



Dear Environmental Protection Agency,

I have conducted research over the past weeks on the serious amounts of pollution that is in our air. The cloud that is created when unwanted chemicals and substances are released into the air, can be two miles thick! This cloud causes thousands of people to die each year, because they eventually develop respiratory diseases. Children and Asthmatics are a couple of groups that are vulnerable. I myself am a thirteen-year-old with Asthma, and I know how difficult it is to breathe when there is a large amount of pollution in my area. Scientists have proven that eighty percent of air pollution in the atmosphere is human caused, like factories, homes, and people who drive to and from work every day.

As you know, we can't just shut down all of our factories, because many are producing energy to run our nation. By doing that we would stop the production of the electricity and gasoline (as well as many others unnamed) that run our homes and cars.

In order for us to successfully halt the human made pollution, we are in need of a better energy supply. To this problem I propose a solution. We should run our lives off of the energy produced from renewable resources. This includes biomass, geothermal, solar, hydro, and wind power.



Biomass is the energy from wood, trash, and agricultural waste. These sources have stored chemical energy from absorbed sunlight. When they are burned they release the energy as heat. During the burning stage, the biomass also releases carbon dioxide. This is not a problem however, because while more plants are growing, they absorb an equal amount of the carbon dioxide.

Geothermal energy is energy from the Earth. It is collected at areas where the crust of the Earth has trapped hot water or steam. People drill into the Earth and let the land release these substances, after which they are collected and then sent to a factory. Although it is being produced in a factory, it is still a major benefit to the atmosphere.

Solar energy comes from the Sun. It can be collected easily, but there is a problem; the large space needed to collect the energy at an advantageous rate. It can be used as heat or electricity though, which makes it a profitable source.

Hydro energy comes from water, such as rivers and waterfalls. It is harnessed by dams that collect the energy from water rushing past. This generates the electrical power needed. There are also plans to someday use the ocean, and harness the energy from the waves and currents. Although hydropower is one of the oldest methods for producing energy, it is still very efficient.

Wind power is collected from highly technological windmills. The fans spin when the wind blows and charge turbines (generators that harness the energy from the spinning fans).



These energy sources are very beneficial to our environment, as well atmosphere, because if we continue to use the nonrenewable resources (nuclear, natural gas, coal, and oil) to produce our energy, they would proceed to pollute the land. Also we would eventually run out of them. We could find much better uses for them before this occurs.

By converting our energy sources from nonrenewable to renewable, we are lessening the amount of air pollution. By doing that, we are saving lives, and setting ourselves up for a healthier and all around more enjoyable land in the future.

**Thank you for your time,
Allison Crosby**

Standard(s):**Reading**

E1c - The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1 restates or summarizes information **A**

E1c.2 relates new information to prior knowledge and experience **B**

E1c.3 extends ideas **C**

E1c.4 makes a connection to related topics or information.

Writing

E2e - The student produces a persuasive essay that:

E2e.3 creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively, **D**

E2e.4 includes appropriate information and arguments, **D**

E2e.5 excludes appropriate information and arguments that are irrelevant.

E2e.8: provides a sense of closure to the writing. **E**

Commentary for Partial Meeting the Standards

A *The student summarizes information in a way that reflects and understanding of research done on the “serious amount of pollution that is in our air”. She translates the research language into more suitable descriptions to include in a business letter.*

B. *The student relates the problem of pollution to her personal life and mentions other groups that she sees as being vulnerable to problems of air pollution.*

C. *The student could have extended the effects of air pollution on other groups within society (elderly, health impaired), as well as on other components of the environment (plants, animals etc.).*

D. *Although the student does bring up a number of salient points, they are written in a listing fashion rather than in the form of a persuasive argument. The EPA does not need a lesson on the definitions of renewable energy sources.*

E. *The student closes the writing with a summary of her information. She explains her purpose and projects the benefits (saving lives, promoting health, and a more enjoyable world to live in) of following her suggestions.*

F. *The student needs to edit the letter for spelling, grammar and appropriate vocabulary.*