

Current Events/Misc. Packet

Purpose of this packet: This packet of lessons is designed to be supplemental material for any of your general social studies electives which did not receive their own unique packet. The goal of this packet is to focus on your skills of inquiry, which is how to investigate facts and go about trying to find high quality information. All Social Studies classes have the development of this skill, inquiry, in common which is why we will focus so heavily on it within this packet. For that reason some of the classes listed below will be touched on in much greater detail than others. We will focus primarily on current events topics as we work through some of these skills but will also mix in the following elective classes:

- Current Events
- African American History
- Military History
- Criminology
- As well as components of Economics, Government, and Sociology.

This packet provides a framework for you to display your critical thinking skills through a series of brief lessons. With all questions asked be sure to clarify your answers. Always explain yourself. Make sure to not give one word answers as often as possible. Imagine your teacher asking you, “Well why do you think that?” If you need to use separate paper or type a response you are always welcome to do so.

Inquiry Standards Covered:

- Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.
 - Inq1.a: Develop questions based on a topic
 - Inq1.b: Plan inquiry
- Standard SS.Inq2: Wisconsin students will gather and evaluate sources.
 - Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
 - Inq2.b: Evaluate sources
- Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.
 - Inq3.a: Develop claims to answer inquiry question
 - Inq3.b: Cite evidence from multiple sources to support claim
 - Inq3.c: Elaborate how evidence supports claim
- Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.
 - Inq4.a: Communicate conclusions
 - Inq4.b: Critique conclusions
- Standard SS.Inq5: Wisconsin students will be civically engaged.
 - Inq5.a: Civic engagement

We have also set up a Current Events Newsela class for the district with some articles assigned to it for optional readings, quizzes, and writings if you would like to go an extra step. That classroom code on Newsela is: ZWDKRD

Enrichment Lesson 1: Inq1.a: Develop questions based on a topic

Step 1 Instructions: Read the following article from BBC regarding the Coronavirus the gun debate in the US. As you read, highlight or underline any sentences/phrases/or words that you feel like should be explained more or could have had more detail added to it to possibly make a more complete picture.

BBC Article: **Coronavirus: LA county gun shops to reopen as 'essential' business**

Los Angeles County is reopening gun shops to the public after a federal memo listed them as "essential" businesses. Sheriff Alex Villanueva closed shops last week, but reversed course on Monday, following the guidance. The LA county closures had prompted a lawsuit from gun rights groups. The change comes amid a national dispute over whether gun access is critical amid the Covid-19 pandemic. The federal guidance issued on 28 March classified munitions makers and sellers as "essential critical infrastructure workers". Mr Villanueva said that though the memo was non-binding, it has national scope and he would therefore open shops closed last week.

Previously, Mr Villanueva had told gun shops to close in the nation's most populous county, as long queues due to panic-buying posed health risks. California's Governor Gavin Newsom, who issued a state-wide stay at home order to combat the spread of Covid-19 earlier this month, has said each of the state's counties may determine whether firearm stores, like groceries and pharmacies, were essential businesses permitted to remain open. The state has seen over 130 deaths due to the novel coronavirus. The US currently has over 164,000 confirmed cases. An order was issued closing gun shop to the public, but dealers could continue to do business with police, security companies and some residents who had not yet collected their previously purchased firearms.

The National Rifle Association - one of the most powerful gun lobby groups in the US - and other pro-gun groups filed a federal lawsuit against California officials on Friday over store closures. The mandatory closures violated the US Constitution's Second Amendment right to bear arms, the suit said. Gun control groups have argued keeping these shops open is not safe in a pandemic. Across the nation, Covid-19 has caused a rise in firearm sales, including from many first-time buyers, local media report. States have taken different approaches to gun access amid the Covid-19 crisis. The Texas attorney general has deemed gun shops essential businesses protected by the Second Amendment, but New Jersey has restricted business to appointment-only sales during limited hours. Pennsylvania residents may also continue to buy firearms as long as they abide by social distancing guidelines.

Step 2 Instructions: This is a very short article involving a number of topics involving economic policies, government involvement, constitutional rights, and public health/safety. In the space below create 2 "researchable questions" that you have after reading this article based around what you underlined or highlighted. These questions should be open ended and researchable. This means they should be something you believe you can find an answer too. Your questions should be designed to help you find that additional information that you underlined or highlighted as lacking, incomplete, or possibly missing.

remember An open ended question can not be answered with a single word like yes or no, instead it requires a potentially lengthy response or explanation. The questions I ask you in tomorrow's lesson can be viewed as an example.

1. _____

2. _____

Enrichment Lesson 2: Inq1.a: Develop questions based on a topic

Step 1 Instructions: If you have access to a computer and WIFI, search your research questions from yesterday and see if you can find answers. If you do not have access to a computer and WIFI, ask your research questions to a parent, guardian, family member, or even to a friend and use their responses as your research.

For each question find either two sources online or if computer access is limited ask your questions to two people if available. In the space provided, jot down some notes from your sources or interviews that you feel add some of the information that was missing from the article yesterday.

1.

a. _____

b. _____

2.

a. _____

b. _____

Step 2 Instructions: Respond to the following questions based on your own research and personal opinions.

1. Do you personally feel that gun stores should fall under the umbrella of an essential business? Why do you personally feel this way? Back up your response with at least one piece of evidence from the article, your own research, or your interview

a. _____

2. Explain below how this article discusses issues involving [1] politics, [2] economics, and [3] social safety.

a. _____

Enrichment Lesson 3: Inq1.b: Plan inquiry

Step 1 Instructions: This lesson will be centered around the topic of all of the sporting and social events (such as concerts) being cancelled or rescheduled due to the Coronavirus. Worldwide events such as the Olympics have been pushed back until 2021 in hopes that the virus has subsided by that point.

New dates announced for Tokyo 2020 Olympics postponed over coronavirus concerns

March 30, 2020, 7:10 AM CDT - By Yuliya Talmazan - NBC News

The Olympics is the biggest event yet to be affected by the growing global pandemic. The Tokyo 2020 Olympic Games that were postponed last week due to concerns around the coronavirus pandemic have been rescheduled for next summer.

The games will open July 23, 2021, and close Aug. 8, 2021. The Paralympics will be held Aug. 24 through Sept. 5, 2021.

The Olympics were originally scheduled to take place between July 24 and Aug. 9 this year, but Japan's Prime Minister Shinzo Abe and the International Olympic Committee (IOC) agreed last Tuesday to postpone the games, as countries around the world struggle to contain the pandemic that has claimed more than 34,000 lives and forced millions around the world into lockdowns.

The new schedule was agreed upon in a telephone conference between IOC President Thomas Bach, Tokyo 2020 President Yoshiro Mori and other officials, the IOC said in a statement Monday.

The new dates give health authorities and all involved in the organization of the games the maximum time to deal with the constantly changing landscape and the disruption caused by the coronavirus pandemic, the statement added.

"The new dates, exactly one year after those originally planned for 2020 also have the added benefit that any disruption that the postponement will cause to the international sports calendar can be kept to a minimum," the IOC said in its statement. "Additionally, they will provide sufficient time to finish the qualification process. The same heat mitigation measures as planned for 2020 will be implemented."

After the new dates were announced, World Athletics said its championships that were to be held in Eugene, Oregon, from Aug. 6 to 15, 2021, will be moved to new dates in 2022, so they don't clash with the new Olympic schedule.

The decision to postpone the games was welcomed by many athletes and national committees after growing calls for the games to be delayed or canceled because of the outbreak.

NBCUniversal, which is the parent company of NBC News, paid \$4.4 billion for U.S. media rights to the four Olympics from 2014 to 2020.

Step 2 Instructions: Imagine you are given the opportunity to interview members of the International Olympic Committee (IOC). Construct 5 open ended questions you would like the panel to address in regards to the olympics being rescheduled. Things to think about are both the athletes competing and the people who were traveling to watch.

1. _____

2. _____

3. _____

4. _____

5. _____

Enrichment Lesson 4: Inq1.b: Plan inquiry

Step 1 Instructions: Yesterday you constructed 5 questions you would like the International Olympic Committee to answer in regards to the Olympics being rescheduled. We obviously do not have a chance to actually ask these questions to the committee members. Below rewrite your questions from yesterday on the lines provided.

If you have computer access do some research and try to find if solutions to the questions you posed have been answered. Critique the solutions that you find, do you think these are good solutions or do they still need to be addressed in another way?

If you do not have computer access, brainstorm possible solutions to the questions you created. If you were a committee member and someone asked you these questions what would your solutions be? If you are stuck try asking a parent, guardian, family member, or friend how they think it should be addressed.

1. Questions 1: _____
 - a. Solutions: _____

2. Question 2: _____
 - a. Solutions: _____

3. Question 3: _____
 - a. Solutions: _____

4. Question 4: _____
 - a. Solutions: _____

5. Question 5: _____
 - a. Solutions: _____

Step 2 Instructions: Answer the following question

- Do you feel at this point from what you have read and/or thought about that the IOC has a good handle on the Olympics being rescheduled or do they seem unprepared at this point?

