

# Social Studies

# Grades 9-12



# High School Distance Learning Plan

## An Overview

Welcome to the Social Studies High School Distance Learning Plan. This unit helps students dive deep into the implications of the current pandemic crisis: Covid-19. DPSCD's Office of Social Studies is committed to bringing real world topics to life for students. This interdisciplinary unit looks at the historical, geographical, governmental, and economic impacts of Covid-19 for the US and the world. Through this unit, students will build their historical thinking skills, argumentative reasoning, and writing skills. The learning in this unit is relevant, interdisciplinary, and self-contained.

This unit pulled material from the World History Digital Education Foundation and supplemented with lessons that would help students learn necessary content from the Michigan High School Content Expectations.

## Content During Distance Learning

This unit is divided into 5 units. Each unit focuses on one of the subject lenses of social studies. Each unit has a formative assessment to check students' understanding of the learning for that unit. The last unit is a culminating project that asks students to bring together all their learning throughout the unit, either in a traditional essay or a digital presentation. The unit starts with a compelling question: Why are pandemics devastating? That compelling question is divided into 4 supporting questions. Each supporting question guides the work of the 4 mini units.

Unit	Social Studies Topic	Supporting Question
Mini Unit #1	History	To what extent is the coronavirus similar to the Spanish flu?
Mini Unit #2	Geography	How does globalization help diffuse diseases such as COVID-19 across different populations?
Mini Unit #3	Civics	What is the government's role in addressing pandemics?
Mini Unit #4	Economics	What are the economic consequences of a pandemic?

The last unit asks students to answer the compelling question: Why are pandemics devastating?

## Pace of Learning

### Weekly

You should work on Social Studies 5 times a week for 60 minutes each time.

### Daily

Your work will include reading, writing, analyzing, and evaluating information and sources.

# Online Access to Materials

## Social Studies Overview Video

If you have access to a phone, tablet or computer with the internet, watch the Social Studies Overview Video. It will show you how to use your paper packet. This is a YouTube video. To access it, go to the DPSCD youtube channel and search:

[detroitk12.org/youtube](https://detroitk12.org/youtube)

## High School Social Studies Video 1

## Social Studies Student Videos

In your daily student instructions, you will sometimes see a QR code and bit.ly URL. These are links to videos that will help you do the day's work. If you have access to a phone, tablet or computer with the internet, take a photo of this QR code or go this bit.ly URL to access the video.

# Schedule of Learning

## Content Covered Each Week

Week 1	Compare Covid-19 to the Spanish Flu
Week 2	Compare Covid-19 to the Spanish Flu
Week 3	The impact of globalization on the spread of Covid-19
Week 4	The impact of globalization on the spread of Covid-19 Government responses to the spread of Covid-19
Week 5	Government responses to the spread of Covid-19
Week 6	The economic impact of Covid-19
Week 7	The economic impact of Covid-19
Week 8	The economic impact of Covid-19
Week 9	Unit Project
Week 10	Unit Project

# Support

Feel free to email [info.curriculum@detroitk12.org](mailto:info.curriculum@detroitk12.org) for general questions or reach out to member of the Social Studies team for support on this unit:

# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 4/13/20 to 4/17/20

**Directions for Students** Welcome students! This week you will begin your journey investigating the impact of Covid-19. You'll analyze Covid-19 through the lenses of history, geography, civics, and geography. At the end of this unit, you'll share your findings either through an essay or a digital presentation like a PowerPoint or Prezi.

This first week you'll begin to explore how Covid-19 compares to the Spanish Flu of 1918 – the last major pandemic that swept through the entire world. The activities this week include reading a couple of articles on the Spanish Flu and Covid-19, watching a couple of videos, and compiling scientific similarities and differences between the Spanish Flu and Covid-19.

**Compelling Question**  
**Supporting Question**  
**Materials Needed:**

Why are pandemics devastating?  
 To what extent is the coronavirus similar to the Spanish flu?  
 This student workbook  
 Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
Day 1			
Day 2			
Day 3			
Day 4	How Michigan's coronavirus stay-at-home order compares to other states	DPSCD Investigating the Impact of Covid-19: An Interdisciplinary Unit	
Day 5	Why was the 1918 Flu so Deadly? The Science Behind the Flu	The story of the 1918 flu pandemic How does covid-19 affect the body?	Complete category 1: scientific on your T-chart.

Standards Addressed	US 6.1.3 WH 7.2.1	US 6.1.4 WH CG3	US 6.2.3 WH CG1	US 9.3 E1.3	WH 6.1.2	WH 6.2.3
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# Daily Plan: Thursday, April 16

WATCH

DPSCD Investigating the Impact of Covid-19: An Interdisciplinary Unit

[detroitk12.org/youtube](https://detroitk12.org/youtube)

Search: High School Social Studies Video 1

WATCH

The Story of the 1918 Flu Pandemic

[bit.ly/DPSCDSSVideo2](https://bit.ly/DPSCDSSVideo2)



READ

How Michigan's Coronavirus Stay-At-Home Order Compares to Other States

# How Michigan's coronavirus stay-at-home order compares to other states

**Mlive.com**

Updated Mar 26, 2020; Posted Mar 26, 2020

**By** Lauren Gibbons | lgibbon2@mlive.com

Michigan residents are now subject to a stay-at-home order for at least the next three weeks, the latest, most sweeping step taken by state officials to mitigate the spread of COVID-19.

Gov. Gretchen Whitmer's order, in effect through April 13, puts Michigan in league with more than a dozen other states that have enacted similar policies. State and local stay-at-home orders now impact at least 175 million people in the U.S., according to The New York Times.

In all, 17 states have issued statewide stay-at-home orders or advisories: California, Connecticut, Delaware, Hawaii, Illinois, Indiana, Louisiana, Massachusetts, New Jersey, New Mexico, New York, Ohio, Oregon, Washington, West Virginia and Wisconsin. Another 11 states have local stay-at-home orders in populous counties or communities.

Read Michigan's entire stay-at-home order [here](#).

There are many common themes among what governors that have taken this route have advised, particularly when it comes to what businesses and activities are deemed essential and what should shutter their doors.

But stay-at-home orders aren't necessarily one-size-fits-all. During a Thursday press conference, Whitmer characterized Michigan's order as "the most aggressive of any state in the country."

See how Michigan compares to other states below.

## **Current end date**

Michigan:

11:59 p.m. April 13

Other stay-at-home states:

There's no real consensus among stay-at-home states as to when the orders should end. Currently, only Louisiana shares Michigan's April 13 end date.

Orders and advisories in Indiana, Ohio and Massachusetts are set to run through April 6. Illinois is scheduled to extend through April 7, and Washington's is set to end midnight April 8.

Four states - Connecticut, Delaware, Hawaii, and Wisconsin - currently intend to extend their stay-at-home orders past Michigan's. Connecticut's is scheduled to run through April

22, Wisconsin's is set to end 8 a.m. April 24, Hawaii's is effective through 11:59 p.m. April 30 and Delaware's is slated to end May 15.

Several states haven't put an end date on their stay-at-home orders - governors in California, New Jersey, New Mexico, New York, Oregon and West Virginia have left it open-ended based on determinations from public health officials.

Nearly all governors who have issued stay-at-home orders have left the option open to extend them if deemed necessary.

### **Order vs. advisory**

Michigan:

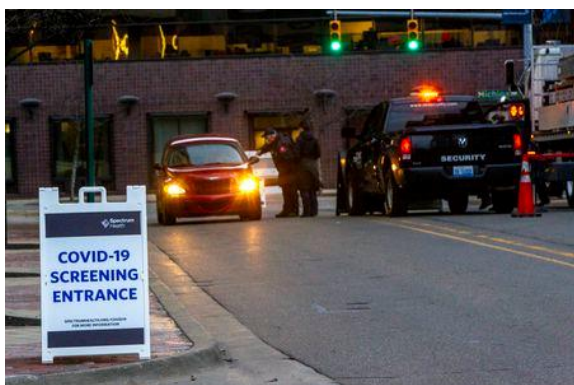
It's an order. Individual violations are misdemeanors punishable by up to a \$500 fine and up to 90 days in jail. Non-essential businesses that remain open can face fines and other penalties for risking their workers' health.

Other stay-at-home states:

In every state but Massachusetts with stay-at-home orders, violators of both business and individual restrictions can be subject to punishment.

Massachusetts has ordered all non-essential businesses to cease in-person operation, but the state's stay-at-home language is an advisory for individuals, meaning there's no specific penalty if a resident does not stay home.

That's because the governor's administration "does not believe Massachusetts residents can be confined to their homes and does not support home confinement for public health reasons," according to a public advisory.



Signs directing medical traffic near Spectrum Health's coronavirus (COVID-19) triage screening area outside the Emergency Department at Spectrum Health Butterworth Hospital in Grand Rapids on Wednesday, March 18, 2020. (Cory Morse | MLive.com)Cory Morse | MLive.com

### **Essential Businesses**

Michigan:

Michigan's order prohibits in-person work "that is not necessary to sustain or protect life." Major exemptions include health care facilities, public safety, and businesses that provide health care, food, medicine, gas and banking.

The governor's order identifies various types of critical industries that must remain open, including distribution centers, public transit, trash pick-up and disposal, public works and utilities, communications and information technology and "critical manufacturing."

Those businesses can designate suppliers or service providers who are needed to keep their operation going. Suppliers can designate other organizations they need to stay open.

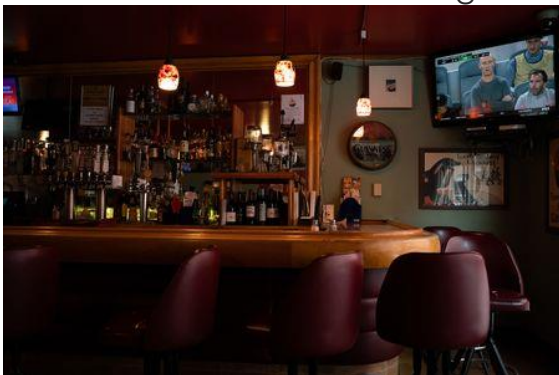
Under the order, employers can designate employees who are needed "to conduct minimum basic operations." Those employees are still allowed to leave their home to work.

Other stay-at-home states:

Among the stay-at-home orders issued so far, exceptions for businesses providing health care, food, medicine, banking and services like trash or public transit are typical. Most states also have an explicit exemption for "minimum" necessary operations to keep a business afloat.

Some of the earlier states to adopt stay-at-home orders, including California, based its essential businesses list on federal guidelines for critical infrastructure services. Other states, including Hawaii, Ohio and Illinois, have numbered lists of types of businesses that are exempt.

In Michigan and elsewhere, the definition of what's an essential business to keep in operation can vary widely. Some states are shuttering daycares, while others are keeping them open. Craft stores and other non-food retailers have argued their services are essential in stay-at-home states. And as The Washington Post points out, "whether gun stores are essential has emerged as a point of contention around the country."



The Torch Bar and Grill sits empty on Monday, March 16, 2020 in Downtown Flint. The Torch will only be providing carry out orders following Gov. Whitmer's announcement Monday morning to shut down all restaurants and bars in Michigan due to the coronavirus. (Sarahbeth Maney | MLive.com) Sarahbeth Maney | MLive.com

## **Restaurants and Bars**

Michigan:

Restaurants, bars and other dine-in dining was already prohibited in Michigan before the stay-at-home order, although the new order extended those restrictions through April 13.

Businesses can remain open for take-out, carry-out or delivery services, but must adhere to social distancing rules.

Whitmer has encouraged people to use delivery services rather than picking up their food at local restaurants.

Other stay-at-home states:



Language protecting takeout, carryout and delivery operations at restaurants is typical among other states' stay-at-home orders.

## Size of Allowable Gatherings

Michigan:

Previous executive orders limited public and private gatherings of 250 people, then 50 people as Whitmer's administration adjusted the state's coronavirus response.

Now, Michigan's stay-at-home order prohibits all "public and private gatherings of any number of people occurring among persons not part of a single household."

People are still able to leave their homes to gather supplies, visit loved ones and exercise outside, but are ordered to follow social distancing practices and stay six feet away from others as much as possible.

Other states:

Most states with stay-at-home orders have language like Michigan's regarding public gatherings. Other states have put limits on all gatherings for vulnerable populations, for example, the medically fragile or for specific regions.

According to the National Governors Association, 22 states and territories have put in place mandatory or recommended limits on gatherings of any size for some or all residents, while another 18 have capped gatherings to 10 or more.

In all, 46 states and territories have set a mandatory limit on public or private gatherings, while nine have recommended limits.



The playground at Loomis Park in Jackson as seen on Monday, March 23, 2020. The City of Jackson has closed all city playgrounds due to concerns of the coronavirus. J. Scott Park | MLive.com

## Going outdoors

Michigan:

Whitmer's order specifies people can leave their homes to go outdoors for exercise if they stay six feet away from anyone not in their household.

"Get some fresh air, walk your dog. Just be smart about it," Whitmer said.

Michigan's state parks remain open to the public, and park entry fees have been waived by the Department of Natural Resources. Campgrounds, overnight lodging and shelters are closed.

Other stay-at-home states:

No state with a stay-at-home order has stopped its residents from going outdoors for exercise, although some states have limited access or closed popular areas like beaches or parks.

New Mexico and Hawaii closed their state parks to the public, and Delaware closed its public beaches to all except those who are exercising or walking their dogs.

In California, officials are beginning to close parking lots at state parks and beaches where social distancing is not being observed. Many states have closed access to public playgrounds.

## **Marijuana shops and dispensaries**

Michigan:



A KKind employee weighs out marijuana flower at the new recreational marijuana provisioning center in Kalamazoo Township, Michigan on Friday, March 13, 2020. This is the first recreational marijuana shop to open in Kalamazoo County. Joel Bissell

They're considered essential.

“Medical and recreational marijuana stores must close for in-person transactions but are still able to make curbside sales and home delivery,” Marijuana Regulatory Agency spokesman David Harns said.

The licensees must designate only as many employees as necessary to show up to work

Other stay-at-home states:

Not every state has legalized medical or recreational marijuana, but in states that have, marijuana dispensaries and cultivation centers have typically been allowed to stay open.

# Daily Plan: Friday, April 17

**READ  
WATCH**

Why was the 1918 Flu so Deadly? The Science Behind the Flu  
**How does covid-19 affect the body?**

[bit.ly/DPSCDSSVideo3](https://bit.ly/DPSCDSSVideo3)



**DO**

Complete category 1: scientific on your T-chart. Capture evidence of similarities and differences between the Spanish Flu and the Coronavirus. These similarities and differences should be focused on science and pull from the texts or videos in this lesson. Record these ideas in the first row of your T-chart.

### **Source 1 - SCIENTIFIC - Why was the 1918 Flu so Deadly? The Science Behind the Flu<sup>1</sup>**

The 1918 H1N1 flu pandemic killed about 50 million people with 675,000 deaths in the United States. Unlike other influenza strains, the 1918 "Spanish" Flu was particularly deadly for 15-34-year-olds. No flu before or since has had such a high death rate and researchers have often wondered why.

Researchers have focused their efforts to obtain samples of the virus from the victims of 1918. One attempt went as far as to visit a small Inuit village in Alaska that saw 72 of 80 adults perished. Because of the permafrost, researchers believed that they may find traces of the virus in the corpses at the local cemetery. After initial unsuccessful attempts in 1951, the discovery of lung tissue from a serviceman who died from the disease at a South Carolina army camp, and a second attempt in 1997 in the Inuit village, genetic material of the disease was discovered.

From the virus found in preserved lung tissue, researchers found that the 1918 flu was a novel influenza A (H1N1) that came from humans and pigs and was related to the oldest classical swine influenza strain. Further research said it also shared traits with avian or bird flus and most likely infected humans between 1900 and 1915. By 2005, the entire genome of the 1918 virus was sequenced and it was now possible to recreate a live version to attempt to learn what made it so deadly.

The decision to recreate the disease was not undertaken lightly. The US Centers for Disease Control set strict controls on the project which would be held at the Atlanta CDC headquarters. Some safety measures included personnel with powered air purifying respirators, double gloves, scrubs, shoe covers and surgical gowns. All workers had to shower before leaving the lab and all work with the virus or animals had to be done inside a biosafety cabinet. Airflow in the lab was also self-contained, no other flu virus work was allowed to take place concurrently, and only one person, microbiologist Dr. Terence Tumpey, was allowed access because he carried the responsibility of reconstructing the virus.

Dr. Tumpey began in 2005, working alone after hours in order to reduce the risk to other workers and the public. Dr. Tumpey took daily antiviral drugs and had to live knowing that if he became infected, he would be quarantined. Dr. Tumpey reconstructed the virus and then tested it on lab mice who were also tested with other flu variants to conduct comparison studies. The results were striking. The 1918 virus reproduced itself 39,000 times more than comparison flu viruses. It also was highly lethal as most mice died within 3 days and lost 13% of their body weight within 2 days. It was 100 times more lethal than other types of influenza as well. The virus specifically attacked lung tissue much more so than other viruses in many cases up to 50 times higher. These factors along with other societal factors led to the disastrous consequences in 1918-1919.

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<sup>1</sup> This source is a summarized version of "The Deadliest Flu: The Complete Story of the Discovery and Reconstruction of the 1918 Pandemic Virus" by Douglas Jordan with contributions from Dr. Terrence Tumpey and Barbara Jester. <https://www.cdc.gov/flu/pandemic-resources/reconstruction-1918-virus.html>, January 2006.

Even though there have been three other flu pandemics (1957, 1968, and 2009) since 1918, none have been as deadly due to many factors unique to the times. The 1918 influenza pandemic emerged during World War I when millions of troops traveled across the world to live in crowded conditions. Health services and technology were not as advanced as today. No tests existed. No vaccines or antibiotics had been developed yet. No antiviral medicines were available, nor were intensive care units or mechanical ventilation. Further complicating treatment was the fact that 30% of US doctors were out of the country with the troops in Europe. Governments also did not coordinate planning for pandemics at the time. The banning of public gatherings, school closures, isolation and quarantine orders were left to state and local officials, but little federal planning existed.

The world is quite different now. Are governments and international agencies in 2020 ready to handle new pandemic threats? That wasn't the case in 1918.

## T-CHART

### Comparing Coronavirus/COVID-19 of 2020 to the Spanish Flu of 1918

Each day you will read an article and watch a video: the article will be about the Spanish Flu and the video will be about the Coronavirus. Each article has been categorized into the following categories: scientific, cultural, political, demographic, geographic, and economic. The videos you watch with the article will be in the same category as the article. Use this T-chart to record your evidence about the similarities and differences between the two pandemics.

