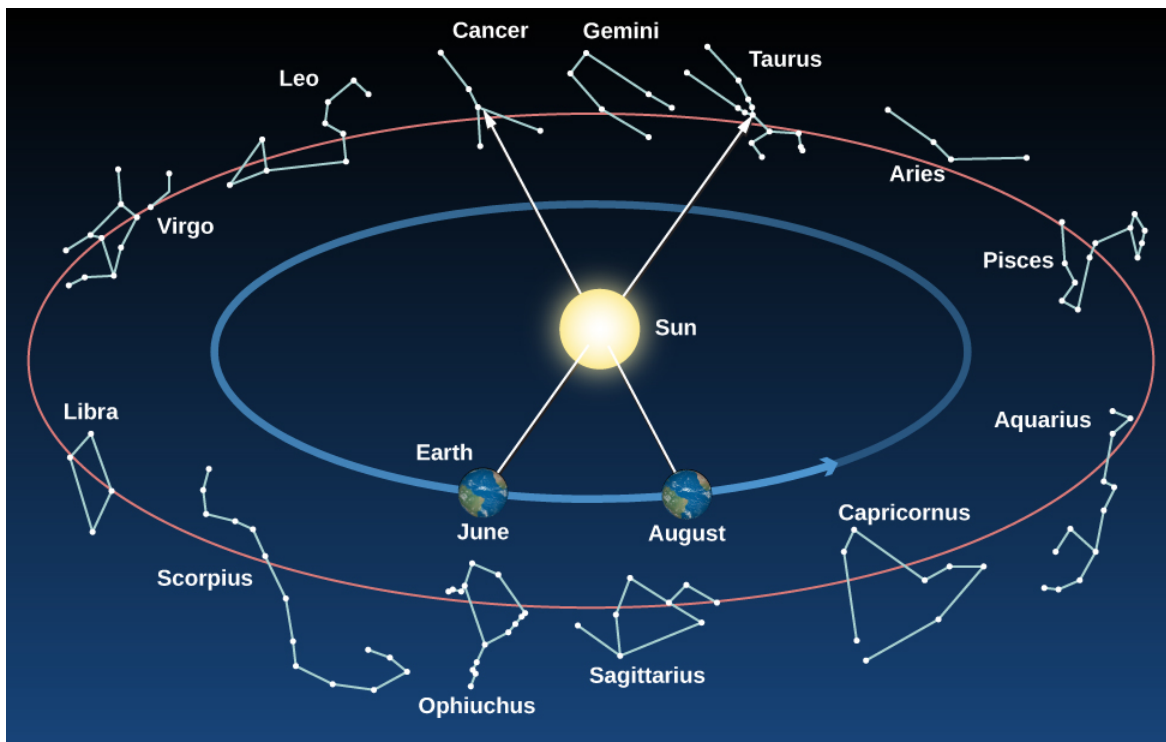


Figure 2.6 : Constellations on the Ecliptic. As Earth revolves around the Sun, we sit on “platform Earth” and see the Sun moving around the sky. The circle in the sky that the Sun appears to make around us in the course of a year is called the *ecliptic*. This circle (like all circles in the sky) goes through a set of constellations. The ancients thought these constellations, which the Sun (and the Moon and planets) visited, must be special and incorporated them into their system of astrology. Note that at any given time of the year, some of the constellations crossed by the ecliptic are visible in the night sky; others are in the day sky and are thus hidden by the brilliance of the Sun. (The term constellation will be defined more precisely in the next subsection.)

Table 2.1: Constellations on the Ecliptic

Constellation on the Ecliptic	Dates When the Sun Crosses It
Capricornus	January 21–February 16
Aquarius	February 16–March 11
Pisces	March 11–April 18
Aries	April 18–May 13
Taurus	May 13–June 22
Gemini	June 22–July 21
Cancer	July 21–August 10
Leo	August 10–September 16
Virgo	September 16–October 31
Libra	October 31–November 23
Scorpius	November 23–November 29
Ophiuchus	November 29–December 18
Sagittarius	December 18–January 21

The ecliptic does not lie along the celestial equator but is inclined to it at an angle of about 23.5° . In other words, the Sun's annual path in the sky is not linked with Earth's equator. This is because our planet's axis of rotation is tilted by about 23.5° from a vertical line sticking out of the plane of the ecliptic (Figure 2.7). Being tilted from "straight up" is not at all unusual among celestial bodies; Uranus and Pluto are actually tilted so much that they orbit the Sun "on their side."

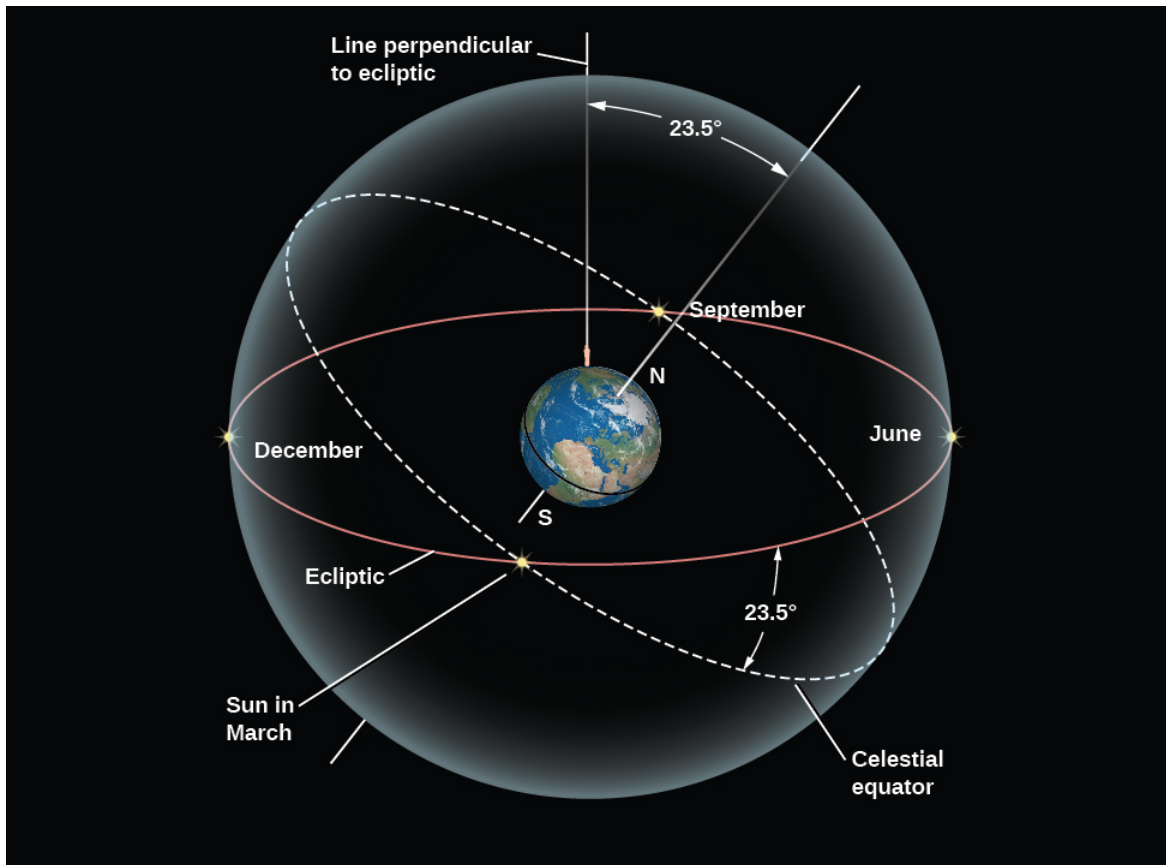


Figure 2.7 : The Celestial Tilt. The celestial equator is tilted by 23.5° to the ecliptic. As a result, North Americans and Europeans see the Sun north of the celestial equator and high in our sky in June, and south of the celestial equator and low in the sky in December.

The inclination of the ecliptic is the reason the Sun moves north and south in the sky as the seasons change. In Earth, Moon, and Sky, we discuss the progression of the seasons in more detail.

Fixed and Wandering Stars

The Sun is not the only object that moves among the fixed stars. The Moon and each of the planets that are visible to the unaided eye—Mercury, Venus, Mars, Jupiter, Saturn, and Uranus (although just barely)—also change their positions slowly from day to day. During a single day, the Moon and planets all rise and set as Earth turns, just as the Sun and stars do. But like the Sun, they have independent motions among the stars, superimposed on the daily rotation of the celestial sphere. Noticing these motions, the Greeks of 2000 years ago distinguished between what they called the *fixed stars*—those that maintain fixed patterns among themselves through many generations—and the *wandering stars*, or planets. The word “planet,” in fact, means “wanderer” in ancient Greek.

Today, we do not regard the Sun and Moon as planets, but the ancients applied the term to all seven of the moving objects in the sky. Much of ancient astronomy was devoted to observing and predicting the motions of these celestial wanderers. They even dedicated a unit of time, the week, to the seven objects that move on their own; that’s why there are 7 days in a week. The Moon, being Earth’s nearest celestial neighbor, has the fastest apparent motion; it completes a trip around the sky in about 1 month (or *moonth*). To do this, the Moon moves about 12° , or 24 times its own apparent width on the sky, each day.

✓ Example 2.1: Angles in the Sky

A circle consists of 360 degrees ($^{\circ}$). When we measure the angle in the sky that something moves, we can use this formula:

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

This is true whether the motion is measured in kilometers per hour or degrees per hour; we just need to use consistent units.

As an example, let's say you notice the bright star Sirius due south from your observing location in the Northern Hemisphere. You note the time, and then later, you note the time that Sirius sets below the horizon. You find that Sirius has traveled an angular distance of about 75° in 5 h. About how many hours will it take for Sirius to return to its original location?

Solution

The speed of Sirius is $\frac{75^{\circ}}{5\text{ h}} = \frac{15^{\circ}}{1\text{ h}}$. If we want to know the time required for Sirius to return to its original location, we need to wait until it goes around a full circle, or 360° . Rearranging the formula for speed we were originally given, we find:

$$\text{time} = \frac{\text{distance}}{\text{speed}} = \frac{360^{\circ}}{15^{\circ}/\text{h}} = 24\text{ h}$$

The actual time is a few minutes shorter than this, and we will explore why in a later chapter.

? Exercise 2.3.1

The Moon moves in the sky relative to the background stars (in addition to moving with the stars as a result of Earth's rotation.) Go outside at night and note the position of the Moon relative to nearby stars. Repeat the observation a few hours later. How far has the Moon moved? (For reference, the diameter of the Moon is about 0.5° .) Based on your estimate of its motion, how long will it take for the Moon to return to the position relative to the stars in which you first observed it?

Answer

The speed of the moon is $0.5^{\circ}/1\text{ h}$. To move a full 360° , the moon needs 720 h: $\frac{0.5^{\circ}}{1\text{ h}} = \frac{360^{\circ}}{720\text{ h}}$. Dividing 720 h by the conversion factor of 24 h/day reveals the lunar cycle is about 30 days.

The individual paths of the Moon and planets in the sky all lie close to the ecliptic, although not exactly on it. This is because the paths of the planets about the Sun, and of the Moon about Earth, are all in nearly the same plane, as if they were circles on a huge sheet of paper. The planets, the Sun, and the Moon are thus always found in the sky within a narrow 18-degree-wide belt, centered on the ecliptic, called the zodiac (Figure 2.6). (The root of the term "zodiac" is the same as that of the word "zoo" and means a collection of animals; many of the patterns of stars within the zodiac belt reminded the ancients of animals, such as a fish or a goat.)

How the planets appear to move in the sky as the months pass is a combination of their actual motions plus the motion of Earth about the Sun; consequently, their paths are somewhat complex. As we will see, this complexity has fascinated and challenged astronomers for centuries.

Constellations

The backdrop for the motions of the "wanderers" in the sky is the canopy of stars. If there were no clouds in the sky and we were on a flat plain with nothing to obstruct our view, we could see about 3000 stars with the unaided eye. To find their way around such a multitude, the ancients found groupings of stars that made some familiar geometric pattern or (more rarely) resembled something they knew. Each civilization found its own patterns in the stars, much like a modern Rorschach test in which you are asked to discern patterns or pictures in a set of inkblots. The ancient Chinese, Egyptians, and Greeks, among others, found their own groupings—or constellations—of stars. These were helpful in navigating among the stars and in passing their star lore on to their children.

You may be familiar with some of the old star patterns we still use today, such as the Big Dipper, Little Dipper, and Orion the hunter, with his distinctive belt of three stars (Figure 2.8). However, many of the stars we see are not part of a distinctive star pattern at all, and a telescope reveals millions of stars too faint for the eye to see. Therefore, during the early decades of the 20th century, astronomers from many countries decided to establish a more formal system for organizing the sky.

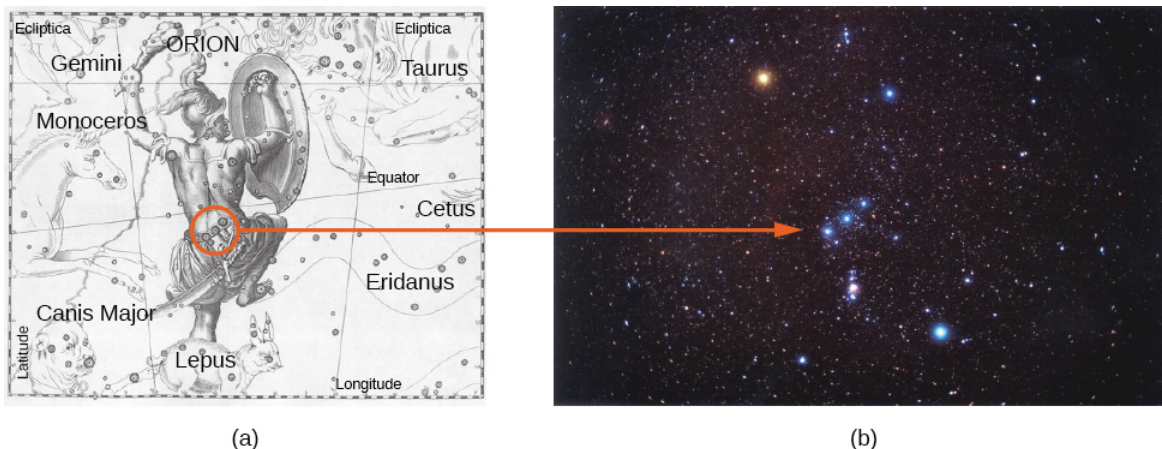


Figure 2.8 : Orion. (a) The winter constellation of Orion, the hunter, is surrounded by neighboring constellations, as illustrated in the seventeenth-century atlas by Hevelius. (b) A photograph shows the Orion region in the sky. Note the three blue stars that make up the belt of the hunter. The bright red star above the belt denotes his armpit and is called Betelgeuse (pronounced “Beetel-juice”). The bright blue star below the belt is his foot and is called Rigel. (credit a: modification of work by Johannes Hevelius; b: modification of work by Matthew Spinelli)

Today, we use the term *constellation* to mean one of 88 sectors into which we divide the sky, much as the United States is divided into 50 states. The modern boundaries between the constellations are imaginary lines in the sky running north–south and east–west, so that each point in the sky falls in a specific constellation, although, like the states, not all constellations are the same size. All the constellations are listed in Appendix L. Whenever possible, we have named each modern constellation after the Latin translations of one of the ancient Greek star patterns that lies within it. Thus, the modern constellation of Orion is a kind of box on the sky, which includes, among many other objects, the stars that made up the ancient picture of the hunter. Some people use the term *asterism* to denote an especially noticeable star pattern within a constellation (or sometimes spanning parts of several constellations). For example, the Big Dipper is an asterism within the constellation of Ursa Major, the Big Bear.

Students are sometimes puzzled because the constellations seldom resemble the people or animals for which they were named. In all likelihood, the Greeks themselves did not name groupings of stars because they looked like actual people or subjects (any more than the outline of Washington state resembles George Washington). Rather, they named sections of the sky in honor of the characters in their mythology and then fit the star configurations to the animals and people as best they could.

Link to Learning

This [website about objects in the sky](#) allows users to construct a detailed sky map showing the location and information about the Sun, Moon, planets, stars, constellations, and even satellites orbiting Earth. Begin by setting your observing location using the option in the menu in the upper right corner of the screen. An excellent website called [Figures in the Sky](#) shows the constellation figures imagined by cultures around the world.

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2.4: Eclipses of the Sun and Moon

Learning Objectives

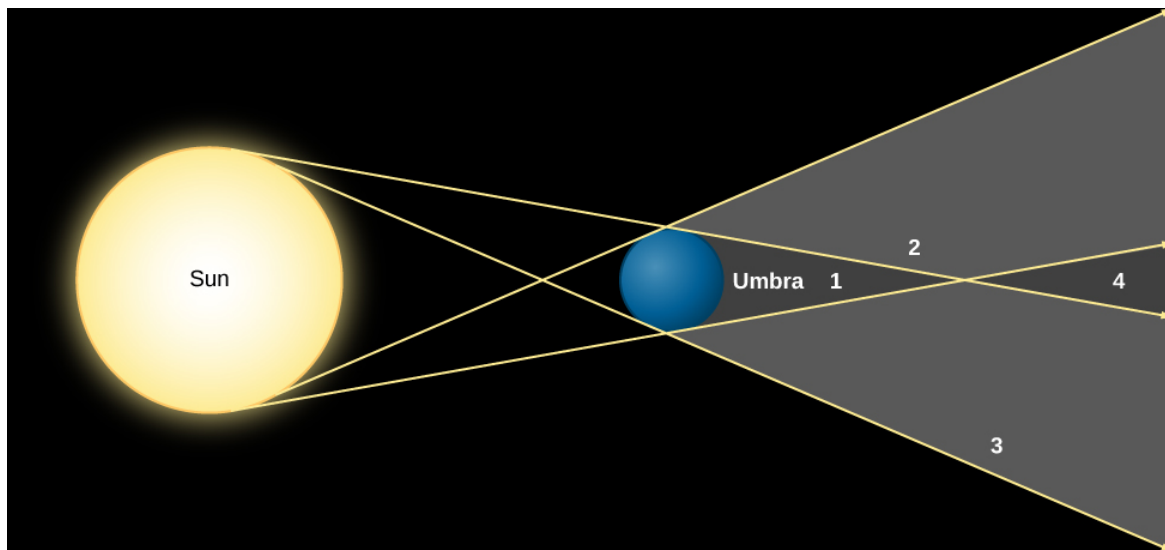
By the end of this section, you will be able to:

- Describe what causes lunar and solar eclipses
- Differentiate between a total and partial solar eclipse
- Explain why lunar eclipses are much more common than solar eclipses

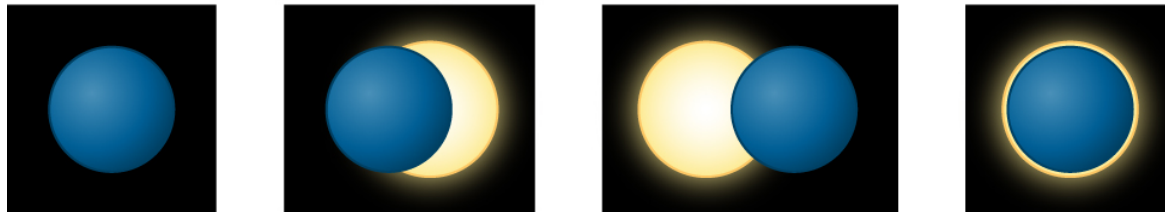
One of the coincidences of living on Earth at the present time is that the two most prominent astronomical objects, the Sun and the Moon, have nearly the same apparent size in the sky. Although the Sun is about 400 times larger in diameter than the Moon, it is also about 400 times farther away, so both the Sun and the Moon have the same angular size—about $1/2^\circ$. As a result, the Moon, as seen from Earth, can appear to cover the Sun, producing one of the most impressive events in nature.

Any solid object in the solar system casts a shadow by blocking the light of the Sun from a region behind it. This shadow in space becomes apparent whenever another object moves into it. In general, an *eclipse* occurs whenever any part of either Earth or the Moon enters the shadow of the other. When the Moon's shadow strikes Earth, people within that shadow see the Sun at least partially covered by the Moon; that is, they witness a solar eclipse. When the Moon passes into the shadow of Earth, people on the night side of Earth see the Moon darken in what is called a lunar eclipse. Let's look at how these happen in more detail.

The shadows of Earth and the Moon consist of two parts: a cone where the shadow is darkest, called the *umbra*, and a lighter, more diffuse region of darkness called the *penumbra*. As you can imagine, the most spectacular eclipses occur when an object enters the umbra. Figure 4.21 illustrates the appearance of the Moon's shadow and what the Sun and Moon would look like from different points within the shadow.



(a)



(b)

Figure 4.21 : Solar Eclipse. (a) The shadow cast by a spherical body (the Moon, for example) is shown. Notice the dark umbra and the lighter penumbra. Four points in the shadow are labeled with numbers. In (b) you see what the Sun and Moon would look like in the sky at the four labeled points. At position 1, you see a total eclipse. At positions 2 and 3, the eclipse is partial. At position 4, the Moon is farther away and thus cannot cover the Sun completely; a ring of light thus shows around the Sun, creating what is called an “annular” eclipse.

If the path of the Moon in the sky were identical to the path of the Sun (the ecliptic), we might expect to see an eclipse of the Sun and the Moon each month—whenever the Moon got in front of the Sun or into the shadow of Earth. However, as we mentioned, the Moon’s orbit is tilted relative to the plane of Earth’s orbit about the Sun by about 5° (imagine two hula hoops with a common center, but tilted a bit). As a result, during most months, the Moon is sufficiently above or below the ecliptic plane to avoid an eclipse. But when the two paths cross (twice a year), it is then “eclipse season” and eclipses are possible.

Eclipses of the Sun

The apparent or angular sizes of both the Sun and Moon vary slightly from time to time as their distances from Earth vary. (Figure 4.21 shows the distance of the observer varying at points 1–4, but the idea is the same.) Much of the time, the Moon looks slightly smaller than the Sun and cannot cover it completely, even if the two are perfectly aligned. In this type of “annular eclipse,” there is a ring of light around the dark sphere of the Moon.

However, if an eclipse of the Sun occurs when the Moon is somewhat nearer than its average distance, the Moon can completely hide the Sun, producing a *total* solar eclipse. Another way to say it is that a total eclipse of the Sun occurs at those times when the umbra of the Moon’s shadow reaches the surface of Earth.

The geometry of a total solar eclipse is illustrated in Figure 4.22. If the Sun and Moon are properly aligned, then the Moon’s darkest shadow intersects the ground at a small point on Earth’s surface. Anyone on Earth within the small area covered by the tip of the Moon’s shadow will, for a few minutes, be unable to see the Sun and will witness a total eclipse. At the same time, observers on a larger area of Earth’s surface who are in the penumbra will see only a part of the Sun eclipsed by the Moon: we call this a *partial* solar eclipse.

Between Earth's rotation and the motion of the Moon in its orbit, the tip of the Moon's shadow sweeps eastward at about 1500 kilometers per hour along a thin band across the surface of Earth. The thin zone across Earth within which a total solar eclipse is visible (weather permitting) is called the eclipse path. Within a region about 3000 kilometers on either side of the eclipse path, a partial solar eclipse is visible. It does not take long for the Moon's shadow to sweep past a given point on Earth. The duration of totality may be only a brief instant; it can never exceed about 7 minutes.