- _____

Enrichment Lesson 5: *note: this lesson covers the next 3 pages*

Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
Step 1 Instructions: A key part in gathering sources is understanding perspectives. Below are two separate stories. The first one should be familiar as it is the story of The Little Red Riding Hood. The second story examines that same story, but from the Wolf's perspective. Read the two stories and answer the questions below. If are able to and want to watch a video of the first story you can go to this bitly (remember they are case sensitive) and watch a youtube video of the little red riding hood recap: bit.ly/2020RUSDlittlered

Reading One

Little Red Riding Hood (Little Red Cap) - Jacob and Wilhelm Grimm

Once upon a time there was a sweet little girl. Everyone who saw her liked her, but most of all her grandmother, who did not know what to give the child next. Once she gave her a little cap made of red velvet. Because it suited her so well, and she wanted to wear it all the time, she came to be known as Little Red Cap.

One day her mother said to her, "Come Little Red Cap. Here is a piece of cake and a bottle of wine. Take them to your grandmother. She is sick and weak, and they will do her well. Mind your manners and give her my greetings. Behave yourself on the way, and do not leave the path, or you might fall down and break the glass, and then there will be nothing for your sick grandmother."

Little Red Cap promised to obey her mother. The grandmother lived out in the woods, a half hour from the village. When Little Red Cap entered the woods a wolf came up to her. She did not know what a wicked animal he was, and was not afraid of him.

"Good day to you, Little Red Cap."

"Thank you, wolf."

"Where are you going so early, Little Red Cap?"

"To grandmother's."

"And what are you carrying under your apron?"

"Grandmother is sick and weak, and I am taking her some cake and wine. We baked yesterday, and they should give her strength."

"Little Red Cap, just where does your grandmother live?"

"Her house is a good quarter hour from here in the woods, under the three large oak trees. There's a hedge of hazel bushes there. You must know the place," said Little Red Cap.

The wolf thought to himself, "Now there is a tasty bite for me. Just how are you going to catch her?" Then he said, "Listen, Little Red Cap, haven't you seen the beautiful flowers that are blossoming in the woods? Why don't you go and take a look? And I don't believe you can hear how beautifully the birds are singing. You are walking along as though you were on your way to school in the village. It is very beautiful in the woods."

Little Red Cap opened her eyes and saw the sunlight breaking through the trees and how the ground was covered with beautiful flowers. She thought, "If I take a bouquet to grandmother, she will be very pleased. Anyway, it is still early, and I'll be home on time." And she ran off into the woods looking for flowers. Each time she picked one she thought that she could see an even more beautiful one a little way off, and she ran after it, going further and further into the woods. But the wolf ran straight to the grandmother's house and knocked on the door.

"Who's there?"

"Little Red Cap. I'm bringing you some cake and wine. Open the door for me."

"Just press the latch," called out the grandmother. "I'm too weak to get up."

The wolf pressed the latch, and the door opened. He stepped inside, went straight to the grandmother's bed, and ate her up. Then he took her clothes, put them on, and put her cap on his head. He got into her bed and pulled the curtains shut. Little Red Cap had run after flowers, and did not continue on her way to grandmother's until she had gathered all that she could carry. When she arrived, she found, to her surprise, that the door was open. She walked into the parlor, and everything looked so strange that she thought, "Oh, my God, why am I so afraid? I usually like it at grandmother's." Then she went to the bed and pulled back the curtains. Grandmother was lying there with her cap pulled down over her face and looking very strange.

"Oh, grandmother, what big ears you have!"

"All the better to hear you with."

"Oh, grandmother, what big eyes you have!"

"All the better to see you with."

"Oh, grandmother, what big hands you have!"

"All the better to grab you with!"

"Oh, grandmother, what a horribly big mouth you have!"

As soon as the wolf had finished this tasty bite, he climbed back into bed, fell asleep, and began to snore very loudly.

A huntsman was just passing by. He thought it strange that the old woman was snoring so loudly, so he decided to take a look. He stepped inside, and in the bed there lay the wolf that he had been hunting for such a long time. "He has eaten the grandmother, but perhaps she still can be saved. I won't shoot him," thought the huntsman. So he took a pair of scissors and cut open his belly.

He had cut only a few strokes when he saw the red cap shining through. He cut a little more, and the girl jumped out and cried, "Oh, I was so frightened! It was so dark inside the wolf's body!"

And then the grandmother came out alive as well. Then Little Red Cap fetched some large heavy stones. They filled the wolf's body with them, and when he woke up and tried to run away, the stones were so heavy that he fell down dead.

The three of them were happy. The huntsman took the wolf's pelt. The grandmother ate the cake and drank the wine that Little Red Cap had brought. And Little Red Cap thought to herself, "As long as I live, I will never leave the path and run off into the woods by myself if mother tells me not to."

Reading Two

Riding Hood, revisited: The wolf's perspective - By F. Forrester Church

You may be interested to know that the wolves have a different version of Little Red Riding Hood than we do.

It's not that surprising, really. The meaning of a story and even details change according to the teller's perspective.

Because life is filled with stories, this is a useful thing to remember. Another person's version of the truth may seem false, but in fact just be true in a different way.

In any case, here I present (as a scholar might say) the lupine redaction of the Riding Hood tale.

Once upon a time there was a good wolf, always helpful to others, always kind. One day, when walking through the woods on his morning constitutional, he encountered a little girl all dressed in red. At first he was frightened, because we humans have a history of cruelty to wolves, but he overcame his fear and welcomed her to his part of the woods.

"Where are you going little girl?" the wolf asked. "To my grandmother's house on the other side of the forest," the girl replied. "My grandmother is very old and very ill, and I am taking her this picnic basket filled with treats to make her young and well again."

What a sweet little girl, thought the wolf to himself, yet so naive, so unschooled in the ways of the woods, which are the ways of life and death. The more he pondered this, the more worried he became. Perhaps he should have accompanied the little girl, not just to protect her from any who might wish her harm, but also gently to share with her a little of his wisdom, lest, as children often do, she should end up feeling in some way responsible when her grandmother died.

By this time the little girl had quite a head start. Nonetheless, the good wolf put down his walking stick and ran as fast as he could to her grandmother's house, taking a shortcut he knew, hoping perhaps to accompany the little girl home, during which time they could discuss these things at leisure.

When he arrived at the grandmother's house, the wolf knocked on her door, unsure whether the little girl had already arrived. There was no answer. He knocked again. Still no answer. The door was unlatched so he entered the cottage, only to discover the little girl's grandmother lying lifeless in her bed. She had no pulse and was not breathing. Desperately, he attempted artificial respiration, but to no avail.

Just then he heard the little girl singing sweetly in the distance as she approached the cottage. Determined to protect her from the shock of finding her grandmother dead, the wolf had to think fast. Though he had already enjoyed a hearty breakfast and was not in the least bit hungry, he swallowed hard, ate the old woman, tossed on her nightgown, and jumped under the covers.

Despite the good wolf's best intentions, as so often happens, everything went wrong that possibly could. To begin with, his disguise was far from perfect. When the little girl came in, curiosity concerning her

grandmother's appearance led her to ask questions—about the length of her nose, for instance, and the unaccustomed depth of her voice. But when she commented upon the size of her grandmother's teeth and the wolf replied as sweetly as possible, "The better to eat with, my dear" (prejudice later added the "you"), the little girl recognized that this was not her grandmother at all, screamed, and ran.

The good wolf pursued her, trying to explain, but before he had the chance, a hunter leapt from the underbrush and shot him dead.

Very sad.

Wolves love this story, I am told, and around the den when Daddy or Mommy are tucking the cubs into bed, it is the one they usually ask to hear, even though they know it by heart. The moral never fails to move them. Even though the good wolf was killed, in a way, he died for all wolves, for through the example of his life, generations of wolves have been inspired to perform unselfishly regarding deeds of kindness.

There is a second moral as well. Wolves tend to remember events in ways flattering to themselves. But surely we can forgive them for this. After all, it's only human.

Step 2 Instructions: Answer the following questions.

1. What can these two stories teach us about perspectives? Why are perspectives important?

a. _____

2. After reading both stories whose version of the story do you think would be more accurate?

a. _____

3. The second reading, from the wolf's perspective, does a great job of providing an example of how sometimes people can hear one story and jump to instant conclusions without actually knowing what really happened. Describe a time in your life when you jumped to a conclusion without knowing the full story. What occurred and what happened when you learned the full story (or another person's perspective).

a. _____

4. Optional component: Watch the following TedTalk by going to this bitly url (remember they are case sensitive): bit.ly/2020SingleStory

How is Chimamanda Ngozi Adichie's talk similar to the discussion of perspectives?

a. _____

Enrichment Lesson 6: *3 Pages*

Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
Step 1 Instructions: Today we will be reading about the process by which the democrats use to elect their presidential candidate. We will focus on the democratic party today as the republican candidate is essentially already decided with President Trump running for a second term. The final page has questions you will need to answer as well. Put a question mark over words you do not know and attempt to define them.

