**Lesson Plan Template**

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Lesson Title: The 1918 Spanish Flu Pandemic vs. the 2020 Covid-19 Pandemic

Grade Level: 9-12th

Compelling Question:

1. What political, economic, and ecological effects did the 1918 Spanish Flu have on the United States and the British Commonwealth?
2. To what extent can the effects found in Guiding Question #1 relevant to today’s American society regarding Covid-19

**Lesson Foundations**

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| Content Standards | The novel coronavirus of 2019-2020 is neither the first global pandemic that the United States has endured nor, unfortunately, is it likely to be the last. Truly, besides teaching students how to be engaged in civics, teaching students to think critically, or teaching students historical causation, a primary goal of educating the next generation in history is to equip young adults with the knowledge and wisdom necessary to avoid repeating the same mistakes our ancestors made in the past. This lesson seeks to put the 1918 Spanish Flu Pandemic into its historical context, to understand its effects, and to challenge students to examine what lessons a disease that struck over 100 years ago can teach us today. **NCSS C3 Framework Standard D2. Geo.12.9-12.** *Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.*C. Motivation/Preparation: Provide questions/activities that connect the lesson to prior knowledge. (Include content under this section below or attach as a separate document-- include a length of time for activity) |
| Learning Objective(s) | 1. **Comprehend** the historical essay provided in the Lesson Plan Details (below)
2. Using the historical essay provided and class discussion over the chronology of Covid-19, **create** two timelines—one for the Covid-19 outbreak and another for the 1918 Spanish Flu pandemic.
3. **Write** either a letter to the editor of a local news outlet or a letter to a local/state/national legislator taking a position on how government and private citizens should respond to the Covid-19 pandemic and explaining how knowledge of the 1918 Spanish flu informed your position on the issue.
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| Assessment(s)Include LO being addressed | (LO1) Active reading activity(LO2) Group timeline work(LO3) Letter assignment |
| Materials & Resources | **PPT:** **Sources:** <http://origins.osu.edu/milestones/pandemic-flu-spanish-flu-1918-H1N1-WW1-vaccine> |

**Instructional Procedures/Steps**

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| Opening\_\_\_\_\_\_\_\_\_\_ Minutes | 10 minutes—The teacher leads the classroom in discussing the chronology of the Covid-19 pandemic. The teacher or a student should write down the events that come to the student’s mind and model how to put these events in chronological order, paying special attention to causation. Students at their seats create a timeline on their paper, using what the teacher put on the board.An Ohio classroom, for example, might have a timeline that looks like this (though, of course, timelines may vary):1. WHO confirms outbreak of a novel coronavirus originating from the Wuhan province of China in late 2019.
2. Early 2020—American media and public are preoccupied with the impeachment of President Trump; meanwhile, the virus spreads to the US.
3. Early 2020—China locks down Wuhan to prevent the spread of the virus; Italy is hit hardest of all European countries at the outset.
4. President Trump is acquitted by the Senate on February 5; on January 20, the first coronavirus case was reported in the US, indicating that the US was going to face one crisis immediately after another; astute observers could have predicted the partisan nature of the response to Covid-19, after the impeachment trial.
5. President Trump downplayed the novel coronavirus’s threat; meanwhile, his response to it included creating a task force to deal with American preparedness and closing off immigration and flights from China.
6. In early and mid-March, state governors begin to consider the closure of state schools and businesses.
7. In mid-March, Ohio Governor Mike DeWine ordered nursing homes and schools closed; learning went remote for the rest of the school year.
8. Americans were educated on social distancing practices, mask-wearing, and symptoms of Covid-19 via media outlets and all levels of government.
9. Charts and graphs were published all over Ohio about how government policy would “flatten the curve” and limit the spread of Covid-19.
10. As data from the CDC, the Ohio Department of Health, and other agencies came in, indicating a “flattening of the curve,” as political pressure to reopen society was applied, states like Ohio began opening businesses and other public venues.
11. As of mid-August, some indications emerged showing the possibility of another wave of Covid-19 infections. Governor DeWine held press conferences indicating the possibility of closing society again unless proper social distancing increased in earnest**.**
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| Instruction\_\_\_\_\_\_\_\_\_\_ Minutes  | 1. 10-15 minutes—students read the historical essay from Origins on the history of the 1918 Spanish Flu pandemic. Note-taking strategies are encouraged.
2. 20-25 minutes—students create a timeline of the events that occurred during the 1918 Spanish Flu pandemic.  Students should consider Guiding Question #1 and consider the political, ecological, and economic effects on the US and Britain.  Each event on the timeline should be described in no less than two full sentences. Additionally, students should describe the following terms in their timeline.  This list should be considered as a MINIMUM requirement (students may include more terms than this):
	1. H1N1
	2. Alfonso XIII
	3. Albert Gitchell
	4. Fort Riley
	5. AEF
	6. Three-day fever
	7. Second Phase
	8. British Local Government Board
	9. APHA
	10. Gauze mask
	11. Third Phase
	12. Vaccinations
3. Next day in class—15-20 minutes—student discussion of the timeline. The teacher leads the discussion toward what type of lessons can be learned from the 1918 Spanish Flu that can be applied today.
	1. A few questions to consider:
		1. Did important national and world events (WWI, Trump impeachment) hamper the American response to the Spanish Flu and Covid-19?
		2. Are there any patterns in how the Spanish Flu presented itself in waves that can be informative to the Covid-19 pandemic?
		3. What should be the role of government in pandemic situations?
		4. What civic responsibilities do American citizens and residents have during pandemic situations?
4. 5.  20-25 minutes—students are given a rubric for a letter to the editor/legislator. The teacher explains the assignment.  Students are given a chance to begin work in class. The teacher establishes a due date.
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| Closure\_\_\_\_\_\_\_\_\_\_ Minutes | **Synthesis:** Letter writing assignment  |
| Accommodations/ Enrichment/ Extension | This article gives an overview of how Black voters have been discriminated against even in the years after the Civil Rights Era: <http://origins.osu.edu/history-news/race-and-voting-past-and-present>This podcast provides some historical context for sports protests involving African American rights: <http://origins.osu.edu/sites/origins.osu.edu/files/history-talk/mp3/History_Talk_NFL_kneeling_natl_anthem_Nov13_2017-DRAFT%203.mp3>This Origins article addresses not only the record of the Lyndon Johnson administration in addressing crime in Black neighborhoods but also makes a connection to more recent events, especially the 2014 demonstrations in Ferguson, Missouri: <http://origins.osu.edu/article/harlem-ferguson-lbjs-war-crime-and-americas-prison-crisis> |