	<b>Coronavirus/COVID-19</b>	<b>Spanish Flu</b>
<b>Category #1:</b> > Scientific (origins, pathology, treatment, research, etc.)		
<b>Category #2:</b> > Cultural (artistic responses, pop culture, public reaction, controversies, conspiracy theories, etc.)		
<b>Category #3:</b> > Political (government actions, travel restrictions, quarantine, testing, etc.)		
<b>Category #4:</b> > Demographic (transmission process, survival rates, mortality rates, etc.)		

<p><b>Category #5:</b></p> <ul style="list-style-type: none"> <li>➤ Geographic (# of cases by country, transmission routes, areas hardest hit, etc.)</li> </ul>		
<p><b>Category #6:</b></p> <ul style="list-style-type: none"> <li>➤ Economic (stock market shocks, travel industry, lost economic output, costs of treatment, etc.)</li> </ul>		

# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 4/20/20 - 4/24/20

**Directions for Students:** You will continue to explore similarities and differences between the Spanish Flu and Covid-19. The categories you will analyze include the areas of culture, governmental responses, demographics, geography, and economics.

**Compelling Question:** Why are pandemics devastating?

**Supporting Question:** To what extent is the coronavirus like the Spanish flu?

**Materials Needed:** This student workbook  
Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
<b>Day 1</b>	Art and the Spanish Flu	How designer Christian Siriano is helping New York fight the pandemic	Complete category 2: cultural on your T-chart.
<b>Day 2</b>	Government Measures to Fight the New Plague	Trump extends social distancing guidelines through end of April	Complete category 3: political on your T-chart.
<b>Day 3</b>	The Largest Flu Pandemic in History	Dr. Anthony Fauci: This is a critical time in coronavirus pandemic	Complete category 4: demographic on your T-chart.
<b>Day 4</b>	How the Flu Spread Across America	Airlines cancelling flights to northern Italy as coronavirus takes hold	Complete category 5: geographic on your T-chart.
<b>Day 5</b>	Effects of the 1918 Influenza Pandemic	Coronavirus threatens to have broad economic impact	Complete category 6: economic on your T-chart.

Standards Addressed

US 6.1.3  
WH 7.2.1

US 6.1.4  
WH CG3

US 6.2.3  
WH CG1

US 9.3  
E1.3

WH 6.1.2

WH 6.2.3



# Daily Plan: Monday, April 20

READ  
WATCH

Art and the Spanish Flu  
**How Designer Christian Siriano is Helping New York Fight the Pandemic**

[bit.ly/DPSCDSSVideo4](https://bit.ly/DPSCDSSVideo4)

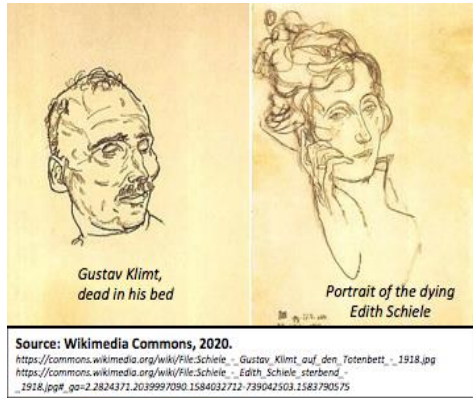


DO

Complete category 2: cultural on your T-chart. Capture evidence of similarities and differences between the Spanish Flu and the Coronavirus. These similarities and differences should be focused on culture and pull from the texts or videos in this lesson. Record these ideas in the second row of your T-chart.

## Source 2 - CULTURAL - Art and the Spanish Flu<sup>2</sup>

The Influenza pandemic of 1918 was called the Spanish Flu, not because it had Spanish biological origins, but rather because the press in Spain was not bound by World War I government censors as it was officially neutral. Spanish press reports of the flu pandemic unfairly attached “Spanish” to the disease. Reporting on the pandemic in many countries was nearly non-existent, so modern researchers hoping to learn more about the public response to the disease have turned to art and artists.

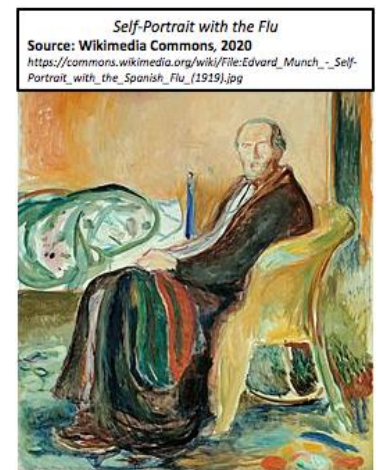


Usually, art reflects the times, and artists are a vehicle to express how societies are impacted by catastrophic events like a pandemic. For artists in the late 1910s, the Spanish flu took a tremendous toll. From famous artists like Gustav Klimt, creator of *The Kiss* (1907-1908), to lesser known artists like Egon Schiele, the Spanish flu claimed many in the prime of their careers.

As the flu ravaged the globe, Egon Schiele sketched the faces of his friends and family in Austria. Both he and his wife would contract the flu and die in 1918. The examples here above show the disease-worn face of his mentor, Gustav Klimt, on his deathbed in 1918.

The face is gaunt and haggard from the ravages of the flu. Similarly, Schiele's portrait of his wife, Edith, shows a tired patient with well-worn bags under her eyes. This sketch was made as she lay dying. The artist himself died three days later.

Another famous artist, Edvard Munch, creator of *The Scream* (1893), survived the flu. His earlier works were viewed as disturbing and in 1918 the lethal Spanish flu provided a subject to match his vision. He created two self-portraits in 1919, *Self-Portrait with the Spanish Flu* and *Self-Portrait after the Spanish Flu*. Both show Munch's swirling style with striking colors. The color yellow, with its sickly implications, is dominant as well. The artist's face is gaunt, no eyes in the sockets, with his mouth open like a corpse. He's wrapped in a blanket with a disheveled bed nearby, perhaps in the throes of the flu or headed toward recovery. Either way, the artist is trapped by the blanket and the chair surrounded by sickly greens, blues, oranges, and yellows.



Scenes like those by the artists Schiele and Munch are the most common form of artistic memory for the ravages of the Spanish Flu of 1918. No public memorials were erected for the Spanish flu as they were for the Great War that ended the same year. Remembrance of the pandemic was private and personal rather than public. Artists seemed to subtly communicate that there was no common struggle or great cause to memorialize as there was with the war. Instead there were only individual deaths or recoveries.

<sup>2</sup> This source is an adaption of “Spanish flu and the depiction of disease.” Wellcome Collection, London.  
<https://wellcomecollection.org/articles/XabLWhAAACEAnUH2>, October 16, 2019.

The poet and art critic Guillaume Apollinaire, who himself coined the terms Cubism and Surrealism to describe the groundbreaking art styles of the early 20th century, died November 20, 1918, two days before the official Armistice Day that ended the Great War. As the funeral procession moved toward his final resting place, Armistice celebrations overwhelmed the streets of Paris. Rather than mourn, the world seemed to want to move on from the war and the flu. The victorious Allies could celebrate one victory and forget the other.

# Daily Plan: Tuesday, April 21

**READ  
WATCH**

Government Measures to Fight the New Plague  
**Trump Extends Social Distancing Guidelines Through End of April**

[bit.ly/DPSCDSSVideo5](https://bit.ly/DPSCDSSVideo5)



**DO**

Complete category 3: political on your T-chart. Capture evidence of similarities and differences between the Spanish Flu and the Coronavirus. These similarities and differences should be focused on politics/government and pull from the texts or videos in this lesson. Record these ideas in the third row of your T-chart.

### Source 3 - POLITICAL - Government Measures to Fight the New Plague<sup>3</sup>

The influenza of 1918 began in an army camp in Kansas in March 1918. Within three weeks over a thousand soldiers were hospitalized and many thousands more were silently infected. It spread at alarming rates with the soldiers. By the spring of 1918, seventy-five percent of the French and fifty percent of the British army were infected. In May, the flu had traveled to North Africa and India; by June it arrived in China and later in Australia.

This first wave was followed by a much more serious second wave that lasted six weeks beginning in August. The disease was most likely a mutation of the first wave. It ravaged the Americas and Africa before arriving in Europe and Asia. By November 5th, 1918 the pandemic was declared over in New York. By December most of the world was flu-free since most flu-related deaths had already occurred including Spain's King Alfonso XIII. A third wave circulated in 1919 emerging from Australia before circling back to the United States and Paris during the peace negotiations. The pandemic finally ended with one final outburst in Japan at the end of 1919 into early 1920. Altogether at least 50 million died, though it was not possible to fully calculate the global numbers at the time.

When the pandemic began, health authorities were caught between a rock and hard place. Little was known about the causes; no cure existed; and the return of soldiers from war, refugee populations, and the movement of women into the workplace complicated attempts to prevent the spread of the disease. Officials needed to assess the impact of the disease while not alarming the public further. The first official actions designed to prevent further spread began in August 1918. Suspected cases were required to be reported while schools and army barracks were monitored. With few tools available, these actions were seemingly the only effective means to combat the outbreak.

European authorities tried to strengthen measures by closing public meeting spaces, and church services were limited in length as no sermon could go longer than five minutes. In both Europe and the US, street cleaning and disinfectants were used in churches and cinemas. Crowds were banned outside shops and public transport limited the number of occupants. Sanitation services were organized to remove human waste, regulate toilets, provide clean water, and to inspect milk and food. Italians banned funeral rituals and set up public collection points for the dead. Even spitting was forbidden as officials struggled to identify causes and prevent further cases.

In most countries, the press failed to report on the spread of the flu. Spain was an exception as a neutral country in World War I because their press lacked the censorship controls of others involved in the war. Spanish newspapers were free to report on the disease in their country and thus news-starved citizens across the world wrongly attributed the disease to the Spanish. Beginning with the first wave in 1918, government officials denied the veracity of reports on the rapid spread of the disease. Newspapers aided this disinformation campaign by also not reporting on the spread for fear of inciting panic. Local officials refused to reveal statistics on people affected, numbers dead, and wrongly circulated the notion that the epidemic would last at most two months.

In this vacuum of real news, conspiracy theories began to circulate. One blamed the poor quality of food due to wartime rationing as a contributing factor in the pandemic. Another theory claimed that the disease was germ warfare used by the desperate Germans. No evidence for either emerged. Instead, silence reigned as the only news was emergency measures and closures that seemed to emerge too late as people both young and old died. Unlike plagues of the past, church bells did not toll as sometimes these too were banned in order to prevent panic and doom.

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<sup>3</sup> This source is an adaption of "The Spanish Influenza Pandemic: a lesson from history 100 years after 1918." US National Library of Medicine: National Institutes of Health. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6477554>, March 2019.

# Daily Plan: Wednesday, April 22

READ  
WATCH

The Largest Flu Pandemic in History  
**Dr. Anthony Fauci: This is a Critical Time in Coronavirus  
Pandemic**

[bit.ly/DPSCDSSVideo6](https://bit.ly/DPSCDSSVideo6)



DO

Complete category 4: demographics on your T-chart. Capture evidence of similarities and differences between the Spanish Flu and the Coronavirus. These similarities and differences should be focused on demographics and pull from the texts or videos in this lesson. Record these ideas in the first fourth of your T-chart.

#### Source 4 - DEMOGRAPHIC - *The Largest Flu Pandemic in History*<sup>4</sup>

Life expectancy has been on the rise since the Industrial Revolution and the rise of modern medicine in the 19th century. In the last century, average life expectancy in the Western World has almost doubled. These trends were momentarily halted by the Influenza pandemic of 1918-1919. As the graph below shows, period life expectancy, which measures mortality patterns in one year at a time, shows a sharp drop in 1918.

As the pandemic spread from the Northern Hemisphere and even into the middle of the Pacific, the global death count grew. Mortality rates peaked in 1918 but didn't fully recover until 1920, two years later.

The flu in contemporary times is responsible for 294,000-518,000 deaths annually which is around .005% of the global population. By contrast, the Spanish Flu of 1918, so named because of neutral Spain's ability to freely report on the pandemic during the censored era of World War I, had a death rate 182 times higher. Estimates of total deaths range from 17.4 million deaths to 50 million which translates to .95% - 2.7% of the world's population at the time. Demographers believe that the years of the Spanish Flu pandemic is the last time the world's population declined.

Other influenza pandemics have been deadly. An earlier pandemic called the Russian Flu in 1889-94 was believed to have killed one million while a later pandemic in 1968-69 named the Hong Kong Flu was believed to have killed up to four million. None, as illustrated in the graph below, have had the impact of the Spanish Flu.

Different age groups were affected by the Spanish Flu. While it might intuitively seem that the elderly population would be impacted more, the inverse is true. Younger people were affected more. As the graph below shows, people thirty years old and under suffered the most during the prime pandemic years of 1918-1920. For these age groups, life expectancy from birth declined from 54 to 41 years while older groups' life expectancy stayed steady with pre-pandemic trends. Some theories speculate that older populations in 1918 were those who had already survived the Russian Flu which provided them some immunity.

The Spanish Flu hit the world in an age when modern treatments were still in their infancy. Most deaths were attributed to secondary infections like pneumonia in a time when many populations were weakened by a global war and large overcrowded urban populations lived in unsanitary environments. A new pathogen like the Spanish flu when introduced into such an environment led to devastating global effects.

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<sup>4</sup> This source is an adaption of Max Roser's, "The Spanish flu (1918-20): The global impact of the largest influenza pandemic in history." University of Oxford. <https://ourworldindata.org/spanish-flu-largest-influenza-pandemic-in-history>, March 4, 2020.

# Daily Plan: Thursday, April 23

**READ  
WATCH**

How the Flu Spread Across America  
**Airlines Cancelling Flights to Northern Italy as Coronavirus  
Takes Hold**

[bit.ly/DPSCDSSVideo7](https://bit.ly/DPSCDSSVideo7)



**DO**

Complete category 5: geographic on your T-chart. Capture evidence of similarities and differences between the Spanish Flu and the Coronavirus. These similarities and differences should be focused on geography and pull from the texts or videos in this lesson. Record these ideas in the fifth row of your T-chart.



## Source 5 - Geographic - How the Flu Spread Across America<sup>5</sup>

Where did the "Spanish" Flu begin? We can say for certain that it didn't originate in Spain even though news coverage of the pandemic mistakenly made Americans believe so. During WWI, censorship of news prohibited local and national papers from adequately covering the pandemic in the United States, but the Spanish, neutral in the War and under no such restrictions, freely reported as the flu ravaged the country.

So, if it wasn't Spain, where did it come from? Some researchers have recently claimed that the disease's origins were in France in 1916 or in China or Vietnam in 1917. Many researchers, though, point to its origins in the United States. Two possible starting points emerge, and both are in Kansas: Haskell County and Camp Funston.

Reports from January 1918 in local papers mention strange illnesses in Haskell. Most reports mention pneumonia lethally spreading throughout a local community. Later, some Haskell men reported to Camp Funston, Kansas. Funston was an Army training complex for soldiers on their way to fight in WWI. By March 1918, the first reported case of the illness emerged at the base. Within two weeks, 1,100 soldiers were in the hospital and thousands more were sick. Thirty-six soldiers died. From there, the flu spread with soldiers as they moved to other Army camps on their way to the war front. Twenty-four of the thirty-six largest WWI era Army camps stateside had reported cases. From these sites across the country, the disease jumped to the civilian community.

Unlike other seasonal flus, this new flu penetrated deep into the lungs, damaging tissue and leading to pneumonia. Over the next fifteen months, the flu spread across the United States and then across the world. Global estimates put the death toll between 50 and 100 million people. In the United States, 670,000 were killed.

As the flu left the United States, it penetrated the armed forces of Allied and Central Powers alike. The British Grand Fleet had over ten thousand sailors in the hospital in the months of May and June. These sailors largely recovered, with only four deaths, but the flu continued to spread. By April, French and German troops were affected in the trenches of the western front. Some military historians blame the flu in 1918 for severely weakening the German army so much that it was unable to continue the war, thus leading to the Armistice in November of that year. At one French army post over six hundred of the thousand soldiers contracted the flu, though only 5% died. By June the flu had arrived in Algeria (Africa) and New Zealand (in the Pacific). Though it spread fast, the death toll in spring 1918 was rather low among the young and healthy populations that were afflicted.

This all changed with the second wave in the fall. In September, Camp Devens an Army camp in Massachusetts outside Boston, had the capacity to hold 45,000 soldiers with a hospital that could accommodate 1200 patients. Before the second wave hit, the hospital had eighty-four patients. At the peak of the outbreak, 1543 soldiers were reported ill with influenza in one day. The camp was overwhelmed. Doctors, nurses, workers, and soldiers were all sick. Those not treated in the hospital died in the barracks. Camp Devens was the first site of this more deadly second wave of the Spanish

<sup>5</sup> This source is an adaption of John M. Barry's "How the Horrific 1918 Flu Spread Across America." *Smithsonian Magazine*. <https://www.smithsonianmag.com/history/journal-plague-year-180965222/>, November 2017.

Flu. It spread by ship to naval yards in Philadelphia. A parade was scheduled for September 28th to help a Liberty Loan effort to support the war. Against the advice of doctors, the largest parade in Philadelphia was held. Over the next two to three days, the incubation period of this pandemic, reports started to come in from all over the city about an outbreak. Urgent requests for nurses were posted in papers. A request for 3,100 nurses was met with only 193 as very few were available. At its height in Philadelphia, 759 people a day died. Schools were closed, public gatherings were banned, but it was too late. More than 12,000 citizens died in six weeks. The second wave struck and, like the first, moved on to claim more victims from Alaska to Africa.

The second wave was brutal. Over a four-day period in Arkansas in October, 8,000 patients were admitted to the hospital at the Army's Camp Pike. Due to wartime censors, neighboring Little Rock's newspaper could only report the benign headline - "Spanish influenza is plain la grippe [Spanish for flu] - same old fever and chills." Yet this was nothing like simple flu or even like past outbreaks. In San Antonio, Texas fifty-three percent of the population was ill. Towns ran out of coffins. Panic ensued and the healthy refused to help the sick. Reports in Pennsylvania and Connecticut spoke of neighbors refusing to go into the homes of the sick to help. The local Red Cross begged for help distributing food to the sick but were met largely with silences as fear of becoming infected overwhelmed people's charitable spirits.

Panic hit the workplace. Shipyards on the east coast reported record absenteeism. Even with the war still raging, absentee rates from forty-one to fifty-four percent emerged from shipyard after shipyard. City streets were empty. A man in Wellington, New Zealand reported standing in the middle of the formally busy streets at 2:00 pm to find shops closed, no trains, and no people. The only vehicle was a van with a makeshift red cross painted on its side serving as a hearse.

The third and final wave came in January of 1919. This wave was not as lethal as the second. At the Paris Peace Conference, President Woodrow Wilson fell ill with what was reported as a stroke at the time. Medical historians since have argued that his symptoms instead point to the flu that was ravaging Paris at the time and had already claimed one of Wilson's young aides.

