

# What's Happening

## IN THE USA?

BY LAWRENCE GABLE  
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SUBJECT: HUMAN RIGHTS and HISTORY

1 **E**ach state in the U.S. can decide whether it has the death penalty. New Jersey had it, but had not executed anyone since 1963. In December 2007 its legislature voted to abolish the death penalty. It became the first state in forty years to do that.

2 In 2006 New Jersey formed a Death Penalty Study Commission. The commission's 13 members studied the effects of the death penalty in their state. Then in November 2006 they recommended the abolition of the death penalty.

3 The commissioners looked into a number of questions. One was whether the death penalty lowers murder rates. It was impossible for them to find a clear answer. On the one hand, national rates had fallen since 1976 when the U.S. Supreme Court allowed the death penalty. On the other hand, in 2005 murder rates were higher in states that have the death penalty. Experts also say that many things affect murder rates, including employment rates and gun laws.

4 The commission also studied costs. It found that the death penalty was a more expensive sentence than life in prison. In 2006 the state spent \$84,474 housing each person on death row. However, among other prisoners it spent only \$32,400 per prisoner. The state also spent millions fighting the many legal appeals that came after a death sentence.

5 New Jersey's commission investigated whether the death penalty serves the victims' families. Because the punishment is extreme, the courts take extra time with the cases. The legal appeals delay the execution. Commissioners felt that this extends the families' suffering.

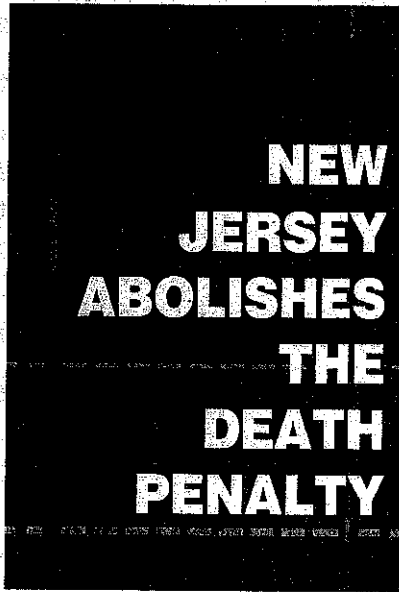
6 Finally, it looked at the risk of executing an innocent person. Sometimes crime labs or witnesses make mistakes. Even worse, sometimes police lie or lawyers hide information. Years after a trial DNA tests sometimes prove someone's innocence. Since 1973, 154 innocent people on death rows in the U.S. had gone free. The commission recommended sentences of life in prison.

7 Americans' opinions about the death penalty change. A poll in 2006 showed that change. When they had the choice, people preferred a life sentence without parole (48 percent) to the death penalty (47 percent).

8 Most states execute prisoners by lethal injection. The method uses three chemicals and takes only a few minutes. However, some executioners have injected the chemicals incorrectly, so the deaths have been long and painful. After one such case in Florida in 2006 the governor suspended executions.

9 A case before the U.S. Supreme Court in 2008 caused states to delay their executions. Two prisoners in Kentucky felt that lethal injection violates U.S. law, which bans "cruel and unusual" punishment." The case was important because Americans do not approve of old methods like electric chairs, gas chambers and firing squads. The Court, however, ruled in favor of lethal injections.

10 Some states have stopped executions, but not abolished them. Those decisions came from courts or governors. New Jersey's decision was different because it came from legislators. It became the 14th state to abolish the death penalty, and since then four more states have chosen to live without it too.



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Name \_\_\_\_\_

Date \_\_\_\_\_

### GET A CONTEXT CLUE

**Directions:** Below are sentences from "New Jersey Abolishes the Death Penalty". First, read the sentence. Then, look back in the article and reread the paragraph in which the sentence is found. Circle the best answer to each question.

"In 2006 New Jersey formed a Death Penalty Study *Commission*."

1. The word *commission* means

- A. test
- B. group
- C. session
- D. idea

"The legal appeals *delay* the execution."

2. The word *delay* means

- A. to consider
- B. to forbid or restrict
- C. to quicken
- D. to put off for another time

"Most states execute prisoners by *lethal* injection."

3. The word *lethal* means

- A. causing death
- B. preserving life
- C. painful
- D. expensive

"Finally, it looked at the *risk* of executing an innocent person."

4. The word *risk* means

- A. a danger
- B. a reason
- C. a method or technique
- D. a fairness

"A *poll* in 2006 showed that change."