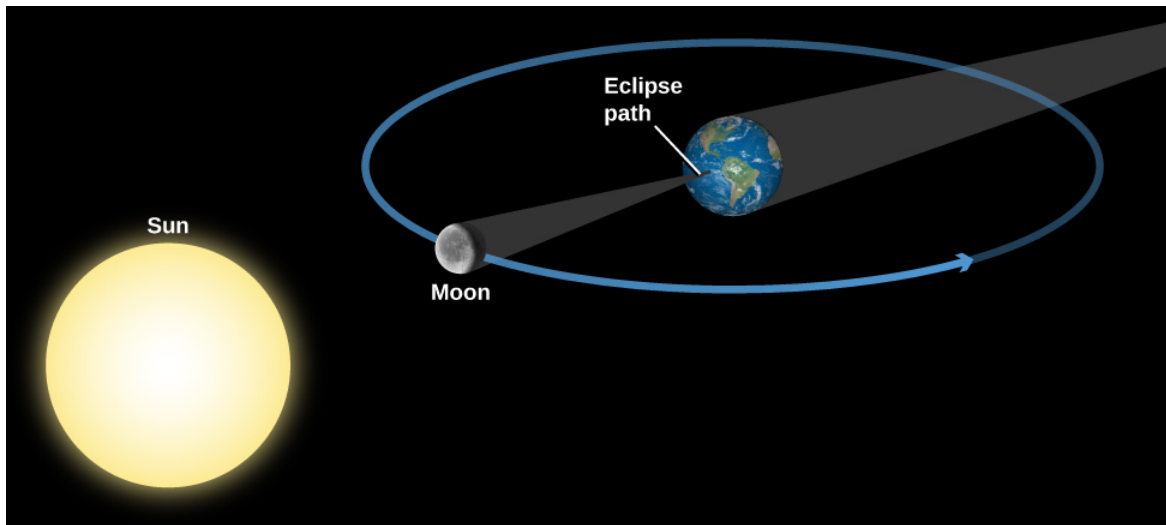


Figure 4.22 : Geometry of a Total Solar Eclipse. Note that our diagram is not to scale. The Moon blocks the Sun during new moon phase as seen from some parts of Earth and casts a shadow on our planet.

Because a total eclipse of the Sun is so spectacular, it is well worth trying to see one if you can. There are some people whose hobby is “eclipse chasing” and who brag about how many they have seen in their lifetimes. Because much of Earth's surface is water, eclipse chasing can involve lengthy boat trips (and often requires air travel as well). As a result, eclipse chasing is rarely within the budget of a typical college student. Nevertheless, a list of future eclipses is given for your reference in Appendix H, just in case you strike it rich early. (And, as you can see in the Appendix, there was a total eclipse visible in the United States in 2017, and there will be another in 2024, to which college students may be able to afford travel.)

Appearance of a Total Eclipse

What can you see if you are lucky enough to catch a total eclipse? A solar eclipse starts when the Moon just begins to silhouette itself against the edge of the Sun's disk. A partial phase follows, during which more and more of the Sun is covered by the Moon. About an hour after the eclipse begins, the Sun becomes completely hidden behind the Moon. In the few minutes immediately before this period of totality begins, the sky noticeably darkens, some flowers close up, and chickens may go to roost. As an eerie twilight suddenly descends during the day, other animals (and people) may get disoriented. During totality, the sky is dark enough that planets become visible in the sky, and usually the brighter stars do as well.

As the bright disk of the Sun becomes entirely hidden behind the Moon, the Sun's remarkable corona flashes into view (Figure 4.23). The *corona* is the Sun's outer atmosphere, consisting of sparse gases that extend for millions of miles in all directions from the apparent surface of the Sun. It is ordinarily not visible because the light of the corona is feeble compared with the light from the underlying layers of the Sun. Only when the brilliant glare from the Sun's visible disk is blotted out by the Moon during a total eclipse is the pearly white corona visible. (We'll talk more about the corona in the chapter on The Sun: A Garden-Variety Star.)



Figure 4.23 : The Sun's Corona. The corona (thin outer atmosphere) of the Sun is visible during a total solar eclipse. (It looks more extensive in photographs than it would to the unaided eye.) (credit: modification of work by Lutfar Rahman Nirjhar)

The total phase of the eclipse ends, as abruptly as it began, when the Moon begins to uncover the Sun. Gradually, the partial phases of the eclipse repeat themselves, in reverse order, until the Moon has completely uncovered the Sun. We should make one important safety point here: while the few minutes of the *total* eclipse are safe to look at, if any part of the Sun is uncovered, you must protect your eyes with safe eclipse glasses² or by projecting an image of the Sun (instead of looking at it directly). For more, read the How to Observe Solar Eclipses box in this chapter.

Eclipses of the Moon

A lunar eclipse occurs when the Moon enters the shadow of Earth. The geometry of a lunar eclipse is shown in Figure 4.24. Earth's dark shadow is about 1.4 million kilometers long, so at the Moon's distance (an average of 384,000 kilometers), it could cover about four full moons. Unlike a solar eclipse, which is visible only in certain local areas on Earth, a lunar eclipse is visible to everyone who can see the Moon. Because a lunar eclipse can be seen (weather permitting) from the entire night side of Earth, lunar eclipses are observed far more frequently from a given place on Earth than are solar eclipses.

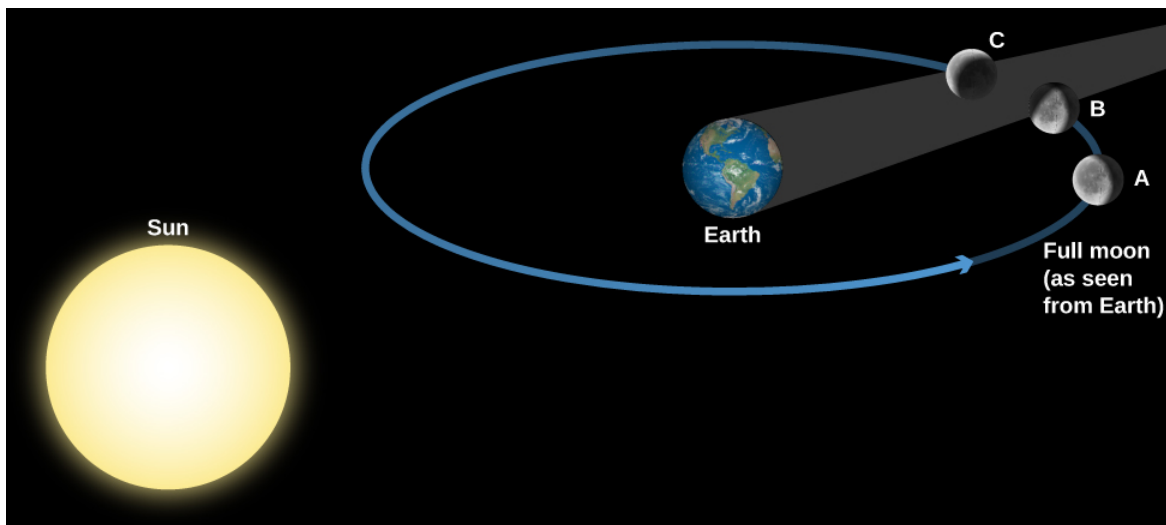


Figure 4.24 : Geometry of a Lunar Eclipse. The Moon is shown moving through the different parts of Earth's shadow during a total lunar eclipse. Note that the distance the Moon moves in its orbit during the eclipse has been exaggerated here for clarity.

An eclipse of the Moon is total only if the Moon's path carries it through Earth's umbra. If the Moon does not enter the umbra completely, we have a partial eclipse of the Moon. But because Earth is larger than the Moon, its umbra is larger, so that lunar eclipses last longer than solar eclipses, as we will discuss below.

A lunar eclipse can take place only when the Sun, Earth, and Moon are in a line. The Moon is opposite the Sun, which means the Moon will be in full phase before the eclipse, making the darkening even more dramatic. About 20 minutes before the Moon reaches the dark shadow, it dims somewhat as Earth partly blocks the sunlight. As the Moon begins to dip into the shadow, the curved shape of Earth's shadow upon it soon becomes apparent.

Even when totally eclipsed, the Moon is still faintly visible, usually appearing a dull coppery red. The illumination on the eclipsed Moon is sunlight that has been bent into Earth's shadow by passing through Earth's atmosphere.

After totality, the Moon moves out of the shadow and the sequence of events is reversed. The total duration of the eclipse depends on how closely the Moon's path approaches the axis of the shadow. For an eclipse where the Moon goes through the center of Earth's shadow, each partial phase consumes at least 1 hour, and totality can last as long as 1 hour and 40 minutes. Eclipses of the Moon are much more "democratic" than solar eclipses. Since the full moon is visible on the entire night side of Earth, the lunar eclipse is visible for all those who live in that hemisphere. (Recall that a total eclipse of the Sun is visible only in a narrow path where the shadow of the umbra falls.) Total eclipses of the Moon occur, on average, about once every two or three years. A list of future total eclipses of the Moon is in Appendix H. In addition, since the lunar eclipse happens to a full moon, and a full moon is not dangerous to look at, everyone can look at the Moon during all the parts of the eclipse without worrying about safety.

Thanks to our understanding of gravity and motion (see Orbits and Gravity), eclipses can now be predicted centuries in advance. We've come a long way since humanity stood frightened by the darkening of the Sun or the Moon, fearing the displeasure of the gods. Today, we enjoy the sky show with a healthy appreciation of the majestic forces that keep our solar system running.

Use the [Solar and Lunar Eclipse simulation](#) to explore the conditions of solar and lunar eclipses yourself.

📌 Seeing for Yourself: How to Observe Solar Eclipses

A total eclipse of the Sun is a spectacular sight and should not be missed. However, it is extremely dangerous to look directly at the Sun: even a brief exposure can damage your eyes. Normally, few rational people are tempted to do this because it is painful (and something your mother told you never to do!). But during the partial phases of a solar eclipse, the temptation to take a look is strong. Think before you give in. The fact that the Moon is covering part of the Sun doesn't make the uncovered part any less dangerous to look at. Still, there are perfectly safe ways to follow the course of a solar eclipse, if you are lucky enough to be in the path of the shadow.

The easiest technique is to make a pinhole projector. Take a piece of cardboard with a small (1 millimeter) hole punched in it, and hold it several feet above a light surface, such as a concrete sidewalk or a white sheet of paper, so that the hole is "aimed" at the Sun. The hole produces a fuzzy but adequate image of the eclipsed Sun. Alternatively, if it's the right time of year, you can let the tiny spaces between a tree's leaves form multiple pinhole images against a wall or sidewalk. Watching hundreds of little crescent Suns dancing in the breeze can be captivating. A kitchen colander also makes an excellent pinhole projector.

Although there are safe filters for looking at the Sun directly, people have suffered eye damage by looking through improper filters, or no filter at all. For example, neutral density photographic filters are not safe because they transmit infrared radiation that can cause severe damage to the retina. Also unsafe are smoked glass, completely exposed color film, sunglasses, and many other homemade filters. Safe filters include welders' goggles and specially designed eclipse glasses.

You should certainly look at the Sun directly when it is totally eclipsed, even through binoculars or telescopes. Unfortunately, the total phase, as we discussed, is all too brief. But if you know when it is coming and going, be sure you look, for it's an unforgettably beautiful sight. And, despite the ancient folklore that presents eclipses as dangerous times to be outdoors, the partial phases of eclipses—as long as you are not looking directly at the Sun—are not any more dangerous than being out in sunlight.

During past eclipses, unnecessary panic has been created by uninformed public officials acting with the best intentions. There were two marvelous total eclipses in Australia in the twentieth century during which townspeople held newspapers over their heads for protection and schoolchildren cowered indoors with their heads under their desks. What a pity that all those people missed what would have been one of the most memorable experiences of their lifetimes.

On August 21, 2017, a total eclipse of the Sun was visible across a large swath of the continental United States, and was seen by millions of people from around the country and the world (a).



Figure 4.25 : 2017 Total Solar and Lunar Eclipse (a) The eclipsed Sun August 21, 2017, showing remarkable detail in the Sun's outer atmosphere. This is a composite of short, medium, and long exposures, as no single exposure can capture the huge range of brightness the Sun exhibits. (b) A total eclipse of the Moon seen over California on January 31, 2018. The Moon moves slowly into the Earth's shadow, looks red when the eclipse is total and red sunlight refracts through the Earth's atmosphere, and then slowly moves out of the shadow. (credit a: modification of work by Rick Fienberg, American Astronomical Society/TravelQuest International; credit b: modification of work by Brian Day.)

Link to Learning

For the August 2017 eclipse, the United States postal service issued a special commemorative stamp — the first ever with “thermochromic ink” which changes when you touch it.

Footnotes

- [2](#)Eclipse glasses are available in many planetarium and observatory gift stores, and also from the two main U.S. manufacturers: American Paper Optics and Rainbow Symphony.

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2.5: Astrology and Astronomy

Learning Objectives

By the end of this section, you will be able to:

- Explain the origins of astrology
- Explain what a horoscope is
- Summarize the arguments that invalidate astrology as a scientific practice

Many ancient cultures regarded the planets and stars as representatives or symbols of the gods or other supernatural forces that controlled their lives. For them, the study of the heavens was not an abstract subject; it was connected directly to the life-and-death necessity of understanding the actions of the gods and currying favor with them. Before the time of our scientific perspectives, everything that happened in nature—from the weather, to diseases and accidents, to celestial surprises such as eclipses or new comets—was thought to be an expression of the whims or displeasure of the gods. Any signs that helped people understand what these gods had in mind were considered extremely important.

The movements of the seven objects that had the power to “wander” through the realm of the sky—the Sun, the Moon, and five planets visible to the unaided eye—clearly must have special significance in such a system of thinking.

Most ancient cultures associated these seven objects with various supernatural rulers in their pantheon and kept track of them for religious reasons. Even in the comparatively sophisticated Greece of antiquity, the planets had the names of gods and were credited with having the same powers and influences as the gods whose names they bore. From such ideas was born the ancient system called astrology, still practiced by some people today, in which the positions of these bodies among the stars of the zodiac are thought to hold the key to understanding what we can expect from life.

The Beginnings of Astrology

Astrology began in Babylonia about two and half millennia ago. The Babylonians, believing the planets and their motions influenced the fortunes of kings and nations, used their knowledge of astronomy to guide their rulers. When the Babylonian culture was absorbed by the Greeks, astrology gradually came to influence the entire Western world and eventually spread to Asia as well.

By the 2nd century BCE the Greeks democratized astrology by developing the idea that the planets influence every individual. In particular, they believed that the configuration of the Sun, Moon, and planets at the moment of birth affected a person’s personality and fortune—a doctrine called *natal astrology*. Natal astrology reached its peak with Ptolemy 400 years later. As famous for his astrology as for his astronomy, Ptolemy compiled the *Tetrabiblos*, a treatise on astrology that remains the “bible” of the subject. It is essentially this ancient religion, older than Christianity or Islam, that is still practiced by today’s astrologers.

The Horoscope

The key to natal astrology is the horoscope, a chart showing the positions of the planets in the sky at the moment of an individual’s birth. The word “horoscope” comes from the Greek words *hora* (meaning “time”) and *skopos* (meaning a “watcher” or “marker”), so “horoscope” can literally be translated as “marker of the hour.” When a horoscope is charted, the planets (including the Sun and Moon, classed as *wanderers* by the ancients) must first be located in the zodiac. At the time astrology was set up, the zodiac was divided into 12 sectors called *signs* (Figure 2.15), each 30° long. Each sign was named after a constellation in the sky through which the Sun, Moon, and planets were seen to pass—the sign of Virgo after the constellation of Virgo, for example.

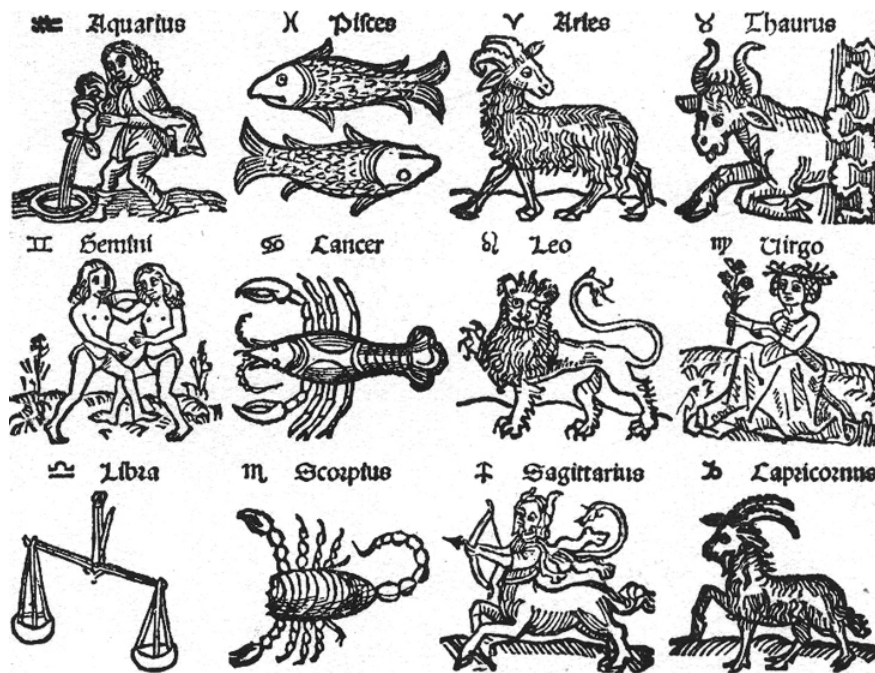


Figure 2.15 : Zodiac Signs. The signs of the zodiac are shown in a medieval woodcut.

When someone today casually asks you your “sign,” they are asking for your “sun sign”—which zodiac sign the Sun was in at the moment you were born. However, more than 2000 years have passed since the signs received their names from the constellations. Because of precession, the constellations of the zodiac slide westward along the ecliptic, going once around the sky in about 26,000 years. Thus, today the real stars have slipped around by about 1/12 of the zodiac—about the width of one sign.

In most forms of astrology, however, the signs have remained assigned to the dates of the year they had when astrology was first set up. This means that the astrological signs and the real constellations are out of step; the sign of Aries, for example, now occupies the constellation of Pisces. When you look up your sun sign in a newspaper astrology column, the name of the sign associated with your birthday is no longer the name of the constellation in which the Sun was actually located when you were born. To know that constellation, you must look for the sign before the one that includes your birthday.

A complete horoscope shows the location of not only the Sun, but also the Moon and each planet in the sky by indicating its position in the appropriate sign of the zodiac. However, as the celestial sphere turns (owing to the rotation of Earth), the entire zodiac moves across the sky to the west, completing a circuit of the heavens each day. Thus, the position in the sky (or “house” in astrology) must also be calculated. There are more or less standardized rules for the interpretation of the horoscope, most of which (at least in Western schools of astrology) are derived from the *Tetrabiblos* of Ptolemy. Each sign, each house, and each planet—the last acting as a center of force—is supposed to be associated with particular matters in a person’s life.

The detailed interpretation of a horoscope is a very complicated business, and there are many schools of astrological thought on how it should be done. Although some of the rules may be standardized, how each rule is to be weighed and applied is a matter of judgment—and “art.” It also means that it is very difficult to tie down astrology to specific predictions or to get the same predictions from different astrologers.

Astrology Today

Astrologers today use the same basic principles laid down by Ptolemy nearly 2000 years ago. They cast horoscopes (a process much simplified by the development of appropriate computer programs) and suggest interpretations. Sun sign astrology (which you read in the newspapers and many magazines) is a recent, simplified variant of natal astrology. Although even professional astrologers do not place much trust in such a limited scheme, which tries to fit everyone into just 12 groups, sun sign astrology is taken seriously by many people (perhaps because it is discussed so commonly in the media).

Today, we know much more about the nature of the planets as physical bodies, as well as about human genetics, than the ancients could. It is hard to imagine how the positions of the Sun, Moon, or planets in the sky at the moment of our birth could have anything to do with our personality or future. There are no known forces, not gravity or anything else, that could cause such effects. (For example, a straightforward calculation shows that the gravitational pull of the obstetrician delivering a newborn baby is greater than that of Mars.) Astrologers thus have to argue there must be unknown forces exerted by the planets that depend on their configurations with respect to one another and that do not vary according to the distance of the planet—forces for which there is no shred of evidence.

Another curious aspect of astrology is its emphasis on planet configurations at birth. What about the forces that might influence us at conception? Isn't our genetic makeup more important for determining our personality than the circumstances of our birth? Would we really be a different person if we had been born a few hours earlier or later, as astrology claims? (Back when astrology was first conceived, birth was thought of as a moment of magic significance, but today we understand a lot more about the long process that precedes it.)

Actually, very few well-educated people today buy the claim that our entire lives are predetermined by astrological influences at birth, but many people apparently believe that astrology has validity as an indicator of affinities and personality. A surprising number of Americans make judgments about people—whom they will hire, associate with, and even marry—on the basis of astrological information. To be sure, these are difficult decisions, and you might argue that we should use any relevant information that might help us to make the right choices. But does astrology actually provide any useful information on human personality? This is the kind of question that can be tested using the scientific method (see Testing Astrology).

The results of hundreds of tests are all the same: there is no evidence that natal astrology has any predictive power, even in a statistical sense. Why, then, do people often seem to have anecdotes about how well their own astrologer advised them? Effective astrologers today use the language of the zodiac and the horoscope only as the outward trappings of their craft. Mostly they work as amateur therapists, offering simple truths that clients like or need to hear. (Recent studies have shown that just about any sort of short-term therapy makes people feel a little better because the very act of talking about our problems with someone who listens attentively is, in itself, beneficial.)

The scheme of astrology has no basis in scientific fact, however; at best, it can be described as a pseudoscience. It is an interesting historical system, left over from prescientific days and best remembered for the impetus it gave people to learn the cycles and patterns of the sky. From it grew the science of astronomy, which is our main subject for discussion.

Making Connections: Testing Astrology

In response to modern public interest in astrology, scientists have carried out a wide range of statistical tests to assess its predictive power. The simplest of these examine sun sign astrology to determine whether—as astrologers assert—some signs are more likely than others to be associated with some objective measure of success, such as winning Olympic medals, earning high corporate salaries, or achieving elective office or high military rank. (You can devise such a test yourself by looking up the birth dates of all members of Congress, for example, or all members of the U.S. Olympic team.) Are our political leaders somehow selected at birth by their horoscopes and thus more likely to be Leos, say, than Scorpios?

You do not even need to be specific about your prediction in such tests. After all, many practitioners of astrology disagree about which signs go with which personality characteristics. To demonstrate the validity of the astrological hypothesis, it would be sufficient if the birthdays of all our leaders clustered in any one or two signs in some statistically significant way. Dozens of such tests have been performed, and all have come up completely negative: the birth dates of leaders in all fields tested have been found to be distributed randomly among *all* the signs. Sun sign astrology does not predict anything about a person's future occupation or strong personality traits.

In a fine example of such a test, two statisticians examined the reenlistment records of the United States Marine Corps. We suspect you will agree that it takes a certain kind of personality not only to enlist, but also to reenlist in the Marines. If sun

signs can predict strong personality traits—as astrologers claim—then those who reenlisted (with similar personalities) should have been distributed preferentially in those one or few signs that matched the personality of someone who loves being a Marine. However, the reenlisted were distributed randomly among all the signs.