Here's how Democrats will elect their presidential nominee over the next several months

Grace Panetta and Walt Hickey Mar 10, 2020 - Business Insider

Between February and June 2020, all 50 US states and several US territories will hold a Democratic primary election or caucus continuing with Super Tuesday on March 3. While US territories don't have voting power in federal elections, they still send delegates to the Democratic and Republican National Conventions. Then, the Democratic nominee will be formally selected at the Democratic National Convention, which will take place in Milwaukee, Wisconsin in mid-July, by the delegates allocated in those primaries. But even though the nominee will be formally picked then, we'll probably know who wins much earlier than that. Here's how the entire process works from start to finish:

The primary process

To get on the ballot in the first place, presidential candidates need a lot of signatures. These can be expensive to get depending on the state, so for longshot candidates, it's often the first hurdle to getting elected. This also has the impact of forcing campaigns to have a baseline of financial and organizational capacity to carry them past the first obstacle and is one reason why lots of candidates tend to drop out right before big deadlines. This even can trip up otherwise competitive candidates, as evident by the fact Andrew Yang did not qualify for the Ohio ballot.

Every state has a certain number of delegates (an elected representative sent to a conference) to allocate, which is determined by a number of factors including how big the state is, how Democratic they lean, when they vote, and if they vote with their neighbors. The DNC has four states who vote early in every election cycle: Iowa on February 3, New Hampshire on February 11, Nevada on February 22, and South Carolina on February 29. While these primaries hold disproportionate importance in the process by going first, they only accounted for 4% of the total pledged delegates.

The earliest that other states can vote this cycle is on March 3. Lots of states decided to hold their primary on that day, which is why we call it Super Tuesday. This cycle fifteen states, the Democrats who live abroad, and the territory of American Samoa held Democratic primaries or caucuses on Super Tuesday, allocating 35% of the total delegates on that date alone. It's a massive day, and will be the beginning of the end for several campaigns and the end of the beginning for a select few.

After Super Tuesday, primary dates get tactical, since states receive a delegate bonus for scheduling their primaries later in the cycle and holding their primaries on the same day as neighboring states. In general, states want to balance their role in narrowing the size of the field with having the final say on who wins by having the most possible delegates at the convention. Some states — the ones on Super Tuesday — are willing to leave all the extra delegates on the table in order to get the first bite at the apple. Other states will wait until the last possible vote — smaller states like New Jersey and New Mexico — to gain outsized representation at the convention and potentially a shot at playing kingmaker.

On April 28, for example, six states in the so-called Acela corridor in Rhode Island, Connecticut, New York, Pennsylvania, Delaware, and Maryland all receive delegate bonuses for holding their primaries all on the same day later in the season. They also get a bonus because they share borders. The 663 delegates allocated that day is considerably higher than the 543 they would otherwise have if not for bonus delegates.

Sixty percent of delegates will be decided after the March 17 primaries, and after the April 28 "Acela primaries," 90% of the total delegates to the convention will have been allocated, meaning we'll have a pretty good idea of who is favored to win the nomination by that point.

Every state also has its own unique procedures for conducting primary contests. Some states have an open primary where non-affiliated voters and/or registered Republicans can vote, while other states allow only registered Democrats to cast ballots in Democratic primaries. And while some states elect their winner in a caucus, some do it in a primary election.

What is the difference between a primary and a caucus?

Of the first four nominating contests, Iowa and Nevada held caucuses run by their respective state Democratic parties, while New Hampshire and South Carolina hold primaries run by the state government agencies. In traditional primaries, voters go into a voting booth and cast a ballot expressing their choice for the Democratic nominee. Delegates are then allocated proportionally based on the results of that vote.

Caucuses, however, are much more communal and collaborative. Every caucus-goer is assigned to a caucus location, like a high school gym, for example, in their voting precinct where they gather in groups, deliberate, and use preference cards to publicly express their choice for the Democratic nominee instead of casting a ballot. Importantly, both Iowa and Nevada held two alignments for caucusgoers to express their preferences. If someone's first choice is not viable past the 15% threshold, they can realign their preference to a candidate who is viable or try to make their first choice viable on the second alignment, which is not an option in regular primaries.

Caucusgoers whose first-choice candidate is viable on the first alignment, however, were locked into their decision and cannot change their preference. This means candidates only gained and not lost votes as the night goes on. In an effort to make caucuses more accessible and inclusive for those who can't feasibly be in the same place caucusing for hours on end, the DNC encouraged both Iowa and Nevada to adopt reforms to make it easier to participate.

Iowa held multiple satellite caucuses to accommodate Iowans who cannot physically attend caucuses or who are living abroad, and Nevada conducted four days of early voting, in addition to establishing caucus sites at the Las Vegas strip for casino workers who work night shifts.

The magic number in most primaries is 15 percent

Democrats allocate most of their pledged delegates proportionally by legislative district, in addition to allocating at-large and PLEO (party leader and elected official) delegates based on the statewide vote breakdown. Most states allocate their delegates by congressional districts, but some, like Texas and New Jersey, use state legislative districts instead. While delegates are allocated proportionally, in nearly every state the minimum threshold to earn delegates is 15% of the vote. That means that as long as someone breaks 15 percent either statewide or in at least one district, they get delegates from that state to bring to the convention.

With such a crowded 2020 field, a number of candidates will inevitably fail to meet the delegate targets or drop out. Already, former Mayor Pete Buttigieg, Sen. Amy Klobuchar, Sen. Elizabeth Warren, and former Mayor Mike Bloomberg all recently dropped out of the race after earning a collective 135 pledged delegates. If someone wants to stop running for president at any point during the process, the delegate slots that they've earned — who are filled by real people — can either be told to support a rival candidate or be released to vote for whomever. In many states, statewide delegate slots earned by candidates who dropped out are automatically re-allocated to the remaining candidates in the race. Now that Buttigieg, Bloomberg, and Klobuchar have both endorsed Biden, they will likely ask the pledged delegates they've earned to also support Biden at the convention.

What happens at the convention?

At the Democratic convention, a candidate will actually be nominated when a simple majority of 1,991 out of 3,979 total pledged delegates support a given candidate. But what if no candidate gets an outright majority of delegates? This is called a "brokered convention," and is highly unlikely to happen this year now that there are only two major candidates, former VP Joe Biden and Sen Bernie Sanders, left in the race.

In this kind of hypothetical split convention scenario, automatic delegates, previously known as "superdelegates," would enter the fray to break the deadlock and select a candidate if there is no clear majority after the first ballot. Anyone who is a Member of Congress, former President or House Speaker, Governor, or DNC member gets a ticket to the convention and would become a delegate with voting abilities to help split the tie at the second ballot. Superdelegates played a significant role and were highly controversial in the 2016 convention, but the DNC has adopted rule changes since then that have made them pretty much irrelevant in all but the most extreme circumstances.

Step 2 Instructions: Answer the following question in complete sentences about the article you just read.

1. What is a delegate and what do they do?

a. _____

2. What is “Super Tuesday” and why is it important?

a. _____

3. Explain what the difference is between a primary and a caucus. If you are interested in learning more about a caucus here is a link to a brief video which explains it further (it is case sensitive):
wapo.st/2020-Caucus

a. _____

4. Explain what the 15% threshold is during a caucus and a primary.

a. _____

5. What happens if no candidate wins the total number of delegates needed to win the nomination?

a. _____

6. Why do you think the United States uses delegates and representatives instead of simply counting everyone’s votes and whoever has the most votes wins?

a. _____

Enrichment Lesson 7: Inq2.b: Evaluate sources *2 pages*

Step 1 Instructions: Today we will look at how we evaluate sources that we find. The following material is used throughout Social Studies classes to evaluate documents which are either primary or secondary sources. Read through the document below paying special attention to the numbered questions and the description below them.

ANALYZING PRIMARY SOURCES

Primary sources are the building blocks of “doing history.” They are firsthand perspectives on historical developments, events, and individuals, and they are the most valuable sources because of their close connection to the past. They can take many, many forms, from written documents of all sorts, to audio and visual recordings, to cultural documents produced in response to the artist’s world.

While they are the most important evidence historians use, primary sources are also limited to one angle of vision and have limits and flaws (sometimes even factual errors), so it is important for historians to think critically about them and put them in context.

When historians look at primary sources, they go through something of a checklist to help make sense of and weigh the relative merit of a source.

1) What kind of document does it appear to be? Does the very nature of the document indicate specific ways one should look at it critically?

e.g. someone’s memoir tends to paint them in the most favorable light, a political flyer is intended to sway voters, an advertisement for a product is designed to entice a potential buyer

2) What is the date when the document was produced? Does the date factor into the significance or credibility of the document? e.g. it is particularly valuable because it was produced in the midst of or soon after an event, produced in the passions of the moment and perhaps too subjective, produced too far after events described for the author’s memory to be entirely trustworthy, etc.

3) Who produced the document? Is the author well-placed to offer insights on a development or event? Does it come from an individual or a group with a known perspective? Does the author have a bias that requires us to think critically about how we fit that document into our pool of evidence? What might be the author’s motives in producing the document? Is there an intended audience, and if so, how does the document attempt to influence it?

4) What can be learned about the topic in a unique way from *this* source? How does the information or perspective in this source offer a particularly valuable insight? What do I learn from this source that I might not find in other types of sources on this topic? How is it essential to understand something about this topic?

5) What are the limits of what this source can teach us? Even though primary sources are the most valuable for historians, *no single source tells the whole story of the past*. How might this document be limited in what it reveals? Is there evidence of any excessive bias? - i.e. trying to “spin” what message an observer/reader takes away, including avoiding/obscuring important information, offering deliberately misleading information, etc. All sources have the limitation of being only one perspective or angle of vision. How can the “gaps” in what the document can teach us be filled, even if only partially? What other kinds of sources should we look for to supplement/complement this one, in order to understand what happened more fully?

