**Lesson Plan Template**

Author’s Name: Adena Barnette

Lesson Title: Responding to Pandemics—Both Past and Present

Grade Level: 9-12th

Compelling Questions:

1. What can we learn from the public/medical responses during previous epidemics and pandemics to aid us in combating COVID-19 on the local, state, and national levels?
2. What are the roles of state and local government officials and public health officials in disseminating information and securing the health and safety of citizens?

**Lesson Foundations**

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| Content Standards | The purpose of this lesson is to reflect on the response of government officials and public health officers to previous pandemics such as the Black Plague, the 1849 Cincinnati Cholera outbreak, and the 1918 Spanish Flu Pandemic to aid us in combating COVID-19 on the local, state, and national levels.  NCSS Themes: 2, 4, 5, 6, 8, 10. |
| Learning Objective(s) | 1. Analyze a primary source document from the 1918 Flu Pandemic and compare/contrast it to the COVID-19 Pandemic. 2. Engage in notetaking while watching OSU Origins videos on the 1918 Flu Pandemic and Pandemics Past, Present, and Future. 3. Analyze secondary sources on historical and current pandemics using an **Article Analysis Sheet.** 4. Evaluate the press conferences given by your governor and governors from across the country using the **Governor’s Press Conference Evaluation Sheet.** 5. Synthesize the content learned through this lesson as an essay. |
| Assessment(s)  Include LO being addressed | (LO1, LO2) Notes on primary sources and Origins content  (LO3) Worksheet One: Article Analysis  (LO4) Governor’s Press Conference Evaluation Sheet  (LO5) Essay question |
| Materials & Resources | **PPT:**  **Sources:**  **Primary Source:** Influenza Directive from Washington, D.C. regarding Spanish Influenza Treatment and Procedures (1918)  <https://www.docsteach.org/documents/document/directive-from-washington-dc-regarding-treatment-and-procedures>  **OSU Origins Article:** Pandemics: Today and Yesterday  <http://origins.osu.edu/article/pandemics-history-covid-plague-cholera-influenza-hiv>  **OSU Origins Video and Article:**The 1918 Flu pandemic  <http://origins.osu.edu/milestones/pandemic-flu-spanish-flu-1918-H1N1-WW1-vaccine>  **OSU Origins Webinar:** Pandemics: Past, Present, and Future  <https://www.youtube.com/watch?v=3I5BZepb97M&feature=youtu.be>  **OSU Origins Article:**The American Dream After COVID-19  <http://origins.osu.edu/article/american-dream-after-covid-19>  **OSU Origins Article:**COVID Conspiracies in Historical Perspective  <http://origins.osu.edu/connecting-history/covid-influenza-conspiracies-fake-news>  **OSU Origins Article:**Early American Contagions  <http://origins.osu.edu/connecting-history/covid-smallpox-colonialism-native-american>  **OSU Origins Article:**Pandemic Redux: Revisiting Cincinnati’s 1849 Cholera in the Age of COVID-19  <http://origins.osu.edu/connecting-history/cincinnati-cholera-covid-19-revisited>  **OSU Origins Article:**The Ancient Roman Origins of Government Disaster Response  <http://origins.osu.edu/connecting-history/roman-government-disaster-response>  **OSU Origins Article and Video:**The Respirator and Cloth Mask  <http://origins.osu.edu/connecting-history/covid-face-masks-N95-respirator> |

