



Environmental Data and Governance Initiative

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Writing and review of this report was conducted and overseen by the members of EDGI's Website Monitoring Committee: Maya Anjur-Dietrich, Andrew Bergman, Gretchen Gehrke, Rebecca Lave, and Toly Rinberg.

## **Changes to DOE Energy Information Administration (EIA) Kids Educational Pages**

**In the Energy Information Administration (EIA) office of the Department of Energy, there have been significant changes to information on Energy Kids educational pages regarding coal, oil (petroleum), and biomass, as well as some less significant modifications to content on other pages.**

### **Description**

There were several changes to the EIA's Energy Kids educational pages on the effects of coal and oil on the environment, as well as changes to the pages on hydrogen, energy saving, and electricity. Some content was completely removed, while other content was slightly reworded or moved. The most significant changes are removals of links to information about greenhouse gases and removal of sentences describing the environmental impact of non-renewable energy sources. There were also several minor changes to pages on hydrogen and electricity that do not significantly alter content, and these pages are included for completeness.

The most notable changes to this site are summarized here:

1. A pattern of changes in wording, across three EIA Kids pages, from using the word "impact" to the word "effect" when describing the relationship between non-renewable energy sources and the environment:
  - a. From screenshot 1.1, on the EIA's "Energy Kids - Coal" page
  - b. From screenshot 2.1, on the EIA's "Energy Kids - Oil (Petroleum)" page
  - c. From screenshot 3.1, on the EIA's "Energy Kids - Biomass" page
2. On the EIA's "Energy Kids - Coal" page (1), the removal of sentences and links describing the relationship between non-renewable energy sources and the environment, such as "In the United States, most of the coal consumed is used as a fuel to generate electricity. Burning coal produces emissions that adversely affect the environment and human health." (screenshot 1.2).

3. On screenshot 1.2, on the “Energy Kids - Coal” page, the removal of a graph depicting the relationship between US energy production, coal uses, and greenhouse gas emissions.
4. On the “Energy Kids - Oil (Petroleum)” page (2), language changed about hydraulic fracturing from “there are environmental concerns” to “has some effects on the environment”.
5. On the “Energy Kids - Biomass” page (3), removal of two sentences highlighting the effects of burning wood and municipal solid waste (MSW) on air pollution, but with the addition of clause about the effect of burning garbage.
6. On the “Energy Kids- Biomass” page (3), sentence change from “... chemicals and metals that would contaminate groundwater” to “... chemicals and metals that could contaminate groundwater” (emphasis added).



## Screenshot 1.2

(1.2a) Removal of sentences “In the United States, most of the coal consumed is used as a fuel to generate electricity. Burning coal produces emissions that adversely affect the environment and human health.”

(1.2b) Removal of graph showing major energy sources for US electricity generation and resulting carbon dioxide emissions

**Underground mines have a lot of air inside on the inside compared to surface mines. The biggest threat to underground mining is the methane gas that must be vented out of mines to make them safe to work. Methane is a strong greenhouse gas. In 2012, methane emissions from underground mining accounted for about 2% of total U.S. methane emissions and 1% of total U.S. greenhouse gas emissions (based on global warming potential). Some mines capture and use or sell the methane extracted from mines. This is called methane gas recovery.**

**The great about mine tunnels can also collapse, and some water can drain from abandoned underground mines.**

**Emissions from burning coal**  
In the United States, most of the coal consumed is used as a fuel to generate electricity. Burning coal produces emissions that adversely affect the environment and human health.

**Major pathways for U.S. electricity generation, 2014**

Source	Percentage
Natural gas	35%
Coal	31%
Nuclear	21%
Renewables	13%

**There are several principal emissions resulting from coal combustion:**

- Sulfur dioxide (SO<sub>2</sub>), which contributes to acid rain and respiratory diseases
- Nitrogen oxides (NO<sub>x</sub>), which contribute to smog and respiratory diseases
- Particulates, which contribute to smog, haze, and respiratory diseases and lung disease
- Carbon dioxide (CO<sub>2</sub>), which is the primary greenhouse gas resulting from the burning of fossil fuels (coal, oil, and natural gas)
- Mercury and other heavy metals, which have been linked to both neurological and developmental damage in humans and other animals
- Fly ash and bottom ash, which are released when coal is burned at power plants. The ash is not released into the air through the smokestack, but does have some of the most emissions of fly ash be captured by pollution control devices. In the United States, fly ash is generally stored near power plants or placed in landfills. Pollution leaching from ash storage and landfills into groundwater and the rupture of several large impoundments of ash are environmental concerns.

**Reducing the environmental effects of coal use**  
The Clean Air Act and the Clean Water Act require industries to reduce pollutants released into the air and water.

Industry has found several ways to reduce sulfur, NO<sub>x</sub>, and other impurities from coal. Industry has also found more effective ways of cleaning coal after it is mined, and coal consumers have shifted toward greater use of low sulfur coal.