Step 2 Instructions: Below is a primary source about the African Slave Trade. Read through the article and then answer the questions from the previous page in the spaces below. If you are struggling with a question go back and read the document on the previous page and read the paragraph below the question.

Alexander Falconbridge’s Account of Slaves Aboard the Ships to the Americas

The following excerpt comes from the British author Alexander Falconbridge's book, An Account of the Slave Trade on the Coast of Africa published in 1788. Employed as a surgeon aboard various slave ships between 1780-1787, Falconbridge had first-hand knowledge of many aspects of the slave trade, which he related in detail in his popular narrative. The book covered the trade from when the ships first acquired African captives along the African coast, through the treatment of these people during the Middle Passage, to the time they were sold into hereditary bondage in the West Indies.

“ . . . Nor do these unhappy beings, after they become the property of the Europeans (from whom, as a more civilized people, more humanity might naturally be expected), find their situation in the least amended. Their treatment is no less rigorous. The men Negroes, on being brought aboard the ship, are immediately fastened together, two and two, by handcuffs on their wrists and by irons rivetted on their legs. They are then sent down between the decks and placed in an apartment partitioned off for that purpose. The women also are placed in a separate apartment between decks, but without being ironed. An adjoining room on the same deck is appointed for the boys. Thus they are all placed in different apartments.”

- What kind of document does it appear to be? What is unique about this specific style of document?

- What is the date when the document was produced? Why is this date important? Was it published long after the event took place or close to its occurrence? Why would this be significant?

- Who produced the document? IS the author qualified to be an expert on this topic, if so why? Could the author be biased in any way (for or against slavery)?

- What can be learned about the topic in a unique way from *this* source?

- What are the limits of what this source can teach us?

Enrichment Lesson 8: Inq2.b: Evaluate sources *2 pages*

Step 1 Instructions: Today we will continue using the primary source questions that we used yesterday. The following transcript is a letter by Harold William Cronin on October 3rd, 1915. The letter describes his experience on the front lines of World War I. In the letter you read about him describing some aspects of the war but also general living conditions within the trenches of WWI.

Dear Mr Welsh,

We were only out here a matter of a few hours before we went into the trenches; we were there for eight days and then came on to what is called a Rest Camp. I suppose it is called that to distinguish it from the trenches because the men are at work all day road and trench making and it comes under both rifle and artillery fire. We got here at 7 o'clock yesterday morning and were shelled at 9 o'clock.

In the trenches it was fairly bad, they are so narrow and smelly and one is being potted at and shelled all the time. A turn of eight days was really quite long enough because it is strenuous work and even when you do turn in for a rest you have to be ready to turn out at once on an alarm.

The country is really quite pretty and just like the hills and valleys of South Wales, but there are no brooks or rivers. It rains hard for a month each year usually about this time and then there is no more until the next rainy season. But although it is so gloriously sunny something is wrong with the place and it really isn't as healthy as it looks. I think the flies have something to do with it as well as the heat and the still unburied dead bodies about. There are millions and millions of flies here and they are all over everything. Put a cup of tea down without a cover and it is immediately covered with dead ones, they are all round your mouth and directly you open it to speak or to eat in they pop. It is a game. We have all got nets of course, we should have been worried, no medicine by now if we hadn't.

We get plenty of bully beef and army biscuits, but bread and fresh meat is still a luxury and it is not possible to buy anything. It must have been a "No Man's Land" because there are no houses or buildings of any kind to be seen and except the flies, the only living things are green canaries and lizards.

We live in dugouts built up the reverse sides of the hills. They are just holes really, but all the same they can be made very comfortable with a bit of digging and a few waterproof sheets. They are not shell proof by any means and the one I slept in during my first night here was knocked in completely by a shell pitching right into it. Fortunately I was not at home at the time. We have another now and I must try and get a photo of it and let you see what it is like. I must send you one of our mess dugout too.

Everything here is named after the Regiment responsible for the making or taking. For instance the road we made from our trenches to this camp is called "New Bedford Rd" and the ridge we took and now occupy is called on the army maps, Bedford Ridge. I have just been filling in and colouring my map and find it is one of the most, if not the most, advanced line of the lot. Standing on that ridge it is possible to see what a lot of country we have taken and now hold, but there is nothing to get wildly excited about. Each position is strengthened as much as possible before another attempt is made to push on and the whole thing is just steady progress. Something might happen suddenly, I only hope it does.

We have had some very big ships out here and they have been bombarding the forts heavily now for some few days, and there are cruisers, monitors etc. standing in the bay helping the land batteries to shell the trenches. You see a flash and then wait a long time before hearing the boom and the shriek of the shell passing over our heads, almost together, then look round quickly and see the burst of the shell in or over the trenches sometimes

before hearing the explosion. The first we know of shells aimed at us is the bang of the explosion, and it is too late to get out of the way. Three officers were laid flat on their backs the other day without any hurt except to their dignity and farther on six men were buried without one being injured. It isn't always like that though.

There is quite good bathing here when we can find time to go. As the beach is in full view of the enemy, and comes under their shell fire, it would not appeal to the nervous. We never keep closer together than ten yards when we are undressing and swimming in hopes that the Turk will not consider one man worth the price of a shell. We have had some casualties through the men keeping too close together, but after washing out of a teacup for a week or more it is worth a bit of risk to get rid of some of the trench dust and smell and feel and look clean again. And really is the best bathing I've ever had. The water is quite warm and clear.

All the hospital work is done on board a ship that stands in the bay. If the cases are serious or lengthy they are transferred to one of the hospital ships that calls daily and then go to either one of the bases or back to England. We land troops night or day in spite of the fact that they come under fire so it is possible for a man to be on his way back wounded, by the same ship that brought him from the base, without ever having landed.

We had a grand voyage out. All the officers had either staterooms or 1st Class cabins and the food mostly was just the same as we should have had on an ordinary cruise to India or Australia, wherever it is that the Cruise Line calls. The usual cabin stewards and waiters were in attendance and it was difficult to remember that we were not exactly on a pleasure trip. We did enjoy those two weeks...

Kind regards,

Yours sincerely,

H.W. Cronin, Lieutenant.

I am acting as captain until some of the others come back from hospital.

Step 2 Instructions: Answer the following questions in complete sentences

1. Why does Cronin describe the country by saying, "although it is so gloriously sunny something is wrong with the place and it really isn't as healthy as it looks"?
 - a. _____

2. Why is a letter home considered a high quality primary source? Why is the author considered an expert of what he is writing about?
 - a. _____

3. What are potential faults in information provided by a letter home? Do you think soldiers writing home were always completely honest in their descriptions? Do you think Cronin was honest in his description or was he holding back information?
 - a. _____

Enrichment Lesson 9: Inq3.a: Develop claims to answer inquiry question *2 pages*

Step 1 Instructions: Today we will be looking again at an article and practicing summarizing it as briefly as possible. To start simply read through the article below. It might be helpful to underline key information in each section.

The Major Alliances of World War I

Before World War I, Europe's six major powers were split into two alliances. Britain, France and Russia formed the Triple Entente, while Germany, Austria-Hungary and Italy joined in the Triple Alliance. After the war began in 1914, the two alliances fought against each other. These alliances weren't the only cause of World War I, some historians have argued, but they did play an important role in speeding up the beginning of the conflict.

The Central Powers

Otto von Bismarck was the chancellor of Prussia, a large state in northern Germany. After a series of military victories from 1862 to 1871, Bismarck unified several small states to form the German Empire and became the leader of that empire. After unifying Germany, Bismarck feared that neighboring nations, particularly France and Austria-Hungary, might act to destroy Germany. Bismarck wanted a careful series of alliances and foreign policy decisions that would stabilize the balance of power in Europe. He believed that without those alliances, the European continent would break out into war again.

The Dual Alliance

Bismarck began looking for allies, but it was clear that France wasn't an option. The French were still angry about Alsace-Lorraine, a province Germany had seized in 1871 after defeating France in the Franco-Prussian War. An alliance with Britain wasn't possible either, as the British were avoiding engaging with foreign powers and didn't want to form any European alliances.

Bismarck then turned to Austria-Hungary and Russia. The Three Emperors League was created in 1873, with Germany, Austria-Hungary and Russia pledging to support each other during wartime. Russia withdrew from the alliance in 1878, and Germany and Austria-Hungary formed the Dual Alliance in 1879. The Dual Alliance promised that both sides would aid each other if Russia attacked them, or if Russia started helping other nations that were at war with Germany or Austria-Hungary.

The Triple Alliance

Germany and Austria-Hungary continued to strengthen their bond in 1882 by forming the Triple Alliance with Italy. All three nations pledged to support each other should any of them be attacked by France. If any member found itself at war with two or more nations at once, the alliance would come to their aid. Italy, the weakest of the three, insisted on an additional clause which would void the agreement if a Triple Alliance member started the conflict. That is, the members of the alliance were only obligated to defend each other, not help each other attack other nations. Shortly after, Italy signed a deal with the French, pledging to support them if Germany attacked France.

