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Lesson Title: Pandemics Now, Then, and Again

Grade Level: 10-12

# Essential Question: What can we learn from past pandemics to understand our current situation?

## Lesson Foundations:

### Content Standards

Contemporary World Issues 16: Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.

### Learning Objectives

SWBAT compare responses of pandemics past and present.

SWBAT evaluate the response to pandemics.

### Assessments

1. Think Pair Share
2. Stations Worksheet
3. Reflection

### Materials & Resources

* PowerPoint
* Think Pair Share Worksheet
* Exit Ticket
* Stations
* [Influenza Pandemics Now, Then, and Again](http://origins.osu.edu/article/influenza-pandemics-now-then-and-again) (http://origins.osu.edu/article/influenza-pandemics-now-then-and-again)
* [Trump Presser Photo](https://www.businessinsider.com/trump-crowded-coronavirus-press-conferences-photos-2020-3) (https://www.businessinsider.com/trump-crowded-coronavirus-press-conferences-photos-2020-3)
* [Open the Country by Easter Article](https://www.cnbc.com/2020/03/24/coronavirus-response-trump-wants-to-reopen-us-economy-by-easter.html) (https://www.cnbc.com/2020/03/24/coronavirus-response-trump-wants-to-reopen-us-economy-by-easter.html)
* [Singapore Task Force](https://www.straitstimes.com/singapore/gan-kim-yong-and-lawrence-wong-sit-1-metre-apart-at-covid-19-presser-as-part-of-social) (https://www.straitstimes.com/singapore/gan-kim-yong-and-lawrence-wong-sit-1-metre-apart-at-covid-19-presser-as-part-of-social)
* [AIDS Presser Dialogue](https://www.vox.com/2015/12/1/9828348/ronald-reagan-hiv-aids) (https://www.vox.com/2015/12/1/9828348/ronald-reagan-hiv-aids)
* [Princess Diana Photo](https://www.insider.com/photo-princess-diana-shaking-hand-aids-patient-1987-2017-8) (https://www.insider.com/photo-princess-diana-shaking-hand-aids-patient-1987-2017-8)
* [Spanish Influenza Navy Photo](https://maxdisclosure.com/2018/09/12/own-signs-and-dont-spit-in-1918/) (https://maxdisclosure.com/2018/09/12/own-signs-and-dont-spit-in-1918/)

## Instructional Procedures/Steps:

### Opening: 10 Minutes

#### Think Pair Share

1. Pass out a copy of the first Influenza Pandemics Now, Then and Again (Document A).
2. Instruct students to read and consider the source and then to complete the Think Pair Share worksheet.
3. Give students a few minutes to read the source and record their thoughts in the Think section. Move around the room to keep track of student progress. Once most have finished writing prompt them to turn to a nearby classmate and complete the Pair section, where they will discuss their thoughts with one another. Once students have discussed together and recorded their thoughts in the second box, invite pairs of students to share their thoughts with the class in a discussion.
4. Questions to ask
5. How do the events of our current situation mirror what happened during past pandemics?
6. Can you see any differences between our own situation and what happened in the past?
7. Why do you think the similarities that there are between these pandemics exist?
8. Transition by explaining to students that today we will explore the responses to pandemics throughout the 20th century to try and better understand our current situation.

### Instruction: 30 Minutes

#### Stations

Break students into three groups and send them each to the first of the three stations. Instruct students to analyze the source at each station and record what they learn. Students can then use their notes and the sources to answer the questions on the station’s worksheet.

* Allow students roughly 7 minutes for each station to allow for about 10 minutes of discussion afterwards.
* The stations are intended to illustrate how whenever there is a pandemic there are different responses that align with whatever the goals of the governing bodies may be at the time.

#### Station 1:

* Focus: The focus of this station is the 1918 Spanish Influenza pandemic. The sources at this station are Document G and Document H.
* Document G is an excerpt from the Origins article discussing how governments hid their Spanish Flu numbers to protect their wartime secrets.
* Document H is a photograph from a US navy base highlighting how Spanish Flu has made fighting WWI more difficult. The goal of these sources is for students to see that the priority in 1918 was fighting WWI rather than fighting Spanish Flu.
* Supporting Questions

1. Why do you think countries would see WWI as more important than the Spanish Flu?
2. The article tells us how WHO and agencies like it are relatively recent inventions. How have we still seen failings in these systems in the COVID-19 pandemic?

#### Station 2:

* Focus: The focus of this station is the AIDS epidemic that began in the 1980s. The sources at this station are Document E and Document F.
* Document E is the transcript of a reporter (Lester Kinsolving) asking Reagan’s Press Secretary (Larry Speakes) about the AIDS epidemic.
* Documents F is a photograph of Princess Diana shaking an AIDS patient’s hand without gloves in 1987. The goal of this station is for students to see that AIDS was handled differently by different groups of people.
* Supporting Questions

1. Why would it have been noteworthy that Princess Diana would shake hands with an AIDS patient?
2. How can we see the Reagan administration’s view of the AIDS epidemic from the dialogue?

#### Check for Understanding

(pause in stations)

* Call the class’ attention about halfway through the activity to check for understanding.
* Can you see trends in the way pandemics are handled between the different stations?
* Is there anything that you noticed in your analysis of the sources that was not brought up in the worksheet questions?
* How do these sources all offer differing perspectives of similar issues? How are the conclusions that you draw similar? How are they different?

#### Station 3:

* Focus: The focus of this station is the 2020 COVID-19 pandemic. The sources at this station are Document B, Document C, and Document D.
* Document B is a photograph of President Trump issuing a statement on COVID-19 while sharing the stage with 18 others all in close proximity.
* Document C is an excerpt from a CNBC article that quotes the president’s goal to reopen the economy by Easter.
* Document D is a photograph of a task force in Singapore issuing a statement where the speakers and reporters are all social distancing. The goal of this station is for students to see that governments have differing goals when dealing with COVID-19.
* Supporting Questions (While students are working in groups)

1. What do you think the Trump administration’s goal is?
2. Why do you think that goal would be important to the president but may not be important to others like the task force from Singapore?

#### Synthesis Discussion

* Lead the students in a synthesis discussion over what they learned in the station’s activities. Prompt with questions but allow students to discuss with one another and build off each other’s answers.
* Use the sources in the slides to help generate discussion so students can reference the source directly in their discussion.
* Questions to ask.

1. What are some of the goals of governments that come into conflict with public health that we see in these stations?
2. Do you think these conflicts are legitimate or should public health always take priority?

### Closure: 10 Minutes

#### Exit Ticket

1. Students will answer the exit ticket question at the bottom of the Think Pair Share worksheet. Move around the room as students are writing to identify strong answers and ask if those students will share their ideas in the discussion.
2. Questions to ask
3. How well do you think that the United States has done responding to COVID-19?
4. President Trump has repeatedly said, “We can’t have the cure be worse than the problem.” What do you think about this?

### Accommodations/ Enrichment

- Differentiated forms of the station’s worksheet has been created with key text and hints to guide source analysis.

- A differentiated Think Pair Share worksheet has been created with bolded key text and a sentence starters page to help students organize their thoughts.