US History Independent Project

Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. Each project can be completed over multiple days, and the projects can be completed in any order.

High school project packets are available for the following courses:

- English 1
- Algebra
- Biology
- US History
- English 2
- Geometry
- Chemistry
- World Studies
- English 3
- Algebra 2
- Physics
- Civics
- English 4

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage you in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

Use the table of contents on this page to navigate through the project packet.

US History Project: Comparing Pandemics - 1918 to 2020
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Estimated Time
Approximately 225 mins for the project

Grade Level Standard(s)
RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.
SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Caregiver Support Option
Caregiver support could include discussing the impact of the current pandemic on the family / community / world, and expanding that discussion to the similarities / differences to how a family might have handled the 1918 pandemic.

Materials Needed
Paper, writing utensils. Poster paper, if the student opts to do a poster rather than an essay.

Question to Explore
*How does the reaction to Covid19 compare to the reaction to the Flu of 1918?

Student Directions
See below for step-by-step directions. Do all work on your own paper.

Activity 1: Document Analysis - Complete all 3 steps for Documents A-H (attached)
Step 1: What do you see? As you look at each of the attached documents, what do you see? Be very concrete in your observations of the images. For text, look at the source and title.


Step 3: What do you still want to know about this document? Come up with 1 question per document for further investigation or clarity.
Activity 2: Comparison of Events - Complete Step 1 for Documents A-H. Complete Step 2 as directed.

Step 1: Why do you think this document was created? Explain what you think the author’s intent was in creating this document. Who was expected to see / read it? Why was the document created?

Step 2: Choose 2 pairs of documents. Compare and contrast each pair of documents. Include:
- What is the topic of the pair of documents? Explain how you know this is the topic.
- How are the documents similar in their message? Cite one piece of evidence from each document to support your answer.
- How are the documents different in their message? Cite one piece of evidence from each document to support your answer.

Activity 3: MEL-Con Essay or Poster.

Prompt: How does the reaction to COVID-19 compare to the reaction to the Flu of 1918?

Choose one of the following options to answer the above prompt:

Option 1: Four paragraph MEL-Con Essay (each paragraph should be five to eight sentences long)

- Paragraph 1: Introduction. Include an introduction and summary of what you have learned about the pandemics of 1918 and 2020. Include a thesis statement that addresses the question above.
- Paragraph 2: Comparison paragraph. Using at least two documents to support your claim, explain how the Flu Pandemic of 1918 was similar to the COVID-19 Pandemic of 2020. Make sure to explain how each piece of evidence connects to your main idea.
- Paragraph 3: Contrast paragraph. Using at least two documents to support your claim, explain how the Flu Pandemic of 1918 was different to the COVID-19 Pandemic of 2020. Make sure to explain how each piece of evidence connects to your main idea.
- Paragraph 4: Conclusion and reflection. Wrap up your essay with a brief overview of what you have learned about pandemics. Include at least one statement of clarification (“I used to think...but now I think...”)

Option 2: Four Part Poster.

- Part 1: Introduction. Include a summary paragraph of what you have learned about the pandemics of 1918 and 2020. Include a thesis statement that addresses the question above. (5-8 sentences)
- Part 2: Comparison. Use at least two documents to show how the pandemics are similar. You can cut the documents out from this packet, or draw something that represents the comparison from the documents. Include one or two sentences that explain the comparison.
- Part 3: Contrast. Use at least two documents to show how the pandemics are different. You can cut the documents out from this packet, or draw something that represents the difference from the documents. Include one or two sentences that explain the differences.
- Part 4: Reflection. Share what you have learned about pandemics, including responses to the pandemics. Include at least one “I used to think... but now I think...” statement in this five to eight sentence reflection.
Cross Content Connection:
Math and Science - Documents A-B
ELA - document analysis
Fine Arts - poster creation
Science and Health / PE - Documents C, D, G-J
CTE - Documents E-F
World Language - cultural discussions, Documents K-L

Document A: Social Distancing, 1918

Document B: Social Distancing, 2020


Document C: Protective Measures, 1918

“The gauze mask was another prevention method... In the United States it was widely accepted for use in hospitals among health care workers... These gauze masks acted to prevent the infectious droplets from being expelled by the mouth and from the hands, contaminated with microbes from being put to the mouth... The mask was also worn in some regions by the general population. In San Francisco, the gauze masks were made a requirement of the entire population in a trial ordinance..."

Document D: Protective Measures, 2020

Health-care workers and others essential to the Covid-19 fight say they’re increasingly frustrated that they’re being sent into a deadly battle without the protective gear they need for themselves and their patients... The concern is nationwide: The country’s largest nurses’ union has filed more than 125 complaints with federal workplace safety regulators alleging dangerous working conditions in hospitals.

