

## TEACHING AMERICAN HISTORY PROJECT

### ***Lesson Title - Examining the Spanish Flu of 1918 Using Primary Sources***

Grade - 8

Length of class period – 2 or more 80 minute blocks

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

1. How serious was the Spanish Influenza that spread in 1918? Back up your answer/statement with at least 5 examples, facts or observations from the primary sources given below. Be sure to identify which document you are using.
2. Also answer: Would you have been for or against using face masks? Explain your reasoning.
3. How have communities in general been affected?
4. Besides masks, how else are people battling the spread of disease?
5. What questions came up in your research that you would like to know more about? What did you find interesting?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will critically examine the primary documents presented and come up with their own estimate on how deadly the influenza virus of 1918 was.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Please see the [many](http://www.tolland.k12.ct.us/tms/grade7/dchassanoff/WWIhomefront.html) links compiled on my website:

<http://www.tolland.k12.ct.us/tms/grade7/dchassanoff/WWIhomefront.html>

In addition, I am using excerpts out of: *America's History Through Young Voices; Using Primary Sources In The K-12 Social Studies Classroom*, Richard M. Wyman Jr. ISBN#0-205-39576-7 (Provided by the Teaching American History Project. The excerpts come from Chp. 9 World War I: Dear Sergeant Armstrong. pgs. 115-124

Activities (What will you and your students do during the lesson to promote learning?)

Students will be reading in class the letters from a well liked history teacher, to his 7<sup>th</sup> grade students who are back in the states dealing with the threat of influenza. A worksheet will guide our discussion. (see attached)

Next, students will be exploring the seriousness or causal attitude various communities took toward the disease. Students will reflect on the primary sources they choose and write about it. (see internet link)

How will you assess what student learned during this lesson?

Students will submit a written reflection on the internet primary sources and receive a grade based on a rubric for this lesson.

Connecticut Framework Performance Standards -  
146 **CONTENT STANDARD 1: Historical Thinking**

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;