

Lesson Plan Template
Learning From the Past, Teaching the Future
Grade Level: 3rd
Subject Area: Language Arts
Duration: One Week

Plan Goals:

Students will be able to understand how history can help us learn about our world.

KNOW	UNDERSTAND	DO
<p>Vocabulary:</p> <ul style="list-style-type: none">• Contagious• Crisis• Gratitude• Pandemic• Quarantine• Spanish Flu• Time Capsule• Virus <p>Essential Questions:</p> <ul style="list-style-type: none">• What can we learn about from past pandemics?• How can you help others in the future learn about pandemics?	<p>Standards:</p> <ul style="list-style-type: none">• We can learn from history.• We can leave information about our lives for others in the future to learn from.	<p>Skills Learned:</p> <ul style="list-style-type: none">• Students will engage in whole group class discussions. <p>Students will work with their peers in small groups and will have opportunities to work individually.</p>

<p>Materials</p>	<p>Primary Sources:</p> <ul style="list-style-type: none"> • “Flu” Masks Ready to Check Epidemic Picture https://chroniclingamerica.loc.gov/lccn/sn87076843/1918-10-24/ed-1/seq-4/ • <i>Gauze Masks Now the Style</i> Newspaper Article <ul style="list-style-type: none"> ○ https://chroniclingamerica.loc.gov/lccn/sn88085318/1918-11-09/ed-1/seq-1/ ○ Masks Required on Trolley Photograph https://www.loc.gov/resource/anrc.02654/ ○ <i>The Influenza Epidemic</i> Manuscript https://www.loc.gov/item/wpalh000669/ <p>Secondary Sources:</p> <ul style="list-style-type: none"> • COVID-19 Time Capsule from Dr. Loftin’s Learning Emporium https://drloftinslearningemporium.com/coronavirus-time-capsule-journal/ <ul style="list-style-type: none"> ○ <i>Purple Death</i> by David Getz ○ <i>The Corona Virus Explained to Children</i> Video by Eurac Research ○ <i>The Secret Life of Viruses: Incredible Science Facts About Germs, Vaccines, and What You Can Do to Stay Healthy</i> by Mariona Tolosa Sistere ○ <i>Why a Mask You Ask?: A Children’s Book about the COVID-19 Pandemic</i> by Erica Argos & Kelly Argos <p>Online Sources:</p> <ul style="list-style-type: none"> • <i>Memory Kit Guide: How to Conduct an Interview (English)</i> https://www.youtube.com/watch?v=_4pm_-GGyUw • <i>Pandemic Influenza</i> article https://www.globalsecurity.org/security/ops/hsc-scen-3_pandemic-influenza.htm • <i>Pandemic Influenza</i> resources https://www.cdc.gov/flu/pandemic-resources/index.htm
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<p>Procedures</p>	<p>Teacher Role:</p> <ul style="list-style-type: none"> • Prepare printed materials for each student. • Introduce lessons and materials. • Guide students in a discussion about the importance of preserving history and why time capsules are important. • Guide students in making connections with 1918 Spanish Flu and COVID-19. • Allow students to complete Time Capsule materials guiding as needed and allowing independent work as possible. • Read books to students in whole group activities. • Instruct students how to conduct an interview and composing questions for an interview. • Collect time capsule materials and decide how and where to store them. • Assess student learning. <p>Student Roles:</p> <ul style="list-style-type: none"> • Engage in group discussions about pandemics in history and today. • Read printed materials in small groups, and individually. • Watch videos and explore online resources in small groups, and individually. • Complete Time Capsule materials. • Self-assess through checklist. <p>Questions to Guide Discussions:</p> <ul style="list-style-type: none"> • What do you remember about learning prior to COVID-19? How does it compare to now? • What is something you would like to tell you future self? • How are the 1918 Spanish Flu and COVID-19 pandemics similar? Different? • What do you want others in the future to know about the COVID-19 pandemic? <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Whole Group: <ul style="list-style-type: none"> ○ Introduction ○ Book Read Aloud ○ Class Discussions
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- KWL Chart

2. Small Group:

- Exploring printed materials
- Exploring digital materials
- Oral history interviews

3. Individual:

- Taking notes
- Exploring printed materials
- Exploring digital materials
- Filling out Time Capsule materials

Activity 1: All About Me and COVID-19

This activity will begin with an introduction to pandemics. Discuss what a time capsule is and the importance of preserving information for the future. Guide students in whole class discussions about pandemics, what they remember about learning and school from before COVID-19, and how the pandemic has affected them. Allow students to assist in deciding what they want to put in the time capsules, where they will be stored, and when they will be opened. Students will fill in a portion of the time capsule materials.

