

### Lesson Plan Template

All-School Social Justice Study: Memorializing and Reflecting on the COVID-19 Pandemic

Grade Level: 3-5th

Subject Area: Interdisciplinary with an emphasis on  
Social Studies, Literacy, Art, and Music

Duration: 3-4 hours in 'labs' before the unit (5 full school days)

#### Plan Goals:

The All-School Study is a week-long, cross-age (8s-10s), multi-disciplinary, immersive study which typically takes place in December (before the Covid-19 pandemic) or March (after the Covid-19 pandemic). The study must have a social justice focus within a given broad theme (local history, “The World I Want to Live In”, neighborhoods), but within this framework teachers are given freedom and responsibility to craft their own curriculum. Prior curricula that I have written for the All-School Study include a [unit on the history culture, and science of surfing](#), [Brooklyn City of Food](#) (see [primary source connections and schedule](#)) and [“The World We Want to Live In” STEAM Maker Lab](#). As a culminating event, students traditionally share their work with the community (other students, family and friends) during the afternoon of Day 5 of the All-School Study.

<b>KNOW</b>	<b>UNDERSTAND</b>	<b>DO</b>
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How do we learn about what happened in the past?</li> <li>● What can we learn about the 1918 influenza epidemic through an investigation of primary sources at the Brooklyn Public Library?</li> <li>● What connections can we draw between the 1918 influenza epidemic and the current Covid-19 epidemic?</li> <li>● What is a monument? What can we learn about ideas about what happened in the past through an investigation of monuments around us?</li> <li>● Why are there so few public monuments to the 1918 influenza pandemic? How are artists engaging with and reflecting on the COVID-19 Pandemic?</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>● Draw connections between the 1918 influenza pandemic and the current, ongoing Covid-19 pandemic.</li> <li>● Begin to understand the meanings and purposes of public memorials.</li> <li>● Engage with works of art related to the Covid-19 pandemic and begin to understand how artists can process and understand difficult times through creative expression.</li> <li>● Gain an introduction to collecting oral histories about experiences in school during the Covid-19 pandemic.</li> </ul>	<p>Skills Learned:</p> <p>Create a work of art or design/build a model of a public moment to memorialize Covid-19 (individually or in partnerships).</p> <p style="text-align: center;">OR</p> <p>Create a work of art or a public monument/space that centers health and wellness (individually or in partnerships)</p>

<p>Materials</p>	<p><b>Primary Sources:</b></p> <p>Materials selected by the research librarian(s) at the Brooklyn Public Library’s Center for Brooklyn History.</p> <ul style="list-style-type: none"> <li>• These may include selections from “<a href="#">Pandemics in Brooklyn: A view from 1918</a>” or selections from the <a href="#">oral history collection</a></li> <li>• <a href="#">Tenement Museum: 1918 Influenza Pandemic</a></li> </ul> <p>Student-created materials related to the Covid-19 pandemic:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Greene Hill Times</a> (Open Work newspaper written during Fall, 2020)</li> <li>• <a href="#">10s Class Quilt</a> (Spring, 2021)</li> </ul> <p>Audio materials can include:</p> <ul style="list-style-type: none"> <li>• Digital recording materials and software for podcasting.</li> </ul> <p><b>Instruments:</b></p> <ul style="list-style-type: none"> <li>• Discuss with Music teacher.</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• Google Slide Presentations (similar to “<a href="#">The World We Want to Live In</a>” <a href="#">STEAM Maker Lab</a>)</li> <li>• Whiteboard markers</li> <li>• Copies of graphic organizers (adapted from Open Work project planning sheets) and images where available.</li> <li>• Transportation pass</li> <li>• Emergency contact sheet</li> <li>• Bag with clipboards, trip sheets, and pencils for field trips</li> <li>• Medical kit and EpiPens (if applicable)</li> </ul> <p><b>General Student Materials:</b></p> <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Pencils</li> <li>• Glue sticks</li> <li>• Hot glue guns and hot glue</li> <li>• Colored pencils</li> <li>• Markers</li> <li>• Cardboard / mat board</li> <li>• Paint / pastels / charcoal / watercolors, etc.</li> <li>• Canvas, art paper, and poster board</li> </ul>
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	<ul style="list-style-type: none"> <li>• Fabric/sewing machine.</li> <li>• Wood scraps and other Open Work materials as determined by students.</li> <li>• Index cards for artist statements</li> </ul> <p>Tables set up for share in the Community Room on Day 5</p>
<p>Procedures &amp; Methods</p>	<p><b>“Labs” Before the Lesson: Background Information:</b></p> <p>Note: The below assumes that there will be one 45-minute to one hour lab meeting each week in the three consecutive weeks before the All-School study.</p> <p>During the first pre-unit lab group meeting, we will establish community norms. We will emphasize what our responsibilities are for our own learning and to the group’s learning, and what our individual and group needs are as we engage in sometimes difficult learning. During the first group meeting, the teacher will also briefly address the agenda and goals for the All-School Study weeks.</p> <ul style="list-style-type: none"> <li>• Students will then complete a pre-unit assessment that includes space for reflection about their hopes, dreams, and concerns about the All-School Study week. During the second pre-unit lab meeting, the teacher will first review class norms. Students will then work on a KWL Chart about the Covid-19 pandemic.</li> <li>• Students will first have individual think time, and then share, in small groups, and then have a whole group discussion. This will help the teacher determine student understandings of and feelings about and knowledge of the ongoing Covid-19 pandemic and assist teacher in shaping future lessons. Additional resources can include TEDEd</li> </ul>

videos such as [“When is a pandemic over?”](#), [“How do pandemics spread?”](#), [“How do viruses jump from animals to humans?”](#), and [“How Do Covid-19 vaccines work?”](#)