Power plants use flue gas desulfurization equipment, also known as scrubbers, to clean sulfur from the smoke before it leaves their smokestacks. In addition, industry and the U.S. government have experimented to develop technologies that can remove impurities from coal or that can make coal more energy efficient so less needs to be burned.

Equipment installed mainly to reduce SO<sub>2</sub>, NO<sub>x</sub>, and particulate matter can also be used to reduce mercury emissions from some types of coal. Scrubbers are also working on new ways to reduce mercury emissions from coal-burning power plants.

Research is underway to address emissions of carbon dioxide from coal combustion. Carbon capture separates CO<sub>2</sub> from emissions streams and recovers it as a concentrated stream. The CO<sub>2</sub> can then be stored underground or used in a concentrated stream, where it will remain permanently.

Plasma and recycling can also reduce environmental impacts. Land that was previously used for coal mining can be reclaimed and used for sports, wildlife, and golf courses. Waste products captured by scrubbers can be used to produce products like cement and synthetic gypsum for wallboard.

## Screenshot 1.3

(1.3a) Continued change from the word “impact” to “effect”

**Underground mines have a lot of air inside on the inside compared to surface mines. The biggest threat to underground mining is the methane gas that must be vented out of mines to make them safe to work. Methane is a strong greenhouse gas. In 2012, methane emissions from underground mining accounted for about 2% of total U.S. methane emissions and 1% of total U.S. greenhouse gas emissions (based on global warming potential). Some mines capture and use or sell the methane extracted from mines. This is called methane gas recovery.**

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## Internet Archive Page 1 Status:

Previous version of page captured on January 24, 2017:

<https://web.archive.org/web/20170124131915/https://www.eia.gov/kids/energy.cfm?page=coal-home-basics>

## Page 2: EIA Energy Kids - Oil (Petroleum)

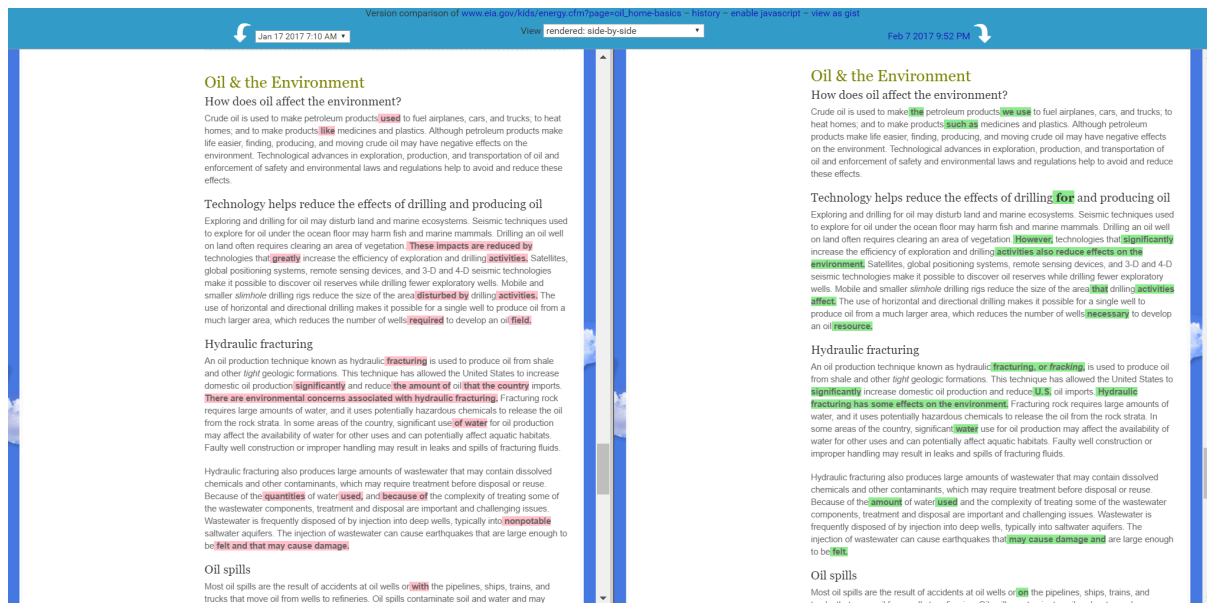
- URL: [http://www.eia.gov/kids/energy.cfm?page=oil\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=oil_home-basics)
- Side-by-side View: 1/17/2017 to 2/7/2017 21:52

### Screenshot 2.1

(2.1a) Change from “impact” to “effect” in the sentence “... impacts are reduced by technologies ...”, replaced with “... technologies ... also reduce effects ...”