5. The word *poll* means

- A. a discussion
- B. a new law
- C. a survey
- D. a newspaper

"The Court, however, ruled *in favor of* lethal injections."

6. The phrase *in favor of* means

- A. in support of
- B. in reaction to
- C. about
- D. against

Name \_\_\_\_\_

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**LOOK WHO'S TALKING**

**Directions:** Below are sentences that relate to "New Jersey Abolishes the Death Penalty." Look back in the article and reread the paragraph in which you find the reference. Circle the best answer to each question.

**1. In the last sentence of paragraph 1, the word *it* best refers to**

- A. the death penalty
- B. the U.S.
- C. New Jersey
- D. the legislature

**2. In the second sentence of paragraph 2, the word *their* refers to**

- A. the commission
- B. the legislature
- C. the state of New Jersey
- D. the U.S.

**3. In the second sentence of paragraph 4, the word *it* refers to**

- A. the state
- B. the commission
- C. the legislature
- D. the U.S.

**4. In the second sentence of paragraph 8, the word *method* refers to**

- A. the lethal injection
- B. the chemicals
- C. the means of injecting
- D. life sentence without parole

**5. In the first sentence of paragraph 10, the word *them* refers to**

- A. states
- B. injections
- C. legislators
- D. executions

**6. In the third sentence of paragraph 10, the word *it* refers to**

- A. New Jersey
- B. the legislature
- C. the prisons
- D. the decision

Name \_\_\_\_\_ Date \_\_\_\_\_

**HOW'S IT ORGANIZED?**

This article is organized by comparison and contrast. This means some things are *compared*, which is to show how they are like one another, and some are *contrasted*, which is to show how they are different from one another.

**Directions:** Answer these questions in the spaces at the bottom.

1. How did the actions of New Jersey in 2007 contrast with those of all other states for forty years?
2. What are two things about the death penalty that the commission compared?
3. How do the costs of the death penalty and life in prison compare?
4. In 2006, how did Americans' opinions about the death penalty compare with their opinions about life in prison?
5. How did the Supreme Court ruling about lethal injections contrast with the feelings of two prisoners in Kentucky?
6. How did New Jersey's decision contrast with the way other states have halted executions?

**Answers:**

1.
2.
3.
4.
5.
6.

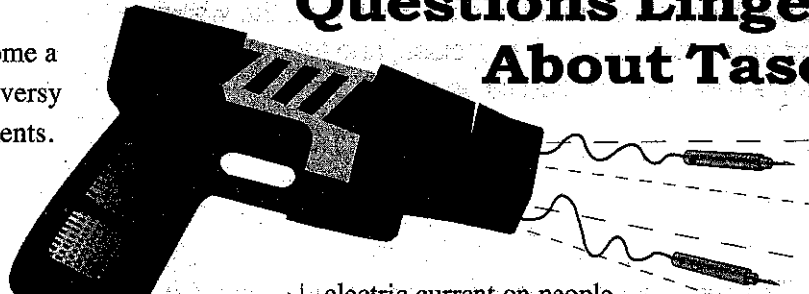
# What's Happening

## I N T H E U S A ?

BY LAWRENCE GABLE  
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SUBJECT: HUMAN RIGHTS and HISTORY

### Questions Linger About Tasers



1 **T**he Taser has become a weapon of controversy in police departments.

Sometimes these electro-stun weapons are safe, but they have contributed to some deaths. In addition, nobody really knows if there are other long-term dangers. Several human rights organizations have asked police to stop using tasers until they know more.

2 A Taser looks like a gun. Instead of bullets, it shoots a 50,000-volt charge of electricity. The Taser shoots two little hooks at the end of copper wires. They can hit a person 21 feet away. The effect is strongest when the hooks enter the victim's skin. The shock also can pass through two inches of clothing.

3 The shock is short, but powerful. It causes pain and paralysis for five seconds, and it usually knocks the victim to the ground. In those few seconds officers usually can gain control of the person.

4 Taser is not the first weapon to shoot an electric current. The first stun guns shot darts, and later models shot hooks. They were hard to handle, so few police departments used them. The Taser gun is ten times more powerful than the old stun guns.

5 The Taser's appeal has been its safety. It can reduce injuries to officers and suspects. An officer does not need to use a nightstick or pepper spray, and does not need to struggle with a suspect.