More sophisticated studies have also been done, involving full horoscopes calculated for thousands of individuals. The results of all these studies are also negative: none of the systems of astrology has been shown to be at all effective in connecting astrological aspects to personality, success, or finding the right person to love.

Other tests show that it hardly seems to matter what a horoscope interpretation says, as long as it is vague enough, and as long as each subject feels it was prepared personally just for him or her. The French statistician Michel Gauquelin, for example, sent the horoscope interpretation for one of the worst mass murderers in history to 150 people, but told each recipient that it was a “reading” prepared exclusively for him or her. Ninety-four percent of the readers said they recognized themselves in the interpretation of the mass murderer’s horoscope.

Geoffrey Dean, an Australian researcher, reversed the astrological readings of 22 subjects, substituting phrases that were the opposite of what the horoscope actually said. Yet, his subjects said that the resulting readings applied to them just as often (95%) as the people to whom the original phrases were given.

Link to Learning

For more on astrology and science from an astronomer’s point of view, read this [article](#) that shines light on the topic through an accessible Q&A.

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2.6: The Birth of Modern Astronomy

Learning Objectives

By the end of this section, you will be able to:

- Explain how Copernicus developed the heliocentric model of the solar system
- Explain the Copernican model of planetary motion and describe evidence or arguments in favor of it
- Describe Galileo's discoveries concerning the study of motion and forces
- Explain how Galileo's discoveries tilted the balance of evidence in favor of the Copernican model

Astronomy made no major advances in strife-torn medieval Europe. The birth and expansion of Islam after the seventh century led to a flowering of Arabic and Jewish cultures that preserved, translated, and added to many of the astronomical ideas of the Greeks. Many of the names of the brightest stars, for example, are today taken from the Arabic, as are such astronomical terms as “zenith.”

As European culture began to emerge from its long, dark age, trading with Arab countries led to a rediscovery of ancient texts such as *Almagest* and to a reawakening of interest in astronomical questions. This time of rebirth (in French, “*renaissance*”) in astronomy was embodied in the work of Copernicus (Figure 2.16).

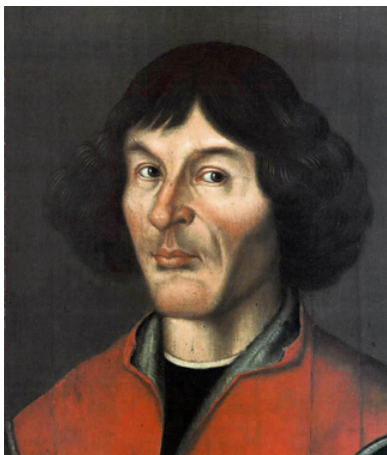


Figure 2.16 : Nicolaus Copernicus (1473–1543). Copernicus was a cleric and scientist who played a leading role in the emergence of modern science. Although he could not prove that Earth revolves about the Sun, he presented such compelling arguments for this idea that he turned the tide of cosmological thought and laid the foundations upon which Galileo and Kepler so effectively built in the following century.

Copernicus

One of the most important events of the Renaissance was the displacement of Earth from the center of the universe, an intellectual revolution initiated by a Polish cleric in the sixteenth century. Nicolaus Copernicus was born in Torun, a mercantile town along the Vistula River. His training was in law and medicine, but his main interests were astronomy and mathematics. His great contribution to science was a critical reappraisal of the existing theories of planetary motion and the development of a new Sun-centered, or heliocentric, model of the solar system. Copernicus concluded that Earth is a planet and that all the planets circle the Sun. Only the Moon orbits Earth (Figure 2.17).

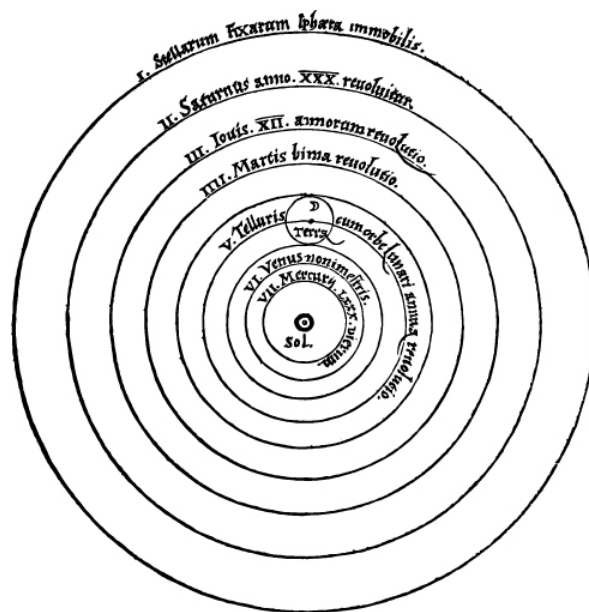


Figure 2.17 : Copernicus' System. Copernicus developed a heliocentric plan of the solar system. This system was published in the first edition of *De Revolutionibus Orbium Coelestium*. Notice the word *Sol* for "Sun" in the middle. (credit: Nicolai Copernici)

Copernicus described his ideas in detail in his book *De Revolutionibus Orbium Coelestium* (*On the Revolution of Celestial Orbs*), published in 1543, the year of his death. By this time, the old Ptolemaic system needed significant adjustments to predict the positions of the planets correctly. Copernicus wanted to develop an improved theory from which to calculate planetary positions, but in doing so, he was himself not free of all traditional prejudices.

He began with several assumptions that were common in his time, such as the idea that the motions of the heavenly bodies must be made up of combinations of uniform circular motions. But he did not assume (as most people did) that Earth had to be in the center of the universe, and he presented a defense of the heliocentric system that was elegant and persuasive. His ideas, although not widely accepted until more than a century after his death, were much discussed among scholars and, ultimately, had a profound influence on the course of world history.

One of the objections raised to the heliocentric theory was that if Earth were moving, we would all sense or feel this motion. Solid objects would be ripped from the surface, a ball dropped from a great height would not strike the ground directly below it, and so forth. But a moving person is not necessarily aware of that motion. We have all experienced seeing an adjacent train, bus, or ship appear to move, only to discover that it is we who are moving.

Copernicus argued that the apparent motion of the Sun about Earth during the course of a year could be represented equally well by a motion of Earth about the Sun. He also reasoned that the apparent rotation of the celestial sphere could be explained by assuming that Earth rotates while the celestial sphere is stationary. To the objection that if Earth rotated about an axis it would fly into pieces, Copernicus answered that if such motion would tear Earth apart, the still faster motion of the much larger celestial sphere required by the geocentric hypothesis would be even more devastating.

The Heliocentric Model

The most important idea in Copernicus' *De Revolutionibus* is that Earth is one of six (then-known) planets that revolve about the Sun. Using this concept, he was able to work out the correct general picture of the solar system. He placed the planets, starting nearest the Sun, in the correct order: Mercury, Venus, Earth, Mars, Jupiter, and Saturn. Further, he deduced that the nearer a planet is to the Sun, the greater its orbital speed. With his theory, he was able to explain the complex retrograde motions of the planets without epicycles and to work out a roughly correct scale for the solar system.

Copernicus could not prove that Earth revolves about the Sun. In fact, with some adjustments, the old Ptolemaic system could have accounted, as well, for the motions of the planets in the sky. But Copernicus pointed out that the Ptolemaic cosmology was clumsy and lacking the beauty and symmetry of its successor.

In Copernicus' time, in fact, few people thought there were ways to prove whether the heliocentric or the older geocentric system was correct. A long philosophical tradition, going back to the Greeks and defended by the Catholic Church, held that pure human thought combined with divine revelation represented the path to truth. Nature, as revealed by our senses, was suspect. For example, Aristotle had reasoned that heavier objects (having more of the quality that made them heavy) must fall to Earth faster than lighter ones. This is absolutely incorrect, as any simple experiment dropping two balls of different weights shows. However, in Copernicus' day, experiments did not carry much weight (if you will pardon the expression); Aristotle's reasoning was more convincing.

In this environment, there was little motivation to carry out observations or experiments to distinguish between competing cosmological theories (or anything else). It should not surprise us, therefore, that the heliocentric idea was debated for more than half a century without any tests being applied to determine its validity. (In fact, in the North American colonies, the older geocentric system was still taught at Harvard University in the first years after it was founded in 1636.)

Contrast this with the situation today, when scientists rush to test each new hypothesis and do not accept any ideas until the results are in. For example, when two researchers at the University of Utah announced in 1989 that they had discovered a way to achieve nuclear fusion (the process that powers the stars) at room temperature, other scientists at more than 25 laboratories around the United States attempted to duplicate "cold fusion" within a few weeks—without success, as it turned out. The cold fusion theory soon went down in flames.

How would we look at Copernicus' model today? When a new hypothesis or theory is proposed in science, it must first be checked for consistency with what is already known. Copernicus' heliocentric idea passes this test, for it allows planetary positions to be calculated at least as well as does the geocentric theory. The next step is to determine which predictions the new hypothesis makes that differ from those of competing ideas. In the case of Copernicus, one example is the prediction that, if Venus circles the Sun, the planet should go through the full range of phases just as the Moon does, whereas if it circles Earth, it should not (Figure 2.18). Also, we should not be able to see the full phase of Venus from Earth because the Sun would then be between Venus and Earth. But in those days, before the telescope, no one imagined testing these predictions.

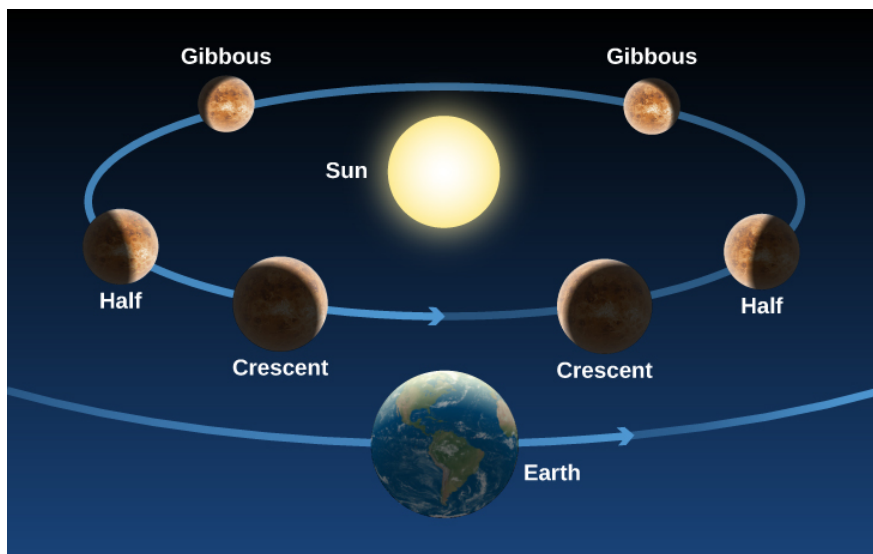


Figure 2.18 : Phases of Venus. As Venus moves around the Sun, we see changing illumination of its surface, just as we see the face of the Moon illuminated differently in the course of a month.

Link to Learning

This [animation](#) shows the phases of Venus. You can also see its distance from Earth as it orbits the Sun.

Galileo and the Beginning of Modern Science

Many of the modern scientific concepts of observation, experimentation, and the testing of hypotheses through careful quantitative measurements were pioneered by a man who lived nearly a century after Copernicus. Galileo Galilei (Figure 2.19), a contemporary of Shakespeare, was born in Pisa. Like Copernicus, he began training for a medical career, but he had little interest in the subject and later switched to mathematics. He held faculty positions at the University of Pisa and the University of Padua, and eventually became mathematician to the Grand Duke of Tuscany in Florence.



Figure 2.19 : Galileo Galilei (1564–1642). Galileo advocated that we perform experiments or make observations to ask nature its ways. When Galileo turned the telescope to the sky, he found things were not the way philosophers had supposed.

Galileo's greatest contributions were in the field of mechanics, the study of motion and the actions of forces on bodies. It was familiar to all persons then, as it is to us now, that if something is at rest, it tends to remain at rest and requires some outside influence to start it in motion. Rest was thus generally regarded as the natural state of matter. Galileo showed, however, that rest is no more natural than motion.

If an object is slid along a rough horizontal floor, it soon comes to rest because friction between it and the floor acts as a retarding force. However, if the floor and the object are both highly polished, the object, given the same initial speed, will slide farther before stopping. On a smooth layer of ice, it will slide farther still. Galileo reasoned that if all resisting effects could be removed, the object would continue in a steady state of motion indefinitely. He argued that a force is required not only to start an object moving from rest but also to slow down, stop, speed up, or change the direction of a moving object. You will appreciate this if you have ever tried to stop a rolling car by leaning against it, or a moving boat by tugging on a line.

Galileo also studied the way objects accelerate—change their speed or direction of motion. Galileo watched objects as they fell freely or rolled down a ramp. He found that such objects accelerate uniformly; that is, in equal intervals of time they gain equal increments in speed. Galileo formulated these newly found laws in precise mathematical terms that enabled future experimenters to predict how far and how fast objects would move in various lengths of time.

Link to Learning

In theory, if Galileo is right, a feather and a hammer, dropped at the same time from a height, should land at the same moment. On Earth, this experiment is not possible because air resistance and air movements make the feather flutter, instead of falling straight down, accelerated only by the force of gravity. For generations, physics teachers had said that the place to try this experiment is somewhere where there is no air, such as the Moon. In 1971, *Apollo 15* astronaut David Scott took a hammer and feather to the Moon and tried it, to the delight of physics nerds everywhere. NASA provides the [video of the hammer and feather](#) as well as a brief explanation.

Sometime in the 1590s, Galileo adopted the Copernican hypothesis of a heliocentric solar system. In Roman Catholic Italy, this was not a popular philosophy, for Church authorities still upheld the ideas of Aristotle and Ptolemy, and they had powerful political and economic reasons for insisting that Earth was the center of creation. Galileo not only challenged this thinking but also had the audacity to write in Italian rather than scholarly Latin, and to lecture publicly on those topics. For him, there was no contradiction between the authority of the Church in matters of religion and morality, and the authority of nature (revealed by experiments) in matters of science. It was primarily because of Galileo and his “dangerous” opinions that, in 1616, the Church issued a prohibition decree stating that the Copernican doctrine was “false and absurd” and not to be held or defended.

Galileo's Astronomical Observations

It is not certain who first conceived of the idea of combining two or more pieces of glass to produce an instrument that enlarged images of distant objects, making them appear nearer. The first such “spyglasses” (now called *telescopes*) that attracted much notice were made in 1608 by the Dutch spectacle maker Hans Lippershey (1570–1619). Galileo heard of the discovery and, without ever having seen an assembled telescope, constructed one of his own with a three-power magnification ($3\times$), which made distant objects appear three times nearer and larger (Figure 2.20).

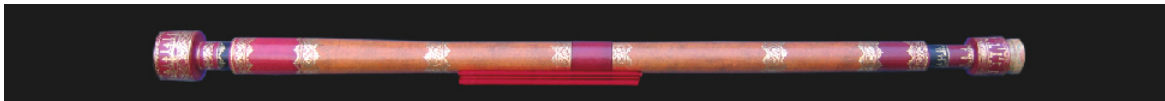


Figure 2.20 : Telescope Used by Galileo. The telescope has a wooden tube covered with paper and a lens 26 millimeters across.

On August 25, 1609, Galileo demonstrated a telescope with a magnification of $9\times$ to government officials of the city-state of Venice. By a magnification of $9\times$, we mean the linear dimensions of the objects being viewed appeared nine times larger or, alternatively, the objects appeared nine times closer than they really were. There were obvious military advantages associated with a device for seeing distant objects. For his invention, Galileo’s salary was nearly doubled, and he was granted lifetime tenure as a professor. (His university colleagues were outraged, particularly because the invention was not even original.)

Others had used the telescope before Galileo to observe things on Earth. But in a flash of insight that changed the history of astronomy, Galileo realized that he could turn the power of the telescope toward the heavens. Before using his telescope for astronomical observations, Galileo had to devise a stable mount and improve the optics. He increased the magnification to $30\times$. Galileo also needed to acquire confidence in the telescope.

At that time, human eyes were believed to be the final arbiter of truth about size, shape, and color. Lenses, mirrors, and prisms were known to distort distant images by enlarging, reducing, or inverting them, or spreading the light into a spectrum (rainbow of colors). Galileo undertook repeated experiments to convince himself that what he saw through the telescope was identical to what he saw up close. Only then could he begin to believe that the miraculous phenomena the telescope revealed in the heavens were real.

Beginning his astronomical work late in 1609, Galileo found that many stars too faint to be seen with the unaided eye became visible with his telescope. In particular, he found that some nebulous blurs resolved into many stars, and that the Milky Way—the strip of whiteness across the night sky—was also made up of a multitude of individual stars.

Examining the planets, Galileo found four moons revolving about Jupiter in times ranging from just under 2 days to about 17 days. This discovery was particularly important because it showed that not everything has to revolve around Earth. Furthermore, it demonstrated that there could be centers of motion that are themselves in motion. Defenders of the geocentric view had argued that if Earth was in motion, then the Moon would be left behind because it could hardly keep up with a rapidly moving planet. Yet, here were Jupiter’s moons doing exactly that. (To recognize this discovery and honor his work, NASA named a spacecraft that explored the Jupiter system Galileo.)

With his telescope, Galileo was able to carry out the test of the Copernican theory mentioned earlier, based on the phases of Venus. Within a few months, he had found that Venus goes through phases like the Moon, showing that it must revolve about the Sun, so that we see different parts of its daylight side at different times (see Figure 2.18.) These observations could not be reconciled with Ptolemy’s model, in which Venus circled about Earth. In Ptolemy’s model, Venus could also show phases, but they were the wrong phases in the wrong order from what Galileo observed.

Galileo also observed the Moon and saw craters, mountain ranges, valleys, and flat, dark areas that he thought might be water. These discoveries showed that the Moon might be not so dissimilar to Earth—suggesting that Earth, too, could belong to the realm of celestial bodies.

Link to Learning

For more information about the life and work of Galileo, see the [Galileo Project](#) at Rice University.

After Galileo's work, it became increasingly difficult to deny the Copernican view, and Earth was slowly dethroned from its central position in the universe and given its rightful place as one of the planets attending the Sun. Initially, however, Galileo met with a great deal of opposition. The Roman Catholic Church, still reeling from the Protestant Reformation, was looking to assert its authority and chose to make an example of Galileo. He had to appear before the Inquisition to answer charges that his work was heretical, and he was ultimately condemned to house arrest. His books were on the Church's forbidden list until 1836, although in countries where the Roman Catholic Church held less sway, they were widely read and discussed. Not until 1992 did the Catholic Church admit publicly that it had erred in the matter of censoring Galileo's ideas.

The new ideas of Copernicus and Galileo began a revolution in our conception of the cosmos. It eventually became evident that the universe is a vast place and that Earth's role in it is relatively unimportant. The idea that Earth moves around the Sun like the other planets raised the possibility that they might be worlds themselves, perhaps even supporting life. As Earth was demoted from its position at the center of the universe, so, too, was humanity. The universe, despite what we may wish, does not revolve around us.

Most of us take these things for granted today, but four centuries ago such concepts were frightening and heretical for some, immensely stimulating for others. The pioneers of the Renaissance started the European world along the path toward science and technology that we still tread today. For them, nature was rational and ultimately knowable, and experiments and observations provided the means to reveal its secrets.

Seeing for Yourself: Observing the Planets

At most any time of the night, and at any season, you can spot one or more bright planets in the sky. All five of the planets known to the ancients—Mercury, Venus, Mars, Jupiter, and Saturn—are more prominent than any but the brightest stars, and they can be seen even from urban locations if you know where and when to look. One way to tell planets from bright stars is that planets twinkle less.

Venus, which stays close to the Sun from our perspective, appears either as an “evening star” in the west after sunset or as a “morning star” in the east before sunrise. It is the brightest object in the sky after the Sun and Moon. It far outshines any real star, and under the most favorable circumstances, it can even cast a visible shadow. Some young military recruits have tried to shoot Venus down as an approaching enemy craft or UFO.

Mars, with its distinctive red color, can be nearly as bright as Venus is when close to Earth, but normally it remains much less conspicuous. Jupiter is most often the second-brightest planet, approximately equaling in brilliance the brightest stars. Saturn is dimmer, and it varies considerably in brightness, depending on whether its large rings are seen nearly edge-on (faint) or more widely opened (bright).

Mercury is quite bright, but few people ever notice it because it never moves very far from the Sun (it's never more than 28° away in the sky) and is always seen against bright twilight skies.

True to their name, the planets “wander” against the background of the “fixed” stars. Although their apparent motions are complex, they reflect an underlying order upon which the heliocentric model of the solar system, as described in this chapter, was based. The positions of the planets are often listed in newspapers (sometimes on the weather page), and clear maps and guides to their locations can be found each month in such magazines as *Sky & Telescope* and *Astronomy* (available at most libraries and online). There are also a number of computer programs and phone and tablet apps that allow you to display where the planets are on any night.

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2.7: Stellar and Celestial Object Brightness

There are a number of other stellar characteristics astronomers and astrophysicists consider. **Luminosity** is a star's total amount of power radiated into space, measured in watts. Think about a light bulb in your home. The output is measured in watts. Most of us use 60 watts tungsten light bulbs or the new LED bulbs with an output of around 60 watts, yet using about 10 watts of power.

How does a light bulb with a luminosity of 60 watts compare to the Sun's output? The accepted luminosity of the Sun is 3.846×10^{26} watts. With such large numbers, the Sun's luminosity is often stated as $1 L_{\odot}$. The number $1 L_{\odot}$ is easier to work with than 3.846×10^{26} watts, yet they mean the same quantity.

Apparent Brightness is the amount of light reaching us per unit area, measured in flux. This incoming light varies by the **Inverse Square Law**. Mathematically this is given as:

Apparent Brightness is proportional to $1/d^2$

Let's look at an example many have experienced. You see a light one mile away, and note its brightness. You move away from the light, and you again look at the light. You might think the light should be half as bright. Actually it is $\frac{1}{4}$ as bright, as given by the Inverse Square Law.

Apparent brightness at 1 mile: $1/1^2 = 1$ Apparent brightness at 2 miles: $1/2^2 = \frac{1}{4}$

We all experience the Inverse Square Law in real life, from driving a car at night to looking at lights on and in buildings and streetlights as we approach a light or move away from the light.

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2.8: Magnitude System

The **magnitude system** is a scale to show how bright stars appear. The initial magnitude system was developed by the Greek astronomer, geographer, and mathematician Hipparchus (190 BC to 120 BC). He ranked stars by their apparent brightness, with 1 being the brightest and 6 being barely visible, without the telescope or other optical aid.

He also designed his original magnitude scale, such that the star Polaris, the northern hemisphere's pole star, would have a magnitude of 2. Hipparchus' initial magnitude scale was revised by Norman Pogson in 1856. Pogson specified a 1st magnitude star is 100 times brighter than a 6th magnitude star. Based on Pogson's system, a 1st magnitude star is 2.512 times as bright as a 2nd magnitude star. With this revision also came inclusion of brighter objects, such as the Sun and Moon, and fainter objects then visible through the telescope. What we see in our sky is called an object's **Apparent Magnitude, M_v** .

