

Disaster in the Gulf

Why should we care? Who's responsible?

On April 20th, 2010 off the coast of Louisiana, British Petroleum's Deepwater Horizon oil drilling rig exploded, killing 11 men working on the platform and creating a massive underwater leak that would not be capped for almost 3 months. While the exact amount of oil spilled is still debated, scientists have stated that this is the worlds largest accidental release of oil into marine waters.

The effects of this spill are not yet fully understood, but what *is* clear is that there has been significant impact to the environment, people, and society at large.

Your Objective:

To take on the persona of a individual involved in the Gulf Oil spill, and use the techniques of Pathos, Logos, and Ethos in a 3-4 minute speech in the role of your character.

You will be either:

- *Giving an assessment of the environmental impact of the Gulf Oil Spill (Why should we care?)*
- *Defending your role in the Gulf Oil Spill (Who's responsible?)*
- *Assigning blame for the disaster and it's clean up (Who's responsible?)*

On the night of Exhibition:

On **JANUARY 27**, you will be performing your speech (MEMORIZED) in the character of your persona. Your responsibility is to persuade the audience of who actually is to blame for the disaster, and what needs to happen to help the situation. The audience will vote for who had the most persuasive speech at the end of the night.

How it all fits together:

You will be doing work in Government, World Literature, Environmental Science, and Advanced Visual Art to lead up to this exhibition. Here is what each class will contribute to the final product.

SUBJECT AREA	WHAT WILL HAPPEN IN CLASS
Government	Learning about government bureaucracy, federal agencies, and emergency response. The majority of the research will be done in this class.
World Literature	Writing your 3-4 minute speeches in this class, developing your use of rhetorical skills (ie. Pathos, Logos, Ethos),
Environmental Science	Learning about the environmental impact of the oil spill, different methodologies of cleaning the environment, and the social, economic, and environmental impact of the oil and cleaning (ie. Dispersants)
Advanced Visual Arts	Making sculptures and art from petroleum based materials (recycled plastics, etc.)

EXHIBITION ROLES

The roles will be grouped around answering the two essential questions:
Why should we care? and Who's to blame?

***WHY SHOULD WE CARE?** These groups of scientists and community members will assess the impact of the spill on the environment and people. They will be concerned with convincing both the public and the government how serious this situation is.

The Scientists

Oceanographer - Discusses the way that oceanic currents would affect the movement of the oil. Stance would be that the most important thing is to break down and disperse the oil so that oceanic current would not affect other ocean systems.

Ecologist / Marine Biologist - Looks at the way the oil and other toxic chemicals would affect the ecosystem of the Gulf. Stance would be the toxic nature of dispersants, and affect in food webs and trophic levels.

The Community

Shrimper: Have had livelihood affected by the spill and the response. Government has restricted shrimping areas, and offered to sign up fishers for clean-up efforts.

Houma Tribal Leader: Gulf Coast indigenous people affected by the spill. See the spill/government response as a human rights violation.

Venice, LA resident: Connected to fishing community. Long time LA Coast resident. Speaking out about harm oil spill has caused to residents of gulf coast.

Lower 9th Ward, New Orleans Resident: Area hit hardest by Hurricane Katrina. Mainly a poor African American Community. Can compare/contrast the Gulf Oil spill/ Hurricane Katrina.

***WHO'S RESPONSIBLE?** These groups will attempt to assign blame/ responsibility for the damage caused by the oil spill. They will look at both the causes of the spill itself, and the government response to the disaster.

Non-Governmental Organizations (NGO's), Activists, and Government Officials:

GreenPeace, USA: Action-oriented activist group (occupying oil rigs, etc.) calling for a move away from fossil fuels.

Public Citizen: Research/policy oriented activist group aiming to raise awareness and hold responsible parties accountable through lobbying and legislative action.

Emergency Committee to Stop Gulf Oil Disaster: Coalition of community members, activists, fishers calling for independent political action, mobilizing people to take on spill and expose role of Government and British Petroleum in disaster.

CorpWatch: Look into holding corporations accountable for risky, environmentally unsound business practices.

Anti-Capitalist Activist: Socialists/Anarchists/Communists who see the spill and inadequate government response as rooted in the nature of capitalist economic system.

Governor of Louisiana, Bobby Jindal: Has spoken out about inadequate government response to oil spill. Potential Republican Presidential candidate 2012.

Congressman Anh Joseph Cao: a Republican from Louisiana who represents a big chunk of New Orleans and Vietnamese fishermen who are having difficulties after the oil spill.

***DEFEND YOURSELF:** These government agencies and officials will attempt to defend their response to the Gulf Oil Spill.

EPA spokesperson- Defending the role of the agency in the clean up efforts and usage of dispersants.

FEMA spokesperson- Defending the role of agency in the response to disaster.

Coast Guard Representative: The Coast Guard was given a leading role by the U.S. Government in coordinating oil spill response.

White House spokesperson: Will focus on overall government response to spill.

U.S. Fish & Wildlife Service: Federal Government agency responsible for contaminant prevention, assessment, and clean-up.

Bureau of Ocean Energy Management, Regulation, and Enforcement (BOEMRE)/Minerals Management Services (MMS): Department of Interior agency responsible for overseeing safe and environmentally responsible development of energy and mineral resources on the Outer Continental Shelf.

British Petroleum Corporate Representative: Will try to show the spill to be a blameless accident and prove that BP took steps to secure safety of drilling.

