

## Chapter 15 Web Resources

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### Chapter Opening Case: “Cleaning Up in Chattanooga”

**Teaching Tip:** Activity (p. 518)

<http://www.epa.gov/airquality/gooduphigh/>  
<http://www.epa.gov/region1/airquality/reducepollution.html>

Use these two websites to help answer the questions in the activity on page 518.

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### Module 46: Major Air Pollutants and Their Sources

**Teaching Tip:** Video (p. 522)

*The Air We Breathe*, Lila Films

**Run time: 1 minute 4 seconds**

<http://science360.gov/obj/tkn-video/517c61c1-809d-4355-8393-83cf95e8867b/air-breathe>

In this video, National Center for Atmospheric Research scientist Christine Wiedinmeyer describes how natural compounds in the air combine with pollutants from human activities to create air quality problems.

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**Teaching Tip:** Video (p. 522)

*Air Quality: The FRAPPÉ Field Campaign*, UCARConnect

**Run time: 5 minutes 24 seconds**

<https://www.youtube.com/watch?v=csaup7sLWFA>

This video describes the work and goals of the Front Range Air Pollution and Photochemistry Experiment (FRAPPÉ), which aims to characterize and understand summertime air quality in the Northern Front Range Metropolitan area in Colorado. FRAPPÉ is a collaborative effort between the Colorado Department of Public Health and the Environment, the University of Colorado and Colorado State University, UC Berkeley, and other university collaborators.

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## Module 47: Photochemical Smog and Acid Rain

**Teaching Tip:** Video (p. 528)

*Greenhouse Gases*, National Geographic

**Run time: 3 minutes 33 seconds**

<http://video.nationalgeographic.com/video/greenhouse-gases>

This National Geographic video shows an experiment by scientists in Wisconsin who seek to predict the effect of increased greenhouse gases on the forests of the future. It provides a good introduction to the subject of photochemical smog.

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**Teaching Tip:** Video (p. 529)

*Temperature Inversion*, University of Waikato

**Run time: 2 minutes 32 seconds**

<http://www.sciencelearn.org.nz/Contexts/Enviro-imprints/Sci-Media/Video/Temperature-inversion>

Dr. Peyman Zawar-Reza explains thermal inversion.

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**Teaching Tip:** Video (p. 530)

*Appalachian Trail: Acid Rain: Invisible Menace*, National Geographic

**Run time: 3 minutes 53 seconds**

<http://channel.nationalgeographic.com/channel/videos/acid-rain-invisible-menace/>

This video shows how acid rain is an invisible menace in the Appalachian Mountains of the eastern United States, and the negative effects it has on the local aquatic life.

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## Module 48: Pollution Control Measures

**Teaching Tip:** Beyond the Classroom (p. 534)

[http://www.sourcewatch.org/index.php?title=Existing\\_U.S.\\_Coal\\_Plants](http://www.sourcewatch.org/index.php?title=Existing_U.S._Coal_Plants)

This page provides a list of over 600 coal plants in the United States. It will help students find information and data on any coal plant in the United States.

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### **Working Toward Sustainability: A New Cook Stove Design**

**Teaching Tip:** Beyond the Classroom (p. 546)

*BioLite CampStove*

**Run time: 4 minutes 27 seconds**

<http://biolitestove.com/products/campstove/>

The website of the BioLite CampStove provides further information about the cook stove mentioned in Working Toward Sustainability. Students can research more technical information and watch an instructional video about the stove.

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