

Fracking: Integrating Text and Photos

Lesson Overview: Class will investigate fracking using both informational text and artistic photographs.

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Subject(s): ELA, Arts Integration

Suggested Grade Level(s): 4th – 8th

Time Duration: 1 40-45 minute class period

Common Core State Standards Addressed:

CCSS.ELA-Literacy.RI Standard 7

- Interpret information presented visually, orally, or quantitatively. (Grades 4-5)
- Integrate information presented in different media or formats as well as words to develop a coherent understanding of a topic or issue. (Grades 6-8)

Objectives:

- Students will create a list of questions sparked by the photographs.
- Students will read the article and summarize the process of fracking.
- Students will draw inferences based on the photographs.

Materials:

- Printed article: <http://www.sciencenewsforkids.org/2012/07/fracking-fuels-energy-debate-and-controversy/>
- Terry Evans photographs, to be projected for the class: <http://cae.nevadaart.org/search-archive/?s=2013-02>

Activities and Procedures:

1. Class looks together at one of Terry Evans' photographs, for example *Scott's Appaloosas*.
2. Teacher models thinking aloud, "This photograph makes me feel peaceful. The green grass and calm white horses put me in a peaceful mood. I have

a question, too, about this photograph. Why are the horses lying down? Are they resting? Are they sick?"

3. For each subsequent photograph, teacher asks students to identify feelings created by the photograph and asks for questions that come to mind when looking at photograph.
4. Teacher lists questions on chart paper.
5. Students read aloud or buddy read article on fracking.
6. Students share out a quick summary of what they read.
7. Class returns to photographs to see if they can answer their earlier questions or add more information to their original questions.