ROLE ASSIGNMENTS:

3rd Period	4th Period	5th Period
<p>WHY CARE? Oceanographer - Mary Marine Biologist - Elizabeth Marine Biologist - Daniel P. Shrimper - Louie Shrimper - Jocelyn Houma - Rocsy Houma - Manny Venice - Kim Venice - Iggy Lower 9th - Rene</p>	<p>WHY CARE? Oceanographer - Richard * Oceanographer - Min Ecologist - Christian R. Ecologist - Melissa Shrimper - Blake Shrimper - Rhea Lower 9th - Nkosi Lower 9th - Raquel Houma - Gary M.</p>	<p>WHY CARE? Oceanographer - Lee Marine Biologist - Jack Marine Biologist - Fang Ecologist - Josie Shrimper - Lester Shrimper - Darius Houma - Sally Houma - Emily Venice - August Lower 9th - David Lower 9th - ReShaye</p>
<p>WHO'S RESPONSIBLE? GreenPeace - Anna GreenPeace - Sherrel GreenPeace - Troy Emergency Comm.- Cirena Emergency Comm. - Mike Anti-Capitalist - Zoey Anti-Capitalist - Christian D. Public Citizen - Tiana Gov. Jindall - Gabby *</p>	<p>WHO'S RESPONSIBLE? Emergency Comm.- Erika Emergency Comm.- Ben Anti-Capitalist - Sean Anti-Capitalist - Jalen Corp Watch - Itiana Gov. Jindall - Liam * GreenPeace - Jose V. Ann Joseph Cao - Chris. M.</p>	<p>WHO'S RESPONSIBLE? GreenPeace - Sam Governor LA - Daniel R. * CorpWatch - Pablo CorpWatch - Mike R. Anti-Capitalist - Ryan P. Anti-Capitalist - Artemi Public Citizen - Davina Emergency Comm. - Symone <i>Oil Industry Rep - Jack? *</i></p>
<p>DEFEND YOURSELF BOEMRE - Iman BP Rep - John * BP Rep - Shakila * EPA - Devannay Coast Guard - Nick Coast Guard - Chad * White House - Seth * White House - Mike K. * U.S. Fish/Wildlife - Becca</p>	<p>DEFEND YOURSELF Coast Guard - Jose C. U.S. Fish/Wildlife - Celina U.S. Fish/Wildlife - Yair BP Rep - Charles * BP Rep - Alex * White House - Nora * White House - Zac *</p>	<p>DEFEND YOURSELF Coast Guard - Joanna * Coast Guard - Tani White House - Justin * White House - Fletcher * White House - Ashley * U.S. Fish & Wild - Tony BP Rep - Astrea * BP Rep - Ryan F. * EPA Rep - Thor</p>
<p>ABSENT: Iggy</p>	<p>ABSENT:</p>	<p>ABSENT:</p>

**GULF OIL SPILL EXHIBITION
PROJECT BENCHMARKS**

#	Benchmark	Due Date	Completed
1	Role Research <i>To understand perspective</i>		
2	4 Article Analysis <i>To gain depth of understanding</i>		
3	Speech Organizer <i>To organize your thoughts</i>		
4	Speech Draft		
5	Peer Edit <i>To fine tune</i>		
6	Speech Memorized/Practiced <i>To make performance powerful/convincing</i>		
7	Exhibition Performance		

Gulf Oil Disaster Exhibition
Initial Research of Roles

Role: _____

Answering the question: _____

Take initial notes on the organization/agency/persona that you have been assigned

At this point in your research, what do you need to find out about your role? How do you think this person may view the oil spill/response?

Gulf Oil Spill Politics: Federal Response

(*As told by U.S. Government)

About Restore the Gulf

RestoretheGulf.gov is the official federal portal for the Deepwater BP oil spill response and recovery. This site provides the public with information on the response, current operations, news and updates, how to file a claim and obtain other assistance, and links to federal, state and local partners.

Long-Term Gulf Coast Restoration Support Plan

In order to address the long-term environmental, economic, and societal impacts of the Deepwater Horizon-BP oil spill, and weave together local plans and development priorities with state and federal assistance, the President asked [Secretary of the Navy Ray Mabus](#), a former Mississippi governor, to lead the integrated Gulf Coast Reconstruction Effort.

Subsequently, the Secretary spent countless hours in the Gulf, hearing from thousands of local residents, businesses, and elected officials to shape the foundation for his report. The resulting plan balances the needs of the people, the environment, and the economic livelihood of the region. It provides a proposal for a path forward to rebuild and preserve the Gulf's unique ecosystem, to succeed in creating sustained economic development, and to succeed in giving opportunities back to those whose livelihoods have been shattered by the spill.

To begin to implement the plan, the President has asked [EPA Administrator Lisa Jackson](#) to chair the Gulf Coast Ecosystem Restoration Task Force. This advisory body will focus on efforts to create more resilient and healthy Gulf Coast ecosystems, while also encouraging support for economic recovery and long-term health issues.

Federal Partners

The Unified Area Command

A Unified Command has been established to manage response operations to the April 20, 2010 oil spill. A Unified Command links the organizations responding to an incident and provides a forum for those organizations to make consensus decisions. This site is maintained by the Unified Command's Joint Information Center (JIC), which provides the public with reliable, timely information about the response.

Department of Homeland Security (DHS)

Since the moments after the oil rig explosion on the night of April 20, DHS has played a lead role in federal response efforts—deploying the U.S. Coast Guard to search and rescue the 126 people aboard the rig, and quickly leading efforts to establish a command center on the Gulf Coast to address the potential environmental impact of the event and to coordinate with all state and local governments. Secretary Napolitano leads the National Response Team, an organization of 16 federal departments and agencies responsible for coordinating emergency preparedness and response to oil and hazardous substance pollution events.

U.S. Coast Guard

The Coast Guard has played a major role from the very beginning, when it responded to the explosion on a search and rescue mission to save lives. The Federal On-Scene Coordinator lead a Regional Response Team that included DHS, DOC/NOAA, DOI and the EPA, as well as state and local representatives. As the event escalated, Coast Guard Admiral Thad Allen was announced as the National Incident Commander for the administration's continued, coordinated response—providing additional coordinated oversight in leveraging every available resource to respond to the oil spill and minimize the associated environmental risks.

Department of the Interior (DOI)

The morning after the explosion, Secretary of the Interior deployed Deputy Secretary David J. Hayes to the Gulf Coast to assist with coordination and response to the event, and provide hourly reports back to the administration. Since then, DOI has played a vital role in overseeing BP's response efforts while—at the President's request—working to deliver a report with recommendations on what, if any, additional safety measures should be required for offshore operations. Secretary Salazar has announced that inspections of all deepwater rigs and platforms are underway.

Department of Energy (DOE)

The National Laboratories were convened by the Department of Energy and tasked to begin looking at ways to plug the leak in the Gulf the week of April 26th. At the direction of the President, Secretary Chu assembled a scientific team of top scientists and has made several trips to Houston, monitoring the progress of BP's effort to contain the leak and helping to design the strategies for moving forward. The team includes:

- Dr. Tom Hunter, Director of the Department of Energy's Sandia National Laboratories
- Dr. George A. Cooper, an expert in materials science and retired professor from UC Berkeley
- Richard Lawrence Garwin, a physicist and IBM Fellow Emeritus
- Dr. Alexander H. Slocum, professor of mechanical engineering at MIT

Secretary Chu is on the phone with his science team a minimum of 1-2 times a day, 7 days a week, and the calls frequently last 90 minutes or more. Secretary Chu and members of his team also have a dialogue with BP executives each morning.