When the third wave finally subsided in spring 1919, the world took stock. Though the death toll was great, overall mortality was around two percent of the population in the developed world. In less developed places, the mortality rate was even higher. In Mexico, the flu claimed two to four percent of the population. In Russia and Iran, seven percent died. In the Fiji Islands the number climbed to fourteen percent in sixteen days! One-third of the population of the Canadian province of Labrador died. In small native settlements from Alaska to Gambia, whole villages died.

Unlike most pandemics, the young were more likely to die from the Spanish Flu. Healthy immune systems produced cytokine toxins designed by the body to combat microbes. These cytokines attacked the flu as it penetrated deep into the lungs, further damaging the organ and inviting secondary infections like bacterial pneumonia which ultimately killed most patients. Human immune system defenses were doing more harm than good in this pandemic. While the flu annually afflicts mankind, averaging from 3,000 to 48,000 deaths in the United States a year, no flu since 1918 has been as lethal in overall fatalities.

# Daily Plan: Friday, April 24

**READ  
WATCH**

Effects of the 1918 Influenza Pandemic  
**Coronavirus Threatens to Have Broad Economic Impact**

[bit.ly/DPSCDSSVideo8](https://bit.ly/DPSCDSSVideo8)



**DO**

Complete category 6: economic on your T-chart. Capture evidence of similarities and differences between the Spanish Flu and the Coronavirus. These similarities and differences should be focused on economics and pull from the texts or videos in this lesson. Record these ideas in the sixth row of your T-chart.

## Source 6 - ECONOMIC - Effects of the 1918 Influenza Pandemic<sup>6</sup>

The Influenza Pandemic of 1918 occurred in the same year that the United States sent two million of the four million men drafted into service after war was declared in April of 1917. As US forces entered combat in earnest in the summer of 1918, news of outbreaks earlier in the spring were drowned out by wartime censorship and by news of battles.

Named from reports of the outbreak in censor-free Spanish newspapers, the Spanish Flu killed an estimated 40 million people globally in three different waves. In the United States, mortality rates were highest in Pennsylvania, Maryland and New Jersey while the states of Michigan, Minnesota, and Wisconsin suffered least. States with higher concentrations of urban populations suffered more than states with greater rural populations. This also explains some racial differences in mortality as whites comprised 90 percent of the urban population in 1918 and were therefore more likely to die from the flu.

How did these facts impact the US Economy? While it may seem obvious that an economy would be negatively impacted, research has been lacking in this area. Modern researchers have relied on evidence from newspapers that were less likely to be impacted by wartime censorship in smaller towns such as Little Rock (*Arkansas Gazette*) and Memphis (*The Commercial Appeal*). A story from the former, entitled "How Influenza Affects Business" in October 1918 discussed how local businesses claimed reduced sales from 40 to 70 percent. Grocery retailers noted sales fell by a third. On average, the story claimed that Little Rock businesses were losing \$10,000 a day (which would be over \$130,000 in 2006 dollars). The only business seeing increases in sales were drug stores. The Memphis paper in its story entitled, "Influenza Crippling Memphis Industries" during the same month claims that industrial plants were running severely under capacity due to lack of personnel. The local railway reported 124 of 400 employees sick while the telephone company was missing over a hundred employees necessitating a plea for residents to only make essential calls. Mining operations decreased as much as fifty percent with some mining camps reporting that only 2 percent were healthy enough to work.

The Spanish Flu had a direct impact on the wellbeing of workers. In a study of manufacturing in the period 1914-1919, wages rose by 1919. While this sounds positive, the explanation lies purely in supply and demand. If workers were in short supply and the demand for workers rose (both due to the war and the flu draining able bodied workers from factories), then wages for workers would rise. While positive in the short run, other studies have shown that children that were in-utero during the pandemic or born near that time were more likely to have health problems throughout life. The short-term benefit of higher wages was mitigated by higher healthcare costs and declining quality of life that would affect families for decades after the flu outbreak.

In summary, the loss of life reduced human capital needed in the economy. In the short run, this led to decreases in production and higher wages for workers due to the lack of labor. Some businesses that specialized in healthcare products also saw short run gains. Businesses in the service and entertainment industries suffered double digit losses during the pandemic. The economy would recover much as it had after earlier disasters.

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<sup>6</sup> This source is an adaption of Thomas A. Garrett's *Economic Effects of the 1918 Influenza Pandemic*. St. Louis Federal Reserve Bank. [https://www.stlouisfed.org/~media/files/pdfs/community-development/research-reports/pandemic\\_flu\\_report.pdf](https://www.stlouisfed.org/~media/files/pdfs/community-development/research-reports/pandemic_flu_report.pdf), November 2007.

# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 4/27/20 - 5/1/20

**Directions for Students:** This week you will finish the first unit comparing Covid-19 to the Spanish Flu. The last task in that unit occurs on the first day of this week where you will write an argument or claim comparing the two pandemics.

Then you will begin exploring the next unit where you will seek to answer the question: "How does globalization diffuse diseases such as Covid-19 across different populations?" This week you will look at a couple of data sets that will show you how and where Covid-19 has spread so far.

**Compelling Question:** Why are pandemics devastating?

**Supporting Question:** How does globalization help diffuse diseases such as COVID-19 across different populations?

**Materials Needed:** This student workbook  
Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
Day 1		Making a Claim	Make a claim/argument outline comparing Coronavirus to Spanish Flu
Day 2		Coronavirus Outbreak: The Virus Is Spreading in Warmer Climates	Complete first 2 columns in K-W-L chart  Complete map analysis questions
Day 3			Add one new piece of information to K-W-L Chart Data Set #2 Analysis
Day 4	What is a Population Pyramid?	Population pyramids: Powerful predictors of the future	Data Synthesis Quick Write Add two new pieces of information to K-W-L Chart
Day 5			Population Pyramid Analysis  Add one new piece of information to K-W-L Chart

Standards Addressed

US 6.1.3  
WH CG3

US 9.1.1  
WH CG1

US 9.3

WH 6.1.2

WH 6.2.3

# Daily Plan: Monday, April 27

WATCH

Making a Claim

[bit.ly/DPSCDSSVideo9](https://bit.ly/DPSCDSSVideo9)



DO

Make a claim/argument outline comparing Coronavirus to Spanish Flu. Your claim, also known as a thesis, will have 3 parts: either 2 similarities and 1 difference or 1 similarity and 2 differences. Once you have written your claim, you will find 2 pieces of evidence from your readings to support each part of your claim.

## Mini Unit 1 Assessment: Making a Claim / Argument Outline

**To what extent is the Coronavirus outbreak of 2020 like the Spanish Flu pandemic of 1918?**

Construct a thesis/argument that sets-up a 2 to 1 comparison (2 differences/1 similarity OR 2 similarities/1 difference). The sources and their analysis should guide your argument structure. Here is an example of this type of thesis/argument structure model:

*Although the outbreaks have similar global reach, they differ in their mortality rates and government responses.*

Following the thesis, construct a list in bulleted or rough draft format, including the evidence for your three arguments based upon your sources.

**Thesis:**

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**Argument Outline:**

1.

a.

b.

2.

a.

b.

3.

a.

b.

# Daily Plan: Tuesday, April 28

WATCH

Coronavirus Outbreak: The Virus Is Spreading in Warmer Climates

[bit.ly/DPSCDSSVideo10](https://bit.ly/DPSCDSSVideo10)



DO

Complete the first 2 columns of K-W-L Chart. The K column is what you already know about Covid-19. The W column is what you want to learn about Covid-19.

DO

Analyze the world map of COVID-19 cases from the CDC (dated 03/16/2020) and answer the questions that follow.

DO

Add one new piece of information to the last column of your K-W-L Chart. The L column on your chart is what new information you have learned from the activities you will do throughout this mini unit.



**COVID-19 K-W-L CHART**

<p><b>K</b></p> <p>What do you already know?</p>	<p><b>W</b></p> <p>What do you want to know?</p>	<p><b>L</b></p> <p>What have you learned?</p>

Source 1 - Map of COVID-19 Cases,

Centers for Disease Control (CDC), March 16, 2020.

**CORONAVIRUS DISEASE 2019**  
(COVID-19)



**COVID-19: Confirmed Cases Globally**  
As of March 16, 2020

What are FIVE Countries that, as of 3/16/2020, did not have any reported cases of COVID-19? (If needed, consult a world map to identify some of the countries)

Why might the countries you identified not have had confirmed cases (at least as of 3/16/2020)?

## Daily Plan: Wednesday, April 29

DO

Analyze the growth curves then answer the question that follows. When thinking about a pandemic, the time it takes for the number of cases to double is critical to understanding how the virus will impact society. When the doubling time slows, that means the virus is dying down. When the doubling time is fast, that means that particular place is a "hot spot." At the end of March 2020, Detroit's doubling time is 3 days. That is incredibly fast and why the news has classified Detroit as a "hot spot." Drastic mitigation (slowing) measures have been put in place to slow the doubling time.

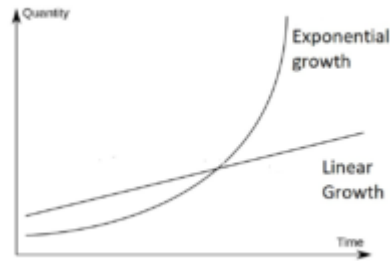
DO

Complete the data synthesis quick write explaining how you think the coronavirus diffused (spread).

## Data Set #2 Analysis

### Source 2 - Exponential vs Linear Growth Curves

UCSUSA, 2018, <https://blog.ucsusa.org/doug-boucher/world-population-growth-exponential>

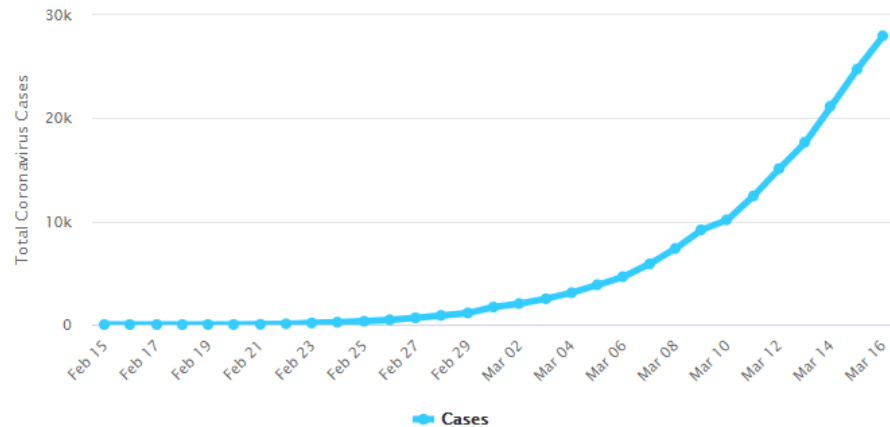


- **Exponential Growth** - Growth that occurs with the doubling of a phenomena. Doubling time is the time it takes for a phenomena to double. In this case, doubling time refers to the amount of time for the number of cases to double.
- **Linear Growth** - Growth that occurs with the same increase for each unit of time.

What is the difference between the two growth curves depicted above?

### Source 3 - Graph of COVID-19 Cases in Italy

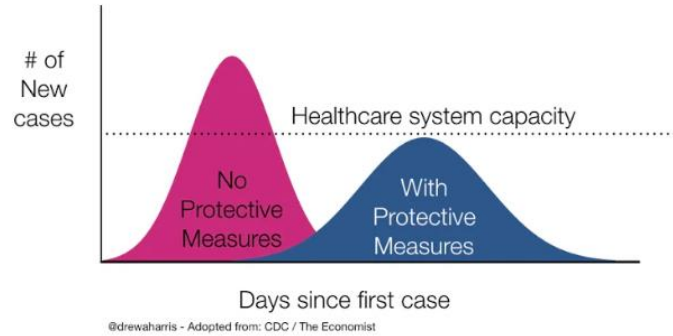
World O Meters, March 17, 2020, <https://www.worldometers.info/coronavirus/coronavirus-age-sex-demographics/>



The graph above presents the number of COVID-19 cases in Italy from February 15, 2020 to March 16, 2020. Does the curve display exponential or linear growth? Explain your answer.

## Source 4 - Flattening the Curve

Drew Harris, [https://drive.google.com/file/d/1YGTUc\\_Cm-ky7JaQQWmuaxedof8WLTlCP/view](https://drive.google.com/file/d/1YGTUc_Cm-ky7JaQQWmuaxedof8WLTlCP/view)



Given the information about Italy, why would there be movements to “flatten the curve?”

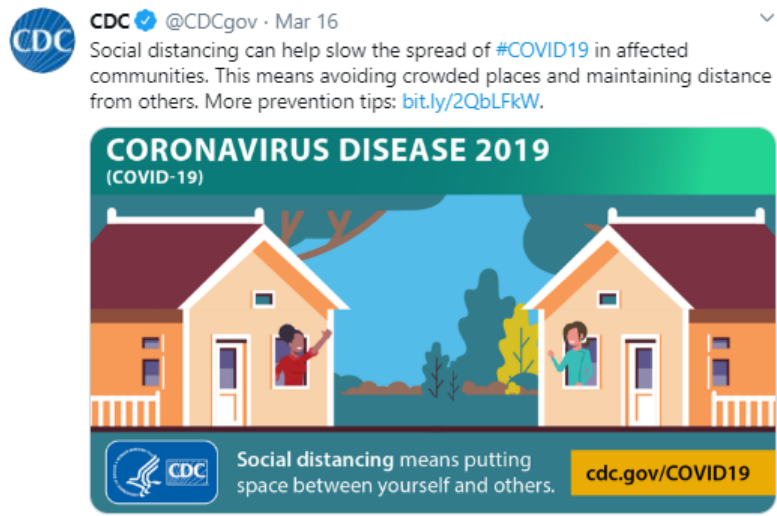
## Source 5 - Map of Airline Connections

Wikimedia Commons, 2020. <https://commons.wikimedia.org/wiki/File:World-airline-routemap-2009.png>



How might the airline traffic displayed above promote the diffusion of COVID-19?

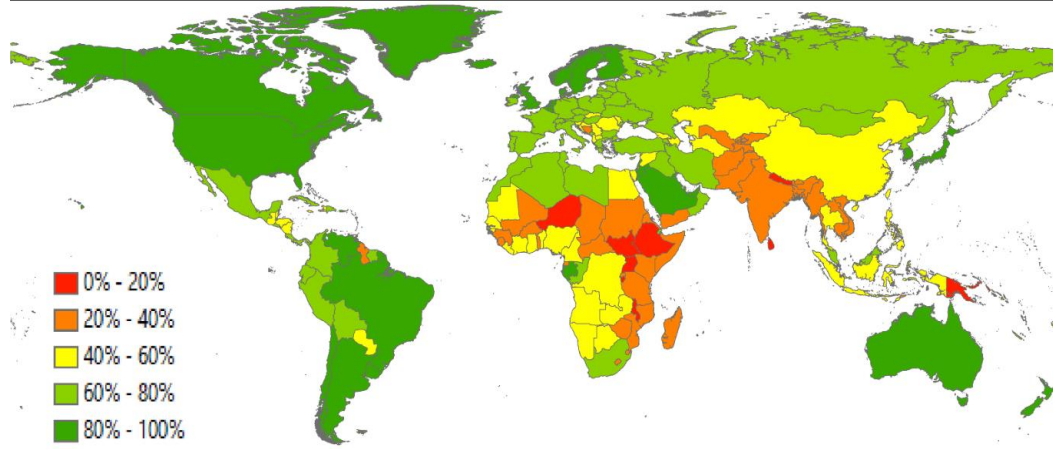
Source 6- Tweets from the Centers for Disease Control (CDC) on “Social Distancing” and from the White House on Slowing the Spread, 3/16/20.



How do the above tweets attempt to affect the diffusion of COVID-19?

### Source 7 - Level of Urbanization by Country, 2015

Wikimedia Commons, 2020. [https://upload.wikimedia.org/wikipedia/commons/7/73/2015\\_World\\_Urbanization\\_Map.png](https://upload.wikimedia.org/wikipedia/commons/7/73/2015_World_Urbanization_Map.png).



How might high levels of urbanization promote the diffusion of COVID-19?

Notice that China has overall a low level of urbanization despite being considered the hearth\* of COVID-19. How might scale be useful in explaining this trend?

**\*hearth = where a phenomenon begins**

## Data Synthesis Quick Write

**Directions:** Based on the documents provided, and any additional information, explain in your own words how COVID-19 diffused (spread).

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# Daily Plan: Thursday, April 30

**READ  
WATCH**

What is a Population Pyramid?  
**Population Pyramids: Powerful Predictors of the Future**

[bit.ly/DPSCDSSVideo11](https://bit.ly/DPSCDSSVideo11)



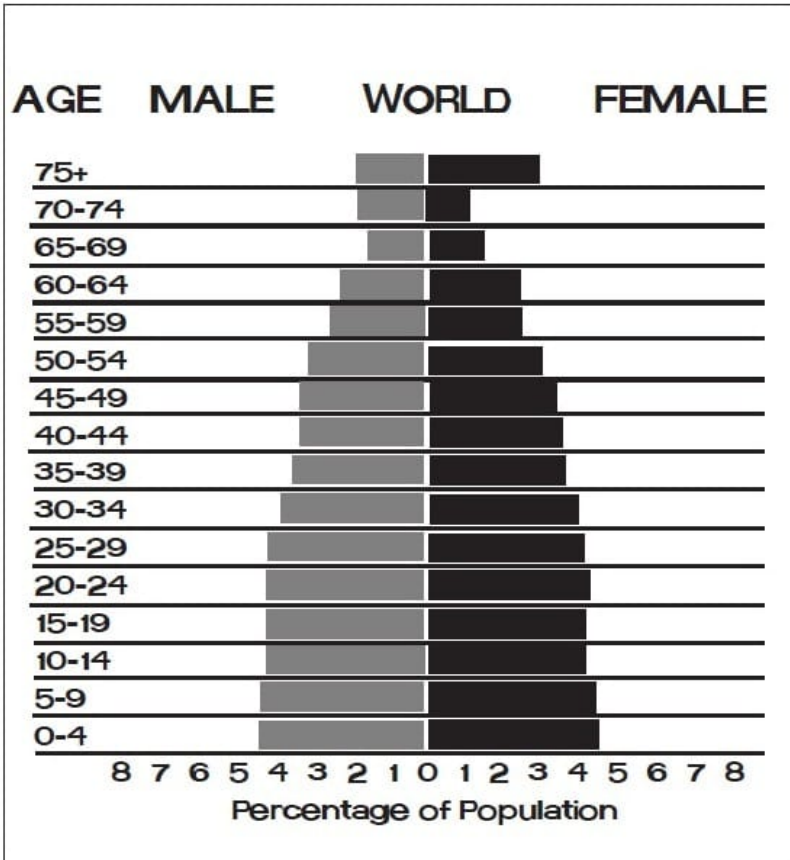
**DO**

Add two new pieces of information to the last column of your K-W-L Chart

# What is a Population Pyramid?<sup>7</sup>

BY CAROL | October 21, 2013

Population pyramids are used by demographers as a tool for understanding the make-up of a given population, whether a city, country, region, or the world. Learning about, using, and understanding these pyramids is an important part of AP Human Geography and AP Environmental Science. So, what is a Population Pyramid?