6 It took a few years to learn how police departments are using Tasers. Reports showed that police use them most often on people who are unarmed. Police have shocked people who are already in handcuffs. They also have shocked children, the elderly, and pregnant women.

7 Questions continue about the effects of

electric current on people.

A short, weak current probably will not harm a healthy person. For people with weak hearts, though, a strong shock can cause a heart attack. It also can affect the hearts of people taking medications. Nobody knows yet what the effects are on people who have diseases like Parkinson's or multiple sclerosis. Tasers may harm pregnant women and children too.

Some police officers at schools also carry Tasers. Doctors say that the current is more intense in a small body. The voltage could cause damage in developing nerves, muscles and brains. 8

It is still not clear when it is appropriate to use a Taser. Some police around the country already have limited their use. After several deaths in Las Vegas, the department stopped using them on people in handcuffs. It also discouraged multiple shocks. Some police chiefs stopped using Tasers until they knew more about their safety. 9

The organization Amnesty International has asked police to limit the use of Tasers. It states that Tasers have been involved in hundreds of deaths, and have been the direct cause of 60 of them. It also asked police to stop using them on children and the elderly unless they threaten to harm themselves or others. 10

Most people agree that Tasers can help police. As with any weapon, there is some risk of physical injury to the victim. When researchers learn more about those risks, police will know better when it is appropriate to use Tasers. 11

Name \_\_\_\_\_

Date \_\_\_\_\_

**GET A CONTEXT CLUE**

**Directions:** Below are sentences from "Questions Linger About Tasers." First, read the sentence. Then, look back in the article and reread the paragraph in which the sentence is found. Circle the best answer to each question.

"In addition, nobody really knows if the Taser causes *long-term* dangers."

1. The word *long-term* means

- A. instant
- B. lasting
- C. bad
- D. alongside

"The *effect* is strongest when the hooks enter the victim's skin."

2. An *effect* is

- A. an outcome or result
- B. a collision
- C. a warning
- D. a loud noise

"It can reduce injuries to officers and *suspects*."

3. The word *suspects* means

- A. soldiers
- B. doctors
- C. people thought to be criminals
- D. people who fight criminals

"The Taser's *appeal* has been its safety."

4. The word *appeal* has to do with

- A. attraction
- B. hazard
- C. a court decision
- D. a lack of decision

"It can also affect the hearts of people taking *medications*."

5. The word *medications* means

- A. exercises
- B. explosions
- C. substances used to treat illnesses
- D. doctors and nurses

"Doctors say that the *current* is more intense in a small body."

6. The word *current* is related to

- A. electricity
- B. law
- C. warfare
- D. gravity

**NOTE MAKING**

**Directions:** Read the boldfaced key words on the left side of the chart below. Then add notes that answer the question in parentheses under the key word.

**Human rights organizations**  
(What are they?)

**Tasers**  
(How do they work?)

**Police**  
(Why do they use Tasers?)

**Effects on people**  
(What are they?)

**Restrictions on use**  
(What kind of restrictions exist?)

Name \_\_\_\_\_ Date \_\_\_\_\_

**IS THAT A FACT?**

**Directions:** Read the definitions of a fact and an inference below. Then read the paragraph that follows. At the bottom of the page, write an F on the blank if the sentence is a fact. Write an I if the sentence is an inference. Use the following definitions:

**Fact**—a statement that can be proven true from the article.

**Inference**—a guess as to what MIGHT be true, based on what you have read and what you already know about the subject.

Tasers are a popular weapon in police departments. Sometimes these electro-stun weapons are safe, but they have contributed to some deaths. In addition nobody really knows if there are any other long-term dangers. Now several human rights organizations are asking police to stop using Tasers until they know more. The Taser's appeal has been its safety. It can reduce injuries to officers and suspects. An officer no longer needs to use a nightstick or pepper spray and does not need to struggle with a suspect.

- \_\_\_\_\_ 1. Police like to use Tasers because they can be more effective than nightsticks or pepper spray.
- \_\_\_\_\_ 2. Some human rights organizations are against the use of Tasers by police officers.
- \_\_\_\_\_ 3. We don't know enough about how the Taser really works on people.
- \_\_\_\_\_ 4. Most human rights groups are against the use of Tasers.
- \_\_\_\_\_ 5. The use of the Taser can sometimes result in a fatality.
- \_\_\_\_\_ 6. It is not known how the Taser affects a person over time.