Environmental Protection Agency (EPA)

Since the Oil Spill, EPA has provided full support to the U.S. Coast Guard and is monitoring and responding to potential public health and environmental concerns. Environmental data, including air quality and water samples, will be posted and frequently updated on this site as it is collected and validated by EPA's response teams along the impacted coastlines. This data is meant to determine potential risks to public health and the environment.

National Oceanic and Atmospheric Administration

Weather Forecast: <http://www.srh.noaa.gov/lix/>

NOAA has been on the scene of the BP/Deepwater Horizon spill from the start, providing coordinated scientific support to the spill response including weather, biological and chemical expertise, and predicting where the oil is going. NOAA is collecting and analyzing information on potential impacts to fish, shellfish, marine mammals, turtles, birds and other sensitive resources as well as their habitats, including wetlands, beaches, bottom sediments, corals and the water column. Lost human uses of these resources as a result of the spill are also being assessed.

Small Business Administration

SBA is making low-interest loans available to small businesses in the Gulf Coast regions of Alabama, Florida, Louisiana and Mississippi suffering financial losses following the April 20 oil spill that shut down commercial and recreational fishing in the Gulf of Mexico. SBA's Economic Injury Disaster Loans (EIDL) are available immediately in designated counties and parishes of each of the four states to help meet the financial needs of qualifying small businesses following the oil spill.

Department of Defense (DOD)

DOD continues to support the ongoing response effort by lending Naval and Air Force bases to provide vital staging areas for boom deployments and other activities, and providing C-130 aircraft equipped with Modular Aerial Spray Systems, which dispense chemical dispersant—capable of covering up to 250 acres per flight. DOD also plays a significant role in the National Response Team, helping to lead the coordination of response actions for the federal government. Secretary of Defense Gates has authorized use of Title 32 status for up to 17,500 National Guard members in four states: Alabama (3,000), Florida (2,500), Louisiana (6,000) and Mississippi (6,000).

Department of the Interior's Fish and Wildlife Service

The Fish and Wildlife Service continues to support the joint agency response to the oil spill in the Gulf of Mexico with experienced specialists, land managers, and support personnel. Booms to capture and deflect anticipated oil are being deployed at Breton National Wildlife Refuge, where thousands of brown pelicans and shorebirds are currently nesting. The Service also is initiating Natural Resource Damage Assessment and Restoration activities in this incident to assess and address the long-term damage to impacted resources.

Department of the Interior's National Park Service

The National Park Service is focused on human safety and resource protection in eight national parks in the Gulf area. These parks are working to assess resources, collect baseline data, coordinate boom placements, plan for responsible cleanup, install barriers for shore bird and turtle nest protection, and plan for potential park closures, if necessary.

Department of Labor

A number of agencies within the Department of Labor are working every day for the health, safety, and well-being of those involved in the oil spill response and cleanup operations. The [Occupational Safety and Health Administration \(OSHA\)](#) is evaluating the safety at worksites

around the Gulf, covering the vessels of opportunity, beach cleanup, staging areas, decontamination, distribution and deployment sites. Worker exposure data and requirements for training and personal protective equipment are posted on OSHA's website. The Employment and Training Administration (ETA) operates a number of [Career One-Stop](#) centers in the area, and is helping to facilitate retraining and re-employment assistance to help workers who have been displaced find new work opportunities. In addition, DOL is providing resources to area workers regarding wage laws and federal contract compliance.

U.S. Department of Health and Human Services (HHS)

Department of Health and Human Services (HHS) agencies, coordinated by the Assistant Secretary for Preparedness and Response on behalf of the Secretary, continue to take steps necessary to protect the health of responders and residents, monitor the short- and long-term potential health impacts of oil and dispersants, and ensure the safety of seafood from areas affected by the oil disaster.

Substance Abuse and Mental Health Services Administration (SAMHSA)

Substance Abuse and Mental Health Services Administration (SAMHSA) is supporting states meet the behavioral health needs stemming from the oil spill by providing technical assistance, disseminating public information, supporting the Oil Spill Distress Helpline (1-800-985-5990), and assisting in the assessment of behavioral health needs of the affected communities.

Food and Drug Administration (FDA)

The Food and Drug Administration (FDA) is working with the National Oceanic and Atmospheric Administration (NOAA) National Marine Fisheries Service, the Environmental Protection Agency (EPA), other Federal agencies, and several state authorities to closely monitor the situation and its potential impact on the safety of seafood harvested from the area.

National Institute of Environmental Health Science (NIEHS)

The National Institute of Environmental Health Science (NIEHS), part of the National Institutes of Health, is taking the lead in designing a large prospective health study of oil spill clean-up workers and volunteers, and its Worker Education and Training Program (WETP) was on the scene assisting with safety training for clean-up workers immediately following the oil spill.

National Institute of Occupational Safety and Health (NIOSH)

CDC's National Institute of Occupational Safety and Health (NIOSH) is collaborating with BP Safety and U.S. Occupational Safety and Health Administration (OSHA) compliance personnel to coordinate the collection and analysis of injury and illness data reported by BP. NIOSH also conducted a voluntary survey of workers who participated in the response to create a record and a mechanism to contact these workers about spill-related symptoms of illness or injury, if it

becomes necessary. HHS will continue to actively monitor and assist where needed to ensure that the health and human services needed for recovery are available.

U.S. Department of Agriculture (USDA)

The U.S. Department of Agriculture (USDA) is closely coordinating with other federal departments to meet the immediate and long-term needs of the Gulf oil spill. USDA continues to provide expertise and resources to assist wildlife rescue, increase migratory bird habitat, as well as plan for longer-term needs for wetland restoration once the oil spill has been contained. And while the full impact of the spill on the regional economy of the Gulf States is not yet known, USDA continues to communicate with state officials in the affected region to ensure that their needs are met and USDA services are not interrupted. USDA is using all available options through its nutrition assistance programs to ensure no family goes hungry and rural housing mortgage assistance to ease financial burdens of rural low-income people in the area, not only for those affected by the oil spill, but all low-income people in those States.