Russian "Reinsurance"

Meanwhile, Bismarck wanted to avoid going to war with both of his neighbors, France and Russia. This required making an agreement with one of them, and since Germany had a poor relationship with France, Bismarck decided to make an alliance with Russia instead. This "reinsurance treaty" stated that each nation would remain neutral if the other became involved in a war with another power. If that war was with France, Russia was not obligated to aid Germany. However, this treaty expired in 1890 when the government that replaced Bismarck chose not to renew it.

After Bismarck

After Bismarck was voted out of power, his carefully designed foreign policy began to crumble. Germany's new leader, Kaiser Wilhelm II, wanted to expand Germany's empire by aggressively building up its military. Britain, Russia and France were alarmed by Germany's growing navy and began working together. Meanwhile, Germany's new leaders didn't continue Bismarck's alliances, leaving the nation surrounded by aggressive powers.

Russia entered into an agreement with France in 1892, spelled out in the Franco-Russian Military Convention. The terms were loose but it required both nations to support each other in the event of war. This new agreement was intended to counter the Triple Alliance. Much of the diplomacy Bismarck had considered critical to Germany's survival had been undone in a few years, and the nation once again faced threats from many sides.

The Triple Entente

Meanwhile, Great Britain was searching for alliances of its own to help protect its colonies. Britain had not supported France in the Franco-Prussian War with Germany, but the two nations pledged military support for one another in the Entente Cordiale of 1904. Britain signed a similar agreement with Russia three years later, and in 1912, the Anglo-French Naval Convention tied Britain and France even closer. Together, the three nations formed a different alliance, the Triple Entente.

When Austria's ruler Franz Ferdinand and his wife were assassinated in 1914, the great powers of Europe reacted in a way that led to all-out war within weeks. The Triple Entente fought the Triple Alliance, although Italy soon switched sides. Both sides thought the war would be finished by Christmas of 1914. Instead, it dragged on for four long years, eventually bringing the United States into the conflict. By the time the Treaty of Versailles was signed in 1919, officially ending the Great War, more than 11 million soldiers and 7 million civilians were dead.

Step 2 Instructions: For each of the six sections write just one sentence that summarizes what you think is the key information from that small section about their role in WWI.

1. The Central Powers:

2. The Dual Alliance:

The Triple Alliance:

3. Russian "Reinsurance":

After Bismarck:

4. The Triple Entente:

Step 3 Instructions: Finally I want you to create one single sentence which answers this question based off of what you have read and written: What role did alliances play in WWI?

- ---

Enrichment Lesson 12:

Inq3.c: Elaborate how evidence supports claim

Step 1 Instructions: The following excerpt is from Criminology but you can complete it even if you are not in the class. Read through the article about elderly victims and complete the activity below.

Policies and Issues in Criminology: Elder Victims

Elder abuse and neglect are serious yet understudied problems in the United States. One reason is that the elderly, over age 65, have far lower rates of victimization than persons ages 12 to 64. Each year, the elderly account for approximately 5 percent of violence and 2 percent of serious violent victimizations. However, many of these incidents occur at the hands of family members.

Because elder abuse was historically viewed as a social rather than a criminal problem, most states did not establish adult protective services units to address elderly victims until the mid-1980s. Elder abuse is frequently perpetrated by a spouse, relative, or acquaintance, which increases the likelihood that crimes are underreported. Low household income, unemployment or retirement, poor health, prior traumatic events, and low levels of social support can indicate both a higher likelihood that older people may experience mistreatment and that the crime will be underreported.

Ron Acierno and his colleagues surveyed more than 5,000 people 60 or older via telephone. Interviewers asked participants about their experiences in the previous year, as well as their lifetime overall. Though almost 2 percent of the respondents reported physical mistreatment, only 31 percent of those respondents had reported the problem to police. One reason is that strangers accounted for only 3 percent of these assaults as compared to family members, who were the perpetrators in 76 percent of the cases. Of those surveyed, slightly less than 1 percent reported being sexually abused in the previous year. About 16 percent of those people reported the assault to the police. Family members were responsible for about half of the assaults.

Other types of abuse include financial exploitation (5 percent), neglect (5 percent), and emotional mistreatment (5 percent). Overall, 11 percent of those surveyed reported some form of mistreatment in the previous year; 1.2 percent reported two forms of mistreatment, and 0.2 percent reported three forms.

Adding to this undercount of older victims is the rising number of elderly living in long-term care facilities who are the target of physical abuse. There is much that is unknown about the abuse and criminal victimization of adults living in residential care facilities, but what is known is troubling. Available data suggest that adults are victimized at an alarming rate, and often have much more difficulty participating in the criminal justice system and receiving the help they need.

While widespread already, elder abuse will continue to be an important issue because of shifts in the US population. Currently there are about 40 million people in the United States over age 65 and the Bureau of the Census predicts that by 2030 that population will reach 70 million people; the elderly will then make up more than 20 percent of the population (up from 12 percent in 1990).

What Causes Elder Abuse?

There are a number of possible causes of elder abuse. The most important are set out below:

- The caregiver stress view asserts that maltreatment occurs when family members caring for an impaired older adult are unable to adequately manage their caregiving responsibilities. The elderly victim is typically described as highly dependent on the caregiver, who becomes overwhelmed, frustrated, and abusive because of the continuous caretaking demands posed by the elderly person.
- The social learning view holds that elder abuse results from the abusive individual learning to use violence (perhaps from their elderly parent or relative) to either resolve conflicts or obtain a desired outcome.
- The social exchange view holds that people who abuse the elderly perceive themselves as not receiving their fair share from their relationship with the elderly person or other family members, and their resort to violence is an effort to restore or obtain what they feel they deserve.

- The background-situational view asserts that long-term discord results from a combination of factors, such as a history of family violence and/or a lack of relationship satisfaction, which primes a person's acceptance of violence as a conflict resolution strategy.
- The power and control view highlights an abusive individual's use of an ongoing pattern of coercive tactics to gain and maintain power and control during the course of a relationship with another person. A husband who abuses his elderly wife probably abused her when she was young.
- The ecological view explains elder abuse by including the impact of individual, relationship, community, and societal influences.
- The biopsychosocial view holds that elder maltreatment can be attributed to the characteristics of both the elderly person and the abusive individual and the influence of their environment.

Step 2 Instructions: True-False-Fix. Read through the following statements about what you just read and decide if the claim is true or false. If the claim is false, modify the statement in the space below so it becomes true.

1. T/F → Elder abuse is often committed by strangers or nursing home workers.
 - a. _____

2. T/F → Elder abuse has always been considered criminal behavior.
 - a. _____

3. T/F → Financial exploitation, neglect, and emotional mistreatment make up over half of all elder abuse cases.
 - a. _____

4. T/F → The abuse at long term care facilities for elderly people is well known and has been documented for the past few decades.
 - a. _____

5. T/F → By 2030, 70 million people will be over the age of 65 which will be roughly 20% of the population.
 - a. _____

6. T/F → The Caregiver View states that mistreatment only occurs by a caregiver who does not care for the victim.
 - a. _____

7. T/F → The Social Exchange Theory states that elderly people are only abused when people who abuse them feel as though they are not receiving something fair in return.
 - a. _____

8. T/F → The Power and Control View says that abuse is a one time issue or a time time event to try and gain power.
 - a. _____

9. T/F → The Biopsychosocial View says that both the victim and the abuser have characteristics which led to the maltreatment.
 - a. _____

Enrichment Lesson 13:

Inq3.b: Cite evidence from multiple sources to support claim

Inq3.c: Elaborate how evidence supports claim

Step 1 Instructions: This standard focuses on utilizing evidence from a variety of sources. For the sake of these distance lessons we are just going to focus on one source however I encourage you to try and find other sources. Find a variety of different types of material from TV news, to online articles, or youtube videos. This article comes from BBC about one of the first known human to animal transmissions of Covid-19 where the animal became ill.

Coronavirus: Tiger at Bronx Zoo tests positive for Covid-19

A four-year-old female Malayan tiger at the Bronx Zoo has tested positive for the coronavirus. The tiger, named Nadia, is believed to be the first known case of an animal infected with Covid-19 in the US. The Bronx Zoo, in New York City, says the test result was confirmed by the National Veterinary Services Laboratory in Iowa. Nadia, along with six other big cats, is thought to have been infected by an asymptomatic zoo keeper.

The cats started showing symptoms, including a dry cough, late last month after exposure to the employee, who has not been identified. "This is the first time that any of us know of anywhere in the world that a person infected the animal and the animal got sick," Paul Calle, the chief veterinarian at the zoo, told Reuters news agency on Sunday. There have been isolated instances of pets testing positive for the coronavirus elsewhere in the world, but experts have stressed there is no evidence they can become sick or spread the disease.

Mr Calle said he intends to share the findings with other zoos and institutions researching the transmission of Covid-19. "We tested the cat [Nadia] out of an abundance of caution and will ensure any knowledge we gain about Covid-19 will contribute to the world's continuing understanding of this novel coronavirus," the zoo said in a statement. Nadia, her sister Azul, as well as two Amur tigers and three African lions who showed symptoms, are all expected to make a full recovery, the zoo said.

The big cats did have some decrease in appetite but "are otherwise doing well under veterinary care and are bright, alert, and interactive with their keepers", it said. The zoo said it is not known how the virus will develop in animals like tigers and lions since various species can react differently to new infections, but all the animals will be closely monitored.

