

## Unit Title- “Going Viral”

Time- 3 block class periods of 82 minutes each.

Focus Questions- What can primary sources (photos & newspapers) show/tell us about how the Spanish Flu pandemic of 1918 impacted the lives of US citizens and Minnesotians specifically? Can the geographic representation of data gathered from primary sources about the Spanish Flu be used to develop hypotheses about the spread of the disease in 1918 and to better prepare for future outbreaks?

### Minnesota 7th Grade Social Studies Standards-

7.4.1.2.1- Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.

7.3.1.1.1- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

### National Council for the Social Studies (NCSS) Standards-

Science, Technology & Society, Global Connections, Time, Continuity & Change

Overview- This lesson focuses on the origins, impact and legacy of the Spanish influenza pandemic of 1918. During the lesson the students will engage in a number of activities that include primary source analysis, online research, Question Formulation Techniques (QFT), inquiry, local history and representing data spatially. The unit is also designed with entry points for cross-curricular learning opportunities with 7th grade life science in the areas of germ theory and epidemiology.

Teacher Background- During the 1918 influenza pandemic, approximately 500 million people, or one-third of the world’s population, became infected with the virus, and the number of deaths was estimated between 50 and 100 million worldwide, with roughly 675,000 occurring in the United States (more deaths than all the U.S. soldiers who died fighting in World War I, World War II, the Korean War and the Vietnam War combined) according to the Centers for Disease Control and Prevention. The pandemic was so severe that from 1917 to 1918, life expectancy in the United States fell by an astonishing 12 years to 36.6 years for men and 42.2 years for women.

### Instructional Resources-

#### Flu-Tube containing-

A flu mask that must be worn to prevent the spread of the gripe

Tape measure (courtesy of our Swedish friends @ IKEA)

QR codes to the following contemporaneous primary source articles:

A- Owatonna Peoples Press October 25th, 1918

B-Princeton Union October 24th, 1918

“Jigsawed photographs” from the period or a bit.ly/QR code to an online jigsawed photo using the following site

<https://www.jigsawplanet.com/?rc=createpuzzle>

(lower right)

A few Flu Tubes will come with red dot meaning that student is a carrier of the Spanish flu.

Electronic devices and WiFi access

**FluTube**



Puzzling Pictures - Pass out puzzle pieces or use  
<https://www.jigsawplanet.com/?rc=createpuzzle>



## Procedure-

Activity 1A- Inform the students that a bad strain of the flu has been detected in town and they need to wear their masks and assemble the full pictures from which their puzzle pieces were cut. This could be done with constraints such as without talking in order to make it more of a creative problem solving group activity. All of the original photos were taken during the Spanish flu pandemic and depict people wearing masks.

Purpose- Pique the interest of the students using primary source documents and to teambuild through problem solving and task completion. Moreover, the puzzle activity leads into the Question Formulation Technique in which kids use the primary documents they have assembled to make observations, write and refine questions about them, and defend their question choices with reasoned arguments.

Activity 1B- Once the photos are reassembled the students will interact with the photographs via a Question Formulation Technique (QFT). Explain the procedure for the QFT:

Introduce the four essential rules for producing questions to students:

- **Ask as many questions as you can.**
- **Do not stop to discuss, judge, or answer the questions.**
- **Write down every question exactly as it is stated.**
- **Change any statement into a question.**

As a group, select the two most interesting questions you could research. Prepare your group to present your picture & questions in a gallery walk. The students then circulate around the learning space they are able to see the other photos and provide feedback to each group regarding their questions. Once the walkabout is complete and the feedback is considered, each group picks what they believe the best question and along with 5 reasons why the question they chose is an outstanding question.

Purpose- This activity is designed to at once have kids interact with a primary source while also learning a transferable questioning technique that they can draw on in any subject or situation that asks students to turn observation into analyzation and further inquiry. Moreover, it allows kids to again experience and alacrity in the art of questioning as they shape and mold their interrogatives into open and probing questions.

Activity 2A- Use the Digital Newspapers at Minnesota Historical Society site to find the following article from our local newspaper describing the wearing of flu masks in Owatonna, MN in 1918

<http://www.mnhs.org/newspapers>

Purpose- Connect the topic of flu masks to the town where they live. Specifically, how wearing masks was seen and handled by young people in Owatonna, MN. and why they are now wearing masks via primary sources. This is also an opportunity to scaffold students up to the independent research component of the unit by providing the following information: Owatonna Peoples Press October 25th, 1918 Page 2 Flu Masks and allowing them to control the e-search tool. If pressed for time, students could snap a photo of the QR code to go directly to the correct issue.