U.S. Geological Survey (USGS)

The USGS continues to mobilize equipment and personnel to gather scientific data and information on the environmental impacts of the oil spill to affected coastal habitats.

Benchmark 1: RESEARCHING YOUR ROLE

Objective: To find out exactly what it means to be in the role you chose. In order to give a convincing argument, you'll have to show a real awareness of the perspective you are speaking from. This is the first step towards that.

(Once you are comfortable and knowledgeable with *WHO* you are representing, you'll start to look closer into the spill itself)

NOTES on what the person/organization is all about
(I.e. What does agency/group do? Examples? History? What is profession about? Training involved?)

Benchmark 2: ARTICLE ANALYSIS: *Find a news article/commentary related to your role, Talk to the Text, and complete the following introductory analysis.*

Article title _____

Source (Title of Magazine/Author) _____

Date of article _____

3-5 key facts from article. Can be bullet points.

< 30 word summary:

Reflection: Will this help you develop your speech? Why/How?

Strength of Source?: Can it be trusted? Possible bias?

BP Gulf Oil Spill: Who's to blame?

Name _____

EXHIBITION ROLES (with resources)

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***WHY SHOULD WE CARE?** These groups of scientists and community members will assess the impact of the spill on the environment and people. They will be concerned with convincing both the public and the government how serious this situation is.

The Scientists

Oceanographer - Discusses the way that oceanic currents would affect the movement of the oil. Stance would be that the most important thing is to break down and disperse the oil so that oceanic current would not affect other ocean systems.

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ARTICLES:

1. Scientists Confirm Underwater Plumes Are From Spill - John Collins Rudolf
http://www.nytimes.com/2010/07/24/science/earth/24plume.html?_r=1

2. BP Oil Poisons the Gulf of Mexico's Food Chain
<http://www.commondreams.org/headline/2010/07/20-0>

The Community

Shrimper: Have had livelihood affected by the spill and the response. Government has restricted shrimping areas, and offered to sign up fishers for clean-up efforts.

Houma Tribal Leader: Gulf Coast indigenous people affected by the spill. See the spill/government response as a human rights violation.

Venice, LA resident: Connected to fishing community. Long time LA Coast resident. Speaking out about harm oil spill has caused to residents of gulf coast.

Lower 9th Ward, New Orleans Resident: Area hit hardest by Hurricane Katrina. Mainly a poor African American Community. Can compare/contrast the Gulf Oil spill/Hurricane Katrina.

ARTICLES:

1. Hell has come to South Louisiana, Dahr Jamail
<http://dahrjamailiraq.com/hell-has-come-to-south-louisiana>

2. BP Ruined a Mississippi Way of Life, Dennis Bernstein

<http://www.commondreams.org/view/2010/07/10-6>

3. Gulf Oil Spill a "Slow Death" for Houma Tribe

<http://www.americanindianreport.com/wordpress/2010/06/gulf-oil-spill-a-%E2%80%9Cslow-death%E2%80%9D-for-houma-tribe/>

***WHO'S RESPONSIBLE?** These groups will attempt to assign blame/responsibility for the damage caused by the oil spill. They will look at both the causes of the spill itself, and the government response to the disaster.

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Congressman Anh Joseph Cao: a Republican from Louisiana who represents a big chunk of New Orleans and Vietnamese fishermen who are having difficulties after the oil spill.

ARTICLES:

1. The Big Lie: BP, Government Downplay Public Health Risk from Oil & Dispersants

<http://www.commondreams.org/headline/2010/07/07-4>

2. BP & Academic Freedom

<http://www.insidehighered.com/views/2010/07/22/nelson>

3. Mikulski Slams EPA on Dispersants, Georgianne Nienabe

<http://www.opednews.com/articles/Mikulski-Slams-EPA-on-Disp-by-Georgianne-Nienabe-100716-984.html>

4. The Gulf Oil Disaster...And the Deep Cover-Up, Revolution Newspaper

http://www.revcom.us/a/219/oil_disaster-en.html

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British Petroleum Corporate Representative: Will try to show the spill to be a blameless accident and prove that BP took steps to secure safety of drilling.

ARTICLES:

1. President Obama's Remarks, June 15

<http://www.whitehouse.gov/the-press-office/remarks-president-nation-bp-oil-spill>

2. White House: All Gulf Oil Spill Information on Hand Was Made Public, CNN

http://articles.cnn.com/2010-10-07/politics/white.house.oil.spill_1_spill-flow-oil-spill-oil-rig-explosion?_s=PM:POLITICS

3. Administration Wide Response to Gulf Oil Spill, Unified Command

<http://www.restorethegulf.gov/release/2010/07/06/administration-wide-response-summary-deepwater-bp-oil-spill>

4. Restorethegulf.gov

GULF OIL SPILL RESOURCES

You can use any/all of these resources for your speech,
but only ONE of these can be used for graded 'article analysis'

Why Should We Care?

Scientists

1. Scientists Confirm Underwater Plumes Are From Spill - John Collins Rudolf
http://www.nytimes.com/2010/07/24/science/earth/24plume.html?_r=1
2. BP Oil Poisons the Gulf of Mexico's Food Chain
<http://www.commondreams.org/headline/2010/07/20-0>

Community

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<http://www.americanindianreport.com/wordpress/2010/06/gulf-oil-spill-a-%E2%80%9Cslow-death%E2%80%9D-for-houma-tribe/>
4. Gulf Oil Spill Adds Facet to Katrina Recovery
http://www.usatoday.com/news/nation/2010-08-16-katrina16_ST_N.htm

Who's Responsible?

1. The Big Lie: BP, Government Downplay Public Health Risk from Oil & Dispersants
<http://www.commondreams.org/headline/2010/07/07-4>
2. Mikulski Slams EPA on Dispersants, Georgianne Nienabe
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3. The Gulf Oil Disaster...And the Deep Cover-Up, Revolution Newspaper
http://www.revcom.us/a/219/oil_disaster-en.html

4. BP & Academic Freedom

<http://www.insidehighered.com/views/2010/07/22/nelson>

Defend Yourself

1. President Obama's Remarks, June 15

<http://www.whitehouse.gov/the-press-office/remarks-president-nation-bp-oil-spill>

2. White House: All Gulf Oil Spill Information on Hand Was Made Public, CNN

http://articles.cnn.com/2010-10-07/politics/white.house.oil.spill_1_spill-flow-oil-spill-oil-rig-explosion?s=PM:POLITICS

3. Administration Wide Response to Gulf Oil Spill, Unified Command

<http://www.restorethegulf.gov/release/2010/07/06/administration-wide-response-summary-deepwater-bp-oil-spill>

4. Restorethegulf.gov

Central spot for government information/analysis of Gulf Spill.

