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Common Core Assignment

Article One: Drilling Down on Fracking Concerns

For this article, I like List/Group/Label as an assignment before the reading. Before reading, I would have students start with the One Question Interview so they have a specific intent when reading the article. While reading, I'd have students fill out the Connections to Text-to-text, text-to-self and text-to-world so students would be able to make connections not only to the article, but also other elements of the world. I would close with Popcorn Reading to see what each student takes away from the article. For the Standards I'd assign 9-10.5 to the opening exercise, 9-10.7 would be the standard for the while reading exercise and I'd assign 9-10.4 to the closing exercise.

Article Two: Rising Shale Water Complicates Fracking Debate

This article would probably be the second article I would use to show students that there are serious issues from a human perspective, but also presents another possible reason for one of the dangers. I think, before hand, the Four Corners exercise would be useful to gauge the opinions of students after their initial understanding of fracking and also have a 9-10.2. This article is short enough for Reading Aloud as well, which can be a powerful tool to help memorization and also make a strong case for Standard 9-10.2. I'd close the exercise with the "The One Pager" to see how each student's opinions change to emphasize Standard 9-10.1.

Article Three: Potential Health and Environmental Effects of Hydrofracking in Williston Basin, Montana (Link included below)

http://serc.carleton.edu/NAGTWorkshops/health/case_studies/hydrofracking_w.html

I would use this article as an article that reluctant students would read. The article is fairly unbiased and presents the facts, in a concise manner. Before the reading, I would have students write what they know about “Fracking” and explain if they’re for or against using this system in quick journaling exercises. The Standard 9-10.8 would fit into this exercise. While reading this article, I would have them create a full list of pros and cons to consider. The examination of the facts would encourage the Standard 9-10.5 to find facts that would allow them to make an argument. After reading this article, the next day in class, I would split the students into random groups and have them debate (one side ‘for’ and one ‘against’). This would encourage the students to consider both sides of the argument without swaying their opinions by introducing the concept from both sides, so I would assign the 9-10.8 Standard to this reading exercise.

The way that the exercises are set up so that the other groups can start while the instructor is working with the first group. I would be able to know if the students were successful in their reading retention if they can complete the assignments to a satisfactory level. The students will be able to understand and articulate their opinions about fracking and explain why they feel the way they do. They should be able to back up whether they are for or against fracking by using evidence presented in their article. The students should be able to agree or disagree based on a relatively similar arguments, even if they are in different reading groups.