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Lesson Title: American Individualism & COVID-19

Grade Level: 10th

# Essential Question: How has the increased sense of American Individualism created challenges in fighting COVID-19?

## Lesson Foundations:

### Content Standards

* ODE.US History.16: Racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after World War I.
* ODE.US History.30: Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security.

### Learning Objectives

* **LO1:** SWBAT compare American xenophobia and distrust between the Spanish Flu and COVID-19.
* **LO2:** SWBAT chart changes in citizen support for government actions over time.

### Assessments

* Bell Ringer (LO1)
* Graphic Organizer (LO1)
* Citizen Support Chart (LO2)
* Discussion (LO1/LO2)
* Exit Ticket (LO1/LO2)

### Materials & Resources

* [Origins Article](Origins%20Article): (http://origins.osu.edu/connecting-history/covid-influenza-conspiracies-fake-news)
* [Origins Article](Origins%20Article): (http://origins.osu.edu/connecting-history/leadership-mobilizing-common-covid)
* Images of Anti-Mask Protests in Spanish Flu Era and Today from PPT Presentation
* Graphic Organizer and Citizen Support Chart with Exit Ticket

## Instructional Procedures/Steps:

### Opening: 5 Minutes

#### **Bell Ringer (LO1):** Display Anti-Mask Protest Images with questions:

* What connections can you make between images?
* What is likely different between these two eras?
* What reasons do you think people have for these protests?

#### **Bell Ringer (LO1):** Answers:

* Mask mandates, protests, government resistance, doubt
* Internet info, less trust in gov’t, people more divided
* Not trusting leaders, political grudges against other parties, feeling like rights are violated, inconvenience

### Instruction: 35 Minutes

#### Teacher will use PPT presentation to introduce brief background on Spanish Influenza and government response, as well as Key Vocab.

1. Spanish Influenza slide defines the term, and provides some basic background on the topic for students.
2. WWI slide defines the term, and provides some basic background on the topic for students.
3. Globalization slide defines the term, and provides some basic background on the topic for students.
4. American Individualism slide defines the term, and provides some basic background on the topic for students.
5. COVID-19 slide defines the term, and provides some basic background on the topic for students.

#### **Graphic Organizer (LO1):** Instruct students to use graphic organizer to compare reactions of the public during Spanish Flu and COVID-19, based on the first Origins Article.

* How do we see *suspicion of authority* playing out in public reactions?
* How do we see *suspicion of foreign actors* playing out in public reactions?
* How do we see *fear of globalization* playing out in public reactions?

#### **Graphic Organizer (LO1):** Answers

* Not trusting doctors & vaccines, not trusting news/leaders
* Germans, Chinese
* Increased world connections post-WW1, Increased world connections after Trade Agreements/Globalized Economy

#### **Citizen Support Chart** **(LO2):**  Instruct students to use the second Origins Article to complete the Citizen Support Chart, estimating a visual representation of citizens’ support for government mobilization efforts over time.

* Based on the reading, estimate visually how much public support for government initiatives and mobilization efforts there was at the indicated events throughout time.

#### **Citizen Support Chart (LO2):** Answers

* Answers will vary, but we should see somewhat similar trends - higher support early on, a dip to some extent during the Spanish Flu, an increase during the FDR years, and then a gradual decline from LBJ and the Vietnam War onward.

### Closure: 8 Minutes

#### **Discussion (LO1/LO2):** Lead students in a small discussion synthesizing the ideas from the two activities.

* What general trends do we think we see over time in terms of the public’s willingness to mobilize for common purpose?
* What events have contributed to this trend?
* How are today’s challenges similar to or different from those of the past?

#### **Discussion (LO1/LO2):** Answers

* Generally decreased support, though more resistant during the pandemics than national security issues like war (at first), but a shift in the late 20th Century.
* The Spanish Flu, Mishandling of Vietnam, Divisive Politics
* Greater distrust, greater access to information, more divided political norms, social media

#### **Exit Ticket (LO1/LO2):** Have students return to the Essential Question at the bottom of their Citizen Support Chart document.

* How has the increased sense of American Individualism created challenges in fighting COVID-19?

#### **Exit Ticket (LO1/LO2):** Answers

* Answers will vary, but we should see a general idea that as American Individualism has become more central to our thinking, distrust in government and a hesitance to cooperate with collective movements has emerged, making it harder for COVID-19 efforts to be organized effectively.

### Accommodations/ Enrichment

#### Accommodations

Complex articles can be chunked into smaller excerpts. Key ideas are targeted by worksheets, which should provide clear guidelines to teachers about where chunking may be possible; analysis task can be modeled in class discussion

#### Enrichment

Consider extending this lesson by having students interview friends and family for attitudes about government response to COVID-19.