- During the third pre-unit lab meeting, the teacher will review class norms. Teacher will then ask students to share what a monument is and if they know of any monuments. Teacher will chart student answers on the board. The teacher and students will walk to the [Prison Ship Martyrs Monument](#) in Fort Greene Park (a 5-10 minute walk from school). When the group arrives at the base of the monument, the teacher will pass out clipboards, paper, and pencils, and give students 5-10 minutes to draw what they notice about this monument. When this drawing time is complete, students can share their work briefly with a partner. The teacher will then ask students to share what they know about this monument. This conversation can lead to teacher-led information about the monument and student discussion about the monument’s purpose (this conversation can be moved back indoors in the case of inclement weather).
- The teacher will acknowledge that the Prison Ship Martyrs Monument focuses on a difficult time in history, and that we are also going through a very challenging time during the ongoing Covid-19 pandemic. The teacher can then ask students what the pros and cons are of creating memorials to Covid-19 and chart student responses.
- The teacher can also anchor discussion with an investigation of [New York’s first official Covid-19 Memorial](#), which memorializes Sanitation workers and was unveiled in May 2021.

### **Day 1: Investigating Primary Sources**

- Day will begin with a review of previously established norms and background information, as well as an agenda for the day. The teacher will ask students how they think we learn about the past.
- Students will turn and talk with a partner before sharing out in a whole group discussion. The teacher will chart student responses. Teacher will introduce/define or reinforce the terms “primary source” and “secondary source” and

emphasize that the Center for Brooklyn History at the Brooklyn Public Library (BPL) contains both.

- The teacher will preview the field trip to the BPL for a field trip coordinated with the research librarian (prior to All-School Study week, the teacher will coordinate the program with Center for Brooklyn History and coordinate bus transportation to and from the Central Library with the school office).
- At the Brooklyn Public Library's Center for Brooklyn History, students will engage with primary sources related to the 1918 influenza pandemic in Brooklyn and New York City, which may include selections from "[Pandemics in Brooklyn: a view from 1918.](#)"
- Primary source investigations and questions by the teacher and research librarian(s) will help students draw parallels between the 1918 influenza epidemic and the ongoing Covid-19 pandemic.
- Students will also be introduced to the [Oral History Collections](#) and learn if and how the Center for Brooklyn History is collecting oral histories of the experience of Brooklynites during Covid-19.
- Return to school for lunch and outside time following the visit. Upon return to school, the teacher will review learning from the field trip to the Brooklyn Public Library's Center for Brooklyn History, including sharing what we noticed, reinforcing the definition of "primary source."
- New-York Historical Society "[History Responds: Collecting During the Covid-19 Pandemic](#)"
- New York State Museum/New York State Archives: [Covid-19 Documentation Initiative](#)
- Day will conclude with an exit ticket reflecting on the day's learning.

**Day 2: Public Memorials and Art addressing the Covid-19 Pandemic**

- Day will begin with a review of previously established norms and

background information, as well as reviewing the schedule for the day.

- After previewing the day's schedule, the teacher and students will review what they noticed and learned during our visit to the Prison Ship Martyrs monument in Fort Greene Park during lab sessions. The teacher and students will develop a definition of a monument and discuss the purposes why monuments might be created, especially to memorialize difficult history. Teacher will chart student responses.

- The teacher and students will travel to [Battery Park to sketch and investigate a selection of monuments there](#), with an emphasis on the [East Coast Memorial](#), the [Netherland Monument](#), [the New York Korean War Veterans Memorial](#), and the [Labyrinth for Contemplation](#) (opened on the one-year anniversary of 9/11). Weather permitting, lunch and play in Battery Park before returning to school.

- Upon return to school, students and teachers will review what we saw on our field trip and reinforce concepts of a monument/memorial and the purposes of public monuments. The teacher will also lead students in a discussion of why there are so few public monuments to the Influenza Pandemic of 1918.

- Transition to arts investigation, with the guiding question of how visual artists are responding to illness and/or the Covid-19 pandemic. Teacher will have a selection of images available (either printed or available on laptops for interactive art) for small groups to investigate and have a post-it note conversation. Selected images can include:

- ["Nurse Tracey"](#) (collection of the New-York Historical Society. Can also be paired with the ["We Can Do It"](#) poster.)

- [Laura Splan's kaleidoscopic images of coronavirus](#)

- ["A Crack in the Hourglass"](#): An ongoing Covid-19 Memorial by Rafael Lozano-Hemmer (on display at the Brooklyn Museum through August 7, 2022)

- [Brooklyn Bridge Covid Memorial](#) (March 2021)

- [Other images are also available here](#)

- After post-it note conversations, students will briefly share their noticing and questions with the whole group.