(2.1b) Language changed about hydraulic fracturing from “there are environmental concerns” to “has some effects on the environment”

(2.1c) Phrase change from “required to develop an oil field” to “necessary to develop an oil resource”



### Screenshot 2.2

(2.2a) Regarding old oil rigs, phrase “it is often covered with barnacles, coral, sponges, clams, and other sea creatures” replaced with “barnacles, coral, sponges, clams, and other sea creatures cover the rig”

Version comparison of [www.eia.gov/kids/energy.cfm?page=oil\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=oil_home-basics) - history - enable javascript - view as gist

Jan 17 2017 7:10 AM View rendered: side-by-side Feb 7 2017 8:52 PM

### Oil spills

Most oil spills are the result of accidents at oil wells or with the pipelines, ships, trains, and trucks that move oil from wells to refineries. Oil spills contaminate soil and water and may cause devastating explosions and fires. The federal government and industry are involved in developing standards and regulations to reduce the potential for accidents and spills along with effective responses to clean up spills when they occur.


After the Exxon Valdez oil spill in Prince William Sound, Alaska, in 1989, the U.S. Congress passed the Oil Pollution Act of 1990, which required all new oil tankers built for use between U.S. ports to have a full double hull. This act led the International Maritime Organization to also establish double-hull standards for new oil tankers in 1992 in the International Convention for the Prevention of Pollution from Ships (MARPOL). The amount of oil spilled from ships dropped significantly during the 1990s partly because of these double-hull standards.

The Deep Horizon drilling rig explosion and oil spill in the Gulf of Mexico in 2010 prompted the U.S. government and the oil industry to review drilling technologies, procedures, and regulations to reduce the potential for similar accidents to occur. The U.S. government also replaced the Minerals Management Service (MMS), which administered offshore oil and natural gas leases, with the Bureau of Ocean Energy Management (BOEM) and the Bureau of Safety and Environmental Enforcement (BSEE) to provide more effective oversight and enforcement of environmental regulations related to offshore energy development.

In response to several major accidents involving trains carrying crude oil, the U.S. Department of Transportation has proposed new standards for railroad tank cars, braking controls, and speed restrictions to reduce the potential for railroad accidents and oil spills.

### Restoring old well sites and creating artificial reefs

Oil wells are plugged when they become uneconomic, and the area around the well may be restored. Some old offshore oil rigs are tipped over and left on the sea floor in a Rigs-to-Reefs program. Within a year after a rig is toppled, it is often covered with barnacles, coral, sponges, clams, and other sea creatures. These artificial reefs attract fish and other marine life, and they have increased fish populations and recreational diving opportunities.



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## Internet Archive Page 2 Status:

Previous version of page captured on January 18, 2017:

[http://web.archive.org/web/20170118101309/http://www.eia.gov/kids/energy.cfm?page=oil\\_home-basics](http://web.archive.org/web/20170118101309/http://www.eia.gov/kids/energy.cfm?page=oil_home-basics)

### Page 3: EIA Energy Kids - Biomass

- URL: [http://www.eia.gov/kids/energy.cfm?page=biomass\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=biomass_home-basics)
- Side-by-side View: 1/17/2017 to 2/8/2017 2:54am

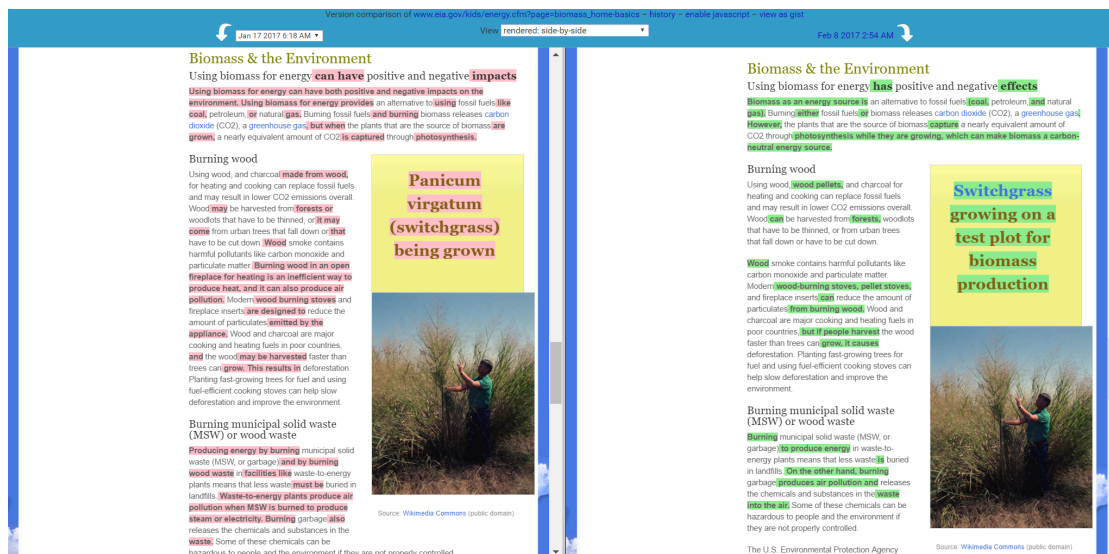
#### Screenshot 3.1

(3.1a) Wording change from “impacts” to “effects”

(3.1b) Removed sentence “Using biomass for energy can have both positive and negative impacts on the environment”, however the same words are present in the section subheader on the previous line.