A Population Pyramid is a graph that shows the age-sex distribution of a given population. It is a graphic profile of the population's residents. Sex is shown on the left/right sides, age on the y-axis, and the percentage of population on the x-axis. Each grouping (ex: males aged 0-4) is called a cohort.

The image here is the population pyramid for the world from 2010 (taken from the Pop Ed activity Power of the Pyramids).

A population pyramid does not tell you the actual population in numbers. Rather, it displays percentages and shows what portion of people fall into each cohort. Demographers use population pyramids to see population trends in the past, examine the current

resident profile, and to project how the population will increase/decrease in the future.

The more rectangular the graph is shaped, the slower a population is growing; we see a more uniform population size across age groups. Old generations are being replaced by new generations of approximately the same size. The more a graph looks like a pyramid, the faster that population is growing; old generations are producing larger new generations. Another way to think of it is that the pyramid shape has a larger bottom than top; a larger percentage of the population are in their reproductive years or haven't even reach reproductive age. As a result, there is much potential for growth.

<sup>7</sup> "What is a Population Pyramid?" Population Education, 2013. Accessed at <https://populationeducation.org/what-population-pyramid/>, April 2020.

# Daily Plan: Friday, May 1

**DO**

Complete the population pyramid analysis. Remember that population pyramids show the demographics of a particular society – things like age or gender. As you analyze the population pyramids, think about how scientists and doctors might be using population pyramids to determine who might be most at risk of a severe case of Covid-19.

**DO**

Add one new piece of information to the last column of your K-W-L Chart

# Population Pyramid Analysis

## TASK 1 -- Analyzing Population Pyramids

DIRECTIONS: As you analyze each pyramid, be sure to answer the question about the age composition of each pyramid and support your answer with evidence. After analyzing all population pyramids, answer this question:

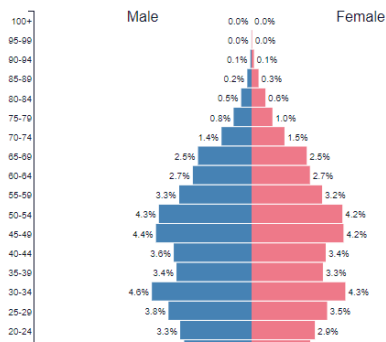
“How does the population structure differ for five different countries (China, Iran, Italy, South Korea, and the United States) impacted by COVID-19 and why does it matter?”

Hint: When analyzing each pyramid note if it is more top heavy (which would indicate an aging population), bottom heavy (which would indicate a younger population), or evenly dispersed (which would indicate more middle aged).

China ▼

2019

Population: 1,433,783,691

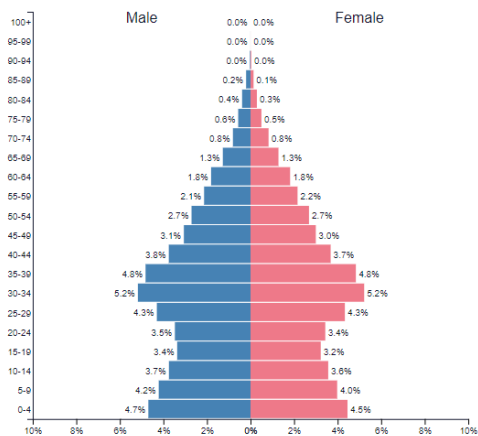


Is this a young/middle-aged/aging population?  
Explain.

Iran (Islamic Republic of) ▼

2019

Population: 82,913,893

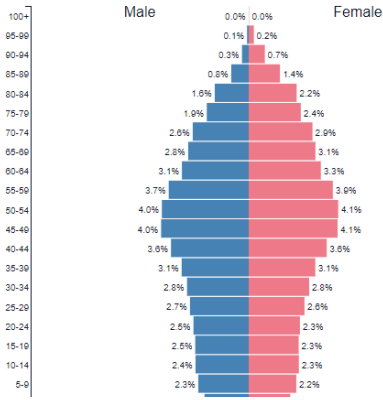


Is this a young/middle-aged/aging population?  
Explain.

Italy ▼  
2019

Population: 60,550,092

**Is this a young/middle-aged/aging population?  
Explain.**

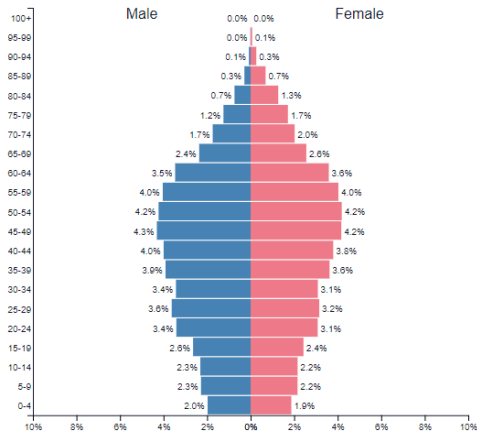


Republic of Korea ▼

2019

Population: 51,225,320

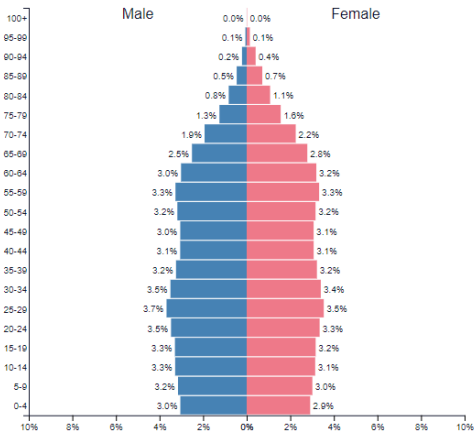
**Is this a young/middle-aged/aging population?  
Explain.**



United States of America ▼  
2019

Population: 329,064,916

**Is this a young/middle-aged/aging population?  
Explain.**



# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 5/4/20 – 5/8/20

**Directions for Students** This week you will finish up your investigation of globalization and the spread of Covid-19. You'll do this by analyzing population structures, interpreting death rate data, and concluding the unit with a quick write answering how the spread of information impacts the spread of Covid-19.

The next unit will have you investigating the government's role in addressing pandemics. As you begin the unit this week, you'll start with a review of the legislative and executive branches of the federal government. This will build a foundation for your work next week.

**Compelling Question**  
**Supporting Question**

Why are pandemics devastating?  
How does globalization help diffuse diseases such as COVID-19 across different populations?  
What is the government's role in addressing pandemics?

**Materials Needed:**

This student workbook  
Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
Day 1			Predicting and Identifying Population Structures
Day 2			Add one new piece of information to K-W-L Chart Interpreting Death Rate Data
Day 3			Add one new piece of information to K-W-L Chart Quick write: How does the diffusion of information regarding COVID-19 impact diffusion of the virus?
Day 4		iCivics Legislative Branch Video	Congress in a Flash
Day 5		iCivics Executive Branch Video	Executive Command: Brainstorm the President's To- Do List
			All in a Day's Work

Standards Addressed

US 6.1.3  
WH CG3  
C3.1.1

US 9.1.1  
WH CG1  
C3.1.2

US 9.3  
C3.1.6

WH 6.1.2  
C3.2.1

WH 6.2.3  
C3.3.1

# Daily Plan: Monday, May 4

**DO**

Complete the predicting and identifying population structures activity. After you have finished your work, compare the different countries and their population statistics. How does each country's population affect the number of cases of Covid-19?

**DO**

Add one new piece of information to the last column of your K-W-L Chart

### Predicting and Identifying Population Structures

In the chart below, PREDICT the order of the pyramids using 1-5 in the second column.  
**(1 = the youngest population structure; 5 = oldest population structure)**

After you have predicted, **check your work!** Using your favorite search engine, find the median age for each country (i.e. search for Iran “median age”). Enter the values found in the third column.

Country	PREDICTION (1 = young 5=oldest)	Median Age (search internet)
China		
Iran		
Italy		
South Korea		
United States		



## Daily Plan: Tuesday, May 5

**DO**

Start today's lesson with analyzing the death rate data of Covid-19. Then think back to your work on the population pyramids. Think about the population demographics of each of the countries you studied in the last unit, then answer the question on this activity.

**DO**

Add one new piece of information to the last column of your K-W-L Chart

## Interpreting Death Rate Data

The chart below shows the fatality rate by age for COVID-19 as of February 29, 2020.

QUESTION: Based upon this information and what you learned regarding the population structure of each of the five focus countries, which country should be most concerned about the spread of the virus and why?

ANSWER:

### COVID-19 Fatality Rate by AGE:

\***Death Rate** = (number of deaths / number of cases) = **probability of dying if infected by the virus (%)**.

This probability differs depending on the age group. The percentages shown below **do not have to add up to 100%**, as they **do NOT represent share of deaths by age** group. Rather, it represents, for a person in a given age group, the **risk of dying** if infected with COVID-19.

AGE	DEATH RATE confirmed cases	DEATH RATE all cases
80+ years old	21.9%	14.8%
70-79 years old		8.0%
60-69 years old		3.6%
50-59 years old		1.3%
40-49 years old		0.4%
30-39 years old		0.2%
20-29 years old		0.2%
10-19 years old		0.2%
0-9 years old		no fatalities

## Daily Plan: Wednesday, May 6

DO

Quick write: How does the diffusion of information regarding COVID-19 impact diffusion of the virus? Diffusion means spread. So, when answering this question, think about how information spreads and how that might impact the spread of the virus. Your written work should include evidence from this unit. Evidence citations should include the author (if applicable), name of the publication or organization, and the page of this workbook that the text/graph/chart is on.

## Quick Write

### Take a position!

How does the diffusion of information regarding COVID-19 impact diffusion of the virus?

Answer the question above, being sure to use evidence and clear reasoning to support your answer. There is not a single correct answer.

You should use information from this unit as part of your answer.

Hint: A first step might be to consider how information diffuses. In what ways does information diffuse quickly or is hindered or is restricted in today's world.

**How does the diffusion of information regarding COVID-19 impact diffusion of the virus?**

# Daily Plan: Thursday, May 7

WATCH

iCivics Legislative Branch Video

[bit.ly/DPSCDSSVideo12](https://bit.ly/DPSCDSSVideo12)



DO

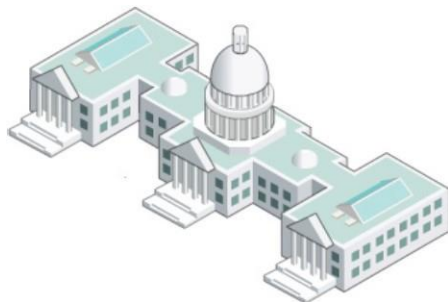
Read and answer the questions on the activity "Congress in a Flash." This activity will give you the background knowledge of how our legislative branch works. This is the foundational understanding you need as we continue on in this unit to understand the role of the government in solving a pandemic crisis.

# Congress in a *FLASH*

## What is Congress?

The United States Congress is the **legislative** (lawmaking) branch of our federal government. Congress meets in Washington D.C. to make **federal** laws—laws that apply to the entire country. Congress is **bicameral**, which means it is made up of two chambers: the Senate and the House of Representatives. Each chamber includes elected officials from all fifty states. Congress was created by the Constitution, and that document describes how this branch of government works.

**Legislate:** a verb that means "to make laws" Legislator: a person who makes laws  
**Legislative:** an adjective that means "lawmaking" (the legislative branch is the lawmaking branch)  
**Legislation:** a written document that is or may become a law



## Why Congress?

When the Constitution was written, the goal was to create a government that represented the people. Congress works toward this goal by creating laws that reflect the needs and wants of United States citizens. The work Congress does serves the nation as a whole. Senators help by representing the needs of their entire state, while members of the House (also called Representatives) work for the people in a specific section of their state called a **district**.

## How does it work?

All of the instructions for Congress can be found in the first section of the Constitution, Article I. It is the longest section of the Constitution, and it covers a lot of ground. How old do you have to be to serve in Congress? How long do you get to serve? How does Congress relate to the other branches? All of this and more can be found in a close read of Article I, but this handy chart shows some of the basics!



	The Senate	The House of Representatives
Size	Two senators from each state = 100 total	The number of representatives from each state depends on the population = 435 total
Who qualifies?	Senators must be at least 30, a U.S. citizen for at least nine years, and live in the state they represent.	Representatives must be at least 25, a U.S. citizen for at least seven years, and live in the state and district they represent.
They represent...	... the interests of the citizens across their entire state for a term of six years.	... the interests of the citizens who live in their district (section of a state) for a term of two years.
Special Duties	The Senate approves presidential appointments, like ambassadors, judges, and cabinet members.	All bills that deal with raising money (like taxes) must start in the House.
Checks & Balances	Congress can call for the impeachment of the president, pass bills over a presidential veto with 2/3 vote and create lower federal courts. The president can veto bills from Congress and the Supreme Court can strike down laws as unconstitutional.	
Role in Lawmaking	A bill can start in either chamber unless it's a tax bill, which must start in the House. A bill must be approved by both chambers of Congress before it can go to the president to be signed into law.	

## The Powers of Congress

The Constitution also lists the powers Congress has that the other branches and the individual states do not have. These are called **enumerated**, expressed, or listed powers. The Constitution doesn't go into much detail, though, which often creates controversy about what Congress is allowed to do.

Depending on how you count them, there are between 17 and 35 powers on the list. Here are a few:

- Create rules on how to become a citizen
- Collect taxes, pay debts, and borrow money
- Regulate commerce (trade) between the states and with other countries
- Coin money and punish counterfeiters
- Punish pirates (!)
- Establish post offices
- Protect patents and copyrights
- Create lower federal courts
- Declare war, raise and support an Army and Navy
- Make any other laws that are "necessary and proper" to carry out the powers in this list



*Nancy Pelosi (D-Ca/ifornia) is the current Speaker of the House.*

### Who's in Charge?

In addition to listing the powers of Congress, the Constitution says who is in charge of each chamber. You may be surprised to learn that the vice president of the United States is also the president of the Senate! (The VP doesn't get a vote though, except when there's a tie.) But the VP can't always be there, so senators also elect a "**president pro tempore**" who leads when the VP isn't available. In the House of Representatives, the leader is called the **speaker of the House**. The representatives vote to decide who their speaker will be. It's an important job—the speaker is second in line to become president of the United States in an emergency, after the Vice President!

### Making Laws

Congress makes a law by introducing an idea, discussing and changing it, voting on it, and sending it to the president for approval. The rough draft of a law is called a bill. Bills can start in either chamber of Congress, but the example below starts in the House of Representatives.

#### 1. The Proposal

A representative writes a bill and gets support from others in the House.

#### 2. The Introduction

The bill is assigned a number and is read aloud on the House floor.

#### 3. The Committee Report

The bill is sent to a committee for a close review. If the committee approves, the bill will be sent to all members of the House.

#### 4. The Floor Debate

In the House chamber, members debate whether to support or oppose the bill. The bill is read again, and members suggest changes.

#### 5. The Vote

If changes are made, the bill is read again. Then, the House votes on the bill. Representatives can vote yes, no, or present (if they don't want to vote on that particular bill).

#### 6. The Hand-Off

The bill is sent to the Senate, where it goes through the same debate. Often, changes are made, and the Senate votes to approve the bill with the changes.

#### 7. The Compromise

Members of the House and Senate form a "conference committee" to work out a compromise bill that both chambers can accept.

#### 8. Another Vote

The House and Senate each vote on the compromise bill. The bill can't move on unless both chambers pass the exact same version.

#### 9. To the President!

Finally, the bill lands on the president's desk. Three things could happen:

- The president signs the bill and it becomes law.
- The president ignores the bill. If Congress is in session, the bill automatically becomes law after 10 days. If not, it doesn't.
- The president vetoes the bill. If this happens, Congress can override the veto if 2/3 of the members vote in favor.

**Help the Historian.** Someone has found an early copy of the Constitution, but it is in pretty bad shape, and lots of pieces are missing-especially in Article I. Now that you know about Congress, you can help fill in the gaps! Read each excerpt and decide what should go where the numbers are.

SECTION. 2.

(1) shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a (2) who shall not have attained to the Age of (3)Years, and been seven Years a (4)of the United States, and who shall not, when elected, *be an Inhabitant of that State in which he shall be chosen....* (5)

1. Which chamber of congress is Section 2 talking about?
2. What role is missing here?
3. How old must they be to serve?
4. Seven years of being a what?
5. What does this last part mean? Can you put it in simpler language? (...*be an Inhabitant of that State in which he shall be chosen...*)

SECTION. 3.

(1a) of the United States shall be composed of two (1b) from each State, chosen by the Legislature thereof, for six Years; and each ... shall have one Vote.

No Person shall be a ...who shall not have attained to the Age of (2)Years, and been (3) Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which *he* (4)shall be chosen.

1. (a) Which chamber of congress is Section 3 talking about?
- (b) What is this role called?
2. How old must they be to serve?
3. How long must they have been a citizen?
4. FYI: The first woman to be elected to this chamber was Hattie Caraway of Arkansas in 1932.

SECTION. 5.

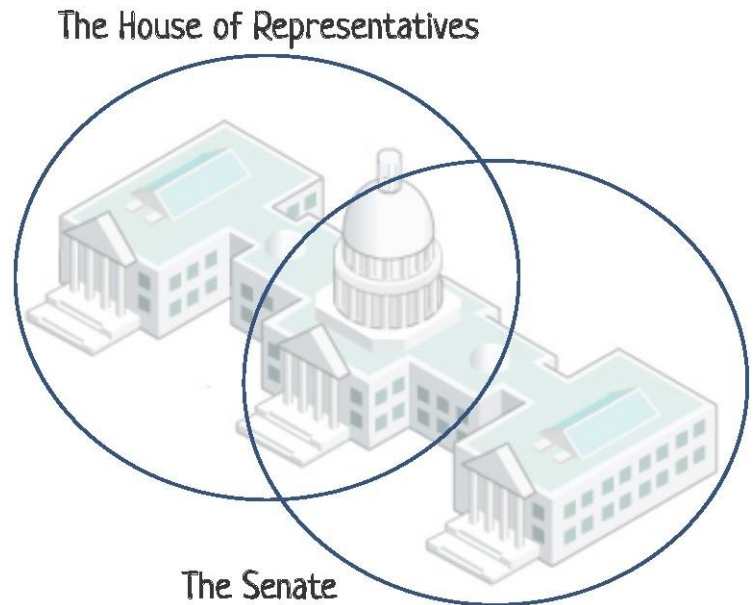
...Each House may determine the Rules of its Proceedings (1), punish its Members for disorderly behavior, and, with the Concurrence of two thirds, expel a Member ... (2)

1. Who makes the rules for how the House and Senate do their jobs?
2. CHALLENGE QUESTION: If the Senate wants to expel a member, how many senators have to agree?



