

FLCHE-TPS Lesson 8 Kindergarten

Deepwater Disaster

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> <ol style="list-style-type: none">1. Environmental disasters are important historical events.2. Maps and photographs can tell stories about historical events.	
<u>Essential Questions:</u> <ol style="list-style-type: none">1. How can maps and photographs tell a story about a famous historical event?2. How can we use information from the past to protect our environment for the future?	
<u>Vocabulary/Targeted Skills:</u> <p>primary source, secondary source, map, photograph, oil, gas, rig, Gulf of Mexico, coast, Florida, Louisiana, Mississippi, Alabama, sea life, oil spill, pollution, Deepwater Horizon, north, south, east, west, land, water, geography</p>	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> <p>Students will narrate and/or write a story recounting the events of the Deepwater Horizon oil spill using geographic and environmental terms.</p>	
<u>Lesson:</u> Deepwater Disaster	<u>Time:</u> Two 25-30 minute sessions (50-60 minutes in total)
<u>Standard(s):</u> <p><u>Social Studies Standards:</u></p> <ul style="list-style-type: none">● SS.K.C.2.3 Describe fair ways for groups to make decisions.● SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.● SS.K.G.1.3 Identify cardinal directions (north, south, east, west). <p><u>Language Arts Standards:</u></p> <ul style="list-style-type: none">● LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.● LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).● LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	
<u>Content Purpose:</u>	

Students will use visual evidence to understand how and where an environmental disaster occurred in 2010.

Assessment/Evaluation (for this lesson):

Students will use maps and photographs in a class discussion and will write about the events of the oil spill disaster in the Gulf of Mexico in 2010.

Reading Materials/Primary Source links:

Secondary source: Brainpop video *Gas and Oil*

<https://www.brainpop.com/science/energy/gasandoil/>

Secondary source: *Where do we get oil from?*

<https://www.youtube.com/watch?v=xZ1HIBIIJU0>

Primary source: *Deepwater Horizon incident, Gulf of Mexico, 2010*

<https://www.loc.gov/resource/g3862c.cp000011/?r=0.064,0.18,1.111,0.974,0>

Secondary source with primary source images (historical context)

<https://www.britannica.com/event/Deepwater-Horizon-oil-spill/media/1/1698988/155690>

Suggested Procedures:

1. Determine the level of awareness and comfort your students may have/not have regarding environmental disasters. Some students may be well aware of pollution, recycling, and how legislation is used to protect places and animals. Others may need greater context as to why we have laws and people to protect our environment. Tell students that today they are going to tell a story about an event that happened about 10 years ago around Florida. This event was very bad and caused a lot of damage to people and places. However, because of the severity of the event, people today are trying to be sure the extent of the damage caused never happens again.
2. To provide context without giving away the historical plot, use the Brainpop video *Gas and Oil* (<https://www.brainpop.com/science/energy/gasandoil/>) or a similar video, *Where do we get oil from?* (<https://www.youtube.com/watch?v=xZ1HIBIIJU0>). Most students will be familiar with going to the gas station, but not realize where oil (in which gas is a byproduct) comes from. Tell students that today their story will include an event involving removing oil from the earth so humans can use this for fuel, such as in their cars.
3. Prepare either hard or digital copies of each of the Deepwater Horizon maps: Secondary source-<https://www.britannica.com/event/Deepwater-Horizon-oil-spill/media/1/1698988/155690>, and Primary source <https://www.loc.gov/resource/g3862c.cp000011/?r=-0.083,-0.043,1.205,0.741,0>. Allow students time to analyze what features they may see. Invite students to identify both water and land features. *Point out where Florida and their school/home is located along with the Gulf of Mexico.* Students may not realize at first that these maps show the same location. The secondary source is a drawing of the location, while the primary source is a satellite image (photograph) of the location.
4. Show them where the environmental disaster first occurred on both maps (*red oil rig labeled accordingly*). *Ask students to describe where this is located (water, Gulf of*

Mexico), followed by cardinal directions such as to the west of Sarasota, Florida, but south of the panhandle of Florida, etc.

5. Per your discretion, show students images from the Britannica website referenced above. Begin with this image: <https://www.britannica.com/event/Deepwater-Horizon-oil-spill/media/1/1698988/145108>, asking students what they think happened. What is in the water? How did it get there? Why is it on fire? Where will it go?
6. Refer back to either of the previous maps. Continue the conversation (with your discretion), with other images of your choice. You can either decide to have students predict what will happen, or have them tell (or narrate) what they see based on the photographs. Have students write or narrate two-three sentences about the Deepwater Horizon event. Encourage students to use *geographic terms and directions, as well as the environmental impact*.
7. Close the lesson by asking students what they think is a fair punishment to the oil company OR a new law that should be passed (or enforced) to ensure something like this doesn't happen again. Using the context on the Britannica site, share with students that heavy fines were required from the oil company to pay people back what they had lost and that the U.S. government reviewed safety requirements for oil rigs, especially in the Gulf of Mexico. Was this a fair decision for those involved? Why or why not?

Extensions:

1. Explore the economic effects of the oil spill by having students discuss ways that people living along the Gulf Coast rely on clean water. Have students illustrate ways in which people interact with the Gulf of Mexico (such as tourism, boating, eating fresh seafood, working on the water, etc.)
2. Visit the Smithsonian website for further information about the Deepwater Horizon at <https://ocean.si.edu/conservation/pollution/gulf-oil-spill>. Encourage students to continue asking questions and navigate the website to reveal answers to their questions. What questions do they still have that may not yet be answered? Record these questions for future discussions