Example Apparent Magnitudes, M_v

Object

- Sun
- Moon
- Sirius (brightest star in the sky beyond the Sun)
- Polaris, the northern hemisphere's pole star
- Andromeda Galaxy, M31
- Maximum brightness of dwarf planet Ceres
- Faintest objects visible using 7×50 binocular
- Pluto at maximum brightness
- Faintest objects observable in visible light with 8m Earth telescopes
- Faintest objects observable in visible light with the Hubble Space Telescope

Apparent Magnitude – as seen from Earth

- -26.74
- -12.74
- -1.4
- 1.98
- 3.44
- 6.64
- 9.50
- 13.65
- 27.00
- 31.50

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2.9: The Magnitude Scale

One of the most fundamental properties of a star is its brightness. Astronomers measure stellar brightness in units called **magnitudes**, which seem at first counterintuitive and confusing. That's because they ARE counterintuitive and confusing -- they are in large part a legacy of ancient times. However, once you get used to them, they turn out to have a few redeeming qualities.

Why do we continue to use this system? There are several of reasons:

1. The objects we study cover a huge range in apparent brightness: the brightest star visible with the naked eye is over 600 times brighter than the faintest one. The Sun is over 6 TRILLION times brighter than the faintest star visible to the naked eye. It's awkward to deal with numbers this large.
2. As you will see below, the magnitude system is *logarithmic*, which turns the huge range in brightness ratios into a much smaller range in magnitude differences: the difference between the Sun and the faintest star visible to the naked eye is only 32 magnitudes.
3. Over the past few hundred years, astronomers have built up a vast literature of catalogs and measurements in the magnitude system.
4. Astronomers have figured out how to use magnitudes in some practical ways which turn out to be easier to compute than the corresponding brightness ratios.

Other Systems

Astronomers who study objects outside the optical wavelengths -- in the radio, ultraviolet, or X-ray regimes -- do not have any historical measurements to incorporate into their work: these fields are all very recent, dating to the 1930s or later. In those regimes, measurements are almost always quoted in "more rational" systems: units which are linear with intensity (rather than logarithmic) and which become larger for brighter objects. In the radio, for example, sources are typically measured in janskys, where

$$1 \text{ Jansky} = 10^{-26} \text{ watts / square meter / Hertz}$$

A source of strength 5 Janskys is 5 times brighter than a source of 1 Jansky, just as one would expect.

History of stellar measurements

People in all corners of the world have looked up at the stars (after all, without television, what else could they do at night?). We have detailed records from several cultures in the Middle East; in some, priests spent years studying the motions of the stars and planets, often trying to predict events in the future. Their motives may have been ill-founded, but in some cases, they did make very good measurements of what they could see.

Hipparchus of Rhodes compiled a catalog of about 850 stars. He described the brightness of each star by placing it in one of six categories, which one could call "brightest, bright, not so bright, not so faint, faint, faintest." Later scientists used the word "magnitude" to describe these categories.

Definition

mag-ni-tude n.

1. Greatness of rank or position: "such duties as were expected of a landowner of his magnitude" (Anthony Powell).
2. Greatness in size or extent: The magnitude of the flood was impossible to comprehend.
3. Greatness in significance or influence: was shocked by the magnitude of the crisis.

From the American Heritage® Dictionary of the English Language, Fourth Edition Copyright © 2000 by Houghton Mifflin Company.

The brightest stars were assigned to "the first magnitude", just as we would call the best movies or restaurants "first rate." The next-brightest stars were called "second magnitude", and so on down to the faintest stars visible to the unaided eye, which were called "sixth magnitude."

This is the origin of the peculiar convention that

- bright stars are denoted by small magnitudes

- faint stars are denoted by large magnitudes

The Quantitative Basis for Magnitudes

In the nineteenth century, astronomers devised a number of tools which allowed them for the first time to make accurate, quantitative measurements of stellar brightness. They discovered two properties of the traditional magnitude classifications:

1. each step in the magnitude scale corresponded to roughly the same ratio in stellar brightness
2. the stars traditionally called "first magnitude" were roughly one hundred times brighter than those called "sixth magnitude".

An astronomer named N. R. Pogson came up with a system which would roughly preserve the ancient magnitude values, while allowing modern scientists to extend it to more precise measurements. He proposed that the magnitude system be defined as follows: given two stars with intensity of brightness $I(1)$, $I(2)$, define a magnitude **difference** which is based on their ratio of intensities:

$$(m_1 - m_2) = 2.5 \log_{10} \left(\frac{I_2}{I_1} \right) \quad (2.9.1)$$

So, for example,

intensity ratio $I(1)/I(2)$	magnitude difference ($m_1 - m_2$)
0.01	+5.00
0.1	+2.50
0.5	+0.75
1.0	0.0
2	-0.75
10	-2.50
100	-5.00

Note again the counterintuitive sign of magnitude differences: the brighter star has a smaller magnitude.

Note also that this definition says nothing about the **zero-point** of a magnitude: it provides only the DIFFERENCE between two stars. Exactly where to set the zero-point of the magnitude scale is a matter of some debate, and eventually comes down to an arbitrary choice. We'll deal with it later.

If one is given the magnitudes of two stars, one can easily calculate the ratio of their intensities; just invert Equation 2.9.1 to find

$$\frac{I_2}{I_1} = 10^{0.4(m_1 - m_2)}$$

Exercises

1. One of the stars in the handle of the Big Dipper is really a pair of stars, Alcor and Mizar, just far enough apart for people with good eyes to distinguish. Given magnitudes of 4.00 for Alcor and 2.06 for Mizar, how many times brighter is Mizar than Alcor?
2. What is the ratio of intensities for a pair of stars 5 magnitudes apart? 10 magnitudes? 15 magnitudes? 20 magnitudes? Is there a simple rule for calculating these intensity ratios quickly?
3. The average diameter of the dark-adapted pupil in a human eye is about 6 millimeters; the average person can see a star of magnitude 6 on a clear, dark night. If the same person were to look through typical 7x35 binoculars, how faint a star might he be able to detect?

A very handy coincidence

Despite their arcane definition, magnitudes can occasionally be very quick and handy to use in practice. For example, one often looks for small changes in the brightness of a star or asteroid. A common way to describe small changes is in terms of percentages:

"alpha Orionis faded by 3 percent over the past week." It turns out that there is a simple relationship between small percentage changes in intensity and the corresponding changes in magnitude:

if

a star changes its intensity by N percent,

then

its magnitude changes by about $0.01 * N$ mag.

For example, if alpha Orionis fades by 3 percent, then its magnitude increases by about 0.03 mag.

This rule is accurate to about ten percent -- the real change corresponding to fading by 3 percent is about 0.033 mag, not 0.030 mag. But under most circumstances, it's good enough. It works best for very small changes; applying it to changes greater than 15 or 20 percent yields results which are increasingly incorrect.

Exercise 2.9.4

Using the definition of magnitudes given above, derive this relationship. Hint: look up the series expansion for e-to-the-x, when x is much less than 1.

The painful side of magnitudes: adding and subtracting

There are drawbacks to the magnitude system. One of the big ones is the work one must do when trying to figure out the result of adding or subtracting two stellar sources, rather than multiplying or dividing them. Suppose there are two stars, A and B, with magnitudes $m(A)$ and $m(B)$, which appear so close together that their light blends into a single source. What is the magnitude of the resulting blend?

$$m(A + B) = ?m(A) + m(B) \text{ NO!}$$

The proper way to do this calculation is to convert the magnitudes back into intensities, add together the intensities, and then convert back into magnitudes. There's no way around it.

Exercise 2.9.5

My eyesight is so poor that I can't distinguish Alcor from Mizar without my eyeglasses. Given magnitudes of 4.00 for Alcor and 2.06 for Mizar, what is the magnitude of the single blurry object I see?

Apparent and absolute magnitudes

When we look up into the sky at night, we see some stars which appear very bright, and others which are so faint that we can barely detect them.



The star Sirius, for example, has a magnitude of about -1.5; just a few degrees away, the star iota Canis Majoris shines feebly at magnitude 4.4.

Exercise 2.9.6

How many times brighter does Sirius appear?

Does this mean that Sirius is a much more powerful star, one which emits hundreds of times as much energy as iota CMa?

No!

The reason, of course, is that two factors determine the apparent brightness of a star in our sky.

- The amount of light it emits
- Its distance from the Earth

In this particular instance, the **apparent magnitude** of these two stars, based on their apparent brightness is quite misleading. It turns out that Sirius has a parallax of 0.379 arcsec, whereas iota CMa has a parallax of only 0.001 arcsec.

Exercise 2.9.7

How much farther away is iota CMa?
(yes, this is very uncertain)

If you include the distances of the two stars, which one must be more luminous?

Since we often want to compare the intrinsic properties of stars, we'd like to have some measure of brightness which correlates directly with luminosity; a type of magnitude which does not depend on distance. The **absolute magnitude** of a star is defined as the apparent magnitude it would have, if it were moved to a distance of 10 parsecs from the Sun.

Exercise 2.9.8

What is the absolute magnitude of Sirius?
What is the absolute magnitude of iota CMa?

The ordinary convention is to write apparent magnitudes with a lower-case letter **m**, and absolute magnitudes with an upper-case **M**. One can derive a formula which connects the apparent and absolute magnitudes of a star, using the inverse square law.

$$(m - M) = 5 \log_{10} d - 5$$

Exercise 2.9.9

How sensitive is the absolute magnitude to an error in its distance? For example, a star with a 5 percent error in its distance has what percentage error in its absolute magnitude?

E.g. $m = 6.0$

true $d = 100$ pc

meas $d' = 105$ pc

The Distance Modulus

The difference between the apparent and absolute magnitude of a star, ($m - M$), is called its **distance modulus**. As the equation above shows, it is a simple function of the distance to the star. In practice, astronomers sometimes prefer to specify the distance to a star by its distance modulus, rather than by the distance itself. Look at the abstract to [this paper on the distance to stars in the Large Magellanic Cloud](#):

DISTANCE TO THE LARGE MAGELLANIC CLOUD: THE RR LYRAE STARS¹

GISELLA CLEMENTINI,² RAFFAELE GRATTON,³ ANGELA BRAGAGLIA,² EUGENIO CARRETTA,³
LUCA DI FABRIZIO,⁴ AND MARCELLA MAIO²

Received 2000 July 31; accepted 2002 December 3

The dereddened apparent average luminosity of the RR Lyraes defined by the present photometry is $\langle V(RR) \rangle_0 = 19.064 \pm 0.064$ at $[Fe/H] = -1.5$. When coupled with the absolute magnitude derived from the Baade-Wesselink and the statistical parallaxes methods ($M_V(RR) = 0.68 \pm 0.15$ and 0.76 ± 0.13 mag at $[Fe/H] = -1.5$), both methods known to favor the *short* distance scale, this value leads to distance moduli for the LMC of $\mu_{LMC} = 18.38 \pm 0.16$ and $\mu_{LMC} = 18.30 \pm 0.14$, respectively. If we use instead the absolute magnitude from the new main-sequence fitting of Galactic globular clusters from Gratton et al. [$M_V(RR) = 0.61 \pm 0.07$ mag at $[Fe/H] = -1.5$], we derive $\mu_{LMC} = 18.45 \pm 0.09$.

Why use distance modulus instead of distance? I can think of two reasons, though they really boil down to the same thing.

1. Often, one determines the distance to a distant object by assuming that it is identical to some nearby object whose distance is known, and comparing the apparent brightness of the two objects. In this case, the quantities actually observed are the two apparent magnitudes; so using distance modulus is natural.
2. When planning an observing run, astronomers need to figure out how long their exposures should be. This depends on the apparent magnitude of their targets. If (as is often the case) an astronomer has a good idea of the intrinsic properties of target stars -- their absolute magnitudes -- he can most quickly and easily calculate their apparent magnitudes if he knows the distance modulus.

The basic idea is that, from a practical, observational point of view, it is often more useful to have a catalog of distance modulus values instead of real distances.

A second advantage appears when astronomers use distance modulus as a relative measure between two objects. For example, the Large Magellanic Cloud (LMC), the nearest galaxy to our own Milky Way, is often used as a stepping-stone to other, more distant galaxies. Our current estimate of the distance to the LMC is about 50 kpc. Suppose that you measure the distances to the LMC and several other galaxies by observing a particular sort of star in each galaxy. You might find

galaxy	mag of star m	distance mod relative to LMC	distance (kpc)
LMC	16.5	--	50
M31	24.3	7.8	1800
M81	26.8	10.3	5740

Ten years from now, astronomers discover a systematic error in measurements to the LMC; instead of being 50 kpc away from us, it actually turns out to be 60 kpc away.

- if you published your results for M31 and M81 using the absolute distances for each one, in kpc, then your work immediately becomes invalid. In order to use your results, astronomers will have to re-calculate all your values using the new distance to the

LMC

- but if you published your results in distance modulus, relative to the LMC, your results are still as correct as ever. Astronomers will still know exactly how much fainter a star in M31 will appear, relative to an identical star in the LMC

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2.10: Exercises

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2.10.1: Review Questions

Review Questions

1.

From where on Earth could you observe all of the stars during the course of a year? What fraction of the sky can be seen from the North Pole?

2.

Give four ways to demonstrate that Earth is spherical.

3.

Explain, according to both geocentric and heliocentric cosmologies, why we see retrograde motion of the planets.

4.

In what ways did the work of Copernicus and Galileo differ from the views of the ancient Greeks and of their contemporaries?

5.

What were four of Galileo's discoveries that were important to astronomy?

6.

Explain the origin of the magnitude designation for determining the brightness of stars. Why does it seem to go backward, with smaller numbers indicating brighter stars?

7.

Ursa Minor contains the pole star, Polaris, and the asterism known as the Little Dipper. From most locations in the Northern Hemisphere, all of the stars in Ursa Minor are circumpolar. Does that mean these stars are also above the horizon during the day? Explain.

8.

How many degrees does the Sun move per day relative to the fixed stars? How many days does it take for the Sun to return to its original location relative to the fixed stars?

9.

How many degrees does the Moon move per day relative to the fixed stars? How many days does it take for the Moon to return to its original location relative to the fixed stars?

10.

Explain how the zodiacal constellations are different from the other constellations.

11.

The Sun was once thought to be a planet. Explain why.

12.

Is the ecliptic the same thing as the celestial equator? Explain.

13.

What is an asterism? Can you name an example?

14.

Why did Pythagoras believe that Earth should be spherical?

15.

How did Aristotle deduce that the Sun is farther away from Earth than the Moon?

16.

What are two ways in which Aristotle deduced that Earth is spherical?

17.

How did Hipparchus discover the wobble of Earth's axis, known as *precession*?

18.

Why did Ptolemy have to introduce multiple circles of motion for the planets instead of a single, simple circle to represent the planet's motion around the Earth?

19.

Why did Copernicus want to develop a completely new system for predicting planetary positions? Provide two reasons.

20.

What two factors made it difficult, at first, for astronomers to choose between the Copernican heliocentric model and the Ptolemaic geocentric model?

21.

What phases would Venus show if the geocentric model were correct?

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2.10.2: Thought Questions

Thought Questions

22.

Describe a practical way to determine in which constellation the Sun is found at any time of the year.

23.

What is a constellation as astronomers define it today? What does it mean when an astronomer says, “I saw a comet in Orion last night”?

24.

Draw a picture that explains why Venus goes through phases the way the Moon does, according to the heliocentric cosmology. Does Jupiter also go through phases as seen from Earth? Why?

25.

Show with a simple diagram how the lower parts of a ship disappear first as it sails away from you on a spherical Earth. Use the same diagram to show why lookouts on old sailing ships could see farther from the masthead than from the deck. Would there be any advantage to posting lookouts on the mast if Earth were flat? (Note that these nautical arguments for a spherical Earth were quite familiar to Columbus and other mariners of his time.)

26.

Parallaxes of stars were not observed by ancient astronomers. How can this fact be reconciled with the heliocentric hypothesis?

27.

Why do you think so many people still believe in astrology and spend money on it? What psychological needs does such a belief system satisfy?

28.

Consider three cosmological perspectives—the geocentric perspective, the heliocentric perspective, and the modern perspective—in which the Sun is a minor star on the outskirts of one galaxy among billions. Discuss some of the cultural and philosophical implications of each point of view.

29.

The north celestial pole appears at an altitude above the horizon that is equal to the observer’s latitude. Identify Polaris, the North Star, which lies very close to the north celestial pole. Measure its altitude. (This can be done with a protractor. Alternatively, your fist, extended at arm’s length, spans a distance approximately equal to 10° .) Compare this estimate with your latitude. (Note that this experiment cannot be performed easily in the Southern Hemisphere because Polaris itself is not visible in the south and no bright star is located near the south celestial pole.)

30.

What were two arguments or lines of evidence in support of the geocentric model?

31.

Although the Copernican system was largely correct to place the Sun at the center of all planetary motion, the model still gave inaccurate predictions for planetary positions. Explain the flaw in the Copernican model that hindered its accuracy.

32.

During a retrograde loop of Mars, would you expect Mars to be brighter than usual in the sky, about average in brightness, or fainter than usual in the sky? Explain.

33.

The Great Pyramid of Giza was constructed nearly 5000 years ago. Within the pyramid, archaeologists discovered a shaft leading from the central chamber out of the pyramid, oriented for favorable viewing of the bright star Thuban at that time. Thinking about Earth’s precession, explain why Thuban might have been an important star to the ancient Egyptians.

34.

Explain why more stars are circumpolar for observers at higher latitudes.

35.

What is the altitude of the north celestial pole in the sky from your latitude? If you do not know your latitude, look it up. If you are in the Southern Hemisphere, answer this question for the south celestial pole, since the north celestial pole is not visible from your location.

36.

If you were to drive to some city south of your current location, how would the altitude of the celestial pole in the sky change?

37.

Hipparchus could have warned us that the dates associated with each of the natal astrology sun signs would eventually be wrong. Explain why.

38.

Explain three lines of evidence that argue against the validity of astrology.

39.

What did Galileo discover about the planet Jupiter that cast doubt on exclusive geocentrism?

40.

What did Galileo discover about Venus that cast doubt on geocentrism?

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2.10.3: Figuring for Yourself

Figuring for Yourself

41.

Suppose Eratosthenes had found that, in Alexandria, at noon on the first day of summer, the line to the Sun makes an angle 30° with the vertical. What, then, would he have found for Earth's circumference?

42.

Suppose Eratosthenes' results for Earth's circumference were quite accurate. If the diameter of Earth is 12,740 km, what is the length of his stadium in kilometers?

43.

Suppose you are on a strange planet and observe, at night, that the stars do not rise and set, but circle parallel to the horizon. Next, you walk in a constant direction for 8000 miles, and at your new location on the planet, you find that all stars rise straight up in the east and set straight down in the west, perpendicular to the horizon. How could you determine the circumference of the planet without any further observations? What is the circumference, in miles, of the planet?

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CHAPTER OVERVIEW

3: Astronomy to Astrophysics

3.1: Thinking Ahead

3.2: The Laws of Planetary Motion

3.3: Newton's Great Synthesis

3.4: Newton's Universal Law of Gravitation

3.5: Orbits in the Solar System

3.6: Exercises

3.6.1: Review Questions

3.6.2: Thought Questions

3.6.3: Figuring for Yourself

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3.1: Thinking Ahead



Figure 3.1 : International Space Station. This space habitat and laboratory orbits Earth once every 90 minutes. (credit: modification of work by NASA)

How would you find a new planet at the outskirts of our solar system that is too dim to be seen with the unaided eye and is so far away that it moves very slowly among the stars? This was the problem confronting astronomers during the nineteenth century as they tried to pin down a full inventory of our solar system.

If we could look down on the solar system from somewhere out in space, interpreting planetary motions would be much simpler. But the fact is, we must observe the positions of all the other planets from our own moving planet. Scientists of the Renaissance did not know the details of Earth's motions any better than the motions of the other planets. Their problem, as we saw in *Observing the Sky: The Birth of Astronomy*, was that they had to deduce the nature of all planetary motion using only their earthbound observations of the other planets' positions in the sky. To solve this complex problem more fully, better observations and better models of the planetary system were needed.

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3.2: The Laws of Planetary Motion

Learning Objectives

By the end of this section, you will be able to:

- Describe how Tycho Brahe and Johannes Kepler contributed to our understanding of how planets move around the Sun
- Explain Kepler's three laws of planetary motion

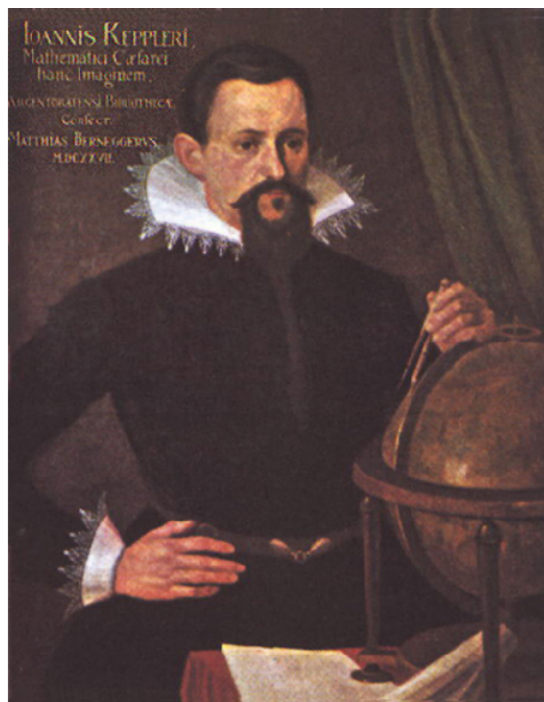
At about the time that Galileo was beginning his experiments with falling bodies, the efforts of two other scientists dramatically advanced our understanding of the motions of the planets. These two astronomers were the observer Tycho Brahe and the mathematician Johannes Kepler. Together, they placed the speculations of Copernicus on a sound mathematical basis and paved the way for the work of Isaac Newton in the next century.

Tycho Brahe's Observatory

Three years after the publication of Copernicus' *De Revolutionibus*, Tycho Brahe was born to a family of Danish nobility. He developed an early interest in astronomy and, as a young man, made significant astronomical observations. Among these was a careful study of what we now know was an exploding star that flared up to great brilliance in the night sky. His growing reputation gained him the patronage of the Danish King Frederick II, and at the age of 30, Brahe was able to establish a fine astronomical observatory on the North Sea island of Hven (Figure 3.2). Brahe was the last and greatest of the pre-telescopic observers in Europe.



(a)



(b)

Figure 3.2 : Tycho Brahe (1546–1601) and Johannes Kepler (1571–1630). (a) A stylized engraving shows Tycho Brahe using his instruments to measure the altitude of celestial objects above the horizon. The large curved instrument in the foreground allowed him to measure precise angles in the sky. Note that the scene includes hints of the grandeur of Brahe's observatory at Hven. (b) Kepler was a German mathematician and astronomer. His discovery of the basic laws that describe planetary motion placed the heliocentric cosmology of Copernicus on a firm mathematical basis.

At Hven, Brahe made a continuous record of the positions of the Sun, Moon, and planets for almost 20 years. His extensive and precise observations enabled him to note that the positions of the planets varied from those given in published tables, which were based on the work of Ptolemy. These data were extremely valuable, but Brahe didn't have the ability to analyze them and develop a better model than what Ptolemy had published. He was further inhibited because he was an extravagant and cantankerous fellow, and he accumulated enemies among government officials. When his patron, Frederick II, died in 1597, Brahe lost his political base and decided to leave Denmark. He took up residence in Prague, where he became court astronomer to Emperor Rudolf of Bohemia.