**Instructional Procedures/Steps**

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| Opening  \_\_\_\_\_\_\_\_\_\_ Minutes | This lesson is open-ended enough to be offered in both an American and World History setting and a Civics course.  It could be taught when looking at other plagues or pandemics or discussing public health policy.  A great way to begin this lesson is by looking at a governmental directive from 1918 concerning the Spanish Flu Pandemic.  The primary source below is short enough to have students read before beginning this unit, and it is downloadable so that the teacher can print or share it digitally.  One way to get students to help students when reading a primary source is to give them a purpose before they begin; that way, they can focus on the directive.  My directions to my students would be to read this document and compare/contrast the government’s response in 1918 to the COVID-19 pandemic in 2020.  Students can jot down notes and use these for a class discussion on the document.  The teacher can create a T-Chart on the board to outline the similarities and differences between 1918 and 2020.  I love the conversation that can arise because of this document, especially around the idea of shared cups in 1918 and our students who share water bottles in 2020. The students might use word choices such as “do not get hysterical over the epidemic.” Why might folks be directed to keep their feet dry in 1918?  What might be the historical context behind that directive?  It is also essential to highlight the difference between influenza and the coronavirus. Some of your students may have had the flu in the past, so that would help to discuss what they experienced compared to the experiences of those struck with the coronavirus. |
| Instruction  \_\_\_\_\_\_\_\_\_\_ Minutes | **Part 1:** To begin this lesson, the teacher can show the 10-minute video about the 1918 Flu Pandemic to build on the information generated from reading the primary source.  After watching the video, students should also read the article to get a strong background on what happened in the United States and worldwide.  OSU Origins Video and Article: The 1918 Flu pandemic  <http://origins.osu.edu/milestones/pandemic-flu-spanish-flu-1918-H1N1-WW1-vaccine>  **Teacher Questions**   * Where did the 1918 flu pandemic originate?  So why is it then referred to as the Spanish Flu pandemic? * What happened in the world in 1918 that made the Spanish Flu Pandemic so deadly? * How did public health officials respond?  How did militaries respond? * What were there three waves of this pandemic? * What was the impact of this pandemic on individual communities, countries, and the world? * What are our takeaways?  What can we learn from the Flu pandemic of 1918?   **Part 2**: Next, the teacher will show the OSU Origins Webinar: Pandemics: Past, Present, and Future, found on YouTube.  This webinar is approximately one hour long, so it will take an entire class period, if not more.  The teacher will ask the students to take notes on the webinar as they watch it. After viewing the video, break the students into groups.  Each group would be responsible for reading one article and for sharing the article’s findings with the class.  After reading, students can use Worksheet One: News Article Analysis Sheet to evaluate the article.  Students will be tasked with presenting their findings to the entire class.  Students will also submit the worksheet for a grade.  This assignment will take one to two class periods to complete the analysis and share out.  I would encourage class participation during the presentations and ask the students who are in the audience to ask questions.  **Part 3:** We have learned throughout the COVID-19 pandemic the importance of governors’ press conferences in disseminating information.  This mode of communication has been highly effective for governors in communicating with their constituents and even the nation at-large about what is happening on the ground in their state, the current directives from health and safety officials, and in tracking statewide testing numbers.  If you're like me, you’ve watched your state’s governor daily and have watched footage from other governors across the country.  Most of these governors were unknowns before the pandemic, but now they are household names in more than just their home states.    The students will dive into what makes a good governor's press conference.  They will use the attached Governor’s Press Conference Evaluation Sheet to evaluate your home state’s governor and other press conferences nationwide.  The form the students will use was adapted from Toastmaster's Speech Evaluation Form; Toastmasters is an organization that teaches adults how to give formal and informal addresses to a group of people.  The students will work individually or with a partner to evaluate five press conferences: 1. & 2. Your home state governor on two dates (one earlier in the pandemic and one from later in the pandemic); 3. Students will evaluate a governor from a neighboring state since you may see their press conferences on your local news; 4. Evaluate a Democratic Governor from somewhere else in the country; 5. Evaluate a Republican Governor from somewhere else in the country.  Students will need to use a digital device to watch these videos online.  Most states put the daily press briefings on YouTube for easy access.  These worksheets require the students to share the web link and specific press conference date.  This assignment will take 3-4 class periods to complete. |
| Closure  \_\_\_\_\_\_\_\_\_\_ Minutes | **Synthesis:** Students will complete the following essay question:  What can we learn from the public/medical responses during previous epidemics and pandemics such as the Black Plague, the 1849 Cincinnati Cholera outbreak, and the 1918 Spanish Flu Pandemic to aid us in combatting COVID-19 on the local, state, and national levels?  What are the roles of state and local government officials and public health officials in disseminating information and securing the health and safety of citizens?  What are your thoughts about moving forward in the age of COVID-19?  What would you do if you were in charge? |
| Accommodations/ Enrichment |  |