

Kristen,

Thank you so much for helping me with this proposal. **I will prepare the article for publication in the *Science Teacher*.** I had not done my homework to understand the difference between a practitioner's journal and a research journal. The example article is excellent and shows the value of this approach.

Your comment about the article reminding you of my proposal is right on. The authors's (Nasr, N, 2021) first reference in the ON THE WEB section is from TeachEngineering:

This activity was inspired by:

https://www.teachengineering.org/activities/view/cub_airquality_lesson01_activity2.

My proposed article covers the lesson positioned just before TeachEngineer Air Quality Lesson 1. This lesson builds understanding of how CO₂ gets in the atmosphere, how long it stays, and the volumes our cars produce.

I see how the author integrated culturally responsive teaching in the article as an overarching concept. It is well explained and timely, making it clear why this article was published.

I will use scale as my overarching concept. When students read that we burn over 390 million gallons of gasoline every day, connecting the impact of this much gasoline on the environment is challenging. They have little understanding of the CO₂ in one gallon, let alone 390 million gallons.

Again, thank you for taking the time to clarify the assignment to me.

Would you like me to rework the proposal, or is this note sufficient to allow me to proceed?

Sincerely,

Stan Feighny

Nasr, N. (2021, January). *Let's Clear The Air*.

<http://digital.nsta.org/article/Let%27s+Clear+The+Air/3843619/687738/article.html>