- After discussion, students will also watch a video about the work of [Guadalupe Maravilla](#) and learn about "the artist as healer" with

emphasis on Maravilla's work with undocumented immigrants during the height of the Covid-19 pandemic in Brooklyn.

- Guadalupe Maravilla: Tierra Blanca Joven (at the Brooklyn Museum through September 18, 2022).
- For the artist Guadalupe Maravilla, sound is healing ([NPR](#), May 22, 2022)
- [Guadalupe Maravilla Washes off Trauma Through Sound Baths](#): After a series of sessions at P.P.O.W. gallery, the artist is organizing sound baths at a Brooklyn church for those who have experienced ICE detention (Vice)
- Guadalupe Maravilla's website

● Students will have an opportunity to reflect on and share their noticings about Maravilla's work. Following the discussion and a movement break, we will transition to a visit from the 7th grade to address some of the class Open Work projects that they created in the 10s (5th grade) during the 2020-2021 school year, including

- [The Greene Hill Times](#) (Open Work newspaper written during Fall, 2020)
- [10s Class Quilt](#) (Spring, 2021)
- Students will have an opportunity for Q&A with 7th graders

● Teacher will preview that while we will discuss choices for culminating projects tomorrow, one of the choices students can make is to create a work of visual art that responds to the Covid-19 pandemic.

● Day will conclude with an exit ticket reflecting on the day's learning.

### **Day 3: Oral History/Podcasting & Song-Writing Workshops; Project Planning**

● Day will begin with a review of previously established norms and background information, as well as reviewing the schedule for the day.

● The teacher will preview that we will be having a visitor today who will help us to create a podcast about our recollections of going to school during the Covid-19 pandemic.

● The parent visitor will lead a workshop on podcasting. Session will begin with an explanation of their role, the importance of interviews, and a brief explanation of the technology we will use for recording, and then answer student questions.

- The guiding question for interviews can be: “What was your experience of school like during the Covid-19 pandemic?”
- Students will conduct brief interviews with each other and other available community members. Students will then work with the parent to compile the interviews in a podcast format. The recording will be available to share on Day 5 (with headphones and a computer) and on the Google site.
- In the afternoon, the Music teacher will work with students for an hour on writing an original song about the Covid-19 pandemic. Music teacher will use the following songs as examples:
  - [“Influenza Blues”](#)
  - [“Shorty Pull Ya Mask Up”](#) remix
- Music teacher will work with the students to compose a song (can be adapted from a familiar song from the All-School Sings.)
- Recording of the original song will be available at the share (with headphones and a computer) and will also be available on the Google site.
- Day will conclude generating/sharing ideas for culminating projects. The teacher will remind students of the objective of their culminating project (Create a work of art or design/build a model of a public moment to memorialize Covid-19 OR create a work of art or a public monument/space that centers health and wellness (individually or in partnerships). The teacher will also remind students that they can either work individually, with a partner, or in a small group on their culminating projects. Teacher will chart ideas on the board. Then, using a graphic organizer students / groups of students can write or draw out their plan. This graphic organizer can also include space for reflection about the day’s learning.
- Culminating projects and references may include but are not limited to:
  - Architectural model
  - Visual arts (paintings, drawings, textiles, [yarn bombs](#), sculpture, posters, etc.)
  - Poem(s) or short story
  - Graphic novel / [comic](#)
  - Time capsule
  - Dance or performance piece



- Original song and lyrics
- Puppet making/puppet theater
- Community service oriented project based on a need related to the topic

#### **Day 4: Work Time**

- Day will begin with a review of previously established norms and background information, as well as reviewing the schedule for the day.
- This day will focus on completing culminating project plans and working on projects. Students will work on projects for the bulk of the day, and will have frequent opportunities to check in with the teacher to discuss materials, reflect on their progress, and problem solve. The teacher will also observe and record notes during student work times.
- Day will conclude with time for brief student shares of their work so far and an exit ticket reflecting student's thoughts on progress with and thoughts on culminating projects.

#### **Day 5: Work Time and Share**

- Day will begin with reviewing the schedule for the day, as well as setting norms and expectations for the community share.
- The morning will focus on completing student projects.
- Before lunch, the teacher and students will set up their materials on tables in the Community Room (student helpers can also come in early from Outside Time should they wish to help with set up).

Buddy and community shares will begin after lunch time (according to the schedule set by administration) and will continue until pack up and dismissal.

<p>Assessment</p>	<p>Assessments will emphasize the importance of process as well as product. Student assessments will include pre- and post-unit reflection, daily exit tickets, field trip sheets from visits to the Brooklyn Public Library and monuments exploration, the artist statement, and share.</p> <p>The teacher will also take anecdotal notes during the lessons and work times and have at least two one-to-one check ins with students to gauge. Teacher assessments will include a post-unit individual written reflection and collaborative reflection with the grade-level team (3rd, 4th, and 5th grade) at a staff meeting after the conclusion of the unit.</p>
<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>