**A. Who does what?** Read each statement and decide if it is about the House of Representatives, the Senate, or both! Write the letter on the diagram.

- A. Members represent an entire state
- B. Bills about taxes and money must start here
- C. Approves presidential appointments
- D. Members represent citizens
- E. Serve two-year terms
- F. Passes bills to the president to become laws
- G. There are 100 members of this chamber
- H. Can override a presidential veto with a 2/3 vote of support
- I. Must be at least 25 to serve in this chamber
- J. Led by the vice president of the U.S.
- K. Leader is called the "speaker"



**B. Compromise!** The bills below are based on ideas found in real-life bills aimed at addressing the opioid addiction crisis. Follow the directions to see where common ground might be found.

1. Read Both Bills. Circle the parts that the two versions have in common.

**House Bill to combat opioid addiction**

- Fund addiction treatment programs by taxing companies that make opioids.
- Require training on specific topics for providers registered to prescribe opioids.
- Limit prescriptions to a 10-day supply with no refills.
- Require the diagnosis being treated with opioids to be clearly stated on the prescription

**Senate bill to combat opioid addiction**

- Impose a fee on people convicted of making or distributing opioids illegally, used to fund addiction treatment programs.
  - Require 12 hours of training for providers registered to prescribe opioids.
  - Limit prescriptions to a 7-day supply with no refills.
  - Require practioners to prescribe a non-opioid painkiller first.
- detroit12.org

2. Find a Solution. Decide on two compromises that could be made and write them below. This will be your compromise bill.

#1

#2

3. Get Support. Which chamber will support your compromise the most? Would they both agree? Explain your answer.

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# Daily Plan: Friday, May 8

WATCH

iCivics Executive Branch Video

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DO

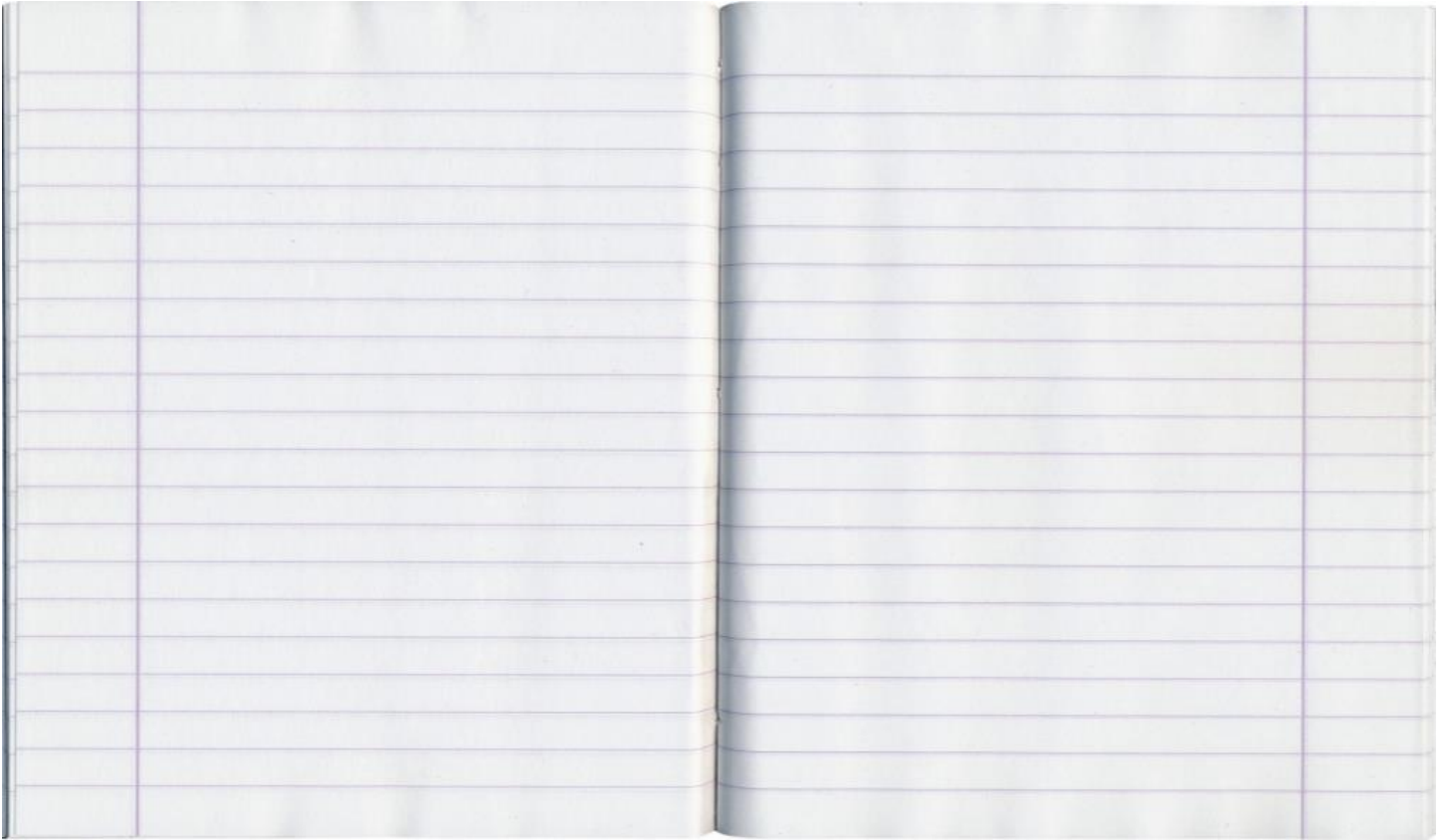
Think about all the things the President must tackle in his job. Then complete the activity "Executive Command: Brainstorm the President's To-Do List."

DO

Complete the reading and activity titled "All in a Day's Work." This activity will give you the background knowledge so that later you can evaluate the role of the President and other executive branch administrators in solving a pandemic crisis.

## Executive Command

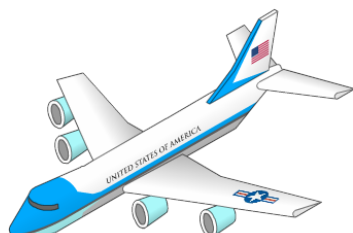
Directions: Create a to-do list for the president. Try to think of as many things as possible and write them below.

An open notebook with two blank, lined pages. The pages are white with light blue horizontal ruling. A vertical red margin line is present on each page, creating a narrow margin on the left side of the left page and the right side of the right page. The notebook is centered on the page.

## All in a day's work

### The Coolest Job in the Country!

Imagine you have been elected President of the United States. What do you think would be the best part of the job? Having your own personal jet? Living in the White House? Having a bowling alley in your house? (Yes, there's a one lane bowling alley in the basement of the White House!)



Being president is not just fun and games. You have real responsibilities. Below is a list of things you would do as president of the United States. Which do you think would be the hardest to do? Which do you think would be the easiest?

**Rank the tasks in each list from 1 (hardest) to 3 (easiest). There is no correct answer! Use your own judgment.**

#### Task List A

\_\_\_\_\_ Lead weekly meetings where I ask the leaders of executive branch departments for advice on how to handle the country's most difficult problems.

\_\_\_\_\_ Go to Congress and give my yearly "State of the Union" speech on what's happening in the US, which is broadcast live on television.

\_\_\_\_\_ Decide whether to approve or reject a bill Congress has sent me that would cut research funding for a serious disease that not many people have.

#### Task List B

\_\_\_\_\_ Follow the Constitution and the law even if I disagree with it.

\_\_\_\_\_ Decide whether to send more troops into war knowing that some will die, but it will keep the country safe.

\_\_\_\_\_ Make sure the Department of Homeland Security carries out new safety laws at airports even though I know many travelers will be angry.

#### Task List C

\_\_\_\_\_ Answer difficult questions from reporters at a press conference where I'm asking Congress to spend a lot of money on space exploration.

\_\_\_\_\_ Try to negotiate an agreement with another country that would lower the taxes each one adds to the sale of items from the other country.

\_\_\_\_\_ Choose a new Supreme Court justice to replace on who is retiring.

# All in a day's work

## The President's Rule Book

The President of the United States is the leader of our nation and the leader of the executive branch of government. The Constitution of the United States gives all the rules for being president. It tells who can become president, what powers the president has, and some of the roles and duties the president takes on.

Read it for yourself:



Donald Trump is the current president of the United States. He was elected in November 2016 and took office on January 20, 2017.



### From Article II of the United States Constitution

#### Section 1

The executive Power shall be vested in a President of the United States of America...

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation – “I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect, and defend the Constitution of the United States.”

#### Section 2

The President shall be Commander in Chief of the Army and Navy of the United States and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Offices of the United States...

#### Section 3

He shall from time to time give to Congress Information of the Senate of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient...he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed and shall Commission all the Officers of the United States.

### From Article I, Section 7

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States: If he approve he shall sign it, but if not he shall return it...

### Lawmaking and the Prez

One of the President's most important functions is not in Article II—it's in Article I, which talks about Congress! (The Constitution can be sneaky that way.)

Congress is the lawmaking branch of government, but the Constitution requires the president's approval before a bill can actually become a law. The president either signs the bill to approve it or rejects the bill with a **veto** and sends it back to Congress.

## Second in Command

The Constitution of the United States gives the president a helper: the vice president. However, the Constitution doesn't say much about what the vice president does, except that the VP is also the president of the Senate (one of the two lawmaking chambers in Congress). But the VP only presides over the Senate to cast a tiebreaking vote or when there is a ceremony. The rest of the time, the vice president advises the president, travels the world negotiating with other countries, helps carry out laws here at home, and is important to many functions in the executive branch of government.



Photo credit: Gage Skidmore

Mike Pence is the current vice president of the United States.



Trump and Pence belong to the Republican Party.

## Political Party Leaders

The president and vice president act as the leaders of their political party. This role is not part of the Constitution, but has evolved over time as part of the political process. A political party is an organized group of people who share similar views and work to influence the government in support of those views. As party leaders, the president and vice president work to accomplish the party's goals for how the government should address the issues facing our nation. The Republican and Democratic parties are the two major political parties in the U.S.

## Becoming President

In the United States, presidential elections happen every four years. A president cannot serve more than two 4-year terms—a total of eight years. This rule is found in the 22nd Amendment to the Constitution, which was added in 1951. If a president has only served one term and wants to be re-elected, that president ends up spending a lot of time campaigning during the last year of the term. If the president has already served a second term, often the vice president will decide to become a presidential candidate. Many presidents started out as the vice president.



Before the 2-term limit, President Franklin D. Roosevelt was elected to four terms in a row! He took office in 1933 and died in 1945, a few months into his fourth term.

### Presidential Line of Succession

1. Vice President of the U.S.
  2. Speaker of the House
  3. President pro tempore of the Senate
  4. Secretary of State
  5. Secretary of the Treasury
  6. Secretary of Defense
  7. Attorney General
- (list continues with 10 more members of the president's cabinet)

## What If the President Dies?

There have been several times in the history of the United States where a president has died. When that happens, the Constitution provides that the vice president becomes president. It also gives Congress the power to make a law saying who becomes president if something happened to both the president and the vice president. Congress did this in the Presidential Succession Act, which puts the speaker of the House (the leader of the House of Representatives) next in line after the vice president and lists everyone who is in line after that.

**A. I've Got the Power!** Match each responsibility of the president and vice president with the correct power or duty found in the Constitution.



**Powers & Duties Listed  
in the Constitution:**

**President's Responsibilities**

- 1) \_\_\_\_ Lead weekly meetings where I ask the leaders of executive branch departments for advice on how to handle the country's most difficult problems.
- 2) \_\_\_\_ Go to Congress and give my yearly "State of the Union" speech on what's happening in America.
- 3) \_\_\_\_ Decide whether to approve or reject a bill that Congress has sent me.
- 4) \_\_\_\_ Follow the Constitution and the law even if I disagree with it.
- 5) \_\_\_\_ Decide whether to send more troops into war knowing that some will die, but it will keep the country safe.
- 6) \_\_\_\_ Make sure the Department of Homeland Security properly carries out new airport safety laws that will anger some travelers.
- 7) \_\_\_\_ Hold a press conference where I ask Congress to spend more money on space exploration.
- 8) \_\_\_\_ Decide whether to let someone out of prison based on the prisoner's good conduct and particular circumstances
- 9) \_\_\_\_ Negotiate an agreement with another country that would lower the taxes each one adds to the sale of items from the other country.
- 10) \_\_\_\_ Choose a new Supreme Court justice to replace one who is retiring.

**Vice President's Responsibilities**

- 11) \_\_\_\_ Take over as president if I'm needed.
- 12) \_\_\_\_ Act as leader of the Senate.
- 13) \_\_\_\_ Cast a tiebreaking vote in the Senate.
- 14) \_\_\_\_ Work with the president to run the executive branch.

- A. Power to carry out the laws
- B. Must protect and defend the Constitution
- C. Commander in Chief of the military
- D. Elected with the president to hold office in the executive branch
- E. May ask advisors, who lead parts of the government, for their opinion on different issues
- F. Is the president of the Senate
- G. Pardon someone for a crime, canceling their punishment
- H. Make treaties with other countries (with Senate approval)
- I. Take office as president if the current president dies, resigns, or is unable to do the job
- J. Choose new Supreme Court justices (with Senate approval)
- K. Make recommendations to Congress about what laws are needed
- L. Update Congress on how things are going in the country
- M. Sign (approve) or veto (reject) bills from Congress
- N. Can vote in the Senate if the senators are equally divided on a vote

**B. So Many Laws, So Little Time!** The executive branch is in charge of carrying out thousands of laws, but the President doesn't do this alone. Departments inside the executive branch are responsible for carrying out certain kinds of laws. Complete the table by matching each executive department to its function. Use the word/picture bank for help.



	EXECUTIVE DEPARTMENT	FUNCTION
1		Works to protect the country against terrorism and make sure the borders are safe.
2		Makes coins and paper money, tries to help the economy, and collects taxes.
3		Keeps the United States safe using the Army, Navy, Marines, Air Force, and other military resources.
4		Enforces federal laws, prevents crime, and punishes those convicted of federal crimes.
5		Supports farmers, makes sure our food is safe, and gives recommendations about good nutrition.
6		Works to protect the health of all Americans and offers medical and other basic services to people in need.
7		Builds and maintains federal highways and railroads, makes rules for air travel, and promotes transportation safety.
8		Provides funding to public schools and helps students pay for college.

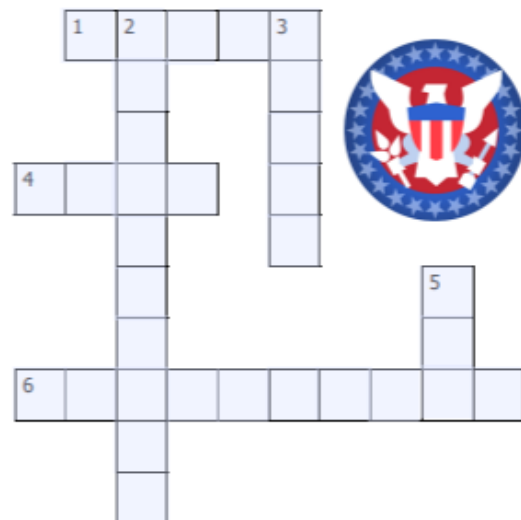
**C. Crossword!** Complete the puzzle using information from the lesson.

Across

- 1. Name of the current president
- 4. Length of a presidential term, in years
- 6. Word that refers to the sequence of who will become president if something happens

Down

- 2. Political party of the current president and vice president
- 3. Name of the current vice president
- 5. Number of times a president can be elected





# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 5/11/20 – 5/15/20

**Directions for Students** This week you are learning information that will help you figure out the government's role in addressing pandemics. You will look at the relationship between the federal and state governments (called federalism), then look at specific actions the President, Governor, and Congress are taking to address Covid-19. Finally, you end the week with a quick write to the compelling question.

**Compelling Question** Why are pandemics devastating?

**Supporting Question** What is the government's role in addressing pandemics?

**Materials Needed:**  
 This student workbook  
 Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
<b>Day 1</b>		Khan Academy: Federalism	Federalism Venn Diagram
<b>Day 2</b>	Executive Orders Background Reading	How Did We Get Here: Defense Production Act	Read Executive Order DPA then answer the questions
<b>Day 3</b>	The State Governor	Gov. Whitmer shuts down Michigan schools for rest of academic year	Gubernatorial Executive Order: Closure of K-12 Schools
<b>Day 4</b>	Money for technology, cleaning, summer learning: What the coronavirus stimulus means for schools	What If The US Budget Was Only \$100 - How Would It Spend It?	Article questions
<b>Day 5</b>			Quick write: What is the government's role in addressing pandemics?

Standards Addressed

C3.1.1

C3.1.2

C3.1.6

C3.2.1

C3.3.1

# Daily Plan: Monday, May 11

WATCH

Khan Academy: Federalism

[bit.ly/DPSCDSSVideo14](https://bit.ly/DPSCDSSVideo14)



DO

After watching the Khan Academy video on Federalism, check your understanding of federalism by completing the Federalism Venn Diagram. Place each duty in either federal powers, state powers, or shared powers. Then check your work with the answer key (but don't look at the answer key until you have finished!).

## Federalism Venn Diagram

**Directions:** Place each power listed below either in the federal, shared or state powers in the Venn Diagram on the next page. The answer key follows the blank Venn Diagram. Once you have completed this diagram, check your work.