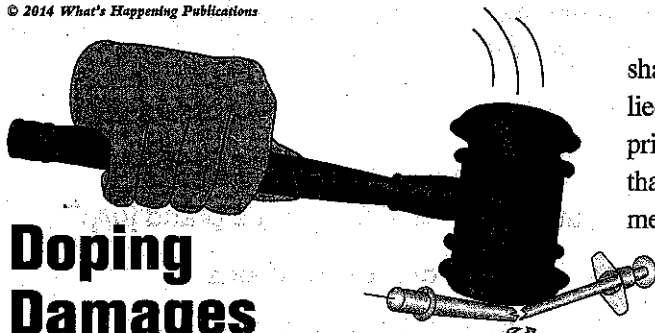


# What's Happening

## IN THE USA?

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SUBJECT: SPORTS, ARTS and SELF-EXPRESSION



### Doping Damages Even the Best

1 **A**thletes always want to improve. Usually they do it through long hours of training. However, many of them have used drugs too. Now doping, the use of artificial stimulants, has become a problem for some of America's best athletes.

2 Doping includes serious health risks. Since some athletes are unwilling to take those risks, they cannot compete at the same level. International organizations for tennis, cycling, soccer and the Olympic Games have banned drugs, and America's pro sports leagues have too.

3 For many years athletes used things to ease pain or get energy. They used alcohol, caffeine and stimulants called amphetamines, which increase energy. In 1967 amphetamines caused the death of a cyclist during the Tour de France. Soon after that the Tour began testing riders for drugs.

4 Other forms of doping followed. In the 1970s athletes started taking steroids. Doctors use them to stimulate the growth of cells and bone. They make athletes larger and stronger, but they also present health risks. They cause mood swings and acne, as well as high blood pressure and heart damage.

5 Then in the 1980s a hormone called EPO became popular. It helps people with cancers and kidney diseases because it stimulates the production of red blood cells. In athletes it increases energy, but it thickens the blood and can lead to heart attacks.

6 Doping has made headlines in American sports. The track star Marion Jones always denied having used steroids. Then in 2007 she admitted that she had, in fact, used them. She also expressed her

shame for having cheated in competitions and having lied to federal investigators. Ms. Jones ended up in prison for six months. The sport took away the titles that she had won since 2000, including five Olympic medals. The steroids that she took had come from a laboratory called Balco.

7 The investigation of Balco started with Ms. Jones's former coach. In 2003 he sent a sample of a steroid from Balco to the U.S. Anti-Doping Agency. Investigators then raided the lab and found that it had sent steroids to athletes.

8 The investigation also led some athletes to testify before a grand jury. One was Ms. Jones. Another was the baseball player Barry Bonds, who swore that he never had knowingly used steroids. However, the government said that investigators had found a positive test for steroids when they raided the Balco lab. The government accused him of having lied too, and a jury convicted him of obstruction of justice in 2011.

9 Two world-class American cyclists also have had problems. Floyd Landis won the Tour de France in 2006, but he tested positive for doping. Officials took his title away and banned him from racing for two years. Lance Armstrong won the Tour de France seven times. In 2012 he also lost those titles, and he received a lifetime ban. In 2013 he finally admitted to his doping.

10 In 2007 a new American cycling team took a strong stand against doping. Team Slipstream's anti-doping program tested its riders 1,200 times in its first season. The team wanted to win races, but not at the cost of its riders' health. It also hoped to gain fans who believe in fair competition.

11 Doping is certainly a health issue. Athletes of all ages should not have to take harmful drugs in order to compete. It is also a character issue, since it is cheating. Doping charges have damaged the reputations of terrific athletes. In the end, athletes may decide that anything they achieve while doping feels shameful after all.

Name \_\_\_\_\_

Date \_\_\_\_\_

**GET A CONTEXT CLUE**

**Directions:** Below are sentences from "Doping Damages Even the Best." First, read the sentence. Then, look back in the article and reread the paragraph in which the sentence is found. Circle the best answer to each question.

"Now doping, the use of artificial *stimulants*, has become a problem for some of America's best athletes."

1. The word *stimulant* means

- A. something that increases energy
- B. something that makes one sleepy
- C. something that brings peace of mind
- D. something that fights disease

"Since some athletes are unwilling to take those *risks*, they can't compete at the same level."

2. The word *risks* means

- A. opportunities for fame
- B. awards
- C. challenges
- D. chances of injury

"Other forms of *doping* followed."