There, in the year before his death, Brahe found a most able young mathematician, Johannes Kepler, to assist him in analyzing his extensive planetary data.

Johannes Kepler

Johannes Kepler was born into a poor family in the German province of Württemberg and lived much of his life amid the turmoil of the Thirty Years' War (see Figure 3.2). He attended university at Tübingen and studied for a theological career. There, he learned the principles of the Copernican system and became converted to the heliocentric hypothesis. Eventually, Kepler went to Prague to serve as an assistant to Brahe, who set him to work trying to find a satisfactory theory of planetary motion—one that was compatible with the long series of observations made at Hven. Brahe was reluctant to provide Kepler with much material at any one time for fear that Kepler would discover the secrets of the universal motion by himself, thereby robbing Brahe of some of the glory. Only after Brahe's death in 1601 did Kepler get full possession of the priceless records. Their study occupied most of Kepler's time for more than 20 years.

Through his analysis of the motions of the planets, Kepler developed a series of principles, now known as *Kepler's three laws*, which described the behavior of planets based on their paths through space. The first two laws of planetary motion were published in 1609 in *The New Astronomy*. Their discovery was a profound step in the development of modern science.

The First Two Laws of Planetary Motion

The path of an object through space is called its orbit. Kepler initially assumed that the orbits of planets were circles, but doing so did not allow him to find orbits that were consistent with Brahe's observations. Working with the data for Mars, he eventually discovered that the orbit of that planet had the shape of a somewhat flattened circle, or ellipse. Next to the circle, the ellipse is the simplest kind of closed curve, belonging to a family of curves known as *conic sections* (Figure 3.3).

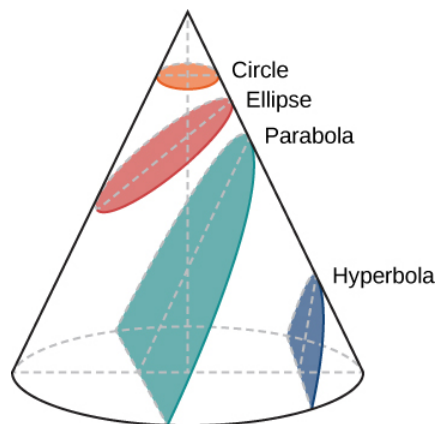


Figure 3.3 : Conic Sections. The circle, ellipse, parabola, and hyperbola are all formed by the intersection of a plane with a cone. This is why such curves are called conic sections.

You might recall from math classes that in a circle, the center is a special point. The distance from the center to anywhere on the circle is exactly the same. In an ellipse, the sum of the distance from two special points inside the ellipse to any point on the ellipse is always the same. These two points inside the ellipse are called its foci (singular: focus), a word invented for this purpose by Kepler.

This property suggests a simple way to draw an ellipse (Figure 3.4). We wrap the ends of a loop of string around two tacks pushed through a sheet of paper into a drawing board, so that the string is slack. If we push a pencil against the string, making the string taut, and then slide the pencil against the string all around the tacks, the curve that results is an ellipse. At any point where the pencil may be, the sum of the distances from the pencil to the two tacks is a constant length—the length of the string. The tacks are at the two foci of the ellipse.

The widest diameter of the ellipse is called its major axis. Half this distance—that is, the distance from the center of the ellipse to one end—is the semimajor axis, which is usually used to specify the size of the ellipse. For example, the semimajor axis of the orbit of Mars, which is also the planet's average distance from the Sun, is 228 million kilometers.

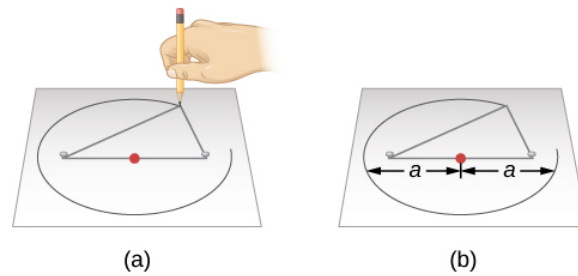


Figure 3.4 : Drawing an Ellipse. (a) We can construct an ellipse by pushing two tacks (the white objects) into a piece of paper on a drawing board, and then looping a string around the tacks. Each tack represents a focus of the ellipse, with one of the tacks being the Sun. Stretch the string tight using a pencil, and then move the pencil around the tacks. The length of the string remains the same, so that the sum of the distances from any point on the ellipse to the foci is always constant. (b) In this illustration, each semimajor axis is denoted by a . The distance $2a$ is called the major axis of the ellipse.

The shape (roundness) of an ellipse depends on how close together the two foci are, compared with the major axis. The ratio of the distance between the foci to the length of the major axis is called the eccentricity of the ellipse.

If the foci (or tacks) are moved to the same location, then the distance between the foci would be zero. This means that the eccentricity is zero and the ellipse is just a circle; thus, a circle can be called an ellipse of zero eccentricity. In a circle, the semimajor axis would be the radius.

Next, we can make ellipses of various elongations (or extended lengths) by varying the spacing of the tacks (as long as they are not farther apart than the length of the string). The greater the eccentricity, the more elongated is the ellipse, up to a maximum eccentricity of 1.0, when the ellipse becomes “flat,” the other extreme from a circle.

The size and shape of an ellipse are completely specified by its semimajor axis and its eccentricity. Using Brahe’s data, Kepler found that Mars has an elliptical orbit, with the Sun at one focus (the other focus is empty). The eccentricity of the orbit of Mars is only about 0.1; its orbit, drawn to scale, would be practically indistinguishable from a circle, but the difference turned out to be critical for understanding planetary motions.

Kepler generalized this result in his first law and said that *the orbits of all the planets are ellipses*. Here was a decisive moment in the history of human thought: it was not necessary to have only circles in order to have an acceptable cosmos. The universe could be a bit more complex than the Greek philosophers had wanted it to be.

Kepler’s second law deals with the speed with which each planet moves along its ellipse, also known as its orbital speed. Working with Brahe’s observations of Mars, Kepler discovered that the planet speeds up as it comes closer to the Sun and slows down as it pulls away from the Sun. He expressed the precise form of this relationship by imagining that the Sun and Mars are connected by a straight, elastic line. When Mars is closer to the Sun (positions 1 and 2 in Figure 3.5), the elastic line is not stretched as much, and the planet moves rapidly. Farther from the Sun, as in positions 3 and 4, the line is stretched a lot, and the planet does not move so fast. As Mars travels in its elliptical orbit around the Sun, the elastic line sweeps out areas of the ellipse as it moves (the colored regions in our figure). Kepler found that in equal intervals of time (t), the areas swept out in space by this imaginary line are always equal; that is, the area of the region B from 1 to 2 is the same as that of region A from 3 to 4.

If a planet moves in a circular orbit, the elastic line is always stretched the same amount and the planet moves at a constant speed around its orbit. But, as Kepler discovered, in most orbits that speed of a planet orbiting its star (or moon orbiting its planet) tends to vary because the orbit is elliptical.

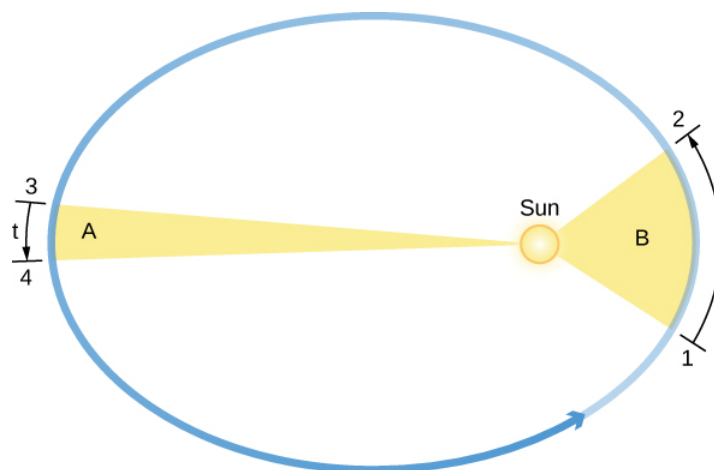


Figure 3.5 : Kepler's Second Law: The Law of Equal Areas. The orbital speed of a planet traveling around the Sun (the circular object inside the ellipse) varies in such a way that in equal intervals of time (t), a line between the Sun and a planet sweeps out equal areas (A and B). Note that the eccentricities of the planets' orbits in our solar system are substantially less than shown here.

Link to Learning

The [Kepler's Second Law demonstrator](#) from CCNY's ScienceSims project shows how an orbiting planet sweeps out the same area in the same time.

Kepler's Third Law

Kepler's first two laws of planetary motion describe the shape of a planet's orbit and allow us to calculate the speed of its motion at any point in the orbit. Kepler was pleased to have discovered such fundamental rules, but they did not satisfy his quest to fully understand planetary motions. He wanted to know why the orbits of the planets were spaced as they are and to find a mathematical pattern in their movements—a “harmony of the spheres” as he called it. For many years he worked to discover mathematical relationships governing planetary spacing and the time each planet took to go around the Sun.

In 1619, Kepler discovered a basic relationship to relate the planets' orbits to their relative distances from the Sun. We define a planet's orbital period, (P), as the time it takes a planet to travel once around the Sun. Also, recall that a planet's semimajor axis, a , is equal to its average distance from the Sun. The relationship, now known as *Kepler's third law*, says that a planet's orbital period squared is proportional to the semimajor axis of its orbit cubed, or

$$P^2 \propto a^3$$

When P (the orbital period) is measured in years, and a is expressed in a quantity known as an astronomical unit (AU), the two sides of the formula are not only proportional but equal. One AU is the average distance between Earth and the Sun and is approximately equal to 1.5×10^8 kilometers. In these units,

$$P^2 = a^3$$

Kepler's third law applies to all objects orbiting the Sun, including Earth, and provides a means for calculating their relative distances from the Sun from the time they take to orbit. Let's look at a specific example to illustrate how useful Kepler's third law is.

For instance, suppose you time how long Mars takes to go around the Sun (in Earth years). Kepler's third law can then be used to calculate Mars' average distance from the Sun. Mars' orbital period (1.88 Earth years) squared, or P^2 , is $1.88^2 = 3.53$, and according to the equation for Kepler's third law, this equals the cube of its semimajor axis, or a^3 . So what number must be cubed to

give 3.53? The answer is 1.52 (since $1.52 \times 1.52 \times 1.52 = 3.53$). Thus, Mars' semimajor axis in astronomical units must be 1.52 AU. In other words, to go around the Sun in a little less than two years, Mars must be about 50% (half again) as far from the Sun as Earth is.

✓ Example 3.1: Calculating Periods

Imagine an object is traveling around the Sun. What would be the orbital period of the object if its orbit has a semimajor axis of 50 AU?

Solution

From Kepler's third law, we know that (when we use units of years and AU)

$$P^2 = a^3$$

If the object's orbit has a semimajor axis of 50 AU ($a = 50$), we can cube 50 and then take the square root of the result to get P:

$$P = \sqrt{a^3}$$

$$P = \sqrt{50 \times 50 \times 50} = \sqrt{125,000} = 353.6 \text{ years}$$

Therefore, the orbital period of the object is about 350 years. This would place our hypothetical object beyond the orbit of Pluto.

? Exercise 3.2.1

What would be the orbital period of an asteroid (a rocky chunk between Mars and Jupiter) with a semimajor axis of 3 AU?

Answer

$$P = \sqrt{3 \times 3 \times 3} = \sqrt{27} = 5.2 \text{ years}$$

Kepler's three laws of planetary motion can be summarized as follows:

- Kepler's first law: Each planet moves around the Sun in an orbit that is an ellipse, with the Sun at one focus of the ellipse.
- Kepler's second law: The straight line joining a planet and the Sun sweeps out equal areas in space in equal intervals of time.
- Kepler's third law: The square of a planet's orbital period is directly proportional to the cube of the semimajor axis of its orbit.

Kepler's three laws provide a precise geometric description of planetary motion within the framework of the Copernican system. With these tools, it was possible to calculate planetary positions with greatly improved precision. Still, Kepler's laws are purely descriptive: they do not help us understand what forces of nature constrain the planets to follow this particular set of rules. That step was left to Isaac Newton.

✓ Example 3.2: Applying Kepler's Third Law

Using the orbital periods and semimajor axes for Venus and Earth that are provided here, calculate P^2 and a^3 , and verify that they obey Kepler's third law. Venus' orbital period is 0.62 year, and its semimajor axis is 0.72 AU. Earth's orbital period is 1.00 year, and its semimajor axis is 1.00 AU.

Solution

We can use the equation for Kepler's third law, $P^2 \propto a^3$. For Venus, $P^2 = 0.62 \times 0.62 = 0.38$ and $a^3 = 0.72 \times 0.72 \times 0.72 = .37$ (rounding numbers sometimes causes minor discrepancies like this). The square of the orbital period (0.38) approximates the cube of the semimajor axis (0.37). Therefore, Venus obeys Kepler's third law. For Earth, $P^2 = 1.00 \times 1.00 = 1.00$ and $a^3 = 1.00 \times 1.00 \times 1.00 = 1.00$. The square of the orbital period (1.00) approximates (in this case, equals) the cube of the semimajor axis (1.00). Therefore, Earth obeys Kepler's third law.

? Exercise 3.2.1

Using the orbital periods and semimajor axes for Saturn and Jupiter that are provided here, calculate P^2 and a^3 , and verify that they obey Kepler's third law. Saturn's orbital period is 29.46 years, and its semimajor axis is 9.54 AU. Jupiter's orbital period is 11.86 years, and its semimajor axis is 5.20 AU.

Answer

For Saturn, $P^2 = 29.46 \times 29.46 = 867.9$ and $a^3 = 9.54 \times 9.54 \times 9.54 = 868.3$. The square of the orbital period (867.9) approximates the cube of the semimajor axis (868.3). Therefore, Saturn obeys Kepler's third law.

📌 Link to Learning

In honor of the scientist who first devised the laws that govern the motions of planets, the team that built the first spacecraft to search for planets orbiting other stars decided to name the probe "Kepler." Visit NASA's Kepler website to learn more about Johannes Kepler's life and his laws of planetary motion. [NASA's Kepler website](#) and follow the links that interest you.

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3.3: Newton's Great Synthesis

Learning Objectives

By the end of this section, you will be able to:

- Describe Newton's three laws of motion
- Explain how Newton's three laws of motion relate to momentum
- Define mass, volume, and density and how they differ
- Define angular momentum

It was the genius of Isaac Newton that found a conceptual framework that completely explained the observations and rules assembled by Galileo, Brahe, Kepler, and others. Newton was born in Lincolnshire, England, in the year after Galileo's death (Figure 3.6). Against the advice of his mother, who wanted him to stay home and help with the family farm, he entered Trinity College at Cambridge in 1661 and eight years later was appointed professor of mathematics. Among Newton's contemporaries in England were architect Christopher Wren, authors Aphra Behn and Daniel Defoe, and composer G. F. Handel.

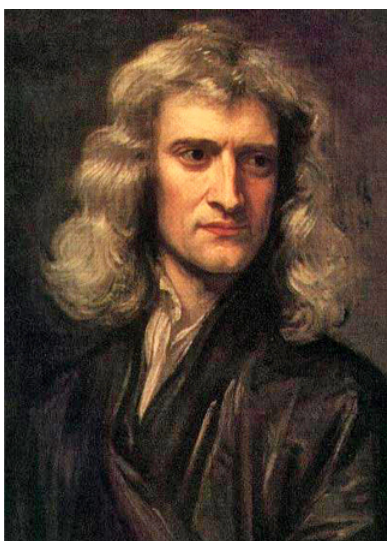


Figure 3.6 : Isaac Newton (1643–1727), 1689 Portrait by Sir Godfrey Kneller. Isaac Newton's work on the laws of motion, gravity, optics, and mathematics laid the foundations for much of physical science.

Newton's Laws of Motion

As a young man in college, Newton became interested in natural philosophy, as science was then called. He worked out some of his first ideas on machines and optics during the plague years of 1665 and 1666, when students were sent home from college. Newton, a moody and often difficult man, continued to work on his ideas in private, even inventing new mathematical tools to help him deal with the complexities involved. Eventually, his friend Edmund Halley (profiled in Comets and Asteroids: Debris of the Solar System) prevailed on him to collect and publish the results of his remarkable investigations on motion and gravity. The result was a volume that set out the underlying system of the physical world, *Philosophiae Naturalis Principia Mathematica*. The *Principia*, as the book is generally known, was published at Halley's expense in 1687.

At the very beginning of the *Principia*, Newton proposes three laws that would govern the motions of all objects:

- Newton's first law: Every object will continue to be in a state of rest or move at a constant speed in a straight line unless it is compelled to change by an outside force.
- Newton's second law: The change of motion of a body is proportional to and in the direction of the force acting on it.
- Newton's third law: For every action there is an equal and opposite reaction (*or*: the mutual actions of two bodies upon each other are always equal and act in opposite directions).

In the original Latin, the three laws contain only 59 words, but those few words set the stage for modern science. Let us examine them more carefully.

Interpretation of Newton's Laws

Newton's first law is a restatement of one of Galileo's discoveries, called the *conservation of momentum*. The law states that in the absence of any outside influence, there is a measure of a body's motion, called its momentum, that remains unchanged. You may have heard the term momentum used in everyday expressions, such as "This bill in Congress has a lot of momentum; it's going to be hard to stop."

Newton's first law is sometimes called the *law of inertia*, where inertia is the tendency of objects (and legislatures) to keep doing what they are already doing. In other words, a stationary object stays put, and a moving object keeps moving unless some force intervenes.

Let's define the precise meaning of momentum—it depends on three factors: (1) speed—how fast a body moves (zero if it is stationary), (2) the direction of its motion, and (3) its mass—a measure of the amount of matter in a body, which we will discuss later. Scientists use the term velocity to describe the speed and direction of motion. For example, 20 kilometers per hour due south is velocity, whereas 20 kilometers per hour just by itself is speed. Momentum then can be defined as an object's mass times its velocity.

It's not so easy to see this rule in action in the everyday world because of the many forces acting on a body at any one time. One important force is friction, which generally slows things down. If you roll a ball along the sidewalk, it eventually comes to a stop because the sidewalk exerts a rubbing force on the ball. But in the space between the stars, where there is so little matter that friction is insignificant, objects can in fact continue to move (to coast) indefinitely.

The momentum of a body can change only under the action of an outside influence. Newton's second law expresses *force* in terms of its ability to change momentum with time. A force (a push or a pull) has both size and direction. When a force is applied to a body, the momentum changes in the direction of the applied force. This means that a force is required to change either the speed or the direction of a body, or both—that is, to start it moving, to speed it up, to slow it down, to stop it, or to change its direction.

As you learned in *Observing the Sky: The Birth of Astronomy*, the rate of change in an object's velocity is called *acceleration*. Newton showed that the acceleration of a body was proportional to the force being applied to it. Suppose that after a long period of reading, you push an astronomy book away from you on a long, smooth table. (We use a smooth table so we can ignore friction.) If you push the book steadily, it will continue to speed up as long as you are pushing it. The harder you push the book, the larger its acceleration will be. How much a force will accelerate an object is also determined by the object's mass. If you kept pushing a pen with the same force with which you pushed the textbook, the pen—having less mass—would be accelerated to a greater speed.

Newton's third law is perhaps the most profound of the rules he discovered. Basically, it is a generalization of the first law, but it also gives us a way to define mass. If we consider a system of two or more objects isolated from outside influences, Newton's first law says that the total momentum of the objects should remain constant. Therefore, any change of momentum within the system must be balanced by another change that is equal and opposite so that the momentum of the entire system is not changed.

This means that forces in nature do not occur alone: we find that in each situation there is always a *pair* of forces that are equal to and opposite each other. If a force is exerted on an object, it must be exerted by something else, and the object will exert an equal and opposite force back on that something. We can look at a simple example to demonstrate this.

Suppose that a daredevil astronomy student—and avid skateboarder—wants to jump from his second-story dorm window onto his board below (we don't recommend trying this!). The force pulling him down after jumping (as we will see in the next section) is the force of gravity between him and Earth. Both he and Earth must experience the same total change of momentum because of the influence of these mutual forces. So, both the student and Earth are accelerated by each other's pull. However, the student does much more of the moving. Because Earth has enormously greater mass, it can experience the same change of momentum by accelerating only a very small amount. Things fall toward Earth all the time, but the acceleration of our planet as a result is far too small to be measured.

A more obvious example of the mutual nature of forces between objects is familiar to all who have batted a baseball. The recoil you feel as you swing your bat shows that the ball exerts a force on it during the impact, just as the bat does on the ball. Similarly, when a rifle you are bracing on your shoulder is discharged, the force pushing the bullet out of the muzzle is equal to the force pushing backward upon the gun and your shoulder.

This is the principle behind jet engines and rockets: the force that discharges the exhaust gases from the rear of the rocket is accompanied by the force that pushes the rocket forward. The exhaust gases need not push against air or Earth; a rocket actually operates best in a vacuum (Figure 3.7).



Figure 3.7 : Demonstrating Newton's Third Law. The U.S. Space Shuttle (here launching *Discovery*), powered by three fuel engines burning liquid oxygen and liquid hydrogen, with two solid fuel boosters, demonstrates Newton's third law. (credit: modification of work by NASA)

Link to Learning

For more about Isaac Newton's life and work, check out this [timeline page](#) with snapshots from his career, produced by the British Broadcasting Corporation (BBC).

Mass, Volume, and Density

Before we go on to discuss Newton's other work, we want to take a brief look at some terms that will be important to sort out clearly. We begin with mass, which is a measure of the amount of material within an object.

The *volume* of an object is the measure of the physical space it occupies. Volume is measured in cubic units, such as cubic centimeters or liters. The volume is the “size” of an object. A penny and an inflated balloon may both have the same mass, but they have very different volumes. The reason is that they also have very different *densities*, which is a measure of how much mass there is per unit volume. Specifically, density is the mass divided by the volume. Note that in everyday language we often use “heavy” and “light” as indications of density (rather than weight) as, for instance, when we say that iron is heavy or that whipped cream is light.

The units of density that will be used in this book are grams per cubic centimeter (g/cm^3).¹ If a block of some material has a mass of 300 grams and a volume of 100 cm^3 , its density is 3 g/cm^3 . Familiar materials span a considerable range in density, from artificial materials such as plastic insulating foam (less than 0.1 g/cm^3) to gold (19.3 g/cm^3). Table 3.1 gives the densities of some familiar materials. In the astronomical universe, much more remarkable densities can be found, all the way from a comet's tail (10^{-16} g/cm^3) to a collapsed “star corpse” called a neutron star (10^{15} g/cm^3).

Table 3.1: Densities of Common Materials

Material	Density (g/cm^3)
Gold	19.3
Lead	11.3
Iron	7.9
Earth (bulk)	5.5
Rock (typical)	2.5
Water	1
Wood (typical)	0.8
Insulating foam	0.1

Material	Density (g/cm ³)
Silica gel	0.02

To sum up, mass is *how much*, volume is *how big*, and density is *how tightly packed*.

Link to Learning

You can play with a [simple animation](#) demonstrating the relationship between the concepts of density, mass, and volume, and find out why objects like wood float in water.

Angular Momentum

A concept that is a bit more complex, but important for understanding many astronomical objects, is angular momentum, which is a measure of the rotation of a body as it revolves around some fixed point (an example is a planet orbiting the Sun). The angular momentum of an object is defined as the product of its mass, its velocity, and its distance from the fixed point around which it revolves.