Declare and engage in war

Maintain an army, navy, and air force

Conduct elections

Regulate interstate and foreign commerce

Protect the rights of citizens

Negotiate treaties with foreign countries

Post office

Set rules for immigration

Punish lawbreakers

Levy and collect taxes

Determine the qualifications of voters

Provide for public safety

Protect public health

Govern marriage laws

Regulate intrastate commerce

Set traffic rules

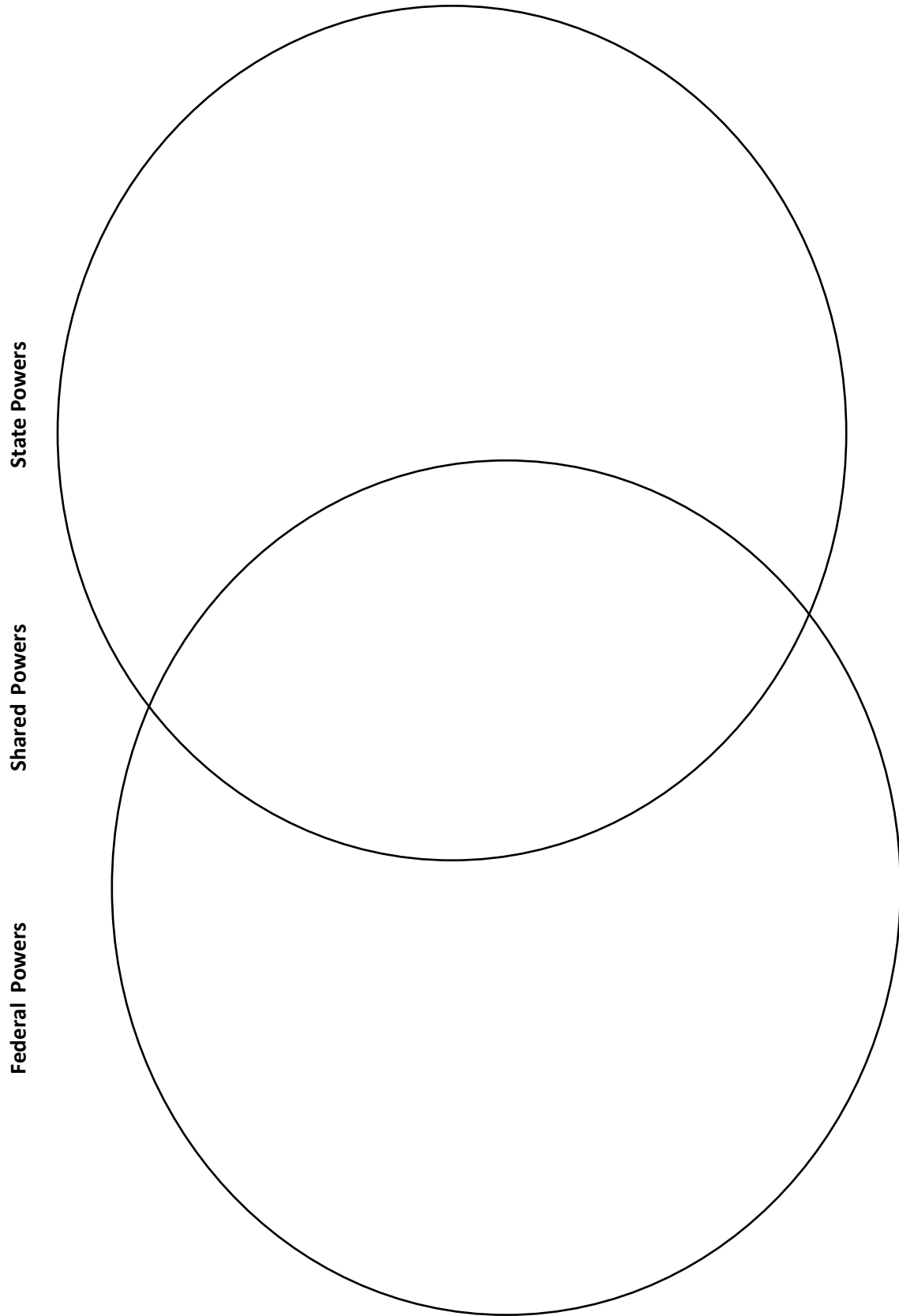
Establish and maintain schools

Maintain the state militia (also known as the National Guard)

Print and coin money

Admit new states

# Federalism Venn Diagram



# Federalism Venn Diagram Answer Key

Powers of the national government	Powers shared by national and state governments	Powers of the state governments
<p>Declare and engage in war</p> <p>Print and coin money</p> <p>Maintain an army, navy, and air force</p> <p>Regulate interstate and foreign commerce</p> <p>Admit new states</p> <p>Negotiate treaties with foreign countries</p> <p>Post office</p> <p>Set rules for immigration</p>	<p>Punish lawbreakers</p> <p>Levy and collect taxes</p> <p>Protect the rights of citizens</p> <p>Provide for public safety</p> <p>Protect public health</p>	<p>Conduct elections</p> <p>Govern marriage laws</p> <p>Regulate intrastate commerce</p> <p>Set traffic rules</p> <p>Establish and maintain schools</p> <p>Determine the qualifications of voters</p> <p>Maintain the state militia (also known as the National Guard)</p>

# Daily Plan: Tuesday, May 12

**READ  
WATCH**

Complete the Executive Orders Background Reading.  
**How Did We Get Here: Defense Production Act**

[bit.ly/DPSCDSSVideo15](https://bit.ly/DPSCDSSVideo15)



**READ  
DO**

Read President Trump's Executive Order on the Defense Production Act (DPA).  
Answer the questions about President Trump's Executive Order on the Defense Production Act (DPA).

## Executive Orders Background Reading



**Executive orders**, or E.O.'s for short, are exactly what they sound like: orders from our head executive—that's right, the Prez, the POTUS, the President in the flesh. These orders, or directives, basically allow the president to manage and direct the agencies of the federal government. They're a way for the president to give instructions and authority for what he or she wants done.

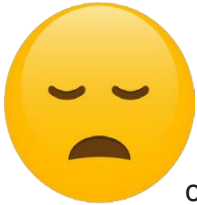
### Executive Orders Explained

Executive orders certainly don't give the president the power to do any and everything. It's not like the president can sign an E.O. and all of a sudden every third day of the week is mandatory "eat tacos on your couch Tuesday"—not that you'd catch us complaining. An executive order has to be based on the powers granted to the president in the Constitution or backed by authority given through Congress, like a law. In fact, the idea of executive orders is based on the president's "implied" powers. Meaning the Constitution doesn't say anything at all about issuing them. Here's what it does say:

- The executive power shall be vested in the President
- The President shall be commander and chief of the Army and Navy
- The President "shall take Care that the Laws be faithfully executed"



Taken together, those three clauses have been used to justify executive orders and executive actions. Every president (minus one) has issued an executive directive of one form or other. Presidents have used executive directives (collectively known as **executive action**) differently, likely because there aren't many concrete rules that govern their use. When working with Congress to pass legislation proves too difficult, some presidents have even used E.O.'s to help move their agenda forward.



### Bore or Roar?

Executive orders can be completely uneventful. Herbert Hoover signed one to tell other presidents how to format and write future executive orders (E.O. 5658—yawn).

Other times they simply alert a certain executive agency to a new way of conducting business. But they can cause a big stir and a lot of commotion, too. That's because an executive order—when within the president's power—can feel a lot like a law. And when that's the case, people often question if the executive order is within the limits of the president's power in the first place.



### Check and Balance Much?



Our court system has quite a bit of influence over the president's balance of power. Sometimes, judges review executive orders and the reason for their use to make sure that the president isn't overreaching or abusing this executive tool. Judges look at the law, the Constitution, and **precedents**, or prior rulings involving executive orders, to decide if an order is legal.

Congress has a say, too. If Congress disagrees with a president's executive order, they can pass a bill that makes the order obsolete—and override a president's likely veto with a two-thirds majority. They can also remove funding needed to carry out whatever the executive order says.

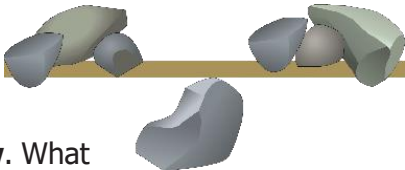
### Limitations

Executive orders don't have guaranteed staying power. They're often changed with the simple stroke of a new president's pen. And while an executive order may feel like a law, it's not. They're much stronger (and lasting) when Congress organizes behind them to pass a bill that the president can sign into law.

# Keepin' It Fair

President Signs Executive Order to... If it's in the news, you can bet that whatever executive order the president is signing is probably a big deal. It may or may not affect you directly, but it will have a significant effect on our nation. You'll want to follow its development and find out exactly what that order will and won't do before you form an opinion about it.

Remember, the rules for how presidents have (and will) use executive orders aren't exactly carved in stone. And people will argue and present many different views—the media included. You'll do well to

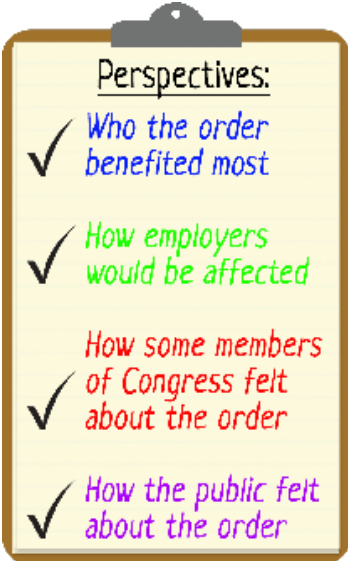


check anything you're reading or watching for a **fair and balanced view**. What does that mean? It means news outlets should strive to report all sides of the issue not just one. Fair, balanced reporting is a standard of high-quality journalism. One way to tell if an article is being fair is to identify where the story addresses multiple perspectives. Let's take a look!

In 2014, President Obama announced he would be signing an executive order to raise the minimum wage for federal contract workers. At the time, the President had been trying with little success to work with Congress to raise the minimum wage for all citizens to \$10.10 an hour.

Fair and balanced reporting means acknowledging when there's more than one side to an issue. It might mean interviewing and including quotes from people on both sides or acknowledging concerns from everyone who's involved. When CNN reported on President Obama's executive order, they pointed out each of the sides mentioned on the clipboard. Try to identify each view in the article below.

## Here's a fair and balanced play-by-play of the article:



CNN (1/28/2014) – [...] the White House highlighted several occupations that will be helped by the move, including kitchen and laundry workers on military bases, as well as janitors at federal buildings and construction workers at government building sites [...] the White House believes contractors will have time to factor the new wage requirements into future bids [...] House Speaker John Boehner pushed back against the executive action by the President. “[...] Congress writes the laws, and the President’s job is to execute the laws faithfully. And if he tries to ignore this he’s going to run into a brick wall.” [...] Two national polls conducted in the past two weeks both indicate widespread support for raising the minimum wage [...] Both surveys indicated a partisan divide, with around nine in ten Democrats and seven in ten independents in support of raising the minimum wage to \$10.10 an hour, and Republicans divided.

Fair and balanced isn't an exact science. If a perspective seems to be missing, you should ask yourself why. If a different perspective isn't even offered, be careful. Consider investigating that news organization more closely. Are there other standards of journalism missing from their reporting? What about bias? Do you detect any? Is this a source you should trust? Comparing the same story across different news organizations can help you see what perspectives might be missing and also help you gain a more balanced view of any news story.



## Presidential Executive Order: Defense Production Act

**Directions:** Read the excerpts of the Executive Order issued by President Donald Trump on March 27<sup>th</sup>, 2020. Then answer the questions that follow.

EXECUTIVE ORDERS

### EO on Delegating Additional Authority Under the DPA with Respect to Health and Medical Resources to Respond to the Spread of COVID-19

HEALTHCARE | Issued on: March 27, 2020



#### Questions:

1. According to the text, what was the first action that President Trump took in regards to the coronavirus?
2. What impact could the coronavirus have to the nation's healthcare system?
3. What is President Trump instructing private businesses to do?

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Defense Production Act of 1950, as amended (50 U.S.C. 4501 *et seq.*) (the "Act"), the National Emergencies Act (50 U.S.C. 1601 *et seq.*), and section 301 of title 3, United States Code, it is hereby ordered as follows:

Section 1. Policy. In Proclamation 9994 of March 13, 2020 (Declaring a National Emergency Concerning the Novel Coronavirus Disease (COVID-19) Outbreak), I declared a national emergency recognizing the threat that the novel (new) coronavirus known as SARS-CoV-2 poses to our Nation's healthcare systems. In recognizing the public health risk, I noted that on March 11, 2020, the World Health Organization announced that the outbreak of COVID-19 (the disease caused by SARS-CoV-2) can be characterized as a pandemic. I also noted that while the Federal Government, along with State and local governments, have taken preventive and proactive measures to slow the spread of the virus and to treat those affected, the spread of COVID-19 within our Nation's communities threatens to strain our Nation's healthcare systems.

To ensure that our healthcare systems are able to surge capacity and capability to respond to the spread of COVID-19, it is the policy of the United States to expand domestic production of health and medical resources needed to respond to the spread of COVID-19, including personal protective equipment and ventilators. Accordingly, I am delegating authority under title III of the Act to guarantee loans by private institutions, make loans, make provision for purchases and commitments to purchase, and take additional actions to create, maintain, protect, expand, and restore domestic industrial base capabilities to produce such resources. To enable greater cooperation among private businesses in expanding production of and distributing such resources, I am also delegating my authority under section 708(c) and (d) of the Act (50 U.S.C. 4558(c), (d)) to provide for the making of voluntary agreements and plans of action by the private sector.

# Daily Plan: Wednesday, May 13

**READ  
WATCH**

The State Governor  
**Gov. Whitmer Shuts Down Michigan Schools for Rest of Academic Year**

[bit.ly/DPSCDSSVideo16](https://bit.ly/DPSCDSSVideo16)



**READ**

Read Governor Whitmer's Executive Order: Closure of K-12 Schools.

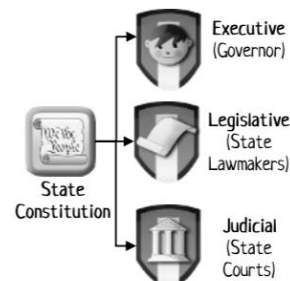
**DO**

Answer the questions about Governor Whitmer's Executive Order.

# The State Governor

## A Country & President—In Miniature

In many ways, a state is like a miniature country. It has its own Constitution, its own government, and its own laws. State governments have three branches—executive, legislative, and judicial—just like the country does. States even have their own “president”! This person is called a **governor** and leads the state’s executive branch. Just as the national executive branch must execute, or carry out, laws passed by the U.S. Congress, a state executive branch carries out laws passed by the state’s legislature. That’s why both national and state executive branches are mostly made up of departments and agencies that do the day-to-day work of putting laws into action.



## A Governor’s Power

Just as the U.S. Constitution tells what powers each of the national government’s three branches have, a **state constitution** describes the powers of a state’s three branches. A governor’s powers come from the state constitution and state laws. For example, state constitutions say that when the state legislature passes a bill, the governor has the power to sign it and make it law or veto it and send it back. (Sound familiar?)



*The Governor*

## Executive Orders

An **executive order** is a set of instructions that acts like a law but is issued by the governor alone—without the legislature. (The president can issue executive orders, too.) An executive order is one of the most important tools a governor has, but it is very limited. A governor can only issue executive orders about certain things. Here are some examples:

- Proclaim a state of emergency. During a natural disaster, disease outbreak, or other emergency, this releases all possible resources to help. The governor can even call out the state’s National Guard!
- Make rules for state government employees or the state government itself. Most state government is part of the executive branch, which the governor controls.
- Form a task force to study a problem and recommend solutions.
- Create a new executive office or council to carry out a necessary task.
- Call the legislature into a special session. If the legislature is on a break and a law needs to be passed, the governor can force lawmakers back into session to take care of business.
- Reduce a prisoner’s sentence or pardon a convicted person completely.

### Executive Order

- ✓ Limited to certain topics and situations
- ✓ Does not need the state legislature
- ✓ Valid when signed by the governor
- ✓ Creates limited instructions for a special situation

### Law

- ✓ Can be about any topic
- ✓ Must be passed by the state legislature
- ✓ Valid when signed by the governor
- ✓ Creates a law that applies to everyone



Maryland’s governor calls attention to the need for school breakfasts.

## The State’s Leader

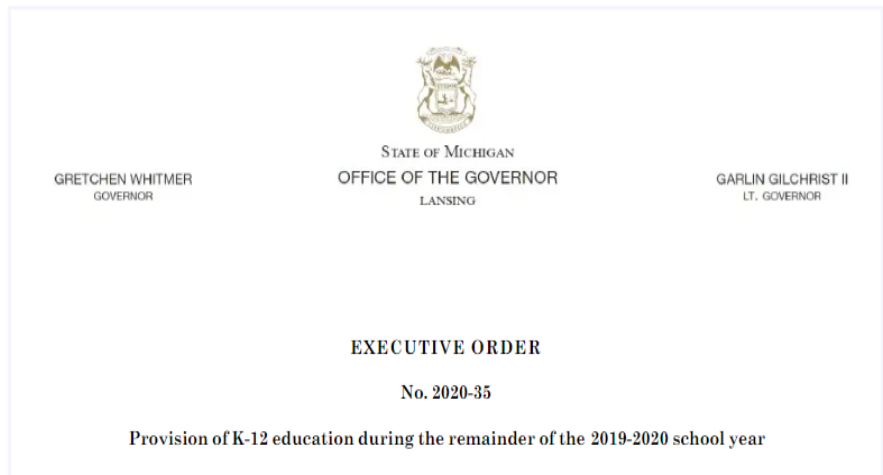
A governor’s most visible job is to be a leader for the state’s citizens. The governor sets the state’s agenda—the list of high-priority issues the state needs to address. The governor makes speeches to explain to citizens and lawmakers why these issues are important. Governors attend many events and ceremonies to launch new state programs or just to show support for what people are doing. In times of crisis, they reassure citizens that the state government is doing everything possible to help.

## Gubernatorial Executive Order: Closure of K-12 Schools

**Directions:** Read Governor Whitmer's Executive Order Closing all schools for the rest of the 2019-2020 school year. Then answer the questions at the bottom.

### Questions:

1. The executive order says the school year is over and schools must remain closed, with one exception. What is that exception?
2. School districts must create a plan for providing alternative instruction, with 8 criteria. Which criteria do you think is most important for students? Why?
3. If you were Governor, what additional requirements would you make for school districts?



- I. Suspension of in-person K-12 instruction for the remainder of 2019-2020 school year**
  - A. Except as provided in section III of this order, in-person instruction for pupils in kindergarten through grade 12 ("K-12") is suspended for the remainder of the 2019-2020 school year and school buildings used for the provision of K-12 education must remain closed for the purpose of providing K-12 education in person for the remainder of the 2019-2020 school year, unless restrictions on public gatherings and use of school buildings are lifted before the end of the 2019-2020 school year. K-12 school sports activities and other in-person extracurricular school activities are suspended while any state of emergency or state of disaster prompted by COVID-19 is in effect. This section I.A applies to all public, nonpublic, and boarding schools in the state.
  - B. A Plan must include all of the following elements and be consistent with the requirements of this order:
    1. A description of the methods a district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.
    2. A description of the methods a district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.
    3. A description of plans to deliver content in multiple ways so that all pupils can access learning.
    4. A description of plans to manage and monitor learning by pupils.
    5. A budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.
    6. A description of the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.
    7. A description of methods the district will use to notify pupils and parents or guardians of the Plan.
    8. A best estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

# Daily Plan: Thursday, May 14

**WATCH**

What If the US Budget Was Only \$100 - How Would It Spend It?