3. The word *doping* means

- A. being stupid
- B. lying
- C. using drugs
- D. cheating

"The investigation also led some athletes to *testify* before a grand jury."

4. The word *testify* means

- A. speak the truth in court
- B. lie
- C. take a test
- D. sit

"Two *world-class* American cyclists also have had problems."

5. The term *world-class* means

- A. good
- B. foreign
- C. student
- D. among the very best

"Doping is certainly a health *issue*."

6. The word *issue* means

- A. disease
- B. matter of concern
- C. sport
- D. choice

Name \_\_\_\_\_ Date \_\_\_\_\_

**HOW'S IT ORGANIZED?**

This article is organized in chronological order, or in the time order that things happened.

**Directions:** Answer these questions in the spaces at the bottom.

1. What started the stimulant controversy in 1967?
2. What stimulant did athletes begin using in the 1970s?
3. What were the risks of these new drugs?
4. What stimulants became popular in the 1980s?
5. How did the international organization for track react to Marion Jones's confession?
6. What did the U.S. Anti-Doping Agency learn in 2003?
7. Why did Floyd Landis lose his Tour de France title in 2006?
8. Finally, who has taken a stand against doping in cycling since 2007?

**Answers:**

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

\*On a separate sheet of paper write a summary of what your notes say about the problems of doping in sports.

Name \_\_\_\_\_ Date \_\_\_\_\_

**REACTION GUIDE**

**Directions:** Now that you have read and studied information about "Doping Damages Even the Best," reread the statements below, which you responded to before reading the article. Think about how the author would respond to these statements. If you think the author would agree, put a checkmark on the line before the number. If you think the author would disagree, put an X on the line. Then, below the statement, copy the words, phrases, or sentences in the article that provide evidence of the views stated by the author. Also note if there is no evidence to support the statement.

\_\_\_\_\_ **1.** Athletes have used drugs to help themselves for many years.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **2.** Drugs to improve performance are not that harmful.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **3.** Athletes who used steroids should lose any awards they won.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# What's Happening

## I N T H E U S A ?

BY LAWRENCE GABLE  
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SUBJECT: GLOBAL ISSUES

1 **T**he Soviet Union launched its satellite *Sputnik* in October 1957. Since then space has become more crowded. Unfortunately much of what orbits Earth now is junk.

2 As a result of space exploration, space debris now circles the planet. The objects are as large as rocket engines and as small as nuts and bolts. Astronauts also have lost things like coffee cups and a camera.

3 Space junk presents a danger. Most objects travel in "low orbit" 500–1,200 miles above Earth. They reach a speed of 22,300 miles per hour, so even the smallest objects can damage a spacecraft. Already they have dented the Space Shuttle and other spacecraft. In 1983 a speck of paint cracked the Space Shuttle's windshield.

4 The National Aeronautics and Space Administration (NASA) began to worry about space junk several decades ago. It watches anything at least 10 cm in diameter. There are more than 18,000 such objects, including about 850 working satellites. NASA believes that there are more than 100,000 pieces of junk 1–10 cm in diameter, and tens of millions smaller than that.

5 Low orbit space also has many satellites that no longer work. They stay in orbit for years, then fall into Earth's atmosphere and burn up. Now satellite owners try to move them out of the way. They send some into high orbit, where it is not crowded. They send others into Earth's atmosphere to burn up.

6 Satellites are big business. Ideally the owner uses the last bit of fuel to send a satellite into high orbit. If the company waits too long, the satellite runs out of fuel. Then it orbits as junk for



about three years before it falls and burns up. If the company sends the satellite into high orbit too soon, it loses time when the satellite could be earning money.

7 Certain locations in space are especially crowded. Some satellites must keep the same location over Earth, so they travel at the same speed that Earth turns. Those locations are getting more crowded. A collision costs money and creates more debris. Only a few known collisions

between two satellites have ever occurred, but the risk is growing.

8 In 2007 China created the most space junk ever. It used a missile to destroy an old weather satellite. That explosion created 2,300 pieces of debris larger than 4 cm in diameter, more than 35,000 pieces 1–4 cm in diameter, and a million pieces smaller than that. The international space community complained about the debris. Some nations complained that China just wanted to test its anti-satellite weapons.