None of the zoo's other big cats are showing any signs of illness. All the tigers showing symptoms were housed in the zoo's Tiger Mountain area. It is unclear if the others will be tested. All four zoos run by the Wildlife Conservation Society in New York City, including the Bronx Zoo, have been closed to the public since 16 March. New measures will now be put in place to protect the animals and their caretakers at all the facilities.

What do we know about animals and the virus?

This coronavirus was first detected in humans in the Chinese city of Wuhan late last year. The coronavirus (called Sars-CoV-2, which causes the disease Covid-19) is thought to have originated in wildlife and been passed to humans via a live animal market in Wuhan.

The pandemic has been driven by human-to-human transmission, but the infection of Nadia raises new questions about human-to-animal transmission. There have been less than a handful of isolated reports of companion animals testing positive for coronavirus, including two dogs in Hong Kong. There is "no evidence that any person has been infected with Covid-19 in the US by animals, including by pet dogs or cats," the zoo's statement noted.

That is also the view of the World Organisation for Animal Health and the World Health Organization (WHO), which says there is no evidence that pet dogs or cats can pass on the coronavirus. The World Organisation for Animal Health says studies are under way to understand the issue more and urges anyone who has become sick to limit contact with pets.

Dr Sarah Caddy, Veterinarian and Clinical Research Fellow at the University of Cambridge, is among experts to respond to the reports. "It is surprising that the tiger has become infected with what must have been a fairly low dose of virus - we can assume the tiger did not have continual close contact with the asymptomatic zoo keeper," she said about the transmission. "It is also interesting that the tiger showed clinical signs consistent with Covid-19 in humans. Although scientific proof is lacking, the chance this is just a coincidence is low." Conservation experts have warned that the virus could pose a threat to some wildlife like the great apes - and have said measures are needed to reduce the risk of wild gorillas, chimps and orangutans.

Step 2 Instructions: Identify what kind of evidence the article uses to support various claims.

1. The article is filled with a lot of cited evidence from a variety of people. The text specifically notes two people who make some strong claims. What role do these two people have and do you believe that they should be considered qualified experts on this topic? Why?
 - a. _____

2. Who is another person who could be brought in as an expert that you think could have added even more strong evidence to their claims? (not a specific name of a person but what is another job which would be considered an expert in this field?)
 - a. _____

3. A subtle claim within this article is that our pets at home have shown no risk of being able to pass the disease on to people. Do you feel this claim is supported well? Why or why not? What kind of evidence would help to support this claim?
 - a. _____

4. Provide an overall review of the evidence and claims in this report. Do you feel this report provides fact surrounded by evidence, or do you feel it is more opinion which is not grounded in evidence?
 - a. _____

Enrichment Lesson 14-15: *2 Days*

Inq4.b: Critique conclusions

Step 1 Instructions: This article from theworldwar.org/learn/influenza provides an insight into how the current Coronavirus is similar and different to past pandemics or epidemics. Read through the article and as you do underline and make notes in the margins or topics or phrases that maybe sound similar to what is occurring today. Tomorrow you will be writing a critique of their comparison.

PANDEMIC THEN AND NOW: Lessons from the 1918 Influenza

by Nancy Bristow

As American soldiers mobilized for war in the spring of 1918, a handful of army physicians began noticing a worrisome influenza moving among their soldiers. Often resulting in a deadly pneumonia, it struck down previously healthy young men, sometimes with surprising rapidity. Post-mortem exams revealed soggy lungs with evidence of hemorrhaging. Beyond these limited military observations, though, few in the United States noticed that the first wave of a deadly influenza pandemic was underway.

Influenza was not yet a reportable disease, and the country was in the midst of war, rushing troops to Europe as the allies pushed back against the German's spring offensive. When influenza appeared among troops on the Western front, belligerent nations tried to keep the story quiet, but by mid-summer, the European continent was awash in the disease. When Spain, a neutral country in a world at war, openly reported the impact of the disease there, observers quickly named the scourge the "Spanish flu," and the moniker, inaccurate as it was, stuck. Though influenza raced around the world that summer, even hitting Puerto Rico, Cuba and Hawai'i, the first wave in the continental United States had passed.

And then, on Aug. 27, influenza returned to American shores. Erupting in Boston in late August, the disease exploded almost simultaneously in Freetown, Sierra Leone and Brest, France. A second wave of the global influenza pandemic had arrived. Highly contagious, this new influenza reached from coast to coast in just a couple of months and infected roughly one in four Americans. This new incarnation was also unusually deadly, with a death rate twenty-five times that of the familiar seasonal flu. Though it generally passed through communities in a couple of months, a third wave of influenza followed later that winter and spring, throwing communities into renewed chaos.

In the end, some 675,000 Americans died—more than half a million more than would normally die yearly of the flu— and as many as 50 to 100 million people perished worldwide. Adding to the social and economic disruption, almost half of those who died were between the ages of 20 and 40, leaving shattered families in their wake.

Americans were shocked by the pandemic's destruction. During the nineteenth century the bacteriological revolution had allowed scientists to identify the causal agent of several of the most costly infectious diseases, including for instance dysentery, malaria, scarlet fever, typhoid, bubonic plague, yellow fever and whooping cough, offering the potential for preventative vaccines, and perhaps even treatments. On the eve of the pandemic, scientists, physicians, and public health experts had begun to imagine a world free of infectious disease. As the New York City Health Department declared, "Public health is purchasable." The pandemic would prove such a vision was premature.

As the epidemic took hold, public health experts hurried to offer advice to government officials and education to the public. The United States Public Health Service published six million copies of a pamphlet, "Spanish Influenza" "Three-Day Fever" "The Flu," and the Red Cross put out its own pamphlet in eight languages. The public health infrastructure, though, was still in its infancy in the United States. Decisions about emergency measures were in the hands of state and local public health officials whose power and expertise varied widely. So also would their approaches to the crisis and their communities' resulting experiences.

Communities with well-established public health systems moved quickly to implement an expansive range of protective measures. In Milwaukee, Wisc., for instance, the health commissioner immediately quarantined the nearby naval training station, initiated significant public education, commanded the reporting of all influenza cases, and called for isolation of the infected. As the pandemic worsened, he closed public spaces, and though some business owners and religious leaders pushed back, most community members proved generally supportive. Even when another wave of the pandemic required another round of closures, residents remained compliant. Milwaukee experienced one of the lowest mortality rates reported by a major city.

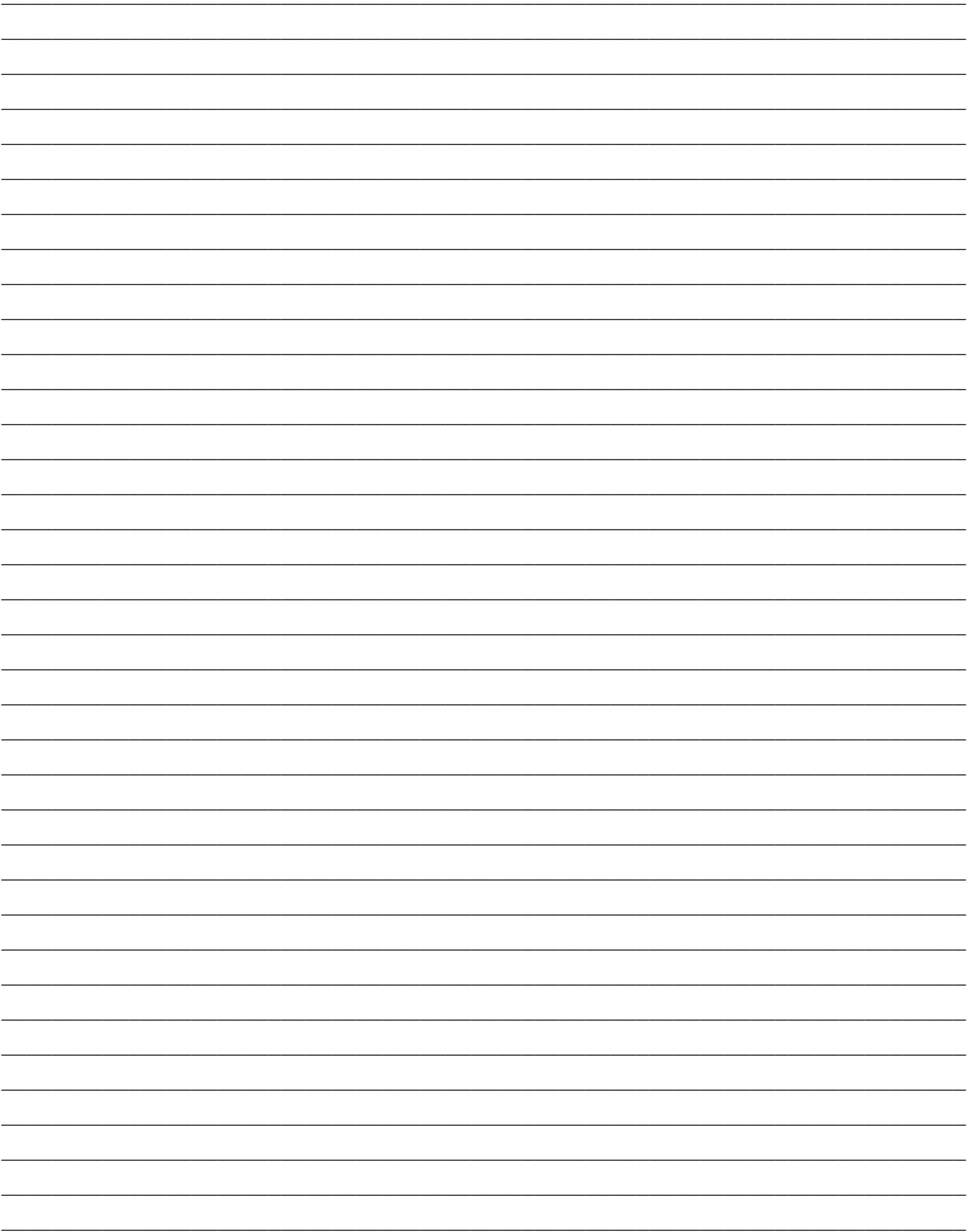
In many other American communities, though, the public health response was significantly less robust. Though by late September Boston was suffering mightily, many other major cities carried on business as usual. In Philadelphia, political corruption helped to produce a leadership vacuum. When the Fourth Liberty Loan commenced, the city hosted a massive parade on Sept. 28. Three days later the city faced 625 new cases of influenza in a single day. Though the city now moved quickly to forestall the disease, it was already too late. Philadelphia would suffer one of the highest death rates in the country. Though theirs is often cited as the most egregious failure in the face of the pandemic, many other communities also moved too slowly to respond to the crisis. City after city hosted Liberty Bond kickoffs. Mayors, and even some health providers and public health officials, spoke reassuringly to their citizens.

