

1982

Acid Rain School Twinning Project

Follow this and additional works at: <https://scholarworks.uni.edu/istj>



Part of the [Science and Mathematics Education Commons](#)

Let us know how access to this document benefits you

Copyright © Copyright 1982 by the Iowa Academy of Science

Recommended Citation

(1982) "Acid Rain School Twinning Project," *Iowa Science Teachers Journal*: Vol. 19: No. 2, Article 7.
Available at: <https://scholarworks.uni.edu/istj/vol19/iss2/7>

This Article is brought to you for free and open access by the IAS Journals & Newsletters at UNI ScholarWorks. It has been accepted for inclusion in Iowa Science Teachers Journal by an authorized editor of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

single word or brief phrasal replies); thus, they are ill-prepared to create elaborate discourses (4).

We must add a final note directed specifically at teachers. Our experience has shown that although students lack many of the skills mentioned above, when given a chance to improve these skills a very high percentage tried very hard and did make improvements. We have also discovered that we made many serious errors in creating the writing assignments. It appears that this is a universal situation: most teachers simply do not make good assignments for writing activities. It remains to be seen whether or not teachers, given suggestions and ideas for improvement, will try to make significant improvements in creating effective writing assignments. Writing is everyone's responsibility — writing in science can be an innovation (5).

Literature Cited

1. Jordan, W. Alec, "It's Time to Quit Cowering." *Chemical & Engineering News*, 53(15)2; 1975.
2. Bernstein, Basil, *Class, Codes & Control*, Schocken Books, New York; 1975.
3. Rommetveit, Ragnar, *On Message Structure*, John Wiley & Sons; 1974.
4. Styles, Ken and Cavanaugh, Gray, Language Across the Curriculum: The Art of Questioning and Responding. *The English Journal*, 69(2); 1980.
5. Cooley, A.P., Writing in Science — An Innovation. *The American Biology Teacher*, Vol. 42(9); 1980.

Acid Rain School Twinning Project

" . . . It has been called a silent crisis with no equal; a ticking time bomb set to destroy the human and environmental health of the planet. . . . It is acid rain; at once the most pressing, paradoxical and sensitive environmental problem facing North America in the remainder of the 20th century."

— M. Munro, *Ottawa Citizen*

National Survival Institute, a non-profit, charitable organization whose goal is to create public awareness of environmental problems and their solutions, announces the Acid Rain School Twinning Project for Grades 5 through 8.

The aim of the project is to twin school classes in Canada and the United States for the purpose of exchanging information, project ideas and points of view. An Acid Rain Education Kit will be provided free to participating teachers. The kit contains fact sheets, resource information and project ideas as well as a coloring poster for each student.

To involve your students in this project, and for more information, contact the National Survival Institute, 229 College Street, Third Floor, Toronto, Ontario, Canada (416) 593-1299.