

The Oil Embargo: What, When, Why, and How did it Impact Local Schools?
2009 Fellowship, Champaign County Archives
Jacob Bretz

Lesson 1:

This first lesson involves examination of primary source images from the *Washington Post* and completion of a graphic organizer and a reflection paper about how life would be different without oil.

Teacher Prep

- Access the following website, <http://www.washingtonpost.com/wp-dyn/content/article/2008/07/27/AR2008072701641.html>, and launch the photo gallery
 - Print off each image in chronological order and make picture packets
- Access the following website, http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf, and print off the Photo Analysis Worksheet
- Access the following website, <http://www.usd116.org/ProfDev/AHTC/lessons/Klebbe06/ABCBrainstorm.pdf>, and print off the ABC Brainstorming Worksheet
- Make copies of the following article...
 - No Gas Signs Spread in Community. *Urbana Courier*, July 31, 1973.

Classroom Activities

- Divide the class into groups of 3-4 students depending on the size of the class
- Pass out a Photo Analysis Worksheet to each student and at least two Picture Packets to each group
- In their groups students should complete the Photo Analysis Worksheet using the images in the picture packet
 - While the Photo Analysis Worksheet is designed to be completed using one picture, students should complete the worksheet in regards to the pictures as a whole. I would tell students to dedicate each line in Step 1 Part B to one individual image but to answer the other questions in relation to all photographs
- After student groups have completed the Photo Analysis Worksheet come back together as a class and discuss student answers
- After class discussion project the photo gallery using an LCD projector so students can see the descriptions of each image so they know exactly what each picture is about
- Pass out the following article, read it as a class, and discuss how gas shortages happened in Urbana-Champaign as well
 - No Gas Signs Spread in Community. *Urbana Courier*, July 31, 1973
- After all pictures used for the previous activity have been clarified inform students that they will be learning about the OPEC oil crisis of 1973-74 and its impact on American life.
- Pass out the ABC Brainstorming Worksheet and have students fill it out addressing the following question, “How would life in America change if there was no more oil”?

- After students have completed the ABC Brainstorming Worksheet discuss student responses as a class
- Students can fill in blank spaces they were unable to think of from their classmate's responses
 - Students should fill in at minimum 2/3 of the worksheet on their own
- After class discussion and all students have completed their ABC Brainstorming Worksheet students should choose 3 responses they think are most important/have the biggest impact and write a five paragraph paper addressing why they believe this to be so.