

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

Lesson 3:

This lesson involves examination of primary sources, completion of graphic organizers, and a writing exercise regarding the action taken at the federal, state, and local levels in response to the OPEC oil embargo.

Teacher Prep

- Make copies of and familiarize yourself with the following speech and articles....
 - Richard Nixon Energy Speech (11-25-73) found at following website, http://www.nixonlibrary.gov/forkids/speechesforkids/energypolicy/energycrisisspeech_transcript.pdf
 - Fuel Cutback Ordered Locally. *Urbana Courier*, November 8, 1973.
 - Governor Orders Energy Saving Measures. *Urbana Courier*, November 8, 1973.
 - It's Lights Out for Sports Buffs Who Play in Cold. *Urbana Courier*, November 8, 1973.
 - Nixon Tells Nation Cool It, Slow Down. *Urbana Courier*, November 8, 1973.
 - Cook Heads State Effort to Combat Fuel Shortage. *Urbana Courier*, November 10, 1973.
 - President May Ban Sunday Gas Sales. *Urbana Courier*, November 25, 1973.
 - It's Official, Daylight Savings Time Starts Jan. 6. *Urbana Courier*, December 16, 1973.
 - 10 Gallon Limit Asked For Cars. *Urbana Courier*, December 20, 1973.
 - (Not every article listed above is required to complete the activity, pick and choose the ones you want although I would highly recommend using the Richard Nixon Energy Speech)
- Copy of Venn Diagram available at the following website, http://www.teachervision.fen.com/tv/printables/scottforesman/Math_2_TTM_13.pdf

Classroom Activities:

- Place students in partners and pass out the Venn Diagram and any combination of articles from above that you have chosen
- Students should dedicate one circle each on the Venn Diagram to the federal, state, and local governments
- Students should read through the articles and fill in the Venn Diagram looking for similarities and differences in the ways each entity dealt with the oil embargo
- When students are finished come back together as a class and go over the Venn Diagrams
- Then as a class look at each proposed reform and evaluate which reforms would be most beneficial and do the best job in helping deal with the fuel shortage
- Students should then choose 2 proposed reforms outlined in the speech and articles they read and write a page reflection paper about why they think the reforms they chose will be most effective