9 In February 2008 the U.S. also shot down one of its own spy satellites. It would have fallen out of orbit in March. Most of it would have burnt up, but officials said that its rocket fuel could have landed and harmed people. Critics think that the U.S. really wanted to destroy secret photo equipment. China and Russia fear that the U.S. was just testing its anti-satellite weapons. No matter the reason, it caused more space junk.

10 Humans used to treat Earth's environment as dumping grounds for trash and pollution. Slowly they are learning to care for it. Now they also are learning that their actions affect space that once seemed so distant.

Name \_\_\_\_\_

Date \_\_\_\_\_

**LOOK WHO'S TALKING**

**Directions:** Below are sentences that relate to "Space Is Filling with Junk." Look back in the article and reread the paragraph in which you find the reference. Circle the best answer to each question.

**1. In the fourth sentence of paragraph 3, the word *they* best refers to**

- A. the junk
- B. nuts and bolts
- C. satellites
- D. the smallest objects

**2. In the second sentence of paragraph 4, the word *it* refers to**

- A. the objects
- B. the pieces
- C. NASA
- D. the space shuttle

**3. In the third sentence of paragraph 5, the word *them* refers to**

- A. the satellites
- B. the Earth
- C. the debris
- D. the owners

**4. In paragraph 6, in the clause "it loses time when the satellite could be earning money," the word *it* refers to**

- A. the satellite
- B. the debris
- C. the people
- D. the company

**5. In the second sentence of paragraph 7, the word *they* refers to**

- A. satellites that must keep the same location
- B. locations in space
- C. collisions between satellites
- D. locations that are especially crowded

**6. In paragraph 9, the final sentence reads, "No matter the reason, it caused more space junk." The word *it* refers to**

- A. the spy satellite
- B. the photo equipment
- C. shooting down the satellite
- D. the space station

Name \_\_\_\_\_

Date \_\_\_\_\_

**TAKE A STAND**

**Directions:** People often have differing feelings or opinions about an issue. When they discuss or argue their opposing views, they are taking part in a debate. A good persuasive argument is based on a claim that is supported by

**Facts**—statements that can be proven to be true

**Statistics**—numerical data gotten through research

**Examples**—instances that support an opinion

You and a partner are going to debate two of your other classmates. The topic you are going to debate is the following:

*Pollution in outer space is a problem for all countries.*

Decide with the other pair who will agree and who will disagree with this statement. Then answer these questions in order to win your debate.

1. What are your two strongest points to persuade the other side? (You can do Internet research to include facts, statistics, and examples.)

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

2. What might the other side say to argue against point A?

\_\_\_\_\_

\_\_\_\_\_

3. What might the other side say to argue against point B?

\_\_\_\_\_

\_\_\_\_\_

4. What will you say to prove the other side's arguments are wrong?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**REACTION GUIDE**

**Directions:** Now that you have read and studied information about "Space is Filling with Junk," reread the statements below, which you responded to before reading the article. Then think about how the author might respond to these statements. If you think the author would agree, put a checkmark on the line before the number. If you think the author would disagree, put an X on the line. Then below the statement, copy the words, phrases, or sentences from the article that provide evidence of the views stated by the author. Also note if there is no evidence to support the statement.

\_\_\_\_\_ 1. Outer space is too big for us to worry about old satellites.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 2. If outer space is polluted, it can be cleaned up easily.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 3. Pollution in outer space is a problem for all countries.

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



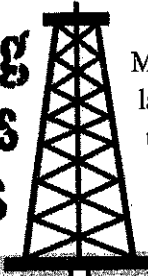
# What's Happening

## IN THE U.S.A.?

BY LAWRENCE GABLE  
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SUBJECT: SCIENCE and ENVIRONMENT

### Fracking Raises Serious Concerns



1 **O**ne way that oil companies get natural gas from the ground is called hydraulic fracturing. People often shorten that name to "fracking." In the last few years oil companies have been fracking more often. While it leads to more oil and natural gas, it also raises concerns about the damage it does.

2 Fracking reaches oil and gas that is trapped in rock deep in the ground. It starts by drilling a hole about 10,000 feet down. When it reaches shale, the drill turns horizontally and drills another mile through that rock. Then a small explosive makes tiny cracks in the shale. After that the company blasts millions of gallons of water, sand and chemicals into the hole. That opens the cracks further and allows the trapped oil and gas to escape.