Who's to Blame for the Disaster?
A Framework of Understanding

<u>Who's to Blame?</u>	<u>Argument/Resources</u>	<u>Roles</u>
Accidental	<p>Faulty equipment; Human Error</p> <p>"Investigators Find Slew Of Problems At Oil Rig" (npr.org)</p>	BP Rep., White House, EPA, Fish & Wild, BOEMRE
British Petroleum (BP) / Transocean	<p>BP cut corners, contributed to accident and poor clean-up efforts</p> <p>"10 Things You Need (but didn't want) to Know About the BP Oil Spill"</p>	White House, Gov't Agencies, Community, CorpWatch
Government Agencies	<p>Government bureaucracy at fault. Reform or oversight needed.</p> <p>"Oil Dispersants in Gulf: A Vast Uncontrolled Chemical Experiment"</p>	EPA, Public Citizen
Gov't Policy	<p>Gov't policies favor oil companies over safety; look to cover-up instead of clean-up</p> <p>"BP Oil Spill Caused by Feds Dangerous 'Culture of Permissiveness'"</p> <p>"Since Spill, Feds Have Given..."</p>	Emergency Committee, Public Citizen, EPA, BOEMRE, Green Peace, Community, Jindal
Consumption	<p>U.S. consumption patterns lead to need for more oil drilling; Lifestyle</p> <p>"The Oil Spill in the Bathroom"</p>	GreenPeace
Corporations	<p>Corporations put profit in front of people. Need to regulate them.</p> <p>"BP: Billionaire Polluter"</p>	CorpWatch, Public Citizen
The System: Capitalism	<p>Government serves the needs of capitalism, not the people.</p> <p>"The Gulf Oil Disaster, and the Deep Cover Up"</p>	Anti-Capitalist, Emergency Committee

MASTERY OF KNOWLEDGE ASSESSMENT

Gulf Oil Spill Exhibition: Forming Your Argument

Role: _____

Guiding Question: _____

1. ANSWER TO GUIDING QUESTION (THESIS STATEMENT):

* "Community" groups can also assign blame as part of 'why should we care?' answer.

2. KEY EVIDENCE TO BACK UP THESIS (include source info!)

3. WHAT NEXT? Based on your thesis/evidence and the role you are in, give your best understanding at this point of what should happen next in terms of clean up, government action, and/or punishment.

Public Service Poster

(Sponsored by your role/group)

DUE: End of Class Monday

Requirements

1) Creative Title

Based off of your answer to guiding question (thesis).
Ie. "End Corporate Destruction of our Environment!"

2) Evidence

At least three solid pieces of evidence supporting your title

3) Visual Aid

Cartoon, graphic, drawing, etc. that gets your point across

4) Proposed Action

What should happen next? Protest? Punishment for BP/Gov't? Government Reform/regulation? Nothing?

5) Show sponsorship

Clearly show who is making this announcement

Now What? Responding to the Oil Spill

INDIVIDUAL/GROUP RESPONSES

Conventional Participation: Includes widely accepted modes of trying to **reform** government

Lobbying - persuading lawmakers to act (regulation, deregulation, etc.)

Electioneering - Interest groups endorse candidates. PAC's.

Litigation (Lawsuits) - Interest groups use lawsuits to change policies.

Class Action lawsuits: Lawsuits on behalf of large group

amicus curiae briefs - Groups file 'papers' that state their side in a court case and assess the consequences of decisions court might take.

Mobilizing public opinion - Cultivating a positive/negative image in eyes of public to advance interests of group/ideology. Press Conferences, Advertising, PSA's, etc.

Personal Choices: Lifestyle changes to affect larger societal issues ("go green")

Remediation - Cleaning up the spill themselves.

Unconventional Participation: Activities often dramatic and outside 'politics as usual'

Protest - To achieve policy change through dramatic and unconventional tactics. Attempt to provide media with vivid images, influencing gov't action

Civil Disobedience - Consciously breaking a law thought to be unjust. Often involves radical disruption of 'business as usual' and leads to arrests.

Revolution- Aims to overthrow system, not reform system.

GOVERNMENT RESPONSES

Influence Public Opinion: Press conferences/Ads/PR to create public opinion

Executive Response (Bureaucracy):

President can...

Appoint new heads of government agencies

Create programs to deal with disaster or new government agency

Encourage congress to write laws

Gov't Agencies can take actions to carry out their goals.

Legislative Response: Lawmakers can write laws to change policy.

Deregulation - Loosen restrictions/rules on businesses

Regulation - Tighten restrictions/rules on businesses

Privatization - Move government services to private businesses

Investigation - Congress can hold hearings to investigate government, public, or businesses

Judicial Response: Courts decide on lawsuits that challenge Gov't/BP policies

Now What? Responding to the Gulf Oil Spill

1. Role _____
2. Who is to blame? (even if this wasn't your guiding question) _____
3. Why? (don't need evidence here, just basic argument)

4. Based on the above statements and the list of possible responses, what would your character recommend as a next step? Use language from front page. You may combine up to three strategies. BE AS SPECIFIC AS YOU CAN!

5. Why would this be an effective strategy?

6. What might be a drawback or limitation to this strategy?

GULF SPILL EXHIBITION SUPPORT

Problems & Solutions

OBJECTIVE: To put yourself in the best position to give a great speech, do well on exhibition night, and have a polished piece of work to show for it

__ EVIDENCE MATCHES ARGUMENT/THESIS? Does the evidence you have actually back up the arguments you are making? Keep asking yourself, "Where's the proof?"...it should be clear and concrete!