If these three quantities remain constant—that is, if the motion of a particular object takes place at a constant velocity at a fixed distance from the spin center—then the angular momentum is also a constant. Kepler’s second law is a consequence of the *conservation of angular momentum*. As a planet approaches the Sun on its elliptical orbit and the distance to the spin center decreases, the planet speeds up to conserve the angular momentum. Similarly, when the planet is farther from the Sun, it moves more slowly.

The conservation of angular momentum is illustrated by figure skaters, who bring their arms and legs in to spin more rapidly, and extend their arms and legs to slow down (Figure 3.8). You can duplicate this yourself on a well-oiled swivel stool by starting yourself spinning slowly with your arms extended and then pulling your arms in. Another example of the conservation of angular momentum is a shrinking cloud of dust or a star collapsing on itself (both are situations that you will learn about as you read on). As material moves to a lesser distance from the spin center, the speed of the material increases to conserve angular momentum.

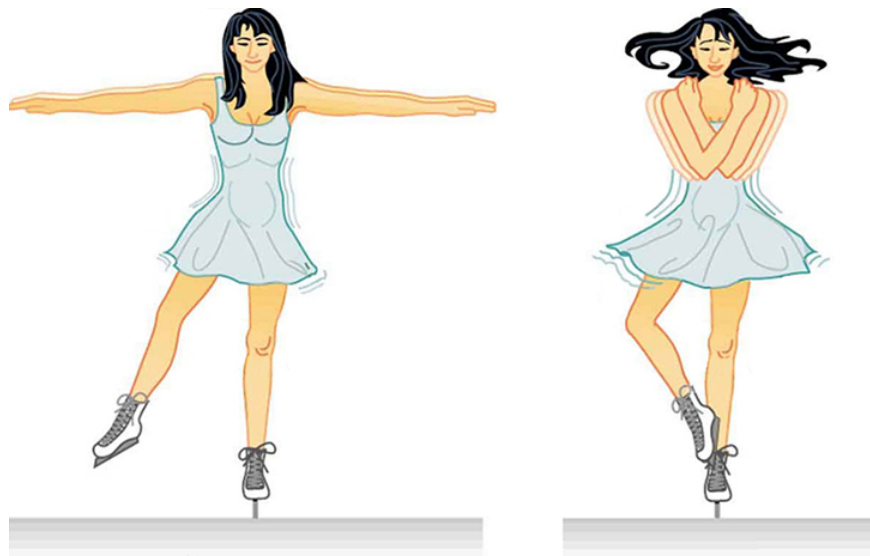


Figure 3.8 : Conservation of Angular Momentum. When a spinning figure skater brings in her arms, their distance from her spin center is smaller, so her speed increases. When her arms are out, their distance from the spin center is greater, so she slows down.

Footnotes

- 1Generally we use standard metric (or SI) units in this book. The proper metric unit of density in that system is kg/m³. But to most people, g/cm³ provides a more meaningful unit because the density of water is exactly 1 g/cm³, and this is useful information for comparison. Density expressed in g/cm³ is sometimes called specific density or specific weight.

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3.4: Newton's Universal Law of Gravitation

Learning Objectives

By the end of this section, you will be able to:

- Explain what determines the strength of gravity
- Describe how Newton's universal law of gravitation extends our understanding of Kepler's laws

Newton's laws of motion show that objects at rest will stay at rest and those in motion will continue moving uniformly in a straight line unless acted upon by a force. Thus, it is the *straight line* that defines the most natural state of motion. But the planets move in ellipses, not straight lines; therefore, some force must be bending their paths. That force, Newton proposed, was gravity.

In Newton's time, gravity was something associated with Earth alone. Everyday experience shows us that Earth exerts a gravitational force upon objects at its surface. If you drop something, it accelerates toward Earth as it falls. Newton's insight was that Earth's gravity might extend as far as the Moon and produce the force required to curve the Moon's path from a straight line and keep it in its orbit. He further hypothesized that gravity is not limited to Earth, but that there is a general force of attraction between all material bodies. If so, the attractive force between the Sun and each of the planets could keep them in their orbits. (This may seem part of our everyday thinking today, but it was a remarkable insight in Newton's time.)

Once Newton boldly hypothesized that there was a universal attraction among all bodies everywhere in space, he had to determine the exact nature of the attraction. The precise mathematical description of that gravitational force had to dictate that the planets move exactly as Kepler had described them to (as expressed in Kepler's three laws). Also, that gravitational force had to predict the correct behavior of falling bodies on Earth, as observed by Galileo. How must the force of gravity depend on distance in order for these conditions to be met?

The answer to this question required mathematical tools that had not yet been developed, but this did not deter Isaac Newton, who invented what we today call calculus to deal with this problem. Eventually he was able to conclude that the magnitude of the force of gravity must decrease with increasing distance between the Sun and a planet (or between any two objects) in proportion to the inverse square of their separation. In other words, if a planet were twice as far from the Sun, the force would be $(\frac{1}{2})^2$, or $\frac{1}{4}$ as large. Put the planet three times farther away, and the force is $(\frac{1}{3})^2$, or $\frac{1}{9}$ as large.

Newton also concluded that the gravitational attraction between two bodies must be proportional to their masses. The more mass an object has, the stronger the pull of its gravitational force. The gravitational attraction between any two objects is therefore given by one of the most famous equations in all of science:

$$F_{\text{gravity}} =$$

where F_{gravity} is the gravitational force between two objects, M_1 and M_2 are the masses of the two objects, and R is their separation. G is a constant number known as the *universal gravitational constant*, and the equation itself symbolically summarizes Newton's *universal law of gravitation*. With such a force and the laws of motion, Newton was able to show mathematically that the only orbits permitted were exactly those described by Kepler's laws.

Newton's universal law of gravitation works for the planets, but is it really universal? The gravitational theory should also predict the observed acceleration of the Moon toward Earth as it orbits Earth, as well as of any object (say, an apple) dropped near Earth's surface. The falling of an apple is something we can measure quite easily, but can we use it to predict the motions of the Moon?

Recall that according to Newton's second law, forces cause acceleration. Newton's universal law of gravitation says that the force acting upon (and therefore the acceleration of) an object toward Earth should be inversely proportional to the square of its distance from the center of Earth. Objects like apples at the surface of Earth, at a distance of one Earth-radius from the center of Earth, are observed to accelerate downward at 9.8 meters per second per second (9.8m/s^2).

It is this force of gravity on the surface of Earth that gives us our sense of *weight*. Unlike your mass, which would remain the same on any planet or moon, your weight depends on the local force of gravity. So you would weigh less on Mars and the Moon than on Earth, even though there is no change in your mass. (Which means you would still have to go easy on the desserts in the college cafeteria when you got back!)

The Moon is 60 Earth radii away from the center of Earth. If gravity (and the acceleration it causes) gets weaker with distance squared, the acceleration the Moon experiences should be a lot less than for the apple. The acceleration should be $(1/60)^2 = 1/3600$ (or 3600 times less—about 0.00272m/s^2). This is precisely the observed acceleration of the Moon in its orbit. (As we shall see, the Moon does not fall to Earth with this acceleration, but falls *around* Earth.) Imagine the thrill Newton must have felt to realize he had discovered, and verified, a law that holds for Earth, apples, the Moon, and, as far as he knew, everything in the universe.

✓ Example 3.3: Calculating Weight

By what factor would a person's weight at the surface of Earth change if Earth had its present mass but eight times its present volume?

Solution

With eight times the volume, Earth's radius would double. This means the gravitational force at the surface would reduce by a factor of $(\frac{1}{2})^2 = \frac{1}{4}$, so a person would weigh only one-fourth as much.

? Exercise 3.4.1

By what factor would a person's weight at the surface of Earth change if Earth had its present size but only one-third its present mass?

Answer

With one-third its present mass, the gravitational force at the surface would reduce by a factor of $\frac{1}{3}$, so a person would weigh only one-third as much.

Gravity is a “built-in” property of mass. Whenever there are masses in the universe, they will interact via the force of gravitational attraction. The more mass there is, the greater the force of attraction. Here on Earth, the largest concentration of mass is, of course, the planet we stand on, and its pull dominates the gravitational interactions we experience. But everything with mass attracts everything else with mass anywhere in the universe.

Newton's law also implies that gravity never becomes zero. It quickly gets weaker with distance, but it continues to act to some degree no matter how far away you get. The pull of the Sun is stronger at Mercury than at Pluto, but it can be felt far beyond Pluto, where astronomers have good evidence that it continuously makes enormous numbers of smaller icy bodies move around huge orbits. And the Sun's gravitational pull joins with the pull of billions of other stars to create the gravitational pull of our Milky Way Galaxy. That force, in turn, can make other smaller galaxies orbit around the Milky Way, and so on.

Why is it then, you may ask, that the astronauts aboard the Space Shuttle appear to have no gravitational forces acting on them when we see images on television of the astronauts and objects floating in the spacecraft? After all, the astronauts in the shuttle are only a few hundred kilometers above the surface of Earth, which is not a significant distance compared to the size of Earth, so gravity is certainly not a great deal weaker that much farther away. The astronauts feel “weightless” (meaning that they don't feel the gravitational force acting on them) for the same reason that passengers in an elevator whose cable has broken or in an airplane whose engines no longer work feel weightless: they are falling (Figure 3.9).²



Figure 3.9 : Astronauts in Free Fall. While in space, astronauts are falling freely, so they experience “weightlessness.” Clockwise from top left: Tracy Caldwell Dyson (NASA), Naoko Yamazaki (JAXA), Dorothy Metcalf-Lindenburger (NASA), and Stephanie Wilson (NASA). (credit: NASA)

When *falling*, they are in free fall and accelerate at the same rate as everything around them, including their spacecraft or a camera with which they are taking photographs of Earth. When doing so, astronauts experience no additional forces and therefore feel “weightless.” Unlike the falling elevator passengers, however, the astronauts are falling *around* Earth, not *to* Earth; as a result they will continue to fall and are said to be “in orbit” around Earth (see the next section for more about orbits).

Orbital Motion and Mass

Kepler’s laws describe the orbits of the objects whose motions are described by Newton’s laws of motion and the law of gravity. Knowing that gravity is the force that attracts planets toward the Sun, however, allowed Newton to rethink Kepler’s third law. Recall that Kepler had found a relationship between the orbital period of a planet’s revolution and its distance from the Sun. But Newton’s formulation introduces the additional factor of the masses of the Sun (M_1) and the planet (M_2), both expressed in units of the Sun’s mass. Newton’s universal law of gravitation can be used to show mathematically that this relationship is actually

$$a^3 = (M_1 + M_2) \times P^2$$

where a is the semimajor axis and P is the orbital period.

How did Kepler miss this factor? In units of the Sun's mass, the mass of the Sun is 1, and in units of the Sun's mass, the mass of a typical planet is a negligibly small factor. This means that the sum of the Sun's mass and a planet's mass, $(M_1 + M_2)$, is very, very close to 1. This makes Newton's formula appear almost the same as Kepler's; the tiny mass of the planets compared to the Sun is the reason that Kepler did not realize that both masses had to be included in the calculation. There are many situations in astronomy, however, in which we *do* need to include the two mass terms—for example, when two stars or two galaxies orbit each other.

Including the mass term allows us to use this formula in a new way. If we can measure the motions (distances and orbital periods) of objects acting under their mutual gravity, then the formula will permit us to deduce their masses. For example, we can calculate the mass of the Sun by using the distances and orbital periods of the planets, or the mass of Jupiter by noting the motions of its moons.

Indeed, Newton's reformulation of Kepler's third law is one of the most powerful concepts in astronomy. Our ability to deduce the masses of objects from their motions is key to understanding the nature and evolution of many astronomical bodies. We will use this law repeatedly throughout this text in calculations that range from the orbits of comets to the interactions of galaxies.

✓ Example 3.4: Calculating the Effects of Gravity

A planet like Earth is found orbiting its star at a distance of 1 AU in 0.71 Earth-year. Can you use Newton's version of Kepler's third law to find the mass of the star? (Remember that compared to the mass of a star, the mass of an earthlike planet can be considered negligible.)

Solution

In the formula $a^3 = (M_1 + M_2) \times P^2$, the factor $M_1 + M_2$ would now be approximately equal to M_1 (the mass of the star), since the planet's mass is so small by comparison. Then the formula becomes $a^3 = M_1 \times P^2$, and we can solve for M_1 :

$$M_1 = \frac{a^3}{P^2}$$

Since $a = 1$, $a^3 = 1$, so

$$M_1 = \frac{1}{P^2} = \frac{1}{0.71^2} = \frac{1}{0.5} = 2$$

So the mass of the star is twice the mass of our Sun. (Remember that this way of expressing the law has units in terms of Earth and the Sun, so masses are expressed in units of the mass of our Sun.)

? Exercise 3.4.1

Suppose a star with twice the mass of our Sun had an earthlike planet that took 4 years to orbit the star. At what distance (semimajor axis) would this planet orbit its star?

Answer

Again, we can neglect the mass of the planet. So $M_1 = 2$ and $P = 4$ years. The formula is $a^3 = M_1 \times P^2$, so $a^3 = 2 \times 4^2 = 2 \times 16 = 32$. So a is the cube root of 32. To find this, you can just ask Google, "What is the cube root of 32?" and get the answer 3.2 AU.

📌 Link to Learning

You might like to try a [simulation](#) that lets you move the Sun, Earth, Moon, and space station to see the effects of changing their distances on their gravitational forces and orbital paths. You can even turn off gravity and see what happens.

Footnotes

- 2In the film *Apollo 13*, the scenes in which the astronauts were "weightless" were actually filmed in a falling airplane. As you might imagine, the plane fell for only short periods before the engines engaged again.

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3.5: Orbits in the Solar System

Learning Objectives

By the end of this section, you will be able to:

- Compare the orbital characteristics of the planets in the solar system
- Compare the orbital characteristics of asteroids and comets in the solar system

Recall that the path of an object under the influence of gravity through space is called its orbit, whether that object is a spacecraft, planet, star, or galaxy. An orbit, once determined, allows the future positions of the object to be calculated.

Two points in any orbit in our solar system have been given special names. The place where the planet is closest to the Sun (*helios* in Greek) and moves the fastest is called the perihelion of its orbit, and the place where it is farthest away and moves the most slowly is the aphelion. For the Moon or a satellite orbiting Earth (*gee* in Greek), the corresponding terms are perigee and apogee. (In this book, we use the word *moon* for a natural object that goes around a planet and the word satellite to mean a human-made object that revolves around a planet.)

Orbits of the Planets

Today, Newton's work enables us to calculate and predict the orbits of the planets with marvelous precision. We know eight planets, beginning with Mercury closest to the Sun and extending outward to Neptune. The average orbital data for the planets are summarized in Table 3.2. (Ceres is the largest of the *asteroids*, now considered a dwarf planet.)

According to Kepler's laws, Mercury must have the shortest orbital period (88 Earth-days); thus, it has the highest orbital speed, averaging 48 kilometers per second. At the opposite extreme, Neptune has a period of 165 years and an average orbital speed of just 5 kilometers per second.

All the planets have orbits of rather low eccentricity. The most eccentric orbit is that of Mercury (0.21); the rest have eccentricities smaller than 0.1. It is fortunate that among the rest, Mars has an eccentricity greater than that of many of the other planets. Otherwise the pre-telescopic observations of Brahe would not have been sufficient for Kepler to deduce that its orbit had the shape of an ellipse rather than a circle.

The planetary orbits are also confined close to a common plane, which is near the plane of Earth's orbit (called the ecliptic). The strange orbit of the dwarf planet Pluto is inclined about 17° to the ecliptic, and that of the dwarf planet Eris (orbiting even farther away from the Sun than Pluto) by 44° , but all the major planets lie within 10° of the common plane of the solar system.

Link to Learning

JavaLab's [solar system simulator](#) allows you to explore the size and speed of the planets' orbits, and view the orbits from different perspectives.

Orbits of Asteroids and Comets

In addition to the eight planets, there are many smaller objects in the solar system. Some of these are moons (natural satellites) that orbit all the planets except Mercury and Venus. In addition, there are two classes of smaller objects in heliocentric orbits: *asteroids* and *comets*. Both asteroids and comets are believed to be small chunks of material left over from the formation process of the solar system.

In general, asteroids have orbits with smaller semimajor axes than do comets (Figure 3.10). The majority of them lie between 2.2 and 3.3 AU, in the region known as the asteroid belt (see Comets and Asteroids: Debris of the Solar System). As you can see in Table 3.2, the asteroid belt (represented by its largest member, Ceres) is in the middle of a gap between the orbits of Mars and Jupiter. It is because these two planets are so far apart that stable orbits of small bodies can exist in the region between them.

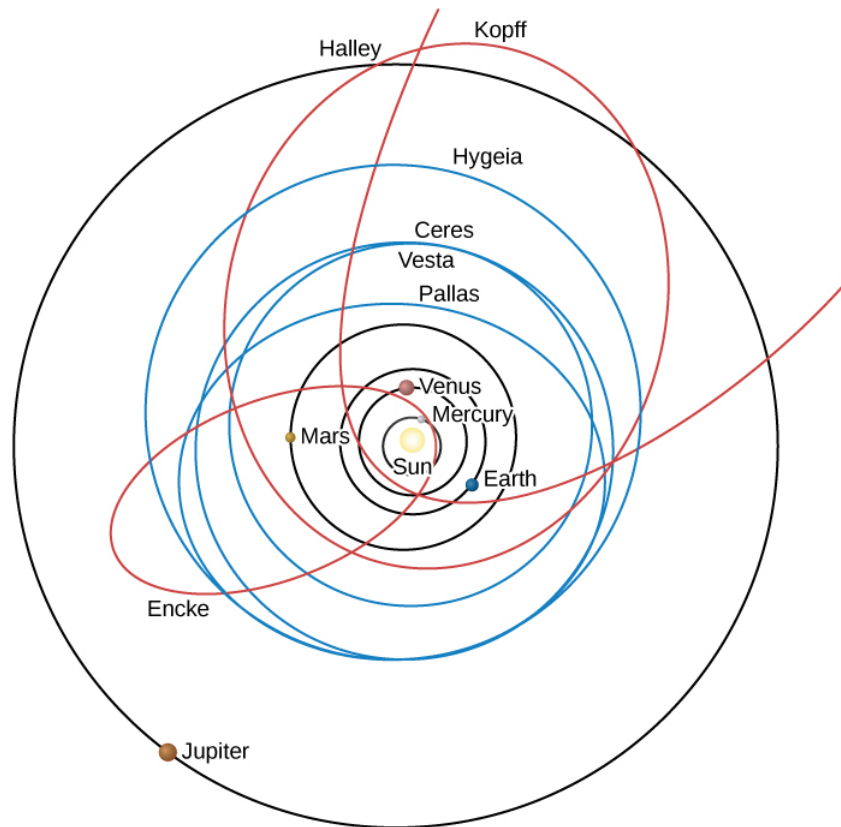


Figure 3.10 : Solar System Orbits. We see the orbits of typical comets and asteroids compared with those of the planets Mercury, Venus, Earth, Mars, and Jupiter (black circles). Shown in red are three comets: Halley, Kopff, and Encke. In blue are the four largest asteroids: Ceres, Pallas, Vesta, and Hygeia.

Table 3.2: Orbital Data for the Planets

Planet	Semimajor Axis (AU)	Period (y)	Eccentricity
Mercury	0.39	0.24	0.21
Venus	0.72	0.6	0.01
Earth	1	1.00	0.02
Mars	1.52	1.88	0.09
(Ceres)	2.77	4.6	0.08
Jupiter	5.20	11.86	0.05
Saturn	9.54	29.46	0.06
Uranus	19.19	84.01	0.05
Neptune	30.06	164.82	0.01

Comets generally have orbits of larger size and greater eccentricity than those of the asteroids. Typically, the eccentricity of their orbits is 0.8 or higher. According to Kepler's second law, therefore, they spend most of their time far from the Sun, moving very slowly. As they approach perihelion, the comets speed up and whip through the inner parts of their orbits more rapidly.

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3.6: Exercises

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3.6.1: Review Questions

Review Questions

1.

State Kepler's three laws in your own words.

2.

Why did Kepler need Tycho Brahe's data to formulate his laws?

3.

Which has more mass: an armful of feathers or an armful of lead? Which has more volume: a kilogram of feathers or a kilogram of lead? Which has higher density: a kilogram of feathers or a kilogram of lead?

4.

Explain how Kepler was able to find a relationship (his third law) between the orbital periods and distances of the planets that did not depend on the masses of the planets or the Sun.

5.

Write out Newton's three laws of motion in terms of what happens with the momentum of objects.

6.

Which major planet has the largest . . .

- A. semimajor axis?
- B. average orbital speed around the Sun?
- C. orbital period around the Sun?
- D. eccentricity?

7.

Why do we say that Neptune was the first planet to be discovered through the use of mathematics?

8.

Why was Brahe reluctant to provide Kepler with all his data at one time?

9.

According to Kepler's second law, where in a planet's orbit would it be moving fastest? Where would it be moving slowest?

10.

The gas pedal, the brakes, and the steering wheel all have the ability to accelerate a car—how?

11.

Explain how a rocket can propel itself using Newton's third law.

12.

A certain material has a mass of 565 g while occupying Math input error

13.

To calculate the momentum of an object, which properties of an object do you need to know?

14.

To calculate the angular momentum of an object, which properties of an object do you need to know?

15.

What was the great insight Newton had regarding Earth's gravity that allowed him to develop the universal law of gravitation?

16.

Which of these properties of an object best quantifies its inertia: velocity, acceleration, volume, mass, or temperature?

17.

Pluto's orbit is more eccentric than any of the major planets. What does that mean?

18.

Why is Tycho Brahe often called “the greatest naked-eye astronomer” of all time?

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3.6.2: Thought Questions

Thought Questions

19.

Is it possible to escape the force of gravity by going into orbit around Earth? How does the force of gravity in the International Space Station (orbiting an average of 400 km above Earth's surface) compare with that on the ground?

20.

What is the momentum of an object whose velocity is zero? How does Newton's first law of motion include the case of an object at rest?

21.

Evil space aliens drop you and your fellow astronomy student 1 km apart out in space, very far from any star or planet. Discuss the effects of gravity on each of you.

22.

A body moves in a perfectly circular path at constant speed. Are there forces acting in such a system? How do you know?

23.

As friction with our atmosphere causes a satellite to spiral inward, closer to Earth, its orbital speed increases. Why?

24.

Use a history book, an encyclopedia, or the internet to find out what else was happening in England during Newton's lifetime and discuss what trends of the time might have contributed to his accomplishments and the rapid acceptance of his work.

25.

Two asteroids begin to gravitationally attract one another. If one asteroid has twice the mass of the other, which one experiences the greater force? Which one experiences the greater acceleration?

26.

How does the mass of an astronaut change when she travels from Earth to the Moon? How does her weight change?

27.

If there is gravity where the International Space Station (ISS) is located above Earth, why doesn't the space station get pulled back down to Earth?

28.

Compare the density, weight, mass, and volume of a pound of gold to a pound of iron on the surface of Earth.

29.

If identical spacecraft were orbiting Mars and Earth at identical radii (distances), which spacecraft would be moving faster? Why?

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3.6.3: Figuring for Yourself

Figuring for Yourself

30.

By what factor would a person's weight be increased if Earth had 10 times its present mass, but the same volume?

31.