Though New York City was in the throes of the pandemic by early October, Health Commissioner Royal S. Copeland repeatedly downplayed the situation, seemingly to mitigate public alarm. When the city reported 999 new cases on Oct. 4, he claimed, even so, that there were “no alarming symptoms about the spread of influenza in New York.” When on Oct. 6 the city experienced 2,070 new cases, he announced, nevertheless, “I do not believe that the city is stricken.” Whether speaking out of ignorance or hubris, such guidance did little to protect the public. Copeland would wait into the next week to finally establish an Emergency Advisory Committee. In other communities, businesses proved restive under the public health restraints. In Globe, Ariz., Wichita, Kan. and Terra Haute, Ind., theatre owners fought against closures in the courts. Still other locales found citizens resistant to public health controls. In San Francisco and Seattle people chafed under rules requiring the wearing of masks in public spaces.

As we look back from 2020, in the midst of the Coronavirus pandemic, we might take valuable lessons from this earlier experience. The comparison is not exact, and in many ways our circumstances are quite different. While air travel has facilitated the rapid worldwide spread of the virus, other technologies are helping us against COVID-19. Scientists have identified the virus and are continuing to study its symptoms and its spread. Though testing has been slow to get underway, we have the capacity to check people for the virus, and have medical interventions such as ventilators and antibiotics for treating the critically ill and managing secondary infections. Labs across the globe are working on developing a preventive vaccine.

And we know that the public health practices too often tried haltingly and inadequately in 1918, can have an enormous effect in our struggles against this disease. Research on the influenza pandemic confirms that social distancing and quarantining, if implemented early, comprehensively, and for the duration, will lower death rates and save lives. Slowing the pace of spread will give communities more time to prepare, and ease the pressure on our health system the flood of victims would produce.

This earlier experience also makes clear how important it is that our political leadership and public health experts speak honestly and directly to us, providing accurate information and sound guidance. This is no time for false hope or empty reassurances. It is a time for honesty and openness. Finally, the experiences of the 1918 pandemic suggest that the vast majority of us will step up to do the right thing once we know the truth. In those actions we might find solace, indeed hope, much greater than that which false encouragements can provide. If we act as we must to manage this crisis, if each of us moves to protect the health of others and to care for the most vulnerable among us, we will find much to buoy our spirits.



Enrichment Lesson 18-19: Inq5.a: Civic engagement *2 Day Lesson*

Step 1 Instructions: On the next page is a long article I want you all to read through. It is a longer article and has some activities along the way so it can be divided up between two days however you would like to break it up. In addition to the reading you will be filling out a KWLQ chart. On a KWLQ chart (as seen below). The chart has specific instructions in each box for those who have not used this reading strategy before. In each section try to have between 2-4 bullet points.

<p align="center"><u>Pre-Reading:</u> [1] Read the title and headings of the article but complete this section before you fully read with what you feel you already know about this topic based off of the title and section headings.</p>	<p align="center"><u>Pre-Reading:</u> [1] Read the title and headings of the article but complete this section before you fully read with some ideas of what you are hoping to learn or read about in the article.</p>	<p align="center"><u>While-Reading:</u> [1] Complete this section while you are reading with things you learned. Also highlight or underline as you read in the article. [2] Put a question mark over any words you do not know and try to look them up if you have access to.</p>	<p align="center"><u>Post-Reading:</u> [1] Complete this section after you have finished the entire article with questions you still have about this topic even after reading. Put a star in the margins of the article where you first thought of the question.</p>
<p align="center"><u>What I Know</u></p>	<p align="center"><u>What I Want to Know</u></p>	<p align="center"><u>What I Learned</u></p>	<p align="center"><u>Questions I Still Have</u></p>

Earth Has a Hidden Plastic Problem—Scientists Are Hunting It Down

By [Andrea Thompson](#) on August 13, 2018

Trillions of tiny particles generated by our plastic-reliant society are polluting environments worldwide

During a research cruise to the Sargasso Sea in fall 1971 marine biologist Ed Carpenter first noticed peculiar, white specks floating amidst the mats of brown sargassum seaweed. After some investigating he discovered they were tiny bits of plastic. He was stunned. If thousands of the broken down particles were showing up in the middle of the Atlantic Ocean, 550 miles from any mainland, he says, “I figured it’s all over the place.”

Carpenter, now at San Francisco State University, published his observations March 17, 1972, in *Science*. They were the first inkling plastic pollution is not limited to the plastic bags, soft drink bottles and other visible trash strewn along coastlines and gathering in the infamous Great Pacific Garbage Patch, a vortex of currents that concentrates debris in the Pacific Ocean. Weakened by sunlight and pulverized by winds and waves, those plastic products fracture into ever-smaller pieces. Along with the tiny, so-called microfibers shed by synthetic fabrics and the beads put in products like toothpaste, these fragments are called microplastics. With 300 million metric tons of plastic produced each year—about the weight of the entire human population—trillions of degraded plastic bits may be lurking largely unseen in the environment, researchers say.

The miniscule dimensions of microplastic—under five millimeters in diameter (about that of a grain of rice)—mean it can be ingested by a broader range of species than larger pieces, from tiny ocean plankton to humans. In animals’ bodies the waste can cause physical damage to organs and also, like a miniscule Trojan horse, ferry in hazardous chemicals and help them accumulate up the food chain.

An explosion of research to track microplastics is revealing a mountain of plastic hidden not only in the oceans but in the world’s rivers, lakes, farm and soil as well as organisms big and small. The stuff is even floating around in the air—from dense urban areas to the remote Arctic Ocean. “It’s everywhere,” says Chelsea Rochman, a microplastics researcher at the University of Toronto.

To understand the impacts—and how to curb the pollution—scientists need to know how much is concentrated in which places, where it is coming from and how it is moving around. Detecting microplastics, though, is complicated by the dizzying array of tens of thousands of polymers they contain, as well as their wide size range—from the scale of that grain of rice down to a virus. “It’s not like you’re trying to sample a contaminant like mercury or lead,” says Richard Thompson, a marine biologist at the University of Plymouth who helped coin the term microplastic. “It’s not a single thing, it’s many different things.”

Hunting the Missing Plastic

Carpenter’s work provided a glimpse of the plastic soup in oceans, so that’s the first place scientists looked to try to determine how much was invading the environment. Although it took a few decades, a seminal study led by Thompson in 2004 found beach and coastal sediments off of Plymouth, England, teeming with the stuff. That’s when scientists really sat up and took notice. Since then they have found microfibers and fragments thought to primarily come from single-use packaging (which makes up 40 percent of all plastic produced) drifting around every ocean basin, in the bellies of marine species and even frozen in Arctic sea ice.

The picture is improving but still incomplete. A 2015 study concluded that surveys of ocean microplastics had turned up only 1 percent of the plastic estimated to be entering the oceans in one year from municipal solid waste. That means “we don’t know where 99 percent of the plastic actually is,” says Melanie Bergmann, a marine ecologist with the Alfred Wegener Institute for Polar and Marine Research (AWI).

Part of the problem is many of the studies done so far are not capturing the smallest pieces, which are thought to be the most abundant. By not relying on picking out particles by sight, as many studies have, [a study Bergmann co-authored](#) recently found 100 to 1,000 times as many microplastic particles frozen in Arctic sea ice as the first such study did. Two thirds of what the team found, using machines that read the chemical signature of plastics, was around 11 micrometers in diameter (about the size of a human red blood cell), below the

previous study's detection limit. Most sampling has also been in easy-to-reach surface waters, where levels are likely to change with currents and weather conditions. Those same conditions, along with films of bacteria and other matter that stick to plastics particles, can cause many of them to sink to the seafloor or gather along coastlines. The seafloor, however, is difficult to sample, although researchers could look at existing sediment cores, says Kara Lavender Law, an oceanographer at the Sea Education Association in Woods Hole, Mass. She also advocates better sampling of "what's sitting literally pressed up against the coastline," where much of the plastic is likely entering the ocean from rivers and beaches, especially nearby population centers, and where denser particles are likely to quickly sink.

