

“Lives Streaming”: Voices from the Animas Deconstructing Perspectives on the Gold King Mine Spill



Essential Questions

- What is the human impact of the Animas River Spill?
- How can listening to a wide variety of perspectives help us better understand the issues facing our communities, our nation, our planet?
- How can empathetic listening help communities heal and overcome the divisive nature of man-made disasters?

Context

In the wake of the recent #AnimasRiverSpill, we are a community asking many questions. *Why did this happen? Who is responsible? What are the repercussions for our communities and ecosystems? What can we do to prevent this in the future?* In a flurry of media messaging and conflicting opinions, it is hard to make sense of the issues. This project is designed to work toward answers to some of these questions. In order to fully understand an issue of this magnitude, we must explore it from multiple angles. In Chemistry class, you will examine the science behind the questions. Meanwhile in Humanities, we will research historical context and explore how different people’s perspectives on the event are shaped by their biases and value systems.

Project Task: *Storycorps Oral Histories of Animas River Community Stakeholders*

Our river and our school share a name. Animas High School students can play a role in helping our community understand and capture this unique moment in our collective history. Your Humanities project will be to add the human perspectives on the Animas River Spill to the growing body of work of the [Storycorps](#) initiative, an amazing project designed to capture the stories of everyday Americans. The Storycorps mission:

StoryCorps’ mission is to provide people of all backgrounds and beliefs with the opportunity to record, share and preserve the stories of our lives. We do this to remind one another of our shared humanity, to strengthen and build the connections between people, to teach the value of listening, and to weave into the fabric of our culture the understanding that everyone’s story matters. At the same time, we are creating an invaluable archive for future generations.

Exhibition

Chem findings

StoryCorps listening booths and recording booths

Interviews archived in the Library of Congress

Assessment

Content Knowledge and Skills

- Question-Driven Inquiry and Socratic Seminar
- In-class writing that takes a position on the river and supports it with evidence

Storycorps Project Grade

- Reflection on Project Take-aways and Essential Questions

Timeline

Week 1: Project Launch (2 days)

[Students generate questions. What questions do we have? What have we heard?](#)

Habits of Heart and Mind Review: Perspective, Evidence



Week 2: Deconstructing the Issues/Questioning all sides

Ask the questions

Seek answers from a variety of perspectives and prepare for seminar

Storycorps Planning: Who do we interview? What voices need to be heard? What do we ask?

Week 3: Storycorps execution and production

Interviews

Field trip to Silverton

Guest speakers

Sound Production

Socratic Seminar on the student-generated inquiry questions

- Collaborative rubric creation for socratic seminar assessment
- Reflection on seminar performance based on rubric

Week 4: Synthesis and Reflection

In-class Writing

Storycorps Publication

Exhibition Prep