After reading the article each group must decide whether to recommend wearing a mask. Also, if they had to wear a mask would they follow in the footsteps of Owatonna teens from the teens and customize them?

How would they make them unique? At this point students could be given time to customize/personalize their masks.

Activity 2B- Use the Digital Newspapers at Minnesota Historical Society site to find the following article from The Princeton (MN) Union newspaper stating that the jumping distance of the Spanish Influenza germ is believed to be 18 inches. <http://www.mnhs.org/newspapers>

Purpose- Connect the topic of flu masks to the prevailing scientific theories of the day. Students will use measuring skills and decision making to determine whether they require a mask when in class during a flu outbreak using the knowledge at hand in 1918 via a primary source from their home state. This activity also provides another chance for kids to practice using the search tool on the digital newspaper sight with a specific goal and affording them instant feedback on the accuracy of their searches.

Princeton Union October 24th, 1918 Page 5 column 3 : the jumping distance of an influenza germ. Again, this is designed to be both a scaffolding to independent research though the QR could be used for quick access.



Once the students locate and read the article allow them to use the tape measures provided to apply the information in the article to determine whether they need to continue wearing their flu masks. If they choose to take their flu masks off and the teacher finds them closer than the 18 inches specified in the article to another student that is a disease carrier (as indicated by a small red dot on the string of their mask) they automatically become infected with influenza themselves.

Activity 3- The groups will spiral back to their “best question” (BQ) and gather as much information as they can to gather to help answer their BQ.

Purpose- This preliminary research will serve as the group’s exit ticket and serve as a kickoff for day two of the unit where we share the information gathered the day before and discuss key terms that will be useful in their independent research on the Spanish Influenza pandemic.

## Day 2

### Instructional Resources-

A flu mask that must be worn to prevent the spread of the grippe (wearing or not is at student’s discretion and possible peril)

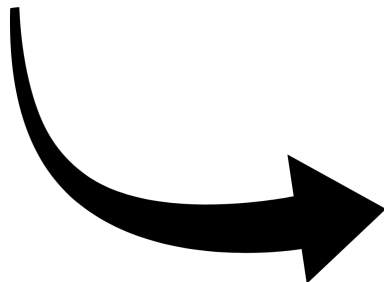
Electronic devices and WiFi access

A map of the U.S. and/or Minnesota divided into regions as the teacher sees fit & student maps of U.S. and/or Minnesota

“Flus in the News” Research Record

### Procedure-

Begin by handing back the exit tickets collected at the end of the previous lesson to the respective groups.



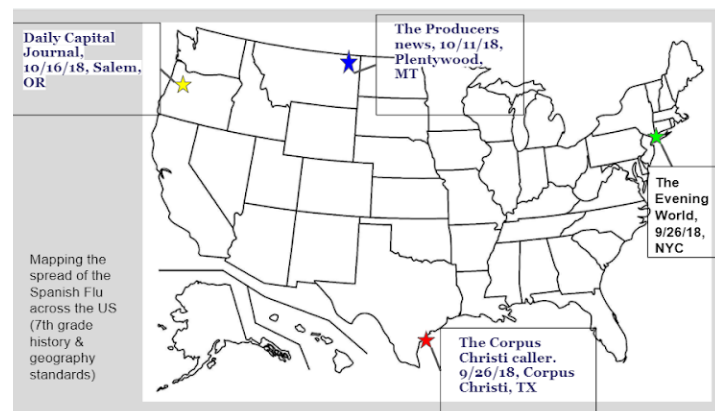
Flus in the News	
Name of Newspaper: _____	City, State _____ Date: _____
Search Term: _____	Number of Hits: _____
-Type of Article or Advertisement _____	
Summary of Article or Description of Ad _____	
Major Story in the Issue: _____	
Flus in the News	
Name of Newspaper: _____	City, State _____ Date: _____
Search Term: _____	Number of Hits: _____
-Type of Article or Advertisement _____	
Summary of Article or Description of Ad _____	
Major Story in the Issue: _____	
Flus in the News	
Name of Newspaper: _____	City, State _____ Date: _____
Search Term: _____	Number of Hits: _____
-Type of Article or Advertisement _____	
Summary of Article or Description of Ad _____	
Major Story in the Issue: _____	

Activity 1- Debrief their “BQ” research session with a discussion of search terms that the students found successful and post them in a place that is easily seen from anywhere in the learning space a sample list could contain:

- **Spanish Flu**
- **Spanish Influenza**
- **Grippe**
- **La Grippe**
- **Spanish Lady**
- **(Heliotrope) Cyanosis**

Purpose- Again this is more scaffolding before “turning them loose” to research of their own devices. Because they are 12 year olds they need to have not only a term to initiate a search of the Chronicling America newspaper database, but also possible alternatives that will greatly increase the chance of a successful search and extend student engagement-both a zig and a zag in case of a snag if you will.