(3.1c) Removed sentence “Burning wood in an open fireplace for heating is an inefficient way to produce heat, and it can also produce air pollution”

(3.1d) Removed sentence “Waste-to-energy plants produce air pollution when MSW is burned to produce steam or electricity,” but added the clause that burning garbage produces air pollution.



## Screenshot 3.2

(3.2a) Minor word and sentence structure changes that do not significantly alter content

Version comparison of [www.eia.gov/energy.cfm?page=bioenergy\\_home\\_basics](http://www.eia.gov/energy.cfm?page=bioenergy_home_basics) - history - enable javascript - view as grid

Jan 17 2017 6:18 AM View rendered: side-by-side Feb 8 2017 2:54 AM

**Burning municipal solid waste (MSW) or wood waste**

**Producing energy by burning** municipal solid waste (MSW, or garbage) **and by burning wood waste in facilities like** waste-to-energy plants means that less waste **will be** buried in landfills. **Waste-to-energy plants produce air pollution when MSW is burned to produce steam or electricity.** Burning garbage **also** releases the chemicals and substances in the **waste**. Some of these chemicals can be hazardous to people and the environment if they are not properly controlled.

The U.S. Environmental Protection Agency (EPA) applies strict environmental rules to waste-to-energy plants, and it requires that waste-to-energy plants use air pollution control **devices**, such as scrubbers, fabric filters, and electrostatic precipitators to capture air pollutants.

Scrubbers clean emissions from **these** facilities by spraying a liquid into the **chemical gas** to neutralize the acids present in the stream of emissions. Fabric filters and electrostatic precipitators also remove particles from the combustion gases. The particles—called fly ash—are then mixed with the ash that is removed from the bottom of the waste-to-energy plant's furnace.

A waste-to-energy furnace burns at high temperatures (1,800°F to 2,000°F) that **make** complex chemicals **break down** into simpler, less harmful compounds.

**Disposing of ash from waste-to-energy plants**

Ash can contain high concentrations of various metals that were present in the original waste. Textile dyes, printing inks, and ceramics, for example, may contain lead and cadmium.

Separating waste before **combustion** can solve part of the problem. Because batteries are the largest source of lead and cadmium in municipal waste, they should not be included in regular trash. Fluorescent light bulbs should also not be **included** in regular trash because they contain small amounts of mercury.

The EPA tests ash from waste-to-energy plants to make sure that it is not hazardous. The test looks for chemicals and metals that **would** contaminate ground water. **Ash** that is considered safe **is used in municipal solid waste landfills** as a cover **layer. Ash is also used to build roads and** to make cement blocks.

**Collecting landfill gas or biogas**

**Biogas is composed mainly of methane and CO2 that** forms as a result of biological processes in sewage treatment plants, waste landfills, and livestock manure management systems. Many facilities that produce biogas **also** capture and burn the **biogas** for heat or to generate electricity. This electricity is considered **renewable** and **is used in many states to meet state renewable portfolio standards (RPS).** This electricity may replace electricity **produced by burning fossil fuels and** result in a net reduction in CO2 emissions.

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The EPA tests ash from waste-to-energy plants to make sure that it is not hazardous. The test looks for chemicals and metals that **would** contaminate ground water. **MSW landfills use ash** that is considered safe as a cover **layer for their landfills, or they add it to concrete** to make cement blocks.

**Collecting landfill gas or biogas**

**Biogas** forms as a result of biological processes in sewage treatment plants, waste landfills, and livestock manure management systems. **Biogas is composed mainly of methane (a greenhouse gas) and CO2.** Many facilities that produce biogas **capture and** burn the **methane** for heat or to generate electricity. This electricity is considered **renewable** and in many **states, contribute** to **meeting** state renewable portfolio standards (RPS). This electricity may replace electricity **generated from** fossil fuels **and** result in a net reduction in CO2 emissions. **Burning methane produces CO2, but because methane is a stronger greenhouse gas than CO2, the overall greenhouse effect is lower.**

## Screenshot 3.3

(3.3a) Changed sentence from "... chemicals and metals that would contaminate groundwater" to "... chemicals and metals that could contaminate groundwater."

(3.3b) Added sentence "Burning methane produces CO2, but because methane is a stronger greenhouse gas than CO2, the overall greenhouse effect is lower."