(ie. If you say BP is to blame, "BP was irresponsible and cut corners" is NOT concrete proof, you need specifics! ex. "BP saved 12 million dollars by not fixing safety equipment")

** SOLUTION: Use the GoogleDoc to search for better evidence from new articles.
IT'S BEEN UPDATED!!

__ READY TO CITE SOURCES IN SPEECH? Are you keeping track of your evidence and sources.

** SOLUTION: Put numbers in parenthesis next to evidence within speech. Connect that number to one of your articles.

__ USING ACADEMIC LANGUAGE? Are you using specific government/scientific language in your speech?

(ie. Saying "government let us down" vs. "The EPA, an independent executive agency, did not live up to its mission.")

** SOLUTION: Look back at your government lecture notes and use that language in your speech

__ COUNTER ARGUMENT DEFEATED? Are you raising a specific argument from the "other side" that goes against your thesis...and then proving that wrong?

** SOLUTION: Ask someone else in the class for some evidence they are going to use against you...or go to the GoogleDoc and look at articles in their section.

Using Academic & Relevant Government Language

Define the following terms AND use in a sentence related to the Gulf Oil Spill.

1) Bureaucracy: _____

Example:

2) Independent Executive Agency: _____

Example:

3) Obama's Independent Oil Spill Commission: _____

Example:

4) Oil Pollution Act (1990): _____

Example:

5) Liability Cap: _____

Example:

6) Lobbying: _____

Example:

7) Regulation/Deregulation: _____

Example:

Gulf Oil Spill Exhibition
Cultural Circle Discussion Questions

Objective: To have a dynamic cultural circle through the lens of your 'role' in relation to the Gulf Oil Spill.

- 1) Why did the spill happen? Could it have been avoided?
- 2) Who's to blame for the gulf oil disaster? Is it right or helpful to assign blame/responsibility for either the spill itself or the clean-up efforts?
- 3) How has the government responded to this incident?
- 4) What is the most serious cause for concern stemming from this disaster?
- 5) Is the use of dispersants appropriate?
- 6) What could be done to prevent a future oil spill disaster like this one? What actions can/should people take to lessen the chance of another spill?
- 7) Should deepwater drilling be allowed to continue? Any type of offshore oil drilling? All drilling?

Homework:

Write 'talking points' answers (3-5 bullet points) for 2 of the above questions. Make sure to include arguments and evidence.

“Them’s Fightin’ Words!”

OBJECTIVE: To gain a better understanding of a perspective that differs from your own through a short but confrontational argument. To evaluate arguments/evidence.

Step 1: Find someone who has a different perspective from your own.

To do this, you probably want to start by asking “Who do YOU think is to blame?” You could also ask, “Why should we care about the spill?”

Step 2: Make your argument, backed with evidence as to why YOUR point is correct.

Step 3: Listen to the argument made by your partner. Record their argument and evidence.

Step 4: Refute their argument with another argument or piece of evidence.

Step 5: Reflect on who had the better argument and what you would need to do better in a similar situation next time.

CONFRONTATION #1: _____ (role) _____ (name)

1. What is the difference of opinion?

2. What evidence did they use to back up their argument? Source?

3. **Were you able to effectively refute their argument or not?** Explain how. (I.e. Did you take their argument head on? Did you disprove their facts? Discredit their source?)

4. What information would be helpful to have in facing another argument like this one?

CONFRONTATION #2: _____ (role) _____ (name)

1. What is the difference of opinion?

2. What evidence did they use to back up their argument? Source?

3. **Were you able to effectively refute their argument or not?** Explain how. (I.e. Did you take their argument head on? Did you disprove their facts? Discredit their source?)

4. What information would be helpful to have in facing another argument like this one?

CONFRONTATION #3: _____ (role) _____ (name)

1. What is the difference of opinion?

2. What evidence did they use to back up their argument? Source?

3. **Were you able to effectively refute their argument or not?** Explain how. (I.e. Did you take their argument head on? Did you disprove their facts? Discredit their source?)

4. What information would be helpful to have in facing another argument like this one?

“Them’s Fightin’ Words!” (Round 2)

OBJECTIVE: To gain a better understanding of a perspective that differs from your own through a short but confrontational argument. To evaluate arguments/evidence.

Step 1: Find someone who has a different perspective from your own.

To do this, you probably want to start by asking “Who do YOU think is to blame?” You could also ask, “Why should we care about the spill?” or “what should we do to fix this problem?”

Step 2: Make your argument, backed with evidence as to why YOUR point is correct.

Step 3: Listen to the argument made by your partner. Record their argument and evidence.

Step 4: Refute their argument with another argument or piece of evidence.

Step 5: Reflect on who had the better argument and what you would need to do better in a similar situation next time.

CONFRONTATION #1: _____ (role) _____ (name)

1. What is the difference of opinion?

2. What evidence did they use to back up their argument? Source?

3. Were you able to effectively refute their argument or not? Explain how. (I.e. Did you take their argument head on? Did you disprove their facts? Discredit their source?)

4. What information would be helpful to have in facing another argument like this one?

CONFRONTATION #2: _____ (role) _____ (name)

1. What is the difference of opinion?

2. What evidence did they use to back up their argument? Source?

3. **Were you able to effectively refute their argument or not?** Explain how. (I.e. Did you take their argument head on? Did you disprove their facts? Discredit their source?)

4. What information would be helpful to have in facing another argument like this one?

SUMMATION:

How strong do you (personally - not in character) think your arguments are? Why?

CITATIONS

How to use Endnotes to cite sources

OBJECTIVE: Endnotes are a good way to reference your sources without cluttering your speech with citations. This worksheet will give you guidance in correctly citing your sources in this format.

* Note: For more formal research papers (this year and in college) you will often use “in text” citations.

Examples:

ENDNOTES: The Gulf Oil Spill is the largest oil spill in U.S. history.¹

IN TEXT CITATION: The Gulf Oil Spill is the largest oil spill in U.S. history (Rosen 3).

In both examples, the full citation comes at the end of the paper.

WHEN DO YOU NEED TO CITE SOURCES?

Whenever you quote, summarize, paraphrase (yes!) or refer to the work of another person you need to cite it. Citing is the way to give credit to other's work when you use them in your papers, speeches and projects. Citing other's work is a very important step in the academic writing process and the best way to avoid plagiarism.

Tip: You do not have to cite anything that is considered common knowledge such as dates of events, well known facts, etc. (I.e. When the Gulf Oil Spill happened)

HOW DO YOU CITE SOURCES USING ENDNOTES?