Activity 2- The groups will be assigned several states to research using the Library of Congress’ Chronicling America newspaper database to find mentions of Spanish Flu outbreaks, prevention strategies and impacts on life and culture in the U.S. Each Spanish Flu, Grippe, Spanish Lady “Hit” will be recorded on a “Flus in the News” form and plotted on the group map of the U.S. with an annotation including name of the paper, date of publication, place published and 2-3 key words. (At right)



Or create a google form into which students enter the relevant information about the citation and then it is transferred via google sheets into google maps and all the locations and annotations of their research “hits” will be plotted on the class map and can be accessed by all in the class via their google accounts.

Purpose- To use the primary source database to glean information and depict it through a geographic lens in a spatial/visual manner in order to better spot trends, make inferences, hypotheses about the spread and impact of the Spanish flu on the U.S.



Activity 3 A- Post the annotated group maps around the room. The groups again circulate around the space to each map where the group looks for a trend or theme such as “ most southern states closed schools in October of 1918”. Once all groups have identified a trend/theme for each map they are reported to the class and recorded next to each map on butcher paper. Next, each group chooses a trend from any of the maps and writes three inferences about the Spanish flu situation in those states/region.

The inferences will be prominently posted of the unit for reference and a spiraling back at the end of the unit to become essay question choices on the final assessment to be answered as mini-Document Based Questions (DBQs) with references to primary documents.

**Purpose-** To use the student generated geographical data to begin to spot patterns and make hypotheses about the impact, spread and policies surrounding the Spanish Flu in the US. You know, have 7th graders use history and geography to make sense of what happened and perhaps use that knowledge as they go forward in the unit and when dealing with issues in the real world.

## Day 3

### Project

#### Media Campaign:

Have the kids delve into the public education campaigns for the Spanish flu and the CDC campaigns for modern diseases (see right) and use that knowledge to design an information program using social media to educate the public about a modern disease. (see below)

Researching and mapping emerging & re-emerging (mutated) diseases

### Disease X- The Next Epidemic?

1. Marburg	10. Adenovirus 14
2. Ebola	11. SARS-CoV
3. Hanta	12. Nipah
4. Dengue Fever	
5. Lassa	
6. Junin	
7. Machupo-Black Typhus	
8. Zika	
9. Kyasanur Forest Disease	

**Emerging Viruses**

Name of Virus \_\_\_\_\_

Precise place of disease origin \_\_\_\_\_

Date first appeared \_\_\_\_\_ Where is the disease predominantly located? \_\_\_\_\_

Complete name and origin of the name \_\_\_\_\_

Other names for the disease \_\_\_\_\_

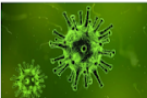
What is the pathogen? \_\_\_\_\_

Disease vectors: (What can spread the disease?) \_\_\_\_\_

Symptoms \_\_\_\_\_

Scientists/Medical professionals involved with discovery or treatment development: \_\_\_\_\_

Interesting fact \_\_\_\_\_



## Could A Re-Tweet or a Mention be the Best Prevention?

Getting a Handle on the Disease:

- What is your handle?
- What is/are your #s?
- Who should you follow?
- Your avatar?



The kids create an information campaign to get the word out about the new disease using new & old school methods. (Media literacy and the movement of ideas)

Posters are Gold for both Young & Old

- Slogan or Catchphrase
- Mascot/Logo
- Colors
- Easy to read and understand
- Series of 3 posters aimed @ different audiences.



YouTube Ad with the Good & the Bad

- Short PSA about the prevention and symptoms of the disease
- Skipable or not- should I get a shot?
- Spokesperson?



## Project Requirements-

1. Twitter or Instagram account

2. Video PSA on flipgrid/YouTube

3. A “period” photo of 1918 pandemic using green screen & DoInk to be used in 1 of the 3 posters

4. 3 posters that include:

- A slogan/catchphrase
- Mascot/Logo
- Targeted to a specific audience