(3.3c) Removed sentence "Ethanol and biodiesel were the fuels used in the first automobile and diesel engines, but lower-cost gasoline and diesel fuel made from crude oil became the dominant vehicle fuels."

Version comparison of [www.eia.gov/energy.cfm?page=bioenergy\\_home\\_basics](http://www.eia.gov/energy.cfm?page=bioenergy_home_basics) - history - enable javascript - view as grid

Jan 17 2017 6:18 AM View rendered: side-by-side Feb 8 2017 2:54 AM

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**Liquid biofuels: ethanol and biodiesel**

**Ethanol and biodiesel were the fuels used in the first automobile and diesel engines, but lower-cost gasoline and diesel fuel made from crude oil became the dominant vehicle fuels.** The federal government **has promoted** ethanol use **in vehicles** to help reduce oil imports **since the mid-1970s.** In 2007, the government set a target to use 36 billion gallons of biofuels by 2022. As a result, nearly all gasoline now sold in the United States contains some ethanol.

Biofuels may be **considered** carbon-neutral because the plants that are used to make biofuels (such as corn and sugarcane for **ethanol**, and soy beans and palm oil trees for biodiesel) absorb CO2 as they grow and may offset the CO2 **produced** when biofuels **are made** and burned.

Growing plants for biofuels is controversial because the land, fertilizers, and energy **used to grow** biofuel crops could be used to grow food crops instead. **Also, in** some parts of the world, large areas of natural vegetation and forests have been cut down to grow sugar cane for ethanol and soybeans and **palm oil** trees **to make** biodiesel. The U.S. government supports efforts to develop alternative sources of biomass that do not compete with food crops and that use less fertilizer and pesticides than corn and sugar cane. The U.S. government also supports methods to produce ethanol that require less energy than conventional fermentation. Ethanol can also be made from waste paper, and biodiesel can be made from waste **grease, oils, and** even algae.

Ethanol and **gasoline blended with ethanol** burn cleaner and have higher octane ratings than pure gasoline, but they have higher evaporative emissions from fuel tanks and dispensing equipment. These evaporative emissions contribute to the formation of harmful, ground-level ozone and smog. Gasoline requires extra processing to reduce evaporative emissions before it is blended with ethanol. Biodiesel combustion produces fewer sulfur oxides, less particulate matter, less carbon monoxide, and fewer unburned and other hydrocarbons, but it does produce more nitrogen oxide than petroleum diesel.

The EPA tests ash from waste-to-energy plants to make sure that it is not hazardous. The test looks for chemicals and metals that **could** contaminate ground water. **MSW landfills use ash** that is considered safe as a cover **layer for their landfills, or they add it to concrete** to make cement blocks.

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## Internet Archive Page 3 Status:

Previous version of page captured on January 24, 2017:



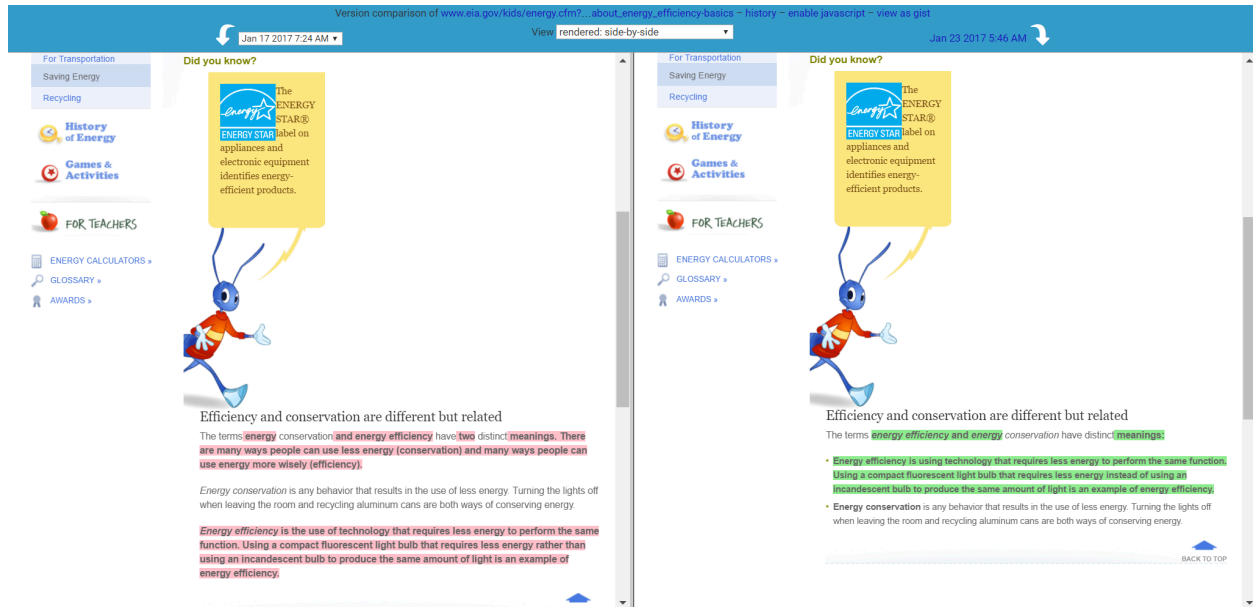
[http://web.archive.org/web/20170124132144/https://www.eia.gov/kids/energy.cfm?page=biomass\\_home-basics](http://web.archive.org/web/20170124132144/https://www.eia.gov/kids/energy.cfm?page=biomass_home-basics)