[bit.ly/DPSCDSSVideo17](https://bit.ly/DPSCDSSVideo17)



**READ**

Read the article from Chalkbeat: "Money for technology, cleaning, summer learning: What the coronavirus stimulus means for schools." As you read the article, think about what other needs schools might have the money they might require to meet those needs.

**DO**

Answer the questions about the Chalkbeat article.

## Money for technology, cleaning, summer learning: What the coronavirus stimulus means for schools

By [Sarah Darville](#), [Matt Barnum](#) March 26, 2020 - Updated March 27, 2020



WASHINGTON, DC - MARCH 24: With reporters practicing 'social distancing,' White House Director of Legislative Affairs Eric Ueland answers questions about the continuing negotiations on a \$2 trillion economic stimulus in response to the coronavirus pandemic at the U.S. Capitol March 24, 2020 in Washington, DC.

PHOTO CREDIT: Photo by Chip Somodevilla/Getty Images

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The economic stimulus package President Trump signed into law Friday will mean billions for school districts, with more money going to states and schools with more low-income students.

The legislation includes significant sums for schools. The biggest chunk: \$13.5 billion to be distributed among states, which would have to pass most of that on to school districts and charter schools. They will be able to use the money for things like buying technology to get remote learning off the ground, sanitizing school buildings, and starting summer learning programs.

School districts will also receive some of another \$3 billion distributed to governors. Another \$8.8 billion will be directed to child nutrition, including school meals. An additional \$3.5 billion will be directed to child care providers through the Child Care and Development Block Grant, while Head Start programs will get \$750 million.

"States are facing mounting costs in dealing with this unprecedented crisis," Carissa Moffat Miller, executive director of the Council of Chief State School Officers, said in a statement Wednesday after the bill passed the Senate. "We applaud Congress for reaching a bipartisan solution that provides historic levels of emergency funding."

Others warned that with a recession looming, it should be seen as just a start. "Congress must understand that tens of billions dollars more will be needed going forward to truly support all students, counter the learning loss happening through school closures and prevent educator layoffs," National Education Association president Lily Eskelsen García said in a statement.

The law also includes language allowing Education Secretary Betsy DeVos to waive parts of the federal education law.

Here's what we know about what this means for schools.

## Who's getting money for education?

For the \$13.5 billion to states and school districts:

- Each state's share will be determined by how much money it currently gets through Title I — meaning states with more low-income students will get more money. States will divide that money up among districts and charter schools the same way, with districts and schools that get more Title I funding getting more coronavirus relief funding.
- States must give at least 90% of the money they receive to districts. State education departments could choose to spend the rest themselves, including through “grants or contracts.”

For the \$3 billion to governors:

- Each state's share will be determined by its population of children and young people. Then governors decide where the money goes. Their choices: school districts deemed “most significantly impacted by coronavirus,” colleges and universities, or any other school district or “education related entity,” including those providing child care and early childhood education.

## What will schools be able to spend money on?

Districts will be able to use their portion of the \$13.5 billion on a wide variety of things, including:

- Supplies for cleaning and sanitizing schools and school district buildings
- Efforts to help students from low-income families, students with disabilities, English learners, “racial and ethnic minorities,” homeless students, and students in foster care
- Coordinating long-term school closures, including meals, technology, and serving students with disabilities
- Buying technology, including connectivity, to help students continue learning, including adaptive equipment for students with disabilities
- Items principals need “to address the needs of their individual schools”
- Mental health services
- Planning and providing in-person or online summer learning programs and after-school programs
- Continuing to provide district-level services and employ staffers

## What new authority does this grant Education Secretary Betsy DeVos?

The law codifies the education secretary's ability to waive parts of the federal education law requiring testing and identification of low-performing schools.

DeVos has already said states can cancel testing this year and introduced a streamlined process for states to request waivers. States that get such waivers will have to hold constant its list of schools considered low-performing.

The bill says explicitly, though, that DeVos cannot waive any provisions pertaining to civil rights.

### **What about the Individuals with Disabilities Education Act?**

The legislation does not give DeVos authority to waive any part of IDEA, but it does take a small step in that direction. DeVos is tasked with preparing a report within a month in which she offers recommendations for additional flexibility under various federal laws, including the Individuals with Disabilities Education Act.

Recently, DeVos has issued guidance reiterating that schools must comply with IDEA as they move to remote instruction. The department has also emphasized that IDEA shouldn't stop schools from providing any instruction at all.

Some school leaders are still skittish, though, saying it's challenging or even impossible to fully meet students' needs remotely. Existing guidance "is not nearly enough," Wesley Smith, who leads an association of California school administrators, told EdSource. "We need explicit waivers of explicit provisions."

But critics say even starting down this path could be dangerous.

"IDEA was created because people said 'we can't do it' for a laundry list of reasons. And IDEA clearly says 'but you have to,'" Wendy Tucker of the National Center for Special Education in Charter Schools said earlier this week. "Instead of rolling back civil rights, we need to roll up our sleeves and get to work."

### **Questions**

1. Why do schools need extra money during the Covid-19 pandemic?
  
2. What other things might schools need money from the government for during the pandemic? Explain.
  
3. The article states that the education secretary will waive standardized testing. What are the long-term impacts of that decision?



## Daily Plan: Friday, May 15

DO

Complete the quick write activity, answering our supporting question for this mini unit “What is the government’s role in addressing pandemics?” Your written work should include evidence from this unit. Evidence citations should include the author (if applicable), name of the publication or organization, and the page of this workbook that the text/graph/chart is on.

## Quick Write

### Take a position!

#### What is the government's role in addressing pandemics?

Answer the question above, being sure to use evidence and clear reasoning to support your answer. There is not a single correct answer.

You should use information from this unit as part of your answer.

Hint: A first step might be to consider the needs of citizens. In what ways is the government responsible, if at all, to address those needs?

What is the government's role in addressing pandemics?

# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 5/18/20 – 5/22/20

**Directions for Students** We'll start the week with a catch-up day so you can catch-up on any work that might be incomplete from previous lessons.

Then we start our next mini-unit looking at the economic impact of the Covid-19 pandemic. You'll start with some background information around the circular flow model – or the way a market economy works. Once you learn about the circular flow model, you will start to look at the impact of Covid-19 to various parts of that model.

**Compelling Question**

Why are pandemics devastating?

**Supporting Question**

What are the economic consequences of a pandemic?

**Materials Needed:**

This student workbook

Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
<b>Day 1</b>	Catch up day: catch up on any incomplete work		
<b>Day 2</b>		Circular Flow Matrix- How the economy works	List of affected groups
		Circular Flow - Economic Lowdown, Ep. 6	
<b>Day 3</b>	Circular Flow Model Infographic		Circular flow model activity
<b>Day 4</b>			Patterns of Production activity
<b>Day 5</b>		US stock markets continue to plunge over coronavirus uncertainty	Economic data set: manufacturing impacts Economic data set: stock markets impacts

Standards  
Addressed

WH CG3  
C3.1.4

E1.4  
C3.5.1

E2.1

E3.2

C3.1.2

## Daily Plan: Monday, May 18

DO



Catch up on any work that still needs to be completed

# Daily Plan: Tuesday, May 19

WATCH

Circular Flow Matrix- How the Economy Works

[bit.ly/DPSCDSSVideo18](https://bit.ly/DPSCDSSVideo18)



WATCH

Circular Flow – Economic Lowdown, Ep. 6

[bit.ly/DPSCDSSVideo19](https://bit.ly/DPSCDSSVideo19)

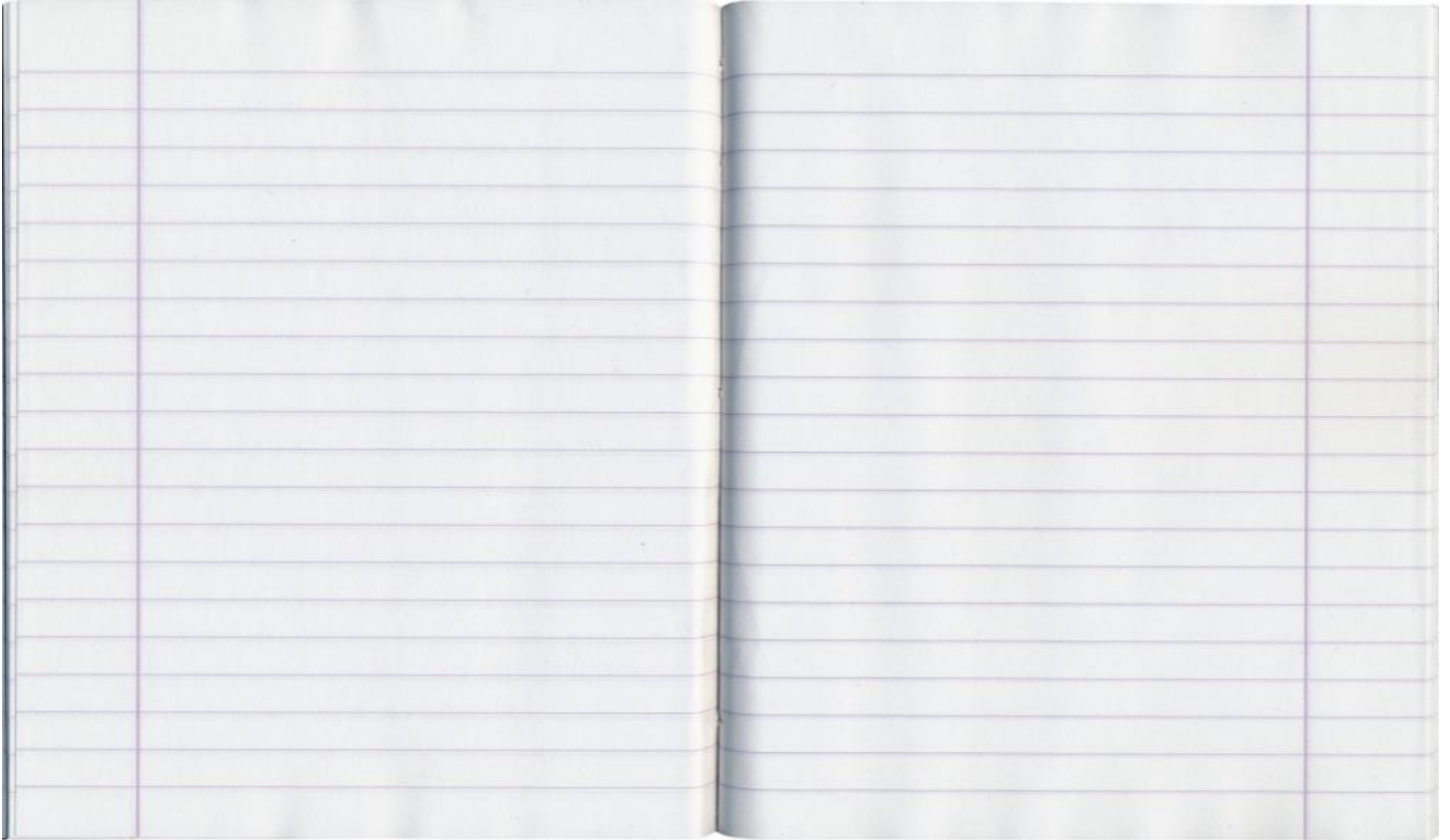


DO

Create a list of people or groups of people who might be affected economically by Covid-19.

## Affected Groups

Directions: Create a list of affected groups of people who will be impacted in any way economically by Covid-19. Try to think of as many things as possible and write them below.

An open notebook with two blank, lined pages. The pages are white with light blue horizontal ruling. The notebook is centered on the page, and the pages are slightly curved as if they are part of a bound volume. The background is a solid light blue color.

# Daily Plan: Wednesday, May 20

**READ**

Read about the circular flow model by looking at the infographic. Pay attention to the various groups of the circular flow: government, firms, and households.

**DO**

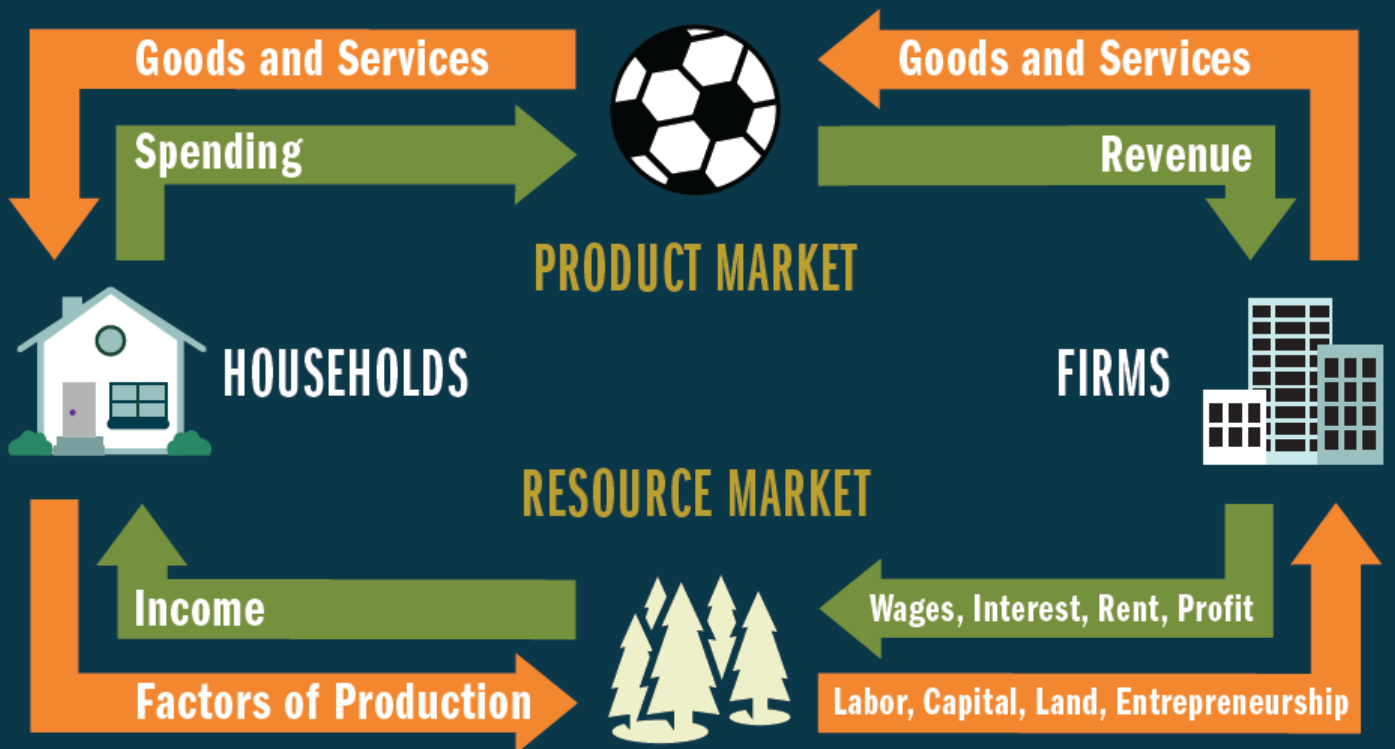
Answer the questions about the circular flow model.

# Circular Flow

What roles do households, firms, and government play in markets?  
MICROECONOMICS

## The Circular Flow Model

In the **PRODUCT MARKET**, firms are the sellers (supply) and households are the buyers (demand).



In the **RESOURCE MARKET**, households are the sellers (supply) and firms are the buyers (demand).



## Resource Market

### Factors of Production

#### Land

Land includes all production inputs provided by nature (natural resources).



#### Labor

Labor is the work of employees possessing human capital.



#### Capital

Capital includes all human-made goods used in the production of other goods and services.



#### Entrepreneurship

Entrepreneurs take risks and organize the factors of production to start a business.



## Product Market

### Goods and Services

#### Goods

Goods are items we buy that are tangible. Soccer balls and cell phones are tangibles.



#### Services

Services are intangible and usually involve paying a firm to do something for you.

Attending a soccer match and having cell phone service are intangibles.



## Government in the Circular Flow

In a three-sector circular flow diagram, government is a buyer (demand) in both the product and resource markets. Government provides public goods, public services, and transfer payments to households and firms in exchange for tax payments.



## Money Flows

### Wages/Salaries

Payments to households (income) in the resource market for selling labor



### Interest

Payments to households (income) in the resource market for lending money for capital purchases



### Rent

Payments to households (income) in the resource market for the use of land



### Profit

Payments to households (income) in the resource market to entrepreneurs whose business revenue exceeds costs



### Revenue

Money received by firms in the product market in exchange for goods and services



## Flows to and from Government

### Taxes

Payment to government in exchange for public goods and services



### Transfer Payments

Payments, excluded from GDP, from government to households without a reciprocal exchange of resources



### Public Goods and Services

Goods and services like bridges and schools financed by tax dollars on behalf of society



### Subsidies

Payments, excluded from GDP, from government to firms without a reciprocal exchange of goods or services



## Measuring the Economy Using the Circular Flow



**Product  
Market  
Calculation**

**Gross  
Domestic  
Product**

$$= C + I + G + NX$$

Personal Consumption      Private Investment      Government Expenditures      Net Exports



**Resource  
Market  
Calculation**

**National  
Income  
Accounting**

$$= W + I + R + P$$

Wages      Interest      Rents      Profits



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## Circular Flow Model Questions

1. What, exactly, "flows" in the circular flow?
2. How do firms spend money? How do firms earn money?
3. What are the objectives of firms in a circular flow model? What are the objectives of households?
4. Based on the circular flow model, how do some firms end up with higher revenues or profits than others?
5. What role does money play in the circular flow model?

## Daily Plan: Thursday, May 21

**DO**

Complete the Patterns of Production activity. This activity will help you start to think about the supply chain. This is the chain of businesses, many times in different parts of the world, that produce one item before it hits the store shelves (or online shop!) and you purchase it.

**DO**

Complete the Economic Data Set: Manufacturing Impacts about the impact of Covid-19 on several sectors (types) of businesses.

## Patterns of Production

1. Pick 10 items from your home (items can include items of clothing, technology, etc.) and identify the country they were manufactured.
2. On the map below identify the countries your items were produced. Next label the items manufactured next to the country that manufactured them.