Suppose astronomers find an earthlike planet that is twice the size of Earth (that is, its radius is twice that of Earth's). What must be the mass of this planet such that the gravitational force (F_{gravity}) at the surface would be identical to Earth's?

32.

What is the semimajor axis of a circle of diameter 24 cm? What is its eccentricity?

33.

If 24 g of material fills a cube 2 cm on a side, what is the density of the material?

34.

If 128 g of material is in the shape of a brick 2 cm wide, 4 cm high, and 8 cm long, what is the density of the material?

35.

If the major axis of an ellipse is 16 cm, what is the semimajor axis? If the eccentricity is 0.8, would this ellipse be best described as mostly circular or very elongated?

36.

What is the average distance from the Sun (in astronomical units) of an asteroid with an orbital period of 8 years?

37.

What is the average distance from the Sun (in astronomical units) of a planet with an orbital period of 45.66 years?

38.

In 1996, astronomers discovered an icy object beyond Pluto that was given the designation 1996 TL 66. It has a semimajor axis of 84 AU. What is its orbital period according to Kepler's third law?

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4: Light

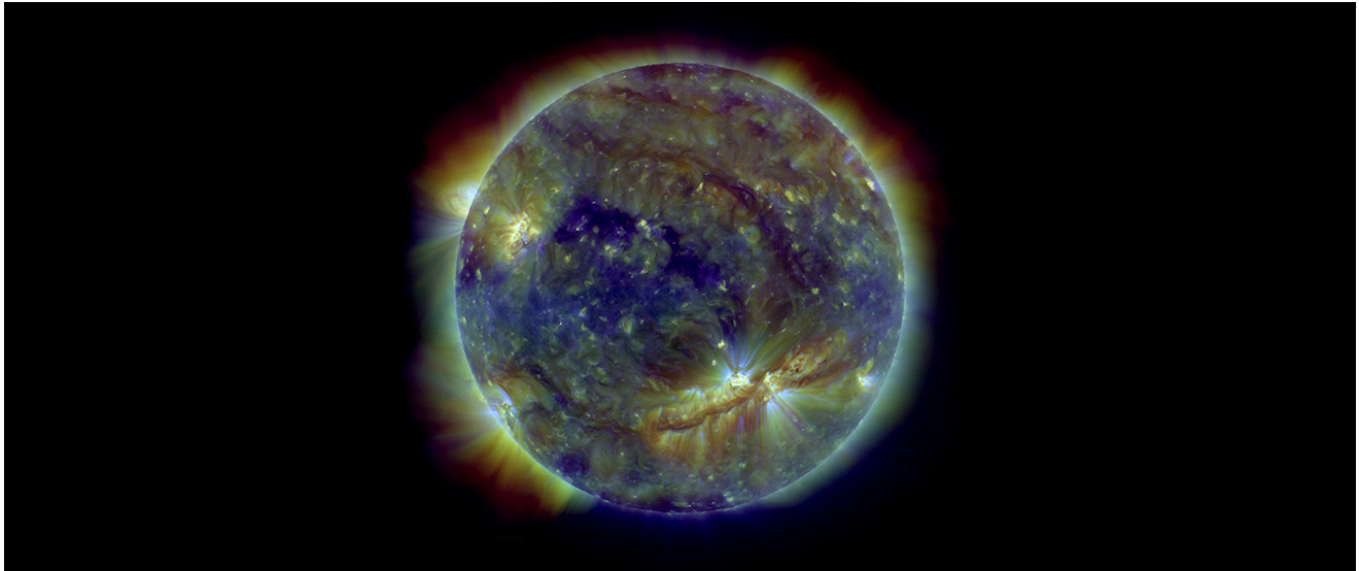


Figure 5.1 : Our Sun in Ultraviolet Light. This photograph of the Sun was taken at several different wavelengths of ultraviolet, which our eyes cannot see, and then color coded so it reveals activity in our Sun's atmosphere that cannot be observed in visible light. This is why it is important to observe the Sun and other astronomical objects in wavelengths other than the visible band of the spectrum. This image was taken by a satellite from above Earth's atmosphere, which is necessary since Earth's atmosphere absorbs much of the ultraviolet light coming from space. (credit: modification of work by NASA)

The nearest star is so far away that the fastest spacecraft humans have built would take almost 100,000 years to get there. Yet we very much want to know what material this neighbor star is composed of and how it differs from our own Sun. How can we learn about the chemical makeup of stars that we cannot hope to visit or sample?

In astronomy, most of the objects that we study are completely beyond our reach. The temperature of the Sun is so high that a spacecraft would be fried long before it reached it, and the stars are much too far away to visit in our lifetimes with the technology now available. Even light, which travels at a speed of 300,000 kilometers per second (km/s), takes more than 4 years to reach us from the nearest star. If we want to learn about the Sun and stars, we must rely on techniques that allow us to analyze them from a distance.

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4.1: The Behavior of Light

Learning Objectives

By the end of this section, you will be able to:

- Explain the evidence for Maxwell's electromagnetic model of light
- Describe the relationship between wavelength, frequency, and speed of light
- Discuss the particle model of light and the definition of photon
- Explain how and why the amount of light we see from an object depends upon its distance

Coded into the light and other kinds of radiation that reach us from objects in the universe is a wide range of information about what those objects are like and how they work. If we can decipher this code and read the messages it contains, we can learn an enormous amount about the cosmos without ever having to leave Earth or its immediate environment.

The visible light and other radiation we receive from the stars and planets is generated by processes at the atomic level—by changes in the way the parts of an atom interact and move. Thus, to appreciate how light is generated, we must explore how atoms work. There is a bit of irony in the fact that in order to understand some of the largest structures in the universe, we must become acquainted with some of the smallest.

Notice that we have twice used the phrase “light and other radiation.” One of the key ideas explored in this chapter is that visible light is not unique; it is merely the most familiar example of a much larger family of radiation that can carry information to us.

The word “radiation” will be used frequently in this book, so it is important to understand what it means. In everyday language, “radiation” is often used to describe certain kinds of energetic subatomic particles released by radioactive materials in our environment. (An example is the kind of radiation used to treat some cancers.) But this is not what we mean when we use the word “radiation” in an astronomy text. *Radiation*, as used in this book, is a general term for waves (including light waves) that *radiate* outward from a source.

As we saw in *Orbits and Gravity*, Newton's theory of gravity accounts for the motions of planets as well as objects on Earth. Application of this theory to a variety of problems dominated the work of scientists for nearly two centuries. In the nineteenth century, many physicists turned to the study of electricity and magnetism, which are intimately connected with the production of light.

The scientist who played a role in this field comparable to Newton's role in the study of gravity was physicist James Clerk Maxwell, born and educated in Scotland (Figure 5.2). Inspired by a number of ingenious experiments that showed an intimate relationship between electricity and magnetism, Maxwell developed a theory that describes both electricity and magnetism with only a small number of elegant equations. It is this theory that gives us important insights into the nature and behavior of light.



Figure 5.2 : James Clerk Maxwell (1831–1879). Maxwell unified the rules governing electricity and magnetism into a coherent theory.

Maxwell's Theory of Electromagnetism

We will look at the structure of the atom in more detail later, but we begin by noting that the typical atom consists of several types of particles, a number of which have not only mass but an additional property called electric charge. In the nucleus (central part) of

every atom are *protons*, which are positively charged; outside the nucleus are electrons, which have a negative charge.

Maxwell's theory deals with these electric charges and their effects, especially when they are moving. In the vicinity of an electron charge, another charge feels a force of attraction or repulsion: opposite charges attract; like charges repel. When charges are not in motion, we observe only this electric attraction or repulsion. If charges are in motion, however (as they are inside every atom and in a wire carrying a current), then we measure another force called *magnetism*.

Magnetism was well known for much of recorded human history, but its cause was not understood until the nineteenth century. Experiments with electric charges demonstrated that magnetism was the result of moving charged particles. Sometimes, the motion is clear, as in the coils of heavy wire that make an industrial electromagnet. Other times, it is more subtle, as in the kind of magnet you buy in a hardware store, in which many of the electrons inside the atoms are spinning in roughly the same direction; it is the alignment of their motion that causes the material to become magnetic.

Physicists use the word *field* to describe the action of forces that one object exerts on other distant objects. For example, we say the Sun produces a *gravitational field* that controls Earth's orbit, even though the Sun and Earth do not come directly into contact. Using this terminology, we can say that stationary electric charges produce *electric fields*, and moving electric charges also produce *magnetic fields*.

Actually, the relationship between electric and magnetic phenomena is even more profound. Experiments showed that changing magnetic fields could produce electric currents (and thus changing electric fields), and changing electric currents could in turn produce changing magnetic fields. So once begun, electric and magnetic field changes could continue to trigger each other.

Maxwell analyzed what would happen if electric charges were oscillating (moving constantly back and forth) and found that the resulting pattern of electric and magnetic fields would spread out and travel rapidly through space. Something similar happens when a raindrop strikes the surface of water or a frog jumps into a pond. The disturbance moves outward and creates a pattern we call a *wave* in the water (Figure 5.3). You might, at first, think that there must be very few situations in nature where electric charges oscillate, but this is not at all the case. As we shall see, atoms and molecules (which consist of charged particles) oscillate back and forth all the time. The resulting electromagnetic disturbances are among the most common phenomena in the universe.



Figure 5.3 : Making Waves. An oscillation in a pool of water creates an expanding disturbance called a wave. (credit: modification of work by "vastateparksstaff"/Flickr)

Maxwell was able to calculate the speed at which an electromagnetic disturbance moves through space; he found that it is equal to the speed of light, which had been measured experimentally. On that basis, he speculated that light was one form of a family of possible electromagnetic disturbances called electromagnetic radiation, a conclusion that was again confirmed in laboratory experiments. When light (reflected from the pages of an astronomy textbook, for example) enters a human eye, its changing electric and magnetic fields stimulate nerve endings, which then transmit the information contained in these changing fields to the brain. The science of astronomy is primarily about analyzing radiation from distant objects to understand what they are and how they work.

The Wave-Like Characteristics of Light

The changing electric and magnetic fields in light are similar to the waves that can be set up in a quiet pool of water. In both cases, the disturbance travels rapidly outward from the point of origin and can use its energy to disturb other things farther away. (For example, in water, the expanding ripples moving away from our frog could disturb the peace of a dragonfly resting on a leaf in the same pool.) In the case of electromagnetic waves, the radiation generated by a transmitting antenna full of charged particles and moving electrons at your local radio station can, sometime later, disturb a group of electrons in your car radio antenna and bring you the news and weather while you are driving to class or work in the morning.

The waves generated by charged particles differ from water waves in some profound ways, however. Water waves require water to travel in. The sound waves we hear, to give another example, are pressure disturbances that require air to travel through. But electromagnetic waves do not require water or air: the fields generate each other and so can move through a vacuum (such as outer space). This was such a disturbing idea to nineteenth-century scientists that they actually made up a substance to fill all of space—one for which there was not a single shred of evidence—just so light waves could have something to travel through: they called it the *aether*. Today, we know that there is no aether and that electromagnetic waves have no trouble at all moving through empty space (as all the starlight visible on a clear night must surely be doing).

The other difference is that *all* electromagnetic waves move at the same speed in empty space (the speed of light—approximately 300,000 kilometers per second, or 300,000,000 meters per second, which can also be written as $3 \times 10^8 \text{ m/s}$), which turns out to be the fastest possible speed in the universe. No matter where electromagnetic waves are generated from and no matter what other properties they have, when they are moving (and not interacting with matter), they move at the speed of light. Yet you know from everyday experience that there are different kinds of light. For example, we perceive that light waves differ from one another in a property we call color. Let's see how we can denote the differences among the whole broad family of electromagnetic waves.

The nice thing about a wave is that it is a repeating phenomenon. Whether it is the up-and-down motion of a water wave or the changing electric and magnetic fields in a wave of light, the pattern of disturbance repeats in a cyclical way. Thus, any wave motion can be characterized by a series of crests and troughs (Figure 5.4). Moving from one crest through a trough to the next crest completes one cycle. The horizontal length covered by one cycle is called the wavelength. Ocean waves provide an analogy: the wavelength is the distance that separates successive wave crests.

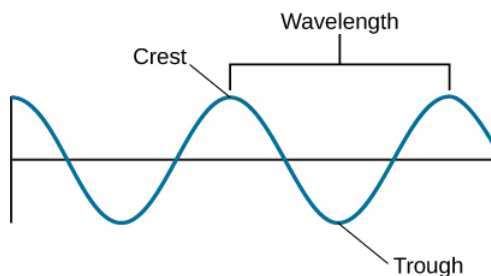


Figure 5.4 : Characterizing Waves. Electromagnetic radiation has wave-like characteristics. The wavelength (λ) is the distance between crests, the frequency (f) is the number of cycles per second, and the speed (c) is the distance the wave covers during a specified period of time (e.g., kilometers per second).

For visible light, our eyes perceive different wavelengths as different colors: red, for example, is the longest visible wavelength, and violet is the shortest. The main colors of visible light from longest to shortest wavelength can be remembered using the mnemonic ROY G BIV—for Red, Orange, Yellow, Green, Blue, Indigo, and Violet. Other invisible forms of electromagnetic radiation have different wavelengths, as we will see in the next section.

We can also characterize different waves by their frequency, the number of wave cycles that pass by per second. If you count 10 crests moving by each second, for example, then the frequency is 10 cycles per second (cps). In honor of Heinrich Hertz, the physicist who—inspired by Maxwell's work—discovered radio waves, a cps is also called a *hertz* (Hz). Take a look at your radio, for example, and you will see the channel assigned to each radio station is characterized by its frequency, usually in units of KHz (kilohertz, or thousands of hertz) or MHz (megahertz, or millions of hertz).

Wavelength (λ) and frequency (f) are related because all electromagnetic waves travel at the same speed. To see how this works, imagine a parade in which everyone is forced by prevailing traffic conditions to move at exactly the same speed. You stand on a corner and watch the waves of marchers come by. First you see row after row of miniature ponies. Because they are not very large and, therefore, have a shorter wavelength, a good number of the ponies can move past you each minute; we can say they have a high frequency. Next, however, come several rows of circus elephants. The elephants are large and marching at the same speed as

the ponies, so far fewer of them can march past you per minute: Because they have a wider spacing (longer wavelength), they represent a lower frequency.

The formula for this relationship can be expressed as follows: for any wave motion, the speed at which a wave moves equals the frequency times the wavelength. Waves with longer wavelengths have lower frequencies. Mathematically, we can express this as

$$c = \lambda f$$

where the Greek letter for “l”—lambda, λ —is used to denote wavelength and c is the scientific symbol for the speed of light. Solving for the wavelength, this is expressed as:

$$\lambda = \frac{c}{f}$$

✓ Example 5.1: Deriving and Using the Wave Equation

The equation for the relationship between the speed and other characteristics of a wave can be derived from our basic understanding of motion. The average speed of anything that is moving is:

$$\text{average speed} = \frac{\text{distance}}{\text{time}}$$

(So, for example, a car on the highway traveling at a speed of 100 km/h covers 100 km during the time of 1 h.) For an electromagnetic wave to travel the distance of one of its wavelengths, λ , at the speed of light, c , we have $c = \frac{\lambda}{t}$. The frequency of a wave is the number of cycles per second. If a wave has a frequency of a million cycles per second, then the time for each cycle to go by is a millionth of a second. So, in general, $t = \frac{1}{f}$. Substituting into our wave equation, we get $c = \lambda \times f$. Now let's use this to calculate an example. What is the wavelength of visible light that has a frequency of 5.66×10^{14} Hz?

Solution

Solving the wave equation for wavelength, we find:

$$\lambda = \frac{c}{f}$$

Substituting our values gives:

$$\lambda = \frac{3.00 \times 10^8 \text{ m/s}}{5.66 \times 10^{14} \text{ Hz}} = 5.30 \times 10^{-7} \text{ m}$$

This answer can also be written as 530 nm, which is in the yellow-green part of the visible spectrum (nm stands for nanometers, where the term “nano” means “billionths”).

? Exercise 4.1.1

“Tidal waves,” or tsunamis, are waves caused by earthquakes that travel rapidly through the ocean. If a tsunami travels at the speed of 600 km/h and approaches a shore at a rate of one wave crest every 15 min (4 waves/h), what would be the distance between those wave crests at sea?

Answer

$$\lambda = \frac{600 \text{ km/h}}{4 \text{ waves/h}} = 150 \text{ km}$$

Light as a Photon

The electromagnetic wave model of light (as formulated by Maxwell) was one of the great triumphs of nineteenth-century science. In 1887, when Heinrich Hertz actually made invisible electromagnetic waves (what today are called radio waves) on one side of a room and detected them on the other side, it ushered in a new era that led to the modern age of telecommunications. His experiment ultimately led to the technologies of television, cell phones, and today's wireless networks around the globe.

However, by the beginning of the twentieth century, more sophisticated experiments had revealed that light behaves in certain ways that cannot be explained by the wave model. Reluctantly, physicists had to accept that sometimes light behaves more like a

“particle”—or at least a self-contained packet of energy—than a wave. We call such a packet of electromagnetic energy a photon.

The fact that light behaves like a wave in certain experiments and like a particle in others was a very surprising and unlikely idea. After all, our common sense says that waves and particles are opposite concepts. On one hand, a wave is a repeating disturbance that, by its very nature, is not in only one place, but spreads out. A particle, on the other hand, is something that can be in only one place at any given time. Strange as it sounds, though, countless experiments now confirm that electromagnetic radiation can sometimes behave like a wave and at other times like a particle.

Then, again, perhaps we shouldn’t be surprised that something that always travels at the “speed limit” of the universe and doesn’t need a medium to travel through might not obey our everyday common sense ideas. The confusion that this wave-particle duality of light caused in physics was eventually resolved by the introduction of a more complicated theory of waves and particles, now called quantum mechanics. (This is one of the most interesting fields of modern science, but it is mostly beyond the scope of our book. If you are interested in it, see some of the suggested resources at the end of this chapter.)

In any case, you should now be prepared when scientists (or the authors of this book) sometimes discuss electromagnetic radiation as if it consisted of waves and at other times refer to it as a stream of photons. A photon (being a packet of energy) carries a specific amount of energy. We can use the idea of energy to connect the photon and wave models. How much energy a photon has depends on its frequency when you think about it as a wave. A low-energy radio wave has a low frequency as a wave, while a high-energy X-ray at your dentist’s office is a high-frequency wave. Among the colors of visible light, violet-light photons have the highest energy and red-light photons have the lowest.

Test whether the connection between photons and waves is clear to you. In the above example, which photon would have the longer wavelength as a wave: the radio wave or the X-ray? If you answered the radio wave, you are correct. Radio waves have a lower frequency, so the wave cycles are longer (they are elephants, not miniature ponies).

Propagation of Light

Let’s think for a moment about how light from a lightbulb moves through space. As waves expand, they travel away from the bulb, not just toward your eyes but in all directions. They must therefore cover an ever-widening space. Yet the total amount of light available can’t change once the light has left the bulb. This means that, as the same expanding shell of light covers a larger and larger area, there must be less and less of it in any given place. Light (and all other electromagnetic radiation) gets weaker and weaker as it gets farther from its source.

The increase in the area that the light must cover is proportional to the square of the distance that the light has traveled (Figure 5.5). If we stand twice as far from the source, our eyes will intercept two-squared (2×2), or four times less light. If we stand 10 times farther from the source, we get 10-squared, or 100 times less light. You can see how this weakening means trouble for sources of light at astronomical distances. One of the nearest stars, Alpha Centauri A, emits about the same total energy as the Sun. But it is about 270,000 times farther away, and so it appears about 73 billion times fainter. No wonder the stars, which close-up would look more or less like the Sun, look like faint pinpoints of light from far away.

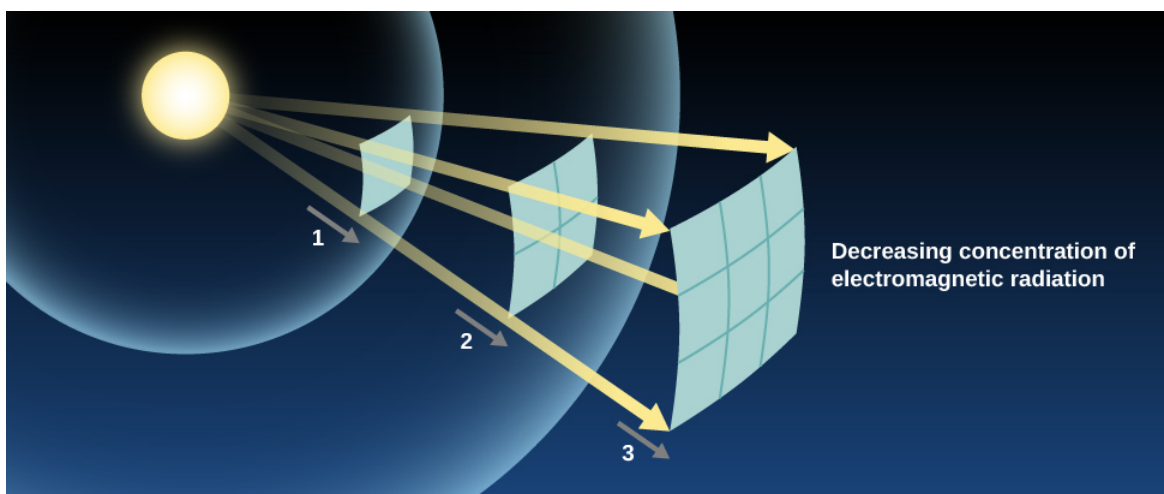


Figure 5.5 : Inverse Square Law for Light. As light radiates away from its source, it spreads out in such a way that the energy per unit area (the amount of energy passing through one of the small squares) decreases as the square of the distance from its source.

This idea—that the apparent brightness of a source (how bright it looks to us) gets weaker with distance in the way we have described—is known as the inverse square law for light propagation. In this respect, the propagation of light is similar to the effects of gravity. Remember that the force of gravity between two attracting masses is also inversely proportional to the square of their separation.

✓ **Example 5.2: The Inverse Square Law for Light**

The intensity of a 120-W lightbulb observed from a distance 2 m away is 2.4 W/m^2 . What would be the intensity if this distance was doubled?

Solution

If we move twice as far away, then the answer will change according to the inverse square of the distance, so the new intensity will be $(\frac{1}{2})^2 = \frac{1}{4}$ of the original intensity, or 0.6 W/m^2 .

? **Exercise 4.1.1**

How many times brighter or fainter would a star appear if it were moved to:

- twice its present distance?
- ten times its present distance?
- half its present distance?

Answer

a. $(\frac{1}{2})^2 = \frac{1}{4}$; b. $(\frac{1}{10})^2 = \frac{1}{100}$; c. $(\frac{1}{1/2})^2 = 4$

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4.2: The Electromagnetic Spectrum

Learning Objectives

By the end of this section, you will be able to:

- Understand the bands of the electromagnetic spectrum and how they differ from one another
- Understand how each part of the spectrum interacts with Earth's atmosphere
- Explain how and why the light emitted by an object depends on its temperature

Objects in the universe send out an enormous range of electromagnetic radiation. Scientists call this range the electromagnetic spectrum, which they have divided into a number of categories. The spectrum is shown in Figure 5.6, with some information about the waves in each part or band.