## Page 4: EIA Energy Kids - Saving Energy

- URL: [http://www.eia.gov/kids/energy.cfm?page=about\\_energy\\_efficiency-basics](http://www.eia.gov/kids/energy.cfm?page=about_energy_efficiency-basics)
- Side-by-side View: 1/17/2017 to 1/23/2017

### Screenshot 4.1

(4.1a) Removal of sentence using “energy efficiency” and “energy conservation” in context.



### Internet Archive Page 4 Status:

Previous version of page captured on April 20, 2016:

[https://web.archive.org/web/20160420004122/http://www.eia.gov/KIDS/energy.cfm?page=about\\_energy\\_efficiency-basics](https://web.archive.org/web/20160420004122/http://www.eia.gov/KIDS/energy.cfm?page=about_energy_efficiency-basics)

## Page 5: EIA Energy Kids - Hydrogen

- URL: [http://www.eia.gov/kids/energy.cfm?page=hydrogen\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=hydrogen_home-basics)
- Side-by-side View: 1/17/2017 to 1/23/2017

### Screenshot 5.1

(5.1a) Expanded sentence to explain that “A fuel cell is two to three times more efficient than an internal combustion engine running on gasoline.”

Version comparison of [www.eia.gov/kids/energy.cfm?page=hydrogen\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=hydrogen_home-basics) - history - enable javascript - view as grid

Jan 17 2017 7:31 AM View rendered: side-by-side Jan 23 2017 4:36 AM

### Use of hydrogen

Nearly all of the hydrogen consumed in the United States is used by industry for refining petroleum, treating metals, producing fertilizer, and processing foods.

### Rocket fuel is the main use of hydrogen for energy

The National Aeronautics and Space Administration (NASA) is the largest user of hydrogen as a fuel. NASA began using liquid hydrogen in the 1950s as a rocket fuel, and NASA was one of the first to use fuel cells to power the electrical systems on space craft.

### Hydrogen fuel cells produce electricity

Hydrogen fuel cells produce electricity by combining hydrogen and oxygen atoms. This combination results in an electrical current. **Hydrogen fuel cells are efficient.**


There are many different types of fuel cells that can be used for a wide range of applications. Small fuel cells have been developed to power laptop computers, cell phones, and military applications. Large fuel cells can provide electricity for emergency power in buildings and in remote areas that do not have power lines. Hydrogen use in vehicles is a major focus of fuel cell research and development.

### Hydrogen use in vehicles

The interest in hydrogen as an alternative transportation fuel is based on hydrogen's ability to power fuel cells in zero-emission electric vehicles. Its potential for domestic production, and the fuel cell vehicle's potential for high efficiency.

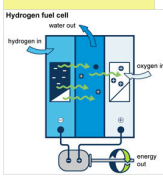
There are about 500 hydrogen-fueled vehicles in use in the United States. Most hydrogen-fueled vehicles are buses and automobiles.

### A NASA space rocket



Source: NASA/Visual (public domain)

### Hydrogen fuel cell



Source: Adapted from the National Energy Education Project (public domain)

### Hydrogen fuel cell

### Use of hydrogen

Nearly all of the hydrogen consumed in the United States is used by industry for refining petroleum, treating metals, producing fertilizer, and processing foods.

### Rocket fuel is the main use of hydrogen for energy

The National Aeronautics and Space Administration (NASA) is the largest user of hydrogen as a fuel. NASA began using liquid hydrogen in the 1950s as a rocket fuel, and NASA was one of the first to use fuel cells to power the electrical systems on space craft.

### Hydrogen fuel cells produce electricity

Hydrogen fuel cells produce electricity by combining hydrogen and oxygen atoms. This combination results in an electrical current. **A fuel cell is two to three times more efficient than an internal combustion engine running on gasoline.**

Many different types of fuel cells are available for a wide range of applications. Small fuel cells power laptop computers, cell phones, and military applications. Large fuel cells can provide electricity for emergency power in buildings and in remote areas that do not have power lines. Hydrogen use in vehicles is a major focus of fuel cell research and development.

