

Lesson 3-1: Engagement Question

Time	Engaging the Student (entry Task)	Developing the Ideas--Lesson			Checking for Understanding (exit ticket)
		Student Handout	Teacher/Lecture Notes	Materials	
~30 minutes	<p>1. Break students into teams of 3 or 4. We recommend that you decide between random or assigned teams. You may want to put students into teams that balance their skills, interests, and abilities to work together, therefore encouraging positive team dynamics.</p> <p>2. Pose to teams the Engagement question: "Was using dispersants the most responsible decision taken by BP after the oil spill?" Allow students to discuss in teams and then report their team consensus back to the entire class. An effective engagement question is an</p>	<p>Other cleanup methods worksheet</p>	<p>After completion of the Inception step, break students into teams. We recommend that you decide between random or assigned teams.</p> <ul style="list-style-type: none"> Based on what you know about your students you may want to put students into teams that balance their skills, interests, and abilities to work together, therefore encouraging positive team dynamics. <p>Pose to teams the Engagement question: "Was using dispersants the most responsible decision taken by BP after the oil spill?" Allow students to discuss in teams and then report their team consensus back to the entire class. Hopefully this discussion will spark questions like:</p> <ul style="list-style-type: none"> What was the dispersant? How does it work? What are recorded health effects? 	<p>Students' journals</p>	<p><i>Journal check-in</i> Spend a few minutes answering reflection questions in journals. "What did you learn today? Who do oil spills impact?"</p> <p>Have them research 5 bullets on other cleanup methods for oil spills for homework.</p>

	<p>open-ended either/or question that stimulates further discussion and questions about the topic.</p>		<ul style="list-style-type: none"> ● Who does the dispersant affect? Humans, animals, plants? Where? ● How does it alone affect animals? ● What chemicals are given off in the reaction of the dispersant with oil? What is the chemical reaction going on there? What is created? ● What other options could have been used? ● What are the benefits and negative impacts of the other options? <p>Discuss and write their thoughts about the engagement question on the board.</p> <p>Ask students if they know about any other methods for cleaning up oil spills (this is an intro to the homework)</p> <ul style="list-style-type: none"> ● Think of all kinds of cleanup: oil in the water, on land, on animals, etc. <p><i>For homework:</i> research 5 bullets on other cleanup methods for oil spills</p> <ul style="list-style-type: none"> ● This would be a good time to have a discussion about sources. (This is a time to 		
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			<p>gauge whether your class has enough experience to judge the reliability of sources.)</p> <ul style="list-style-type: none">○ What makes a good source?○ Was the author biased? If so how could you confirm the information given by that source?		
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Other Cleanup Methods Worksheet

Name:

Directions: Research five pieces of evidence on other possible cleanup methods for oil spills. Cite your sources for each piece of information you find. Make sure to use **reputable** sources.

Example: One way to clean up oil spills is with a dispersant that will cause the oil to sink to the bottom of the ocean and prevent the oil from spreading to more sensitive habitats.

Source: <http://www.ceoe.udel.edu/oilspill/cleanup.html>

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