3 The second largest natural gas deposit in the world is the Marcellus Shale. It stretches from New York across parts of Pennsylvania, Ohio, Maryland, West Virginia and Virginia. Oil companies are increasing their use of hydraulic fracturing in those states. In Pennsylvania, for example, the number of wells grew from 27 in 2007 to 1,445 in 2010.

4 For a long time environmentalists have liked natural gas. In comparison to the pollution that comes from mining coal and burning it at power plants, natural gas is cleaner. It produces fewer gases that cause global warming. However, now environmentalists are changing their minds.

5 A report by Cornell University found that fracking is leading to more global warming than coal does. Methane is a gas that escapes into the air from drilling normal gas wells. However, twice as much methane escapes from wells drilled by hydraulic fracturing.

Methane is also getting into groundwater. Some landowners near wells have been able to light their water on fire as it comes out the faucet.

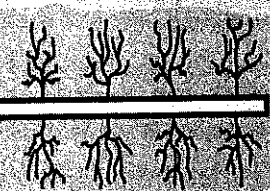
6 There are also serious concerns about chemicals in groundwater. Fracking uses 40,000 gallons of different chemicals for each well. The U.S. government reports that some of them are poison, and some cause cancer. The oil industry says that fracking does not pollute water. However, already there are many places where people and animals have gotten sick. Chemicals in water also have killed fish and plants in ponds and streams.

7 Fracking always creates wastewater. Some stays in the ground, and some returns to the surface. When companies leave it there to evaporate, harmful chemicals enter the air. Environmentalists argue that companies always should clean the wastewater or bury it safely in closed wells.

8 The U.S. Geological Survey has studied fracking too. It connects fracking directly to recent earthquakes in Ohio and Oklahoma. It also fears the effect of tens of millions of gallons of water and chemicals that remain in the ground.

9 Protests against fracking are increasing. New York has banned it. Maryland has stopped it while it studies the environmental damage. Now Pennsylvania is forcing companies to identify the chemicals that they use.

10 The advantages of fracking are obvious. It could lead to jobs, profits and enough oil and natural gas for 100 years. However, its disadvantages are troubling. State governments hesitate to allow fracking if it is going to damage people's health and the environment around them.



Name \_\_\_\_\_

Date \_\_\_\_\_

**CLOSE READING ANNOTATION**

**Third Reading**—As you reread each paragraph in the article closely, answer the questions by annotating the text. Each numbered question corresponds to a paragraph in the article where the answer can be found. Write your brief answers in the space below each question.

**1.** What is the author's purpose for writing the first paragraph?

**2.** How does fracking work?

**3.** Why is fracking increasing in some states?

**4.** What is the purpose of the last sentence in paragraph 4?

**5.** What was the reason that environmentalists changed their minds?

**6.** Why is there so much concern about the chemicals used in fracking?

**7.** What are the problems caused by wastewater?

**8.** Why do you think people relate fracking and earthquakes?

**9.** What have been the results of some of the protests about fracking?

**10.** What is the author's purpose in writing paragraph 10?

Name \_\_\_\_\_ Date \_\_\_\_\_

**HOW'S IT ORGANIZED?**

This article is organized as causes followed by their effects.

**Directions:** Answer these questions in the spaces at the bottom.

1. What is hydraulic fracturing?
2. What has the size of the Marcellus Shale caused?
3. What are some of the problems caused by fracking?
4. What problem does the escape of methane gas cause?
5. What effect has fracking had in Oklahoma and Ohio?
6. How have some states responded to concerns about fracking?

**Answers:**

1.	
2.	
3.	
4.	
5.	
6.	

The main idea of a selection reflects what the paragraph or sentences are about. Put an X on the space next to the sentence that best states the main idea of the article.

- \_\_\_\_\_ 1. Fracking is an efficient way to get energy from natural gas.
- \_\_\_\_\_ 2. Fracking produces cheap energy but has risks for the environment.
- \_\_\_\_\_ 3. The benefits of fracking outweigh the many consequences.

Explain below why your choice is the best main or central idea.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

### TIC-TAC-TOE SUMMARIZING

When you **summarize** in writing, you present all the key points the author is trying to make.

**Directions:** Write four sentences to summarize the article about the future of fracking. To help you, there are nine words or phrases in the Tic-Tac-Toe graphic organizer below. To write a sentence, you must use three words or phrases in a row. The row can be horizontal (—), vertical (|), or diagonal (/).

fracking	environmentalists	wells
wastewater	methane	shale
protests	drilling	oil companies

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_