### Hydrogen use in vehicles

The interest in hydrogen as an alternative transportation fuel is based on hydrogen's ability to power fuel cells in zero-emission electric vehicles. Its potential for domestic production, and the fuel cell vehicle's potential for high efficiency.

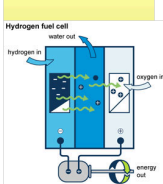
In the United States, about 500 hydrogen-fueled vehicles are in use, and about 300 of those are in California. Most hydrogen-fueled vehicles are automobiles and buses that have an electric motor powered by a fuel cell. A few of these vehicles burn hydrogen directly. The high cost of fuel cells and the limited availability of hydrogen refueling stations have limited the number of hydrogen-fueled vehicles.

### A NASA space rocket



Source: NASA/Visual (public domain)

### Hydrogen fuel cell



Source: Adapted from the National Energy Education Project (public domain)

### Hydrogen fuel cell

### Screenshot 5.2

(5.2a) Minor word and sentence structure changes that do not significantly alter content

Version comparison of [www.eia.gov/kids/energy.cfm?page=hydrogen\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=hydrogen_home-basics) - history - enable javascript - view as grid

Jan 17 2017 7:31 AM View rendered: side-by-side Jan 23 2017 4:36 AM

### Hydrogen use in vehicles

The interest in hydrogen as an alternative transportation fuel is based on hydrogen's ability to power fuel cells in zero-emission electric vehicles. Its potential for domestic production, and the fuel cell vehicle's potential for high efficiency.

There are about 500 hydrogen-fueled vehicles in use in the United States. Most hydrogen-fueled vehicles are buses and automobiles with an electric motor powered by a fuel cell. A few of these vehicles burn hydrogen directly. The high cost of fuel cells and the limited availability of hydrogen have limited the number of hydrogen-fueled vehicles.

### The refueling challenge

There are about 40 hydrogen refueling stations for vehicles in the United States. About 12 are available for public use, nearly all of which are located in California. Production of hydrogen cars is limited because people won't buy hydrogen cars if there are no refueling stations, and companies won't build refueling stations if there are no cars and no customers. In May 2014, the California Energy Commission started a \$46.6 million program to help fund the development of 28 publicly accessible hydrogen refueling stations in California to promote a consumer market for zero-emission fuel cell vehicles.

### Hydrogen fuel cell hybrid vehicle



Source: Wikimedia Commons

### Hydrogen use in vehicles

The interest in hydrogen as an alternative transportation fuel is based on hydrogen's ability to power fuel cells in zero-emission electric vehicles. Its potential for domestic production, and the fuel cell vehicle's potential for high efficiency.

In the United States, about 500 hydrogen-fueled vehicles are in use, and about 300 of those are in California. Most hydrogen-fueled vehicles are automobiles and buses that have an electric motor powered by a fuel cell. A few of these vehicles burn hydrogen directly. The high cost of fuel cells and the limited availability of hydrogen refueling stations have limited the number of hydrogen-fueled vehicles.

### The refueling challenge

Production of hydrogen cars is limited because people won't buy hydrogen cars if refueling stations are not easily accessible, and companies won't build refueling stations if they don't have customers with hydrogen-fueled vehicles in the United States. About 25 hydrogen refueling stations for vehicles are operating. About 30 of these stations are available for public use, nearly all of which are located in California. The California Energy Commission has a program to help fund the development of publicly accessible hydrogen refueling stations throughout California to promote a consumer market for zero-emission fuel cell vehicles.