After any reference to evidence that was taken from another person, article, or government document, place a number in superscript after the last word of sentence, AFTER the period. Use successive numbers for next citations.

EXAMPLE: Scientists agree that the gulf oil spill was the largest oil spill in U.S. history.¹ This is something we should all be paying close attention to because it affects us in so many ways. For example, it is becoming clear that BP's use of dispersants is causing serious respiratory illnesses in people around the Gulf.²

AT END OF PAPER, YOU NEED AN “ENDNOTES” PAGE WITH FULL CITATION.

Example:

¹ William A. Henry, III, "BP Spill Biggest in U.S. History," *Time*, December 12, 2010 (<http://www.greenpeace.org/bigspill>).

² National Security Archive, *State Department Release on Chile Shows Suspicions of CIA Involvement in Charles Horman "Missing" Case*, <http://www.gwu.edu/~nsarchiv/news/19991008/> (Dec. 12, 2009).

CITATION FORMAT FOR "ENDNOTES PAGE"

NEWSPAPER/MAGAZINE ARTICLES ONLINE

Author, "Title of Article," *Source*, Date of Article (URL).

Example:

Dan Siegel, "BP Not to Blame for Spill," *New York Times*, Oct. 10, 2011
(<http://gulfoilspill.org/bigspilltoday/24.6.html>).

If you use same source again and need to cite: ONLY USE Source, Date.

ORGANIZATION or GOVERNMENT WEBSITE

Author, Title of Site, Sponsor of Site, Site URL, (Date Visited).

Example:

Gene Simmons, Why the Spill Matters, GreenPeace USA,
<http://www.greenpeace.org/actions>, (Jan. 12, 2011).

ONLINE "CITATION MACHINE"

- 1) Go to Citationmachine.net
- 2) Click MLA (this is the format used for Humanities: English/History)
- 3) Choose appropriate source (make sure you choose from under 'nonprint')
- 4) Fill in all information you can, CLICK "Submit"
- 5) Copy/Paste citation into "endnotes page"
- 6) Make sure to add "superscript" numbers in front of citation to match citation #'s.

On-line or Electronic Sources "Catch-all"

The most important information to convey (and it is not always available) is: Author, Title of the Site, Sponsor of the Site, the Site's URL, and Date Visited. When no author is named, treat the sponsor as the author.

ROOM ASSIGNMENTS

ROOM	ROOM	ROOM
<p>Oceanographer - Mary Marine Biologist - Elizabeth Shrimper - Jocelyn % Houma - Manny</p> <p>GreenPeace - Sherrel Emergency Comm. - Mike Anti-Capitalist - Zoey Gov. Jindall - Gabby *</p> <p>Coast Guard - Chad * White House - Mike K. * BP Rep (alt.) - Nikki* White House - Ashley *</p>	<p>Marine Biologist - Daniel P. Shrimper - Louie % Houma - Rocsy Venice - Kim % Lower 9th - Rene</p> <p>GreenPeace - Troy Emergency Comm.- Cirena Anti-Capitalist - Christian D. Public Citizen - Tiana</p> <p>BP Rep - John * Coast Guard - Nick * White House - Seth * *U.S. Fish/Wildlife - Yair *</p>	<p>Oceanographer - Richard * Ecologist - Christian R. Lower 9th - Nkosi Venice - Iggy % Ecologist - Melissa</p> <p>GreenPeace - Anna Anti-Capitalist - Sean Ann Joseph Cao - Chris. M. CorpWatch - Mike R.</p> <p>Coast Guard - Jose C.* U.S. Fish/Wildlife - Celina * BP Rep - Charles * White House - Zac *</p>
ROOM	ROOM	ROOM
<p>Oceanographer - Min Shrimper - Rhea % Venice - August % Lower 9th - ReShaye</p> <p>Emergency Comm.- Erika Anti-Capitalist - Jalen Gov. Jindall - Liam * GreenPeace - Jose V.</p> <p>U.S. Fish/Wildlife - Becca BP Rep - Alex * White House - Nora * BOEMRE - Iman *</p>	<p>Oceanographer - Lee Marine Biologist - Fang Shrimper - Lester % Houma - Sally Lower 9th - Raquel %</p> <p>GreenPeace - Sam Governor LA - Daniel R. * Corp Watch - Itiana Emergency Comm. - Symone</p> <p>Coast Guard - Joanna * U.S. Fish & Wild - Tony * BP Rep - Astrea * White House - Justin *</p>	<p>Marine Biologist - Jack Ecologist - Josie Houma - Emily Lower 9th - David %</p> <p>CorpWatch - Pablo Anti-Capitalist - Ryan P. Emergency Comm.- Ben Public Citizen - Davina</p> <p>Coast Guard - Tani * White House - Fletcher * BP Rep - Ryan F. * EPA - Devannay *</p>
<p>ABSENT/Make-Up, WED. Houma - Gary M. EPA Rep - Thor * BP Rep - Shakila * Shrimper - Blake Shrimper - Darius % Emergency Cmte - Ben Anti-Capitalist - Artemi</p>		

Pablo Alba
Gulf Oil Spill Exhibition
CORPWATCH SPEECH

Good evening, my name is Pablo Alba. The organization that I represent focuses on exposing “corporations that profit from war, fraud, environmental, human rights and other abuses, and to provide critical information to foster a more informed public and an effective democracy.”⁵ As a part of CorpWatch, I wish to make it clear that the competitive nature of a capitalist system is what instigates corporate negligence, but it is the choice of those corporations to become involved in that vicious cycle. The competitive environment in which corporate entities exist creates a system in which one party is dependent upon the failures of a second party, in order to attain the business of a third party. This form of competition has a tendency of generating underhanded and immoral practices, often leading to increasingly predatory, covetous, and riskier methods, as exemplified by BP.

