**Lesson Plan Template**

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Lesson Title: Pandemics and Public Policy

Grade Level: 9-12th

Compelling Question:

1. To what extent does war exacerbate or reduce the impact of major historical events such as a global pandemic or economic depression?
2. To what extent does a global pandemic or economic depression increase the federal government’s role in American lives?

**Lesson Foundations**

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| Content Standards | In this lesson, students will explore two major themes of U.S. History: The impact of war and the mobilization for war on domestic public policy and the federal government’s increased role in response to major public crises like pandemics or the Great Depression. By the end, students will be able to use these historical lenses to evaluate past and current public policy responses to pandemics to evaluate their successes and failures. This lesson is aligned with the NCSS standards and would work for an AP US History class lesson on the New Deal.  NCSS Standards   * Theme 6: Power, Authority, and Governance.   AP Standards   * Unit 7, Learning Objective K: Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time. |
| Learning Objective(s) | 1. Students will be able to evaluate the role that war played in both the Spanish Influenza of 1918 and the Great Depression in order to debate the utility of war in responding to such crises. 2. Students will be able to analyze the extent of the federal government’s response to the Spanish Flu and the Great Depression to assess the success of the increased federal public policy. |
| Assessment(s)  Include LO being addressed | (LO1) Secondary and primary source evaluations and discussions, New Deal Handout  (LO2) Essay question |
| Materials & Resources | **PPT:**  **Sources:**  Allan M. Winkler, “[COVID, the New Deal, and the Importance of Leadership](http://origins.osu.edu/connecting-history/covid-new-deal-economy-leadership)”  Anne Sealey, “[Before There Was Swine Flu](http://origins.osu.edu/review/there-was-swine-flu)”  Jim Harris, “[November 2018: The 1918 Flu Pandemic](http://origins.osu.edu/milestones/pandemic-flu-spanish-flu-1918-H1N1-WW1-vaccine)”  Winkler’s article outlines President Roosevelt’s federal response to the Great Depression, and the latter two articles provide an overview of local, state, and federal responses to the 1918 Spanish Flu Pandemic.  All three articles provide enough background information and source material for students to wrestle with the two essential questions of this lesson. For example, World War I hurt public policy responses to the 1918 flu, as nations focused on the war effort and wartime economies. Conversely, World War II helped the U.S. recover from the Great Depression. The federal government's role increased permanently due to each crisis. |

**Instructional Procedures/Steps**

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| Opening  \_\_\_\_\_\_\_\_\_\_ Minutes | This lesson will follow an overview lesson of the Great Depression and the New Deal. Begin the lesson with a think-pair-share of the following questions:  1) To what extent did FDR’s New Deal increase or decrease the federal government’s role in Americans’ lives?  2) Should the federal government set national guidelines/regulations in response to the COVID-19 pandemic or leave the response to each state? |
| Instruction  \_\_\_\_\_\_\_\_\_\_ Minutes | 1. (15 minutes) Following the warm-up discussion, divide students into groups of three. Each group will jigsaw the three articles listed in the background, where each student will read one of the three articles. As they read, students should mark the text using the following thinking notes: Underline examples of government responses to each crisis, use an asterisk for examples of the impact of war on each crisis, and use a “?” for anything that may be confusing. 2. (15 minutes) Students then regroup and take five minutes each to share their annotation, with one student recording the examples they found of government involvement and the impact of war in a t-chart on chart paper. *If conducting this lesson virtually, one student can record their group’s discussion on a Google Doc.* 3. (15 minutes) To debrief as a class, have students complete a “Where Do You Stand?” activity. Students will vote with their feet in response to the two essential questions. Ask the first essential question and designate one side of the room as “war hurting public response” to domestic crises and the other to “helping public response.” Have a few students from each side of the room share their claims, citing evidence from the text. Then, repeat the activity for the second essential question, with one side of the room representing “federal public policy successfully responded to the crisis,” while the other side takes the opposing viewpoint. 4. (25 minutes) Students will then work in groups of five, rotating to five different stations with documents that address the impact of FDR’s New Deal on the Great Depression. Students will examine five documents that will help them determine whether or not the New Deal was a success (see attached capture sheet and documents in Appendix A). For each document, students will:    1. Circle whether the document demonstrates success or failure.    2. Provide a quote that shows it is a success or a failure.    3. Reason in their own words.   Students should reach a consensus with their group about each document before moving on. Students should spend about five minutes at each station. |
| Closure  \_\_\_\_\_\_\_\_\_\_ Minutes | **Synthesis:** For their assessment, students have a choice. If they would prefer to address the first essential question about the impact of war on responses to public crises, students complete a color-coded CER (Claim-Evidence-Response) (see Appendix B) where they make a claim that war exacerbates or reduces the impact of crises such as the 1918 Spanish Flu or the Great Depression. If they would prefer to address the second essential question, students will complete a color-coded CER in response to that question. |
| Accommodations/ Enrichment | As an extension, students can explore the second essential question and the role of the federal government in response to public crises as a lens to examine the federal response to pandemics, both past and present, using the article “[**Pandemics: Today and Yesterday**](http://origins.osu.edu/article/pandemics-history-covid-plague-cholera-influenza-hiv)” by Jim Harris. As a part of the C3 framework, students can write letters to their local Congressmen or state legislators, providing policy recommendations for responding to the COVID-19 pandemic. |