### Hydrogen fuel cell hybrid vehicle



Source: Wikimedia Commons

**Internet Archive Page 5 Status:** Previous version of page captured on April 20, 2016:

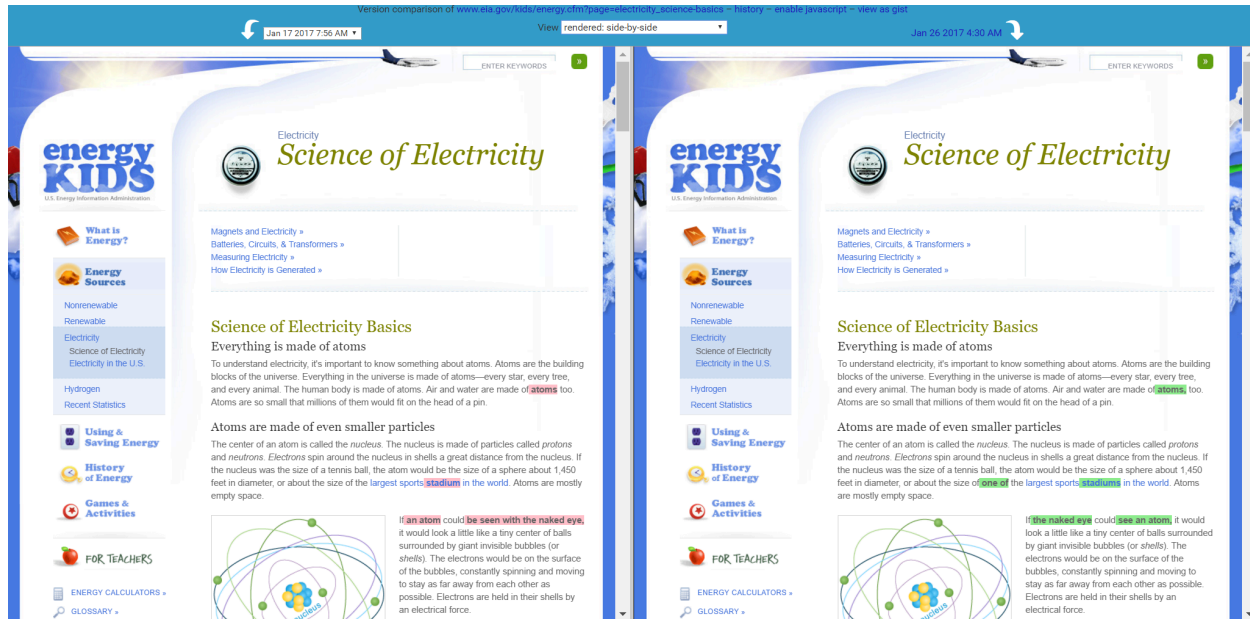
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## Page 6: EIA Energy Kids - Science of Electricity

- URL: [http://www.eia.gov/kids/energy.cfm?page=electricity\\_science-basics](http://www.eia.gov/kids/energy.cfm?page=electricity_science-basics)
- Side-by-side View: 1/17/2017 to 1/26/2017

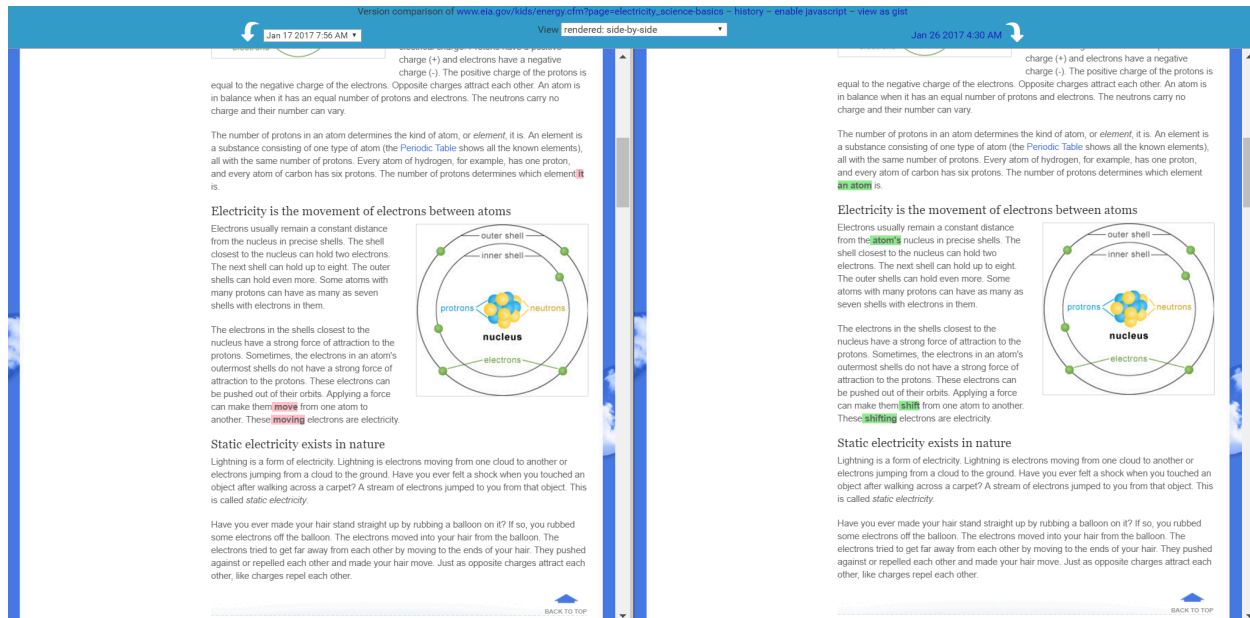
### Screenshot 6.1

(6.1a) Minor word and sentence structure changes that do not significantly alter content



### Screenshot 6.2

(6.2a) Minor word and sentence structure changes that do not significantly alter content



**Internet Archive Page 6 Status:** Previous version of page captured on April 20, 2016:

[http://web.archive.org/web/20170121154019/http://www.eia.gov/kids/energy.cfm?page=electricity\\_science-basics](http://web.archive.org/web/20170121154019/http://www.eia.gov/kids/energy.cfm?page=electricity_science-basics)