

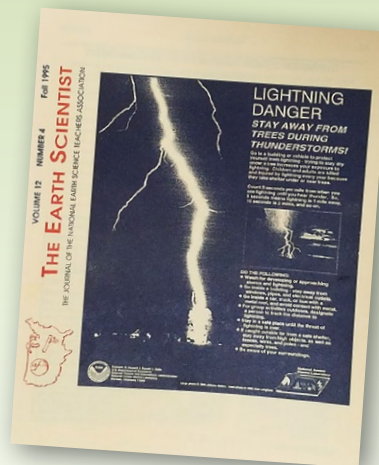
Editor's Corner

It is a pleasure to present the second special issue of *The Earth Scientist* sponsored by the MEL Project team (<https://serc.carleton.edu/mel/index.html>)! The Model-Evidence Link (MEL) and MEL2 projects have been sponsored by the National Science Foundation (Grant Nos. 1316057, 1721041, and 2027376) to Temple University and the University of Maryland, in partnership with the University of North Georgia, TERC, and the Planetary Science Institute. In 2016 we shared with you the four MEL diagram activities, covering the topics of climate change, the formation of the Moon, fracking and earthquakes, and wetlands use, as well as a rubric for assessment. This issue brings to you our four new build-a-MEL activities on the origins of the Universe, fossils and Earth's past, freshwater resources, and extreme weather. Additionally, there are articles about a new NGSS-aligned rubric and transfer task to help students apply their new skills in other situations and about teaching with MEL and build-a-MEL activities. Our goals with all of these activities are to help students learn Earth science content by engaging in scientific practices, notably the evaluation of alternative explanatory models (by looking at the connections between lines of evidence and the competing models) and argumentation. The team has tested these activities in multiple middle and high school classrooms. Our research has shown the activities to be effective in learning both content and skills, and our partner teachers report that students enjoy the activities. These activities are freely available for teachers to use. We hope that you and your students will also find them to be effective and enjoyable approaches to learning about complex and sometimes controversial socio-scientific issues within Earth Science.

MEL2 Co-PI and Guest Writer of this *Editor's Corner*,
Janelle M. Bailey

Twenty-Five Years Ago in TES

Twenty-Five years ago, in 1995, TES was in its twelfth year of publication. This cover photo features an image of a lightning poster produced by NOAA and available (at the time) at the National Severe Storms Laboratory in Norman, OK. The cover photo was very appropriate for this TES issue, as it was devoted to "Meteorology". The lead-off article was about Super Cells – nature's most violent storms. The next article explained how hurricanes were named. This was followed by a computer media review of "Sim City 2000". Next came a 7-page article dealing with how to understand the weather forecast. There was a 5-page article regarding lightning hazard education. The final inclusion was a 3-page survey to assess teachers' technological needs, including: "Do you use computers at school?", "Does your School have Internet?", and "Do you have a computer at home?" So many changes in just 25 years.



By Tom Ervin

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