Activity 2: Compare and Contrast 1918 Spanish Flu and COVID-19

Allow students to work in small groups to explore materials covering 1918 Spanish Flu and COVID-19. Ask students to take notes while they are exploring the materials. Guide students in discussions about how each pandemic is similar and different. Students will fill in a portion of the time capsule materials.

Activity 3: Pandemic Fashion

Lead students in a class discussion about wearing masks. Discuss why masks are worn. Talk about how styles have changed from the 1918 Spanish Flu pandemic to the COVID-19 pandemic. Discuss proper hand-washing techniques, coughing into a tissue, and staying home when sick. Invite students to design a mask. Students will fill in a portion of the time capsule materials.

Activity 4: Interviews

	<p>Allow students to explore oral history/interview materials. Lead students in how to conduct an interview. Allow students to work in small groups or pairs to brainstorm interview questions. Then have students conduct interviews with their peers. Use technology (Screencastify, Movie Maker, iPhones, etc.) to record interviews. Students will fill in a portion of the time capsule materials.</p>
<p>Methods</p>	<ul style="list-style-type: none"> ● Guided Practice: <ul style="list-style-type: none"> ○ Read stories and materials to students. ○ Facilitate class discussions and assist in completing materials. ○ Instruct students in conducting an interview. ○ Assist with interview data. ● Independent Practice: <ul style="list-style-type: none"> ○ View videos and explore pictures to learn about the 1918 Spanish Flu and COVID-19. ○ Complete materials to build a time capsule. ○ Conduct interviews with peers. ● Differentiation: <p>Students will complete the ‘know’ and ‘what’ portions of a KWL chart to assess their background knowledge during the introduction of the lesson with the help of the teacher. They will complete the ‘learned’ portion of the chart at the conclusion of the unit. Students will be able to listen to stories being read and told, watch videos, and read materials during the lessons. The teacher will assist students with reading materials. Materials will be provided in a variety of formats. Students will be able to work with classmates in whole group, small groups, and pairs.</p>

<p>Assessment</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none">• Students will use a checklist to self-reflect on their learning during the unit lessons.• The teacher will observe students during learning activities and class discussions for understanding. <p>Summative Assessment:</p> <ul style="list-style-type: none">• Students will conduct interviews with their peers. <p>AASL Standards:</p> <ul style="list-style-type: none">• B.1.1. Learners engage with new knowledge by following a process that includes: Using evidence to investigate questions.• B.5.1. Learners construct new knowledge by: Problem solving through cycles of design, implementation, and reflection.• C.5.2. Learners engage with the learning community by: Co-constructing innovative means of investigation.• D.3.1. Learners actively participate with others in learning situations by: Actively contributing to group discussions.
<p>Reflection</p>	<p>After implementation, please send in an assessment for inclusion on the website addressing what worked, what did not, and what adjustments you might suggest for the next time. Please include any assessment data.</p>

Project Checklist

Name: _____

- ___ I participated in class discussions.
- ___ I see similarities between 1918 Spanish Flu and COVID-19.
- ___ I can compare and contrast 1918 Spanish Flu and COVID-19.
- ___ I understand the importance of preserving history.
- ___ I have explored all printed material.
- ___ I have explored all digital material.
- ___ I have taken detailed notes.
- ___ I understand how to conduct an interview.
- ___ I have completely filled out my time capsule materials.

K.W.L. Chart

Topic: _____

K

What I Already Know

W

What I Want to Know

L

What I Have Learned