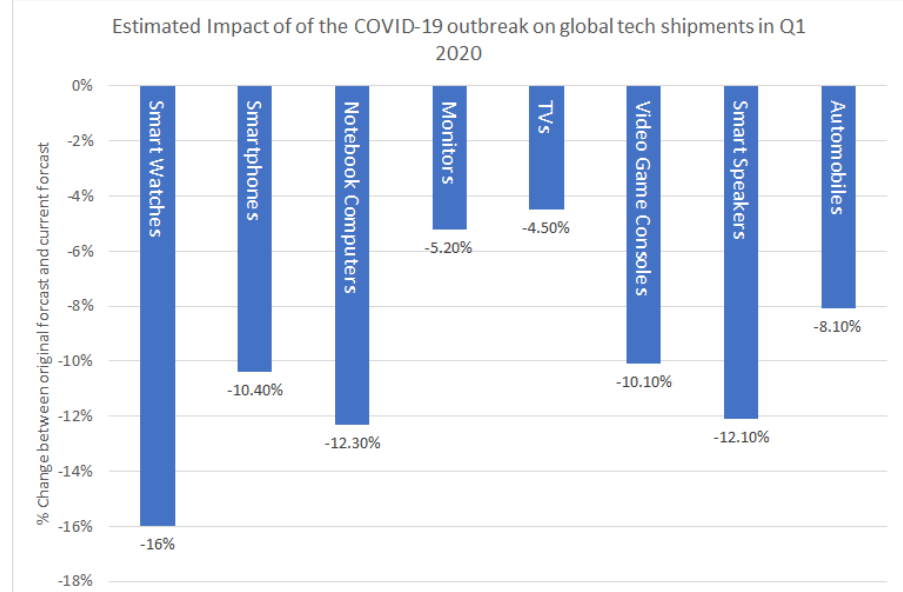
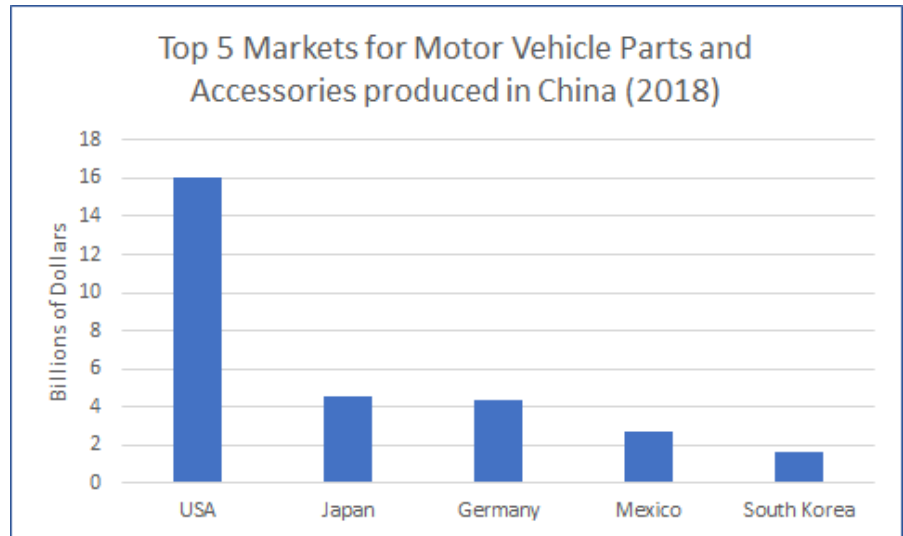


3. What patterns did you see on your map?
4. What technology and/or innovations in communication and transportation make the manufacturing patterns in the map possible?
5. Based on countries involved in these patterns, what could happen to their economies if production in one country was affected?

## Economic Data Set: Manufacturing Impacts

**Globalization** is a commonly used term that refers to our increasingly connected world. Today, political boundaries do not typically stop interactions from occurring. Globalization is especially seen in regard to business. Increasingly, products that have commodity chains that involve multiple countries. For example, perhaps your t-shirt is made from cotton grown in India, made into fabric in Mexico, sewn in South Africa, and then sold in the United States. A disruption in any part of that process causes issues for ALL of the countries involved.

The graphs to the right show the impact of the spread of COVID-19 on manufacturing and supply chain for selected products.



<https://www.theverge.com/2020/2/18/21141924/coronavirus-tech-industry-impact-report-trendforce>  
<https://comtrade.un.org/data/>

Answer the following questions:

1. What trends can be identified in the data above?
2. How do the trends demonstrate economic interdependence?
3. Which country's automobile industry would you predict to be most affected by factory shutdowns in China?

# Daily Plan: Friday, May 22

WATCH

US Stock Markets Continue to Plunge Over Coronavirus Uncertainty

[bit.ly/DPSCDSSVideo20](https://bit.ly/DPSCDSSVideo20)

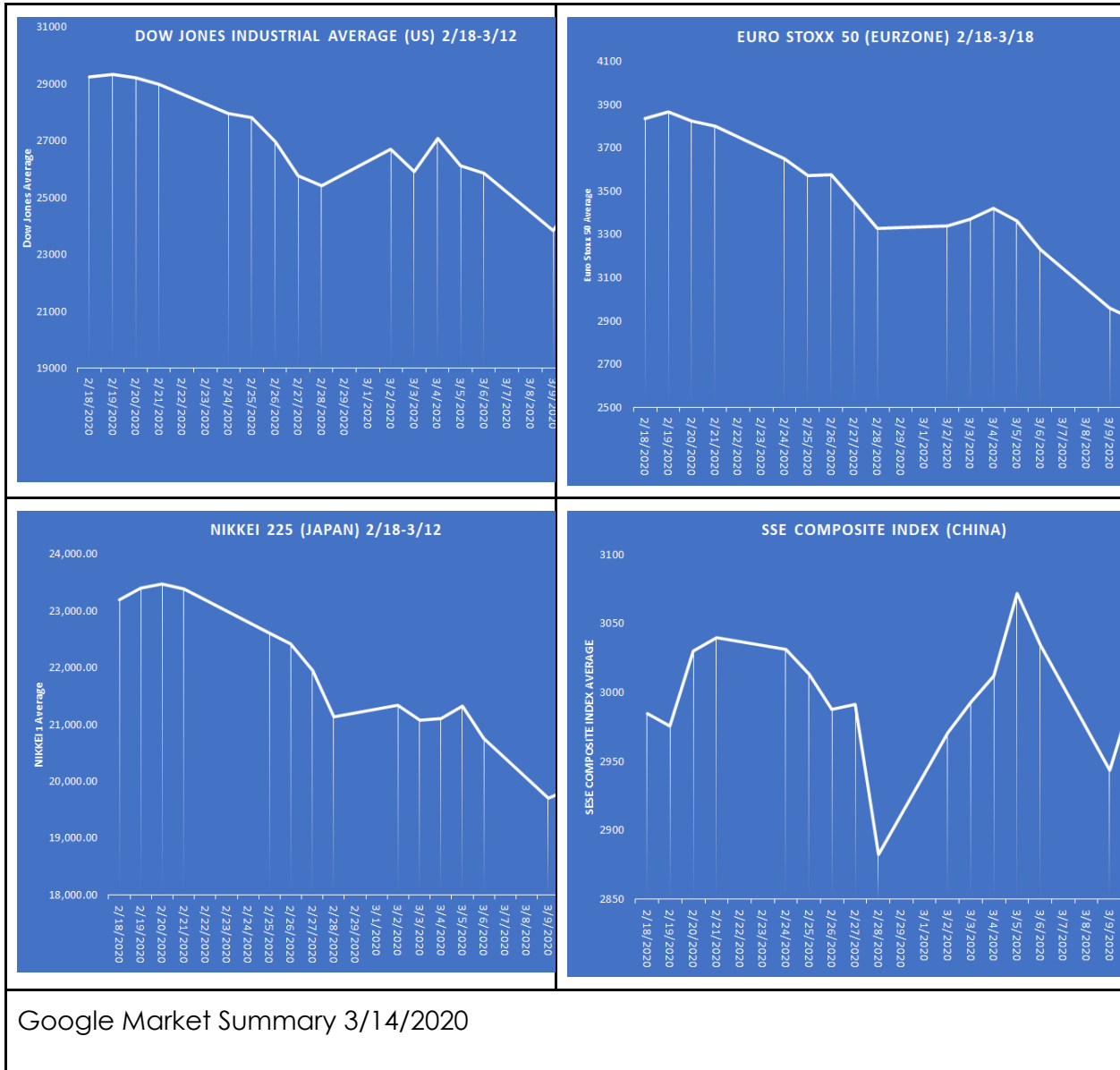


DO

Complete the Economic Data Set: Stock Markets Impacts activity. This activity is designed to help you make sense of the impact of Covid-19 on the stock market.



# ECONOMIC DATA SET: STOCK MARKETS IMPACTS



The graphs above show the value of stocks from Feb 18 - March 12, 2020 following the outbreak of the Coronavirus.

Answer the following questions:

1. What trends can be identified in the data above?
2. How do the trends above demonstrate economic interdependence?
3. What impact has the COVID-19 had on the stock markets? (Consider including COVID-19 data from Activity 1 as part of this answer.)

# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 5/25/20 – 5/29/20

**Directions for Students** The work this week continues to build your knowledge around the economic impact of Covid-19. This week you'll take a look at the impact on airlines, the doubling rate, stimulus bills designed to help those hurt economically, then end the week with comparing the responses of various countries around the world.

**Compelling Question** Why are pandemics devastating?

**Supporting Question** What are the economic consequences of a pandemic?

**Materials Needed:** This student workbook

Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
<b>Day 1</b>			
<b>Day 2</b>		Can Major U.S. Airlines Survive the Coronavirus Outbreak?	Economic Data Set: Tourism Impact
<b>Day 3</b>	Reading Graphs	Coronavirus Cases in NY Are Doubling Every Three Days: Gov. Cuomo	Coronavirus Data Set Analysis Questions
<b>Day 4</b>	Government Approaches To Address The Spread Of Covid-19	US lawmakers approve \$8.3 billion emergency coronavirus funding	Venn Diagram Comparing Government Responses
<b>Day 5</b>			Synthesis Question: Explain how the responses of South Korea, Italy, and the US have contributed to the current and predicted growth of COVID-19 cases in each country.

Standards Addressed	WH CG3 C3.1.4	E1.4 C3.5.1	E2.1	E3.2	C3.1.2
---------------------	---------------	-------------	------	------	--------

# Daily Plan: Tuesday, May 26

WATCH

Can Major U.S. Airlines Survive the Coronavirus Outbreak?

[bit.ly/DPSCDSSVideo21](https://bit.ly/DPSCDSSVideo21)

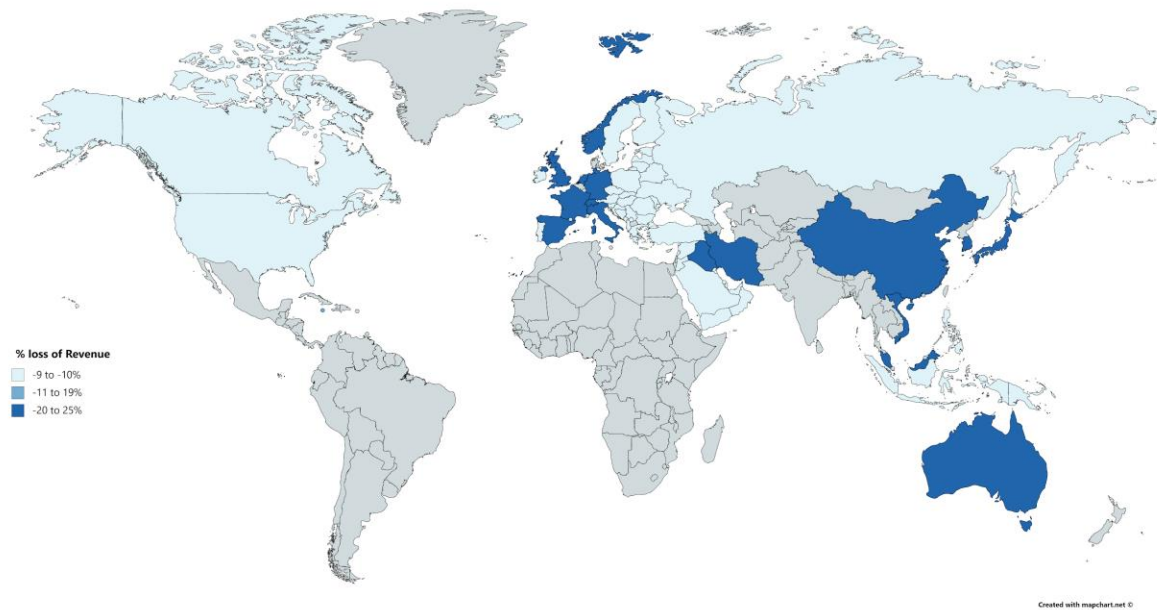


DO

Complete the Economic Data Set: Tourism Impact activity. As you complete this activity think about how places that rely on tourism to support their economy might be impacted by Covid-19.

## Economic Data Set: Tourism Impact

### Loss of Revenue for Airlines due to COVID-19



<https://www.investopedia.com/coronavirus-could-cost-airlines-usd113-billion-in-revenue-4798861>

United Airlines handled a million fewer passengers in the first two weeks of March than last year at the same time and this could lead revenues to fall by \$1.5 billion dollars compared to last year according to CEO Oscar Munoz and President Scott Kirby

<https://www.chicagotribune.com/coronavirus/ct-nw-coronavirus-united-airlines-cancel-flights-20200316-yne12kin4rdftoomlrfqvmv4ve-story.html>

Even though it is too early to predict, coronavirus has already caused losses of \$750 million in the first months of this year. For example, when Royal Caribbean canceled just 18 trips to Asia, the cost to the company was about \$130 million. Norwegian Cruises estimates that just halting operations in Asia until April could cost \$440 million.

<https://www.cbsnews.com/news/coronavirus-costs-cruise-line-companies-tens-of-millions/>

Answer the following questions:

1. What trends can be identified in the data above?
2. How do the trends demonstrate global interdependence?

# Daily Plan: Wednesday, May 27

READ

Read the Reading Graphs sheet to help you understand the difference between different types of graph curves.

WATCH

**Coronavirus Cases in NY Are Doubling Every Three Days: Gov. Cuomo**

[bit.ly/DPSCDSSVideo22](https://bit.ly/DPSCDSSVideo22)



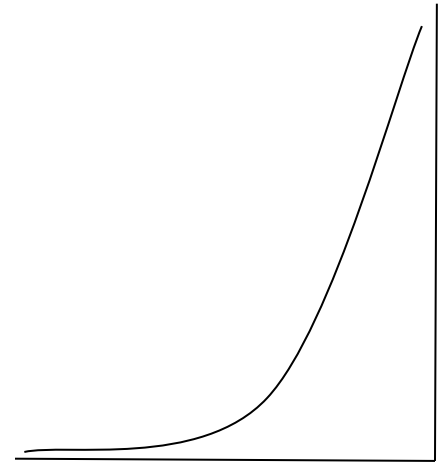
DO

Complete the Coronavirus Data activity. Pay close attention to how each country's response has either slowed or sped up the spread of Covid-19. This will help you later in the unit when you will look at how the spread of Covid-19 around the world has impact the supply chain.

## Reading Graphs

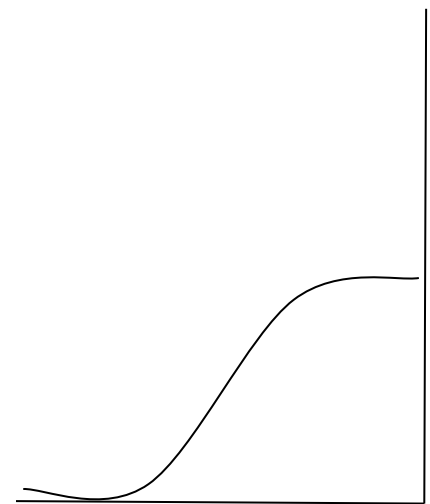
Graphs can help with understanding current conditions and with making predictions. When analyzing a graph here are some key things to consider.

- **Exponential Growth** – Growth that occurs with the doubling of a phenomena. Doubling time is the time it takes for a phenomena to double. Typically doubling time is used when discussing population growth, but it can be applied to the spread of viruses such as the coronavirus. In this case, doubling time refers to the amount of time for the number of cases to double.



Exponential Growth

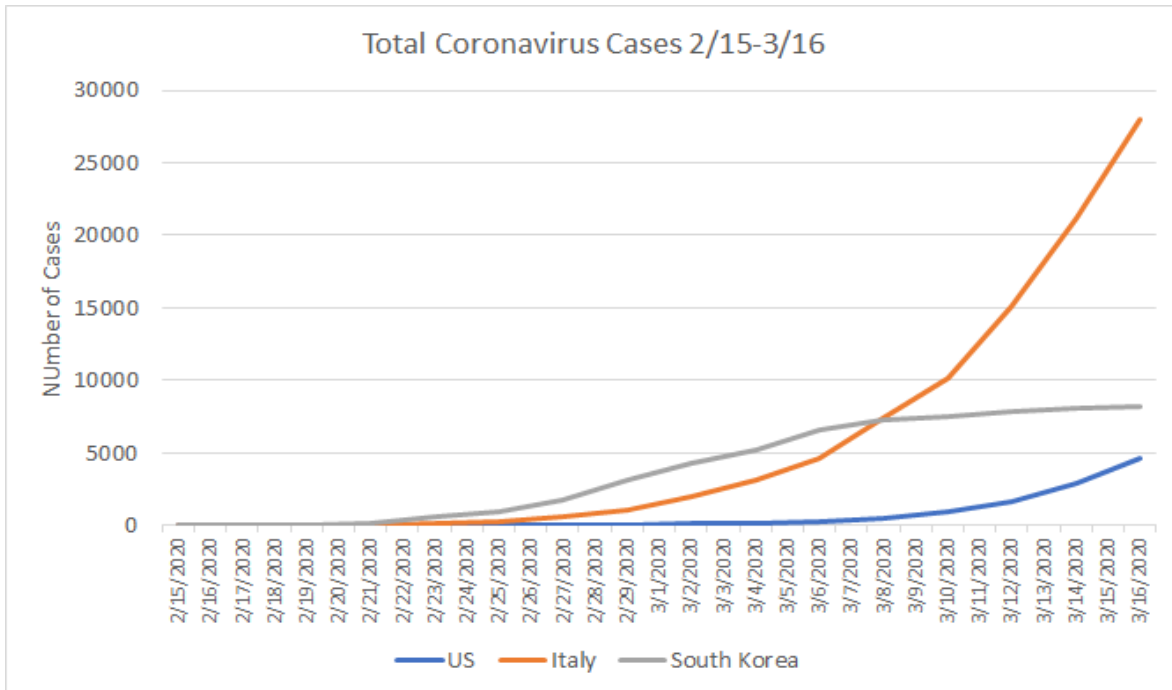