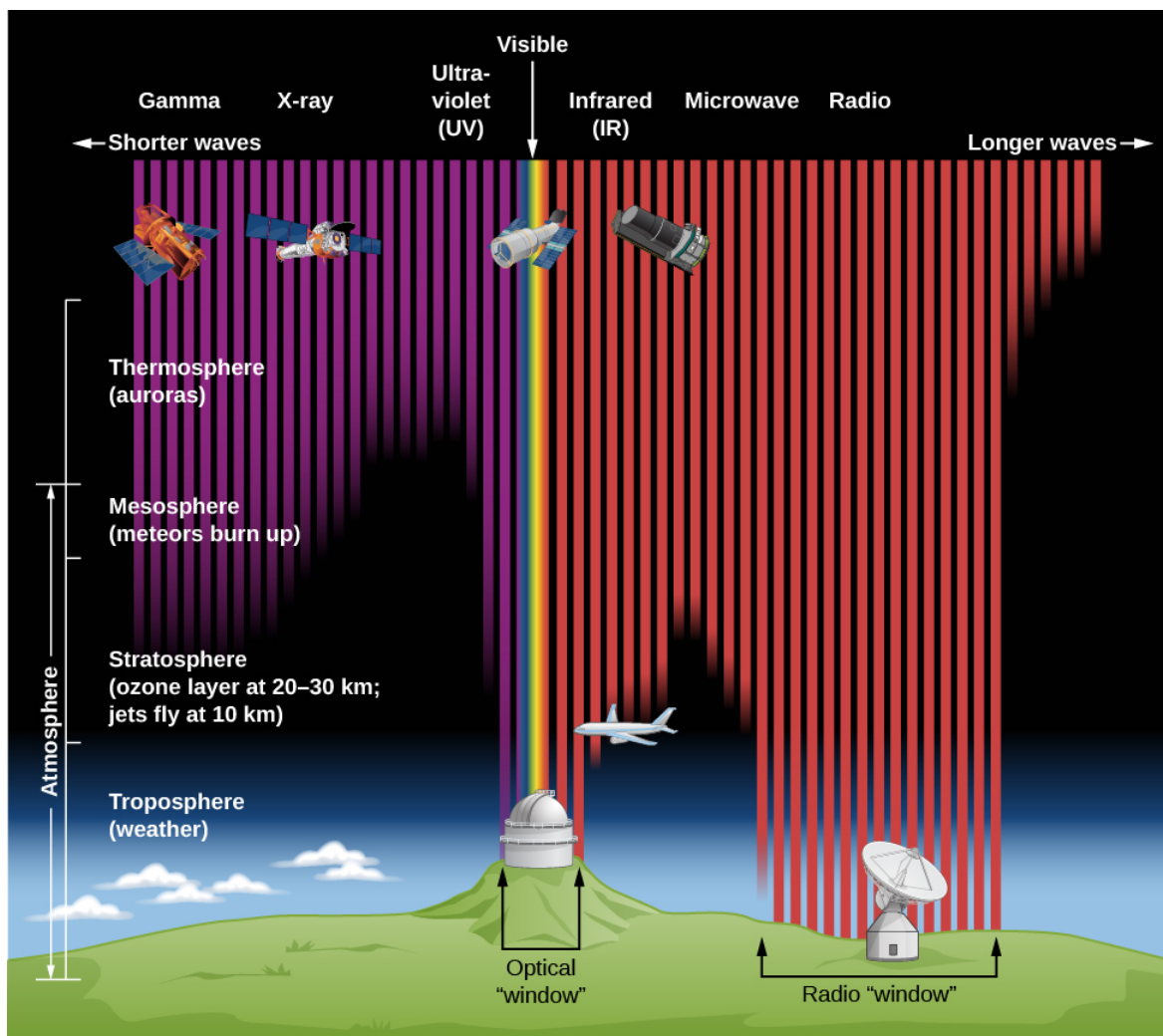


Figure 5.6 : Radiation and Earth's Atmosphere. This figure shows the bands of the electromagnetic spectrum and how well Earth's atmosphere transmits them. Note that high-frequency waves from space do not make it to the surface and must therefore be observed from space. Some infrared and microwaves are absorbed by water and thus are best observed from high altitudes. Low-frequency radio waves are blocked by Earth's ionosphere. (credit: modification of work by STScI/JHU/NASA)

Types of Electromagnetic Radiation

Electromagnetic radiation with the shortest wavelengths, no longer than 0.01 nanometer, is categorized as gamma rays (1 nanometer = 10^{-9} meters; see Appendix D). The name *gamma* comes from the third letter of the Greek alphabet: gamma rays were the third kind of radiation discovered coming from radioactive atoms when physicists first investigated their behavior. Because

gamma rays carry a lot of energy, they can be dangerous for living tissues. Gamma radiation is generated deep in the interior of stars, as well as by some of the most violent phenomena in the universe, such as the deaths of stars and the merging of stellar corpses. Gamma rays coming to Earth are absorbed by our atmosphere before they reach the ground (which is a good thing for our health); thus, they can only be studied using instruments in space.

Electromagnetic radiation with wavelengths between 0.01 nanometer and 20 nanometers is referred to as X-rays. Being more energetic than visible light, X-rays are able to penetrate soft tissues but not bones, and so allow us to make images of the shadows of the bones inside us. While X-rays can penetrate a short length of human flesh, they are stopped by the large numbers of atoms in Earth's atmosphere with which they interact. Thus, X-ray astronomy (like gamma-ray astronomy) could not develop until we invented ways of sending instruments above our atmosphere (Figure 5.7).

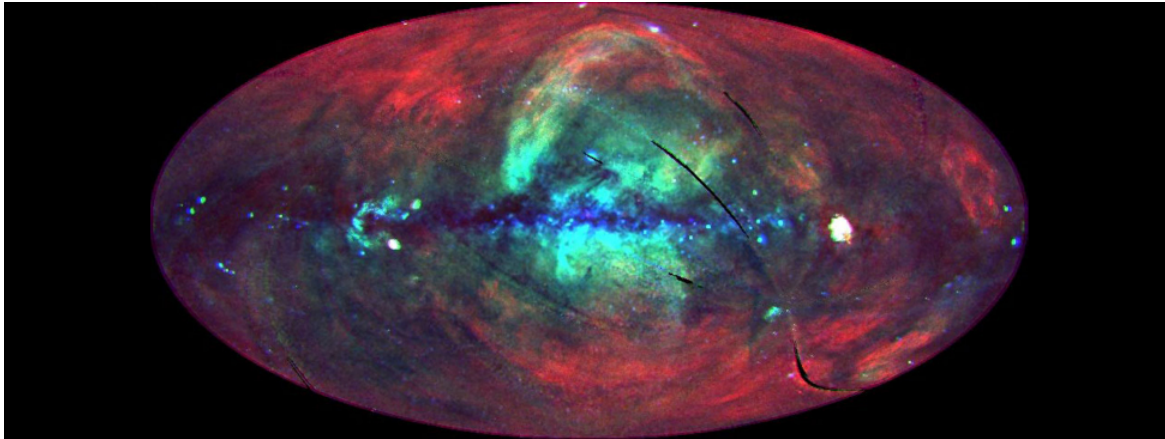


Figure 5.7 : X-Ray Sky. This is a map of the sky tuned to certain types of X-rays (seen from above Earth's atmosphere). The map tilts the sky so that the disk of our Milky Way Galaxy runs across its center. It was constructed and artificially colored from data gathered by the European ROSAT satellite. Each color (red, yellow, and blue) shows X-rays of different frequencies or energies. For example, red outlines the glow from a hot local bubble of gas all around us, blown by one or more exploding stars in our cosmic vicinity. Yellow and blue show more distant sources of X-rays, such as remnants of other exploded stars or the active center of our Galaxy (in the middle of the picture). (credit: modification of work by NASA)

Radiation intermediate between X-rays and visible light is ultraviolet (meaning higher energy than violet). Outside the world of science, ultraviolet light is sometimes called “black light” because our eyes cannot see it. Ultraviolet radiation is mostly blocked by the ozone layer of Earth's atmosphere, but a small fraction of ultraviolet rays from our Sun do penetrate to cause sunburn or, in extreme cases of overexposure, skin cancer in human beings. Ultraviolet astronomy is also best done from space.

Electromagnetic radiation with wavelengths between roughly 400 and 700 nm is called visible light because these are the waves that human vision can perceive. This is also the band of the electromagnetic spectrum that most readily reaches Earth's surface. These two observations are not coincidental: human eyes evolved to see the kinds of waves that arrive from the Sun most effectively. Visible light penetrates Earth's atmosphere effectively, except when it is temporarily blocked by clouds.

Between visible light and radio waves are the wavelengths of infrared or heat radiation. Astronomer William Herschel first discovered infrared in 1800 while trying to measure the temperatures of different colors of sunlight spread out into a spectrum. He noticed that when he accidentally positioned his thermometer beyond the reddest color, it still registered heating due to some invisible energy coming from the Sun. This was the first hint about the existence of the other (invisible) bands of the electromagnetic spectrum, although it would take many decades for our full understanding to develop.

A heat lamp radiates mostly infrared radiation, and the nerve endings in our skin are sensitive to this band of the electromagnetic spectrum. Infrared waves are absorbed by water and carbon dioxide molecules, which are more concentrated low in Earth's atmosphere. For this reason, infrared astronomy is best done from high mountaintops, high-flying airplanes, and spacecraft.

After infrared comes the familiar microwave, used in short-wave communication and microwave ovens. (Wavelengths vary from 1 millimeter to 1 meter and are absorbed by water vapor, which makes them effective in heating foods.) The “micro-” prefix refers to the fact that microwaves are small in comparison to radio waves, the next on the spectrum. You may remember that tea—which is full of water—heats up quickly in your microwave oven, while a ceramic cup—from which water has been removed by baking—stays cool in comparison.

All electromagnetic waves longer than microwaves are called radio waves, but this is so broad a category that we generally divide it into several subsections. Among the most familiar of these are radar waves, which are used in radar guns by traffic officers to determine vehicle speeds, and AM radio waves, which were the first to be developed for broadcasting. The wavelengths of these different categories range from over a meter to hundreds of meters, and other radio radiation can have wavelengths as long as several kilometers.

With such a wide range of wavelengths, not all radio waves interact with Earth's atmosphere in the same way. FM and TV waves are not absorbed and can travel easily through our atmosphere. AM radio waves are absorbed or reflected by a layer in Earth's atmosphere called the ionosphere (the ionosphere is a layer of charged particles at the top of our atmosphere, produced by interactions with sunlight and charged particles that are ejected from the Sun).

We hope this brief survey has left you with one strong impression: although visible light is what most people associate with astronomy, the light that our eyes can see is only a tiny fraction of the broad range of waves generated in the universe. Today, we understand that judging some astronomical phenomenon by using only the light we can see is like hiding under the table at a big dinner party and judging all the guests by nothing but their shoes. There's a lot more to each person than meets our eye under the table. It is very important for those who study astronomy today to avoid being "visible light chauvinists"—to respect only the information seen by their eyes while ignoring the information gathered by instruments sensitive to other bands of the electromagnetic spectrum.

Table 5.1 summarizes the bands of the electromagnetic spectrum and indicates the temperatures and typical astronomical objects that emit each kind of electromagnetic radiation. While at first, some of the types of radiation listed in the table may seem unfamiliar, you will get to know them better as your astronomy course continues. You can return to this table as you learn more about the types of objects astronomers study.

Table 5.1: Types of Electromagnetic Radiation

Type of Radiation	Wavelength Range (nm)	Radiated by Objects at This Temperature	Typical Sources
Gamma rays	Less than 0.01	More than 10^8 K	Produced in nuclear reactions; require very high-energy processes
X-rays	0.01–20	10^6 – 10^8 K	Gas in clusters of galaxies, supernova remnants, solar corona
Ultraviolet	20–400	10^4 – 10^6 K	Supernova remnants, very hot stars
Visible	400–700	10^3 – 10^4 K	Stars
Infrared	10^3 – 10^6	10 – 10^3 K	Cool clouds of dust and gas, planets, moons
Microwave	10^6 – 10^9	Less than 10 K	Active galaxies, pulsars, cosmic background radiation
Radio	More than 10^9	Less than 10 K	Supernova remnants, pulsars, cold gas

Radiation and Temperature

Some astronomical objects emit mostly infrared radiation, others mostly visible light, and still others mostly ultraviolet radiation. What determines the type of electromagnetic radiation emitted by the Sun, stars, and other dense astronomical objects? The answer often turns out to be their *temperature*.

At the microscopic level, everything in nature is in motion. A solid is composed of molecules and atoms in continuous vibration: they move back and forth in place, but their motion is much too small for our eyes to make out. A gas consists of atoms and/or molecules that are flying about freely at high speed, continually bumping into one another and bombarding the surrounding matter.

The hotter the solid or gas, the more rapid the motion of its molecules or atoms. The temperature of something is thus a measure of the average motion energy of the particles that make it up.

This motion at the microscopic level is responsible for much of the electromagnetic radiation on Earth and in the universe. As atoms and molecules move about and collide, or vibrate in place, their electrons give off electromagnetic radiation. The characteristics of this radiation are determined by the temperature of those atoms and molecules. In a hot material, for example, the individual particles vibrate in place or move rapidly from collisions, so the emitted waves are, on average, more energetic. And recall that higher energy waves have a higher frequency. In very cool material, the particles have low-energy atomic and molecular motions and thus generate lower-energy waves.

Link to Learning

Check out the [NASA briefing](#) or [NASA's 5-minute introductory video](#) to learn more about the electromagnetic spectrum.

Radiation Laws

To understand, in more quantitative detail, the relationship between temperature and electromagnetic radiation, we imagine an idealized object called a blackbody. Such an object (unlike your sweater or your astronomy instructor's head) does not reflect or scatter any radiation, but absorbs all the electromagnetic energy that falls onto it. The energy that is absorbed causes the atoms and molecules in it to vibrate or move around at increasing speeds. As it gets hotter, this object will radiate electromagnetic waves until absorption and radiation are in balance. We want to discuss such an idealized object because, as you will see, stars behave in very nearly the same way.

The radiation from a blackbody has several characteristics, as illustrated in Figure 5.8. The graph shows the power emitted at each wavelength by objects of different temperatures. In science, the word *power* means the energy coming off per second (and it is typically measured in *watts*, which you are probably familiar with from buying lightbulbs).

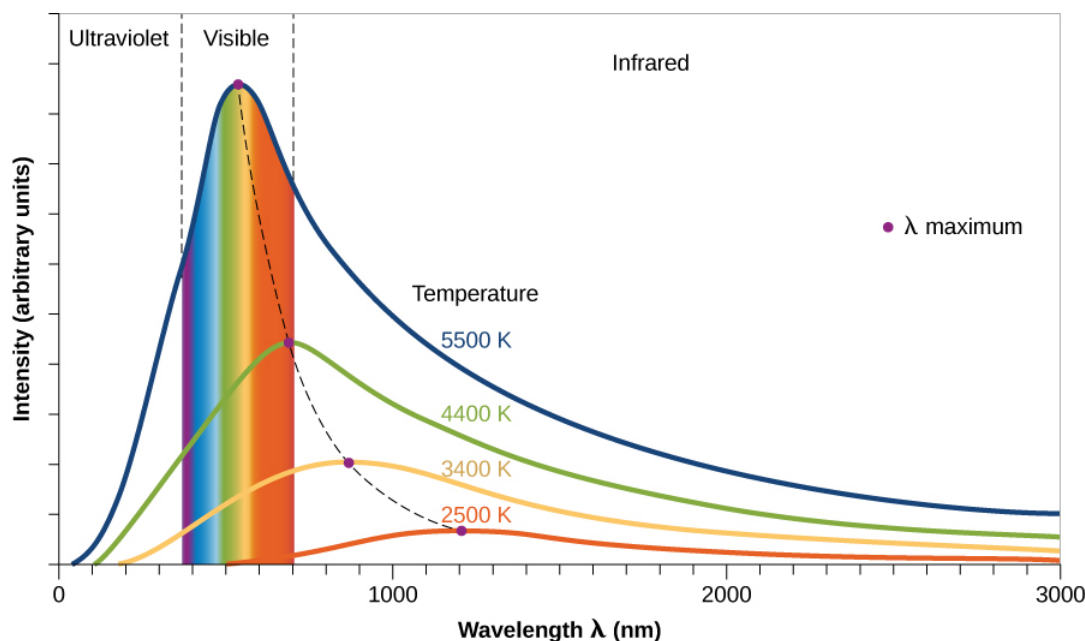


Figure 5.8 : Radiation Laws Illustrated. This graph shows in arbitrary units how many photons are given off at each wavelength for objects at four different temperatures. The wavelengths corresponding to visible light are shown by the colored bands. Note that at hotter temperatures, more energy (in the form of photons) is emitted at all wavelengths. The higher the temperature, the shorter the wavelength at which the peak amount of energy is radiated (this is known as Wien's law).

First of all, notice that the curves show that, at each temperature, our blackbody object emits radiation (photons) at all wavelengths (all colors). This is because in any solid or denser gas, some molecules or atoms vibrate or move between collisions slower than average and some move faster than average. So when we look at the electromagnetic waves emitted, we find a broad range, or spectrum, of energies and wavelengths. More energy is emitted at the average vibration or motion rate (the highest part of each curve), but if we have a large number of atoms or molecules, some energy will be detected at each wavelength.

Second, note that an object at a higher temperature emits more power at all wavelengths than does a cooler one. In a hot gas (the taller curves in Figure 5.8), for example, the atoms have more collisions and give off more energy. In the real world of stars, this means that hotter stars give off more energy at every wavelength than do cooler stars.

Third, the graph shows us that the higher the temperature, the shorter the wavelength at which the maximum power is emitted. Remember that a shorter wavelength means a higher frequency and energy. It makes sense, then, that hot objects give off a larger fraction of their energy at shorter wavelengths (higher energies) than do cool objects. You may have observed examples of this rule in everyday life. When a burner on an electric stove is turned on low, it emits only heat, which is infrared radiation, but does not glow with visible light. If the burner is set to a higher temperature, it starts to glow a dull red. At a still-higher setting, it glows a brighter orange-red (shorter wavelength). At even higher temperatures, which cannot be reached with ordinary stoves, metal can appear brilliant yellow or even blue-white.

We can use these ideas to come up with a rough sort of “thermometer” for measuring the temperatures of stars. Because many stars give off most of their energy in visible light, the color of light that dominates a star’s appearance is a rough indicator of its temperature. If one star looks red and another looks blue, which one has the higher temperature? Because blue is the shorter-wavelength color, it is the sign of a hotter star. (Note that the temperatures we associate with different colors in science are not the same as the ones artists use. In art, red is often called a “hot” color and blue a “cool” color. Likewise, we commonly see red on faucet or air conditioning controls to indicate hot temperatures and blue to indicate cold temperatures. Although these are common uses to us in daily life, in nature, it’s the other way around.)

We can develop a more precise star thermometer by measuring how much energy a star gives off at each wavelength and by constructing diagrams like Figure 5.8. The location of the peak (or maximum) in the power curve of each star can tell us its temperature. The average temperature at the surface of the Sun, which is where the radiation that we see is emitted, turns out to be 5800 K. (Throughout this text, we use the kelvin or absolute temperature scale. On this scale, water freezes at 273 K and boils at 373 K. All molecular motion ceases at 0 K. The various temperature scales are described in Appendix D.) There are stars cooler than the Sun and stars hotter than the Sun.

The wavelength at which maximum power is emitted can be calculated according to the equation

$$\lambda_{\max} = \frac{3 \times 10^6}{T}$$

where the wavelength is in nanometers (one billionth of a meter) and the temperature is in K (the constant 3×10^6 nm K)

✓ Example 5.3: Calculating the Temperature of a Blackbody

We can use Wien’s law to calculate the temperature of a star provided we know the wavelength of peak intensity for its spectrum. If the emitted radiation from a red dwarf star has a wavelength of maximum power at 1200 nm, what is the temperature of this star, assuming it is a blackbody?

Solution

Solving Wien’s law for temperature gives:

$$T = \frac{3 \times 10^6 \text{ nm K}}{\lambda_{\max}} = \frac{3 \times 10^6 \text{ nm K}}{1200 \text{ nm}} = 2500 \text{ K}$$

? Exercise 4.2.1

What is the temperature of a star whose maximum light is emitted at a much shorter wavelength of 290 nm?

Answer

$$T = \frac{3 \times 10^6 \text{ nm K}}{\lambda_{\max}} = \frac{3 \times 10^6 \text{ nm K}}{290 \text{ nm}} = 10,300 \text{ K}$$

Since this star has a peak wavelength that is at a shorter wavelength (in the ultraviolet part of the spectrum) than that of our Sun (in the visible part of the spectrum), it should come as no surprise that its surface temperature is much hotter than our Sun’s.

We can also describe our observation that hotter objects radiate more power at all wavelengths in a mathematical form. If we sum up the contributions from all parts of the electromagnetic spectrum, we obtain the total energy emitted by a blackbody. What we

usually measure from a large object like a star is the energy flux, the power emitted per square meter. The word *flux* means “flow” here: we are interested in the flow of power into an area (like the area of a telescope mirror). It turns out that the energy flux from a blackbody at temperature T is proportional to the fourth power of its absolute temperature. This relationship is known as the Stefan-Boltzmann law and can be written in the form of an equation as

$$F = \sigma T^4$$

where F stands for the energy flux (in units of watts per square meter), T is given in Kelvins, and σ (Greek letter sigma) is a constant number (5.67×10^{-8}).

Notice how impressive this result is. Increasing the temperature of a star would have a tremendous effect on the power it radiates. If the Sun, for example, were twice as hot—that is, if it had a temperature of 11,600 K—it would radiate 2^4 , or 16 times more power than it does now. Tripling the temperature would raise the power output 81 times. Hot stars really shine away a tremendous amount of energy.

✓ Example 5.4: Calculating the Power of a Star

While energy flux tells us how much power a star emits per square meter, we would often like to know how much total power is emitted by the star. We can determine that by multiplying the energy flux by the number of square meters on the surface of the star. Stars are mostly spherical, so we can use the formula $4\pi R^2$ for the surface area, where R is the radius of the star. The total power emitted by the star (which we call the star’s “absolute luminosity”) can be found by multiplying the formula for energy flux and the formula for the surface area:

$$L = 4\pi R^2 \sigma T^4$$

Two stars have the same size and are the same distance from us. Star A has a surface temperature of 6000 K, and star B has a surface temperature twice as high, 12,000 K. How much more luminous is star B compared to star A?

Solution

$$L_A = 4\pi R_A^2 \sigma T_A^4 \text{ and } L_B = 4\pi R_B^2 \sigma T_B^4$$

Take the ratio of the luminosity of Star A to Star B:

$$\frac{L_B}{L_A} = \frac{4\pi R_B^2 \sigma T_B^4}{4\pi R_A^2 \sigma T_A^4} = \frac{R_B^2 T_B^4}{R_A^2 T_A^4}$$

Because the two stars are the same size, $R_A = R_B$, leaving

$$\frac{T_B^4}{T_A^4} = \frac{(12,000 \text{ K})^4}{(6000 \text{ K})^4} = 2^4 = 16$$

? Exercise 4.2.1

Two stars with identical diameters are the same distance away. One has a temperature of 8700 K and the other has a temperature of 2900 K. Which is brighter? How much brighter is it?

Answer

The 8700 K star has triple the temperature, so it is $3^4 = 81$ times brighter.

📌 Link to Learning

You can use the [Blackbody Spectrum simulator](#) to explore the relationship between an object’s temperature, peak wavelength, overall brightness, and apparent color.

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