“We are the richest country in the world and yet we can’t protect our health-care providers when fighting the deadliest virus we’ve dealt with in most of our lifetimes,” said Ryan Stanton, an American College of Emergency Physicians board member in Lexington, Kentucky.


Document E: Workers Demand Pay, 1918

Oust Nurses Who Demand $7 Day Wage
An explosion took place at the meeting of the board of supervisors today when a demand from Miss Clara B. Thompson and Miss Helen Lang, nurses at the Arroyo Sanitarium, Livermore, for an increase from $7.5 a month to $7 a day for nursing influenza patients reached the board. Supervisor W. J. Hamilton made a vigorous speech in which he declared that “such un-American conduct, when hundred of persons are giving freely of their time and strength to fight the scourge among us, cannot be too strongly condemned!” Hamilton immediately introduced a resolution dropping the nurses in question from the county’s service, which was passed unanimously...

Health Department Men Want More Pay
More than 56 employees of the Health Department, engaged in collecting ashes and swill in this city, went on strike this morning after being refused the increase from $2.60 and $3.75 to $5... (The Department Head) sent a reply in which he said that... (the funding) accorded to the Health Department this year did not warrant the granting of the increase asked...

Sources: Compiled and Modified by R. Jihan on 4/2/2020.
Large-scale strikes occurred in late March 2020 at Instacart, Amazon, and Whole Foods. Sanitation workers in Pittsburg, Pennsylvania went on strike over protective equipment, as well. Other strikes occurred at a McDonald’s in San Jose California; workers at General Electric walked off the job demanding to re-tool the factories to make ventilators; and around 100 restaurant and retail employees in Durham and Raleigh, North Carolina went on a single day digital strike against unsafe working conditions, low pay, and reduced hours.

Instacart worker demands include hazard pay, expanding coronavirus sick pay to include coverage for those with underlying health conditions, and changing the default tip from 5% to 10% on all orders. Meanwhile, other workers told CNN Business they will continue working, citing fear of retaliation from bosses, as well as an unwillingness to leave customers in the lurch. But they feel similarly that Instacart needs to improve worker conditions at a time when the importance of their jobs is felt by customers more than ever.


Source: The Oakland Municipal Auditorium being used as a temporary hospital during the influenza pandemic of 1918, in Oakland, California. Underwood Archives—Getty Images
https://time.com/5797629/health-1918-flu-epidemic/ 3/7/2020
**Document H: Emergency Hospitals, 2020**

Image of a hospital with beds lined up. 

**Source:** Evans, Brad. “McCormick Place Transformed with Hospital Beds.” CBS Chicago. 4/1/2020.


**Document I: Military Response to Influenza Pandemic, 1918**

A sign in the Philadelphia Navy Yard.

**Caption:** “Spanish Influenza has endangered the prosecution of the war in Europe. There are 1500 cases in the Navy Yard, 30 deaths have already resulted. Spitting spreads Spanish Influenza. Don’t Spit!”

**Source:** “How America Struggled to Bury the Dead During the 1918 Flu Pandemic”.

While the Pentagon stopped most troop movement on March 13, 2020, there are still exceptions to this order. Military personnel on ships and at bases remain concerned about the lack of safety precautions being taken by the Federal Government.

**Caption:** Temporary sign placed outside of a military building that reads: “Mandatory hand washing required before entering facility”.

The origins of this influenza variant is not precisely known. It is thought to have originated in China in a rare genetic shift of the influenza virus....The name of “Spanish Flu” came from the early affliction and large mortalities in Spain where it allegedly killed 8 million in May 1918. However, a first wave of influenza appeared early in the spring of 1918 in Kansas and in military camps throughout the US.


Caption: “And then (a little sneaky music professor) enters the villain, Senor Spanish Influenza, ...But Dr. Powers (the Mayor of L.A.) says there shall be no meetings!"
The woman is labelled “Miss L.A.”
Senor Spanish Influenza is dressed as a Spanish Matador, with dark skin and a handlebar mustache that looks like horns. He says, “How do you Ka-Choo?”

Asian Americans report being spit on, yelled at, even threatened in the streets. There has been a recent stabbing in Montréal and increased violent targeting of Asian businesses. Asian Americans reported over 650 racist attacks last week according to the Asian Pacific Policy and Planning Council. These incidents demonstrate rising racism against Asian communities in North America.


**Image:** Asian-American child with red “USA” hat. President Trump gesturing for the child to leave and to hand over the hat.