More insight is expected soon from San Francisco Bay. With funding from environmental groups and the wastewater industry, the San Francisco Estuary Institute has collected thousands of samples from bay waters and sediments, the wastewater and stormwater released into it, and nearby marine sanctuaries to see where different types of microplastic is coming from and ending up. Sample analysis should be finished by the end of autumn. Then the information will be fed into a computer model to predict how microplastics from different sources move through the region's rivers, into the bay and out into the ocean. That is expected to reveal where the plastic is congregating and more likely to affect plant and animal life. The outcome should help researchers suggest how to target efforts to stop plastics from being emitted at the source—via policies like bag bans or technology like devices that pick up fibers in washing machines. "We're pretty hopeful that we're going to get some powerful results out of all this," says project manager Rebecca Sutton.

Closer to the Source

From the beginning scientists reasoned microplastic in the ocean was primarily coming from land via rivers. That means the material should be in freshwater systems, too. But it was not until 2013 that anyone looked and definitively identified it in a lake. Since then researchers have found the tiny debris in lakes, rivers and freshwater beaches throughout the world—even seemingly pristine, remote water bodies such as mountain lakes in Mongolia. In many of these places researchers also found it in the stomachs of various freshwater species. The Great Lakes have been a particular locus of study. Microplastic levels there are at least as high as those in trash-filled ocean gyres, which themselves contain only a portion of the estimated 15 trillion to 51 trillion plastic particles in the entire global ocean. Because rivers and lakes are closer to the original sources of plastic pollution, notably wastewater treatment plants and cities, Sherri Mason, a professor of chemistry at the State University of New York at Fredonia, had expected plastic particles to be bigger than those in the oceans because they would have had less time to degrade. That hasn't been the case, suggesting to her "there's a lot of degradation, I think, happening on land." Researchers are still trying to more firmly connect the microplastics found in lakes and streams back to their sources to confirm that, as well as chart their movement along waterways.

Sedimentary geologist Patricia Corcoran of Western University in Ontario has been doing such work by examining sediments in Ontario's Thames River, which drains into Lake Saint Clair, tucked between lakes Huron and Erie. Most of what she has found is microfibers, likely from wastewater treatment plants, followed by fragments broken down from the polymers typically used in single-use packaging. Levels are generally higher near urban areas, and can be guided to particular areas by the water's flow.

Because her initial work provided only a snapshot, Corcoran is resampling the Thames this summer. This time she is collecting smaller particles, down to 20 micrometers in diameter. She also wants to see how major spring floods affected microplastic concentrations in the sediment—a study published in March found winter flooding flushed out tens of billions of microplastic particles from river beds in England, presumably washing them out to sea. Corcoran will also be studying the Grand River, which flows into Lake Erie, to see how the two rivers compare. She hopes to continue sampling them to see how concentrations vary over time. "Things are very dynamic when it comes to accumulation of plastic," Corcoran says, so continuous monitoring is needed to get a complete picture. Glistening Soil

The reservoirs of microplastics go beyond waterways, notably to the soil in which farmers grow food. To fertilize their fields, some farmers use treated sewage sludge that is rich in nutrients—but also contains gobs of

microfibers skimmed from wastewater. Estimates from Europe and North America suggest tens to hundreds of thousands of tons of microfibers may be added to farmland in those countries every year—and they can last for years in the soil after application. “It’s a mountain, basically,” says Luca Nizzetto, a research scientist at the Norwegian Institute for Water Research.

Other sources are adding to the plastic mass in the ground, including degraded plastic sheets that farmers use to retain soil moisture and stymie weeds, compost from biowaste plants and so-called mixed waste—a ground-up amalgam of food scraps and unrecyclable material. A 2014 study in China showed up to 260 kilograms of plastic debris per hectare of cropland from flimsy sheets. A farm in Australia had applied so much mixed waste “that actually the whole topsoil was glistening,” says Mark Browne, an ecologist who specializes in microplastics at the University of New South Wales.

All that plastic could affect the health of the soil by changing how it holds on to moisture or concentrating other contaminants, like pesticides. If the plastics penetrate deeply enough, they could reach groundwater; if they are very small, crops could absorb them. If earthworms and other small creatures ingest the stuff, it could travel up the terrestrial food chain.

The first dedicated studies of microplastic in soils are just taking off. Aquatic biogeochemist Jill Crossman of the University of Windsor in Ontario and Nizzetto are part of an international collaboration, funded by the European Commission, that is measuring microplastic levels in agricultural fields before and after sludge application in both Canada and Spain as well as examining how much runs off into water and how deep the plastic penetrates into the ground. They aim to put that data into computer models to see how well different tactics to reduce the microplastic load, like eliminating sludge applications, might work.

Falling from the Sky

Another source of microplastics is right overhead. Microfibers picked up by winds from the ground or as it falls off clothing have long bedeviled scientists trying to limit contamination in their labs, so Rachid Dris and his colleagues at the University of Paris–Est decided to measure microplastics falling from the sky. For three months in 2014 they collected what fell into funnels on the university’s roof. They found mostly fibers—the shape and lightness of which makes them more easily airborne—and in larger quantities than expected. On average they collected 118 particles per square meter per day, ranging in length from five millimeters down to 100 micrometers, or the thickness of a sheet of paper. But “we don’t know exactly what it means because it’s the first number that’s out there,” says Dris, now an ecologist at the University of Bayreuth in Germany.

Other numbers are on the way from several groups collecting samples in remote areas where the atmosphere is the only presumed source of microplastics. Julian Aherne, a pollution modeler at Trent University in Ontario, has sampled the rainwater collected at weather stations on the remote west coast of his native Ireland, where the winds blow in from the ocean. His initial results show mostly fibers in numbers in line with Dris’s. This summer he is sampling the sediment of lakes in the Canadian Arctic. Other researchers are sampling the snow atop Arctic sea ice (separate from what is frozen in the ice, which comes from the ocean below). Falling snow, AWI’s Bergmann says, “carries everything with it that was in the atmosphere—in this case plastic fibers.”

Because atmospheric scientists already have a good handle on how other pollutants such as soot and sulfur dioxide (which causes acid rain) move around the atmosphere, Aherne thinks it will be possible to estimate how far different sizes and shapes of microplastics are likely to travel on the wind and how long they might stay aloft. As more measurements roll in, he envisions creating something like a rainfall map, identifying global hotspots of microplastic fallout.

The Next Big Question

As scientists comb for microplastics and move away from visual identification to machine sensors, they are finding the stuff at ever-smaller sizes. Most researchers think microplastics are degrading even further into what they call nanoplastics. These infinitesimal specks would be of even greater concern because if ingested, they are likelier to penetrate the gut lining to reach the bloodstream or if inhaled, lodge deep in the lungs. Such

nanosize fragments have been shown to form in lab experiments, so most researchers are confident they are out in the environment. But currently, “we don’t have any methods that will isolate nanoplastics” there, Thompson says. Several groups are working on developing ways to illuminate this hidden threat, including researchers at the AWI that have so far shown a way to identify known nanoplastics in samples. When such methods reach fruition, Bergmann expects “we will find that the ocean is much more polluted than we think now.” The same goes for other environments.

The research community is also working to weed out methods that can under- or overestimate microplastic numbers and to standardize methods so they can compare the results of different studies. Although “there’s still so much to be done, just in understanding the sources and the pathways and the abundance on all of these different systems,” as Mason says, it is becoming clear microplastics, particularly microfibers, are pervasive, with some hotspots hewing close to populated areas. Experts are excited. “The movement of the science is so rapid, I think we’re going to know a ton more in five or 10 years,” Sutton says. They will then have a better idea of which organisms and ecosystems are most threatened, and may be able to advise policy makers on where to intervene to keep plastic out of the environment in the first place.

While the work to locate microplastic continues, scientists are not losing any time tracing the harm it might be doing to organisms and ecosystems. That includes humans, through the health of the soils in which we grow our food, the quality of our drinking water and even more directly as we ingest it and breath it in. As Mason put it: “That’s the question that everyone wants to answer.”

Enrichment Lesson 21: Inq5.a: Civic engagement

Step 1 Instructions: for the last 20 lessons we have covered a wide variety of issues. A lot has been related to the Covid-19 pandemic, some has been devoted to climate change/pollution, some African American History, some military history, and a small amount to criminology. Create a Public Service Announcement (PSA) poster on a topic of your choosing. A PSA poster should be used to communicate facts about an issue you are passionate about. It also should provide people with either contact information or a “task,” meaning something you want people reading your poster to do.

Example: If you choose pollution you would want to include [1] facts about pollution, [2] contact information for an organization that you think is helping this cause, and [3] a challenge to people reading it as well to, for example, practice better recycling habits. This poster can be created using Google Draw and printed out or it can be done on paper with whatever supplies you have readily available where you are. There is no need to make a run to a store to gather art supplies for this, please just use whatever you have available to you currently.

When you are finished you can either staple your poster to this packet or tuck it in front of this page.