By the end of the first fiscal quarter of 2010, only a week after the Deepwater Horizon oil rig explosion, British Petroleum reported a profit of 6 billion dollars, which is 135% more money than 2009's first fiscal quarter profits of almost 2.4 billion dollars.¹

According to Larry Everest, a published author and investigative journalist, “BP was the world's fourth largest private corporation and one of the most profitable—making \$17 billion in 2009.”, of which 4 billion was attained through cost cutting and firing 7,500 employees.²

By the end of the third fiscal quarter of 2010, BP reported a profit of 1.8 billion dollars, despite the estimated loss of 40 billion dollars due to the Deepwater Horizon Oil Spill, 17 billion dollars of which were reported as lost within the third fiscal quarter. **3**

One would think that any corporation even capable of making such profits would be less likely to systematically take unnecessary risks as a way to gain additional profit, but as Mr. Everest so eloquently puts it, “all the players in this nightmare could no more have walked away from the insane risks and horrible cost of drilling miles beneath the ocean for oil than a desperate addict could pass up a hit.”**2**

Knowing full well the inherent risks of drilling 5,000 feet beneath sea level, BP chose the less expensive and less secure method of ‘casing’ for the bottom 1,200 feet of the steel pipeline. BP dismissed the safety methods of the more expensive pipeline’s ‘liner/tieback’ design as something not worth investing time and money into, deciding that the ‘single liner’ design would suffice. This decision saved BP between 7 and 10 million dollars on an already behind-schedule operation, to the exclusion of the safety methods that prevent gas surges from moving through the pipeline towards the surface.**2**

This decision was made despite the various warning signs of strong gas surges emanating from the Macondo well, as much as one month prior to the explosion. Additionally, the standard operating procedure of plugging a well before replacing the heavy drilling mud, the purpose of

which is to enclose gas and liquids, with lighter seawater, was not implemented, possibly to save time. **2**

“Interviews with rig workers suggest that a bubble of methane gas escaped from the well and shot up the drill column, expanding quickly as it burst through several seals and barriers before exploding.”⁴ Thus, BP faces the single worst ecological disaster in U.S. history, and as the 65% owner of the Deepwater Horizon oil rig operation, is being held primarily accountable for this disaster and the clean-up. **4**

However, BP's clean-up methods are of a disastrous nature as well. The original plan in the event of a spill did not factor in a spill larger than 4,600 barrels, roughly around 1 hundredth percent, meaning 0.01% of the 5 million barrels of crude oil released by the Macondo well. It also stated that an accidental surface or sub-surface spill would be highly unlikely, and that the effects upon the surrounding environment, like the marshlands of the Louisiana coast would be minimal if non-existent due to its distance from the well.⁴

Additionally, by June 16th BP used 1.4 million barrels of two forms of Corexit, “Corexit 9500 and Corexit EC9527A, also known as deodorized kerosene”⁴ as dispersants in aerosol form.

According to Encyclopedia of the Earth, “both contain 2-butoxyethanol, a chemical known to cause respiratory and skin irritation effects in humans. These dispersants have been banned for use by the United Kingdom, due to known biological effects on people and natural systems.”⁴

These dispersants are estimated to be, pound for pound, 10,000 more lethal to biotic entities than

crude oil itself. Also, they do not eliminate or remove the actual oil from the water, but instead accelerate the process of natural dispersion along the water column. ⁴ Apart from the effects on life within the immediate locale, this has caused additional concern in that these sinking condensed particles of chemicals and oil are capable of entering the Thermohaline Circulation, the largest current of water on and that traverses the entire world, surfacing at the highest bio-diverse coastal regions on the Earth.

And so we find ourselves thinking about how incredibly ridiculous this entire situation is, and how incredibly unethical BP's actions were. However, do not forget who and what it is that drove BP into this downward spiral, as oil tycoons like Exxon and Shell, who did virtually nothing to mitigate the environmental impact of the oil spill, are not observing this as an ecological disaster, but instead as an economic opportunity. What better way to eliminate the competition than to buy BP and its assets, as it files bankruptcy.

1. <http://www.bp.com/extendedgenericarticle.do?categoryId=2012968&contentId=7061409>

2. http://www.revcom.us/a/219/oil_disaster-en.html

3. <http://www.bp.com/genericarticle.do?categoryId=2012968&contentId=7065828>

4. http://www.eoearth.org/article/Deepwater_Horizon_oil_spill?topic=50364#gen0

5. <http://www.corpwatch.org/section.php?id=169>

“ The People of South Louisiana vs. BP ”

There is no hiding what BP did, or fingers to point, but our land needs to be established back to its natural beauty. One of our nations most economically rich industries, not to mention the lives of many American citizens, is at stake.

The land that I call home, Southern Louisiana, is a beautiful landscape rich in culture and more importantly an ecosystem rich in diversity. Or should I say, was! Following the infamous oil spill in our gulf of Mexico, viewed by many as the worst environmental disaster in United States history, countless gallons of oil have washed upon our beaches and is endangering wildlife and even the health of South Louisiana residents. The company responsible, BP has done a less than adequate job cleaning up our home, and has spent more time worrying about their companies “public image” about the spill. Well we the “public” want our shores, bayous, and marshlands cleaned and restored to their natural beauty.

I request that anybody who cares about one of the most diverse and naturally beautiful environments in the United States, step up and help expose BP for the phonies they are. I have seen our land before the spill, and it was one of a kind. On any day you could go down to the shore and go boating on the shoreline of the gulf. Many, many local residents make their living fishing the variety of fish species found in the gulf area. And with that I bring up another point to you, BP is helping to destroy one of America's great economies. The South Louisiana shoreline is one of the number one seafood producers in all of America. Almost 50% of the entire population of South Louisiana's parishes (counties) make their living on the waterfront, some way or another. Be it fishing, or running a self-made seafood restaurant in town, this oil spill is seriously affecting the livelihoods of these citizens.

Now I know that people are asking, well if the oil is coating your beaches, marshes, etc. why don't you go to try and clean it up yourself? Why just complain

about it, and complain to BP about the inefficient clean up, if you aren't doing anything about it yourself? I acknowledge this, however, we the people of south Louisiana are making an attempt to clean our shores. But we cannot do it by ourselves. The toxins in the oil, and even the chemical dispersant approved by EPA standards, are still yet unknown. The health risk's are still unknown, yet my sons and daughters and brothers and sisters are expected to go work in the field with there hands cleaning toxic chemicals???? Already I have seen strange rashes and symptoms of pneumoניה and other sicknesses affect my friends after working in direct contact on our shores. BP must at the very least provide proper protection equipment to our citizens if they want them to handle the cleanup ourselves. They have even admitted that they do not know the long term health effects of working with these toxic dispersants, so I have to ask what can we the residents do? What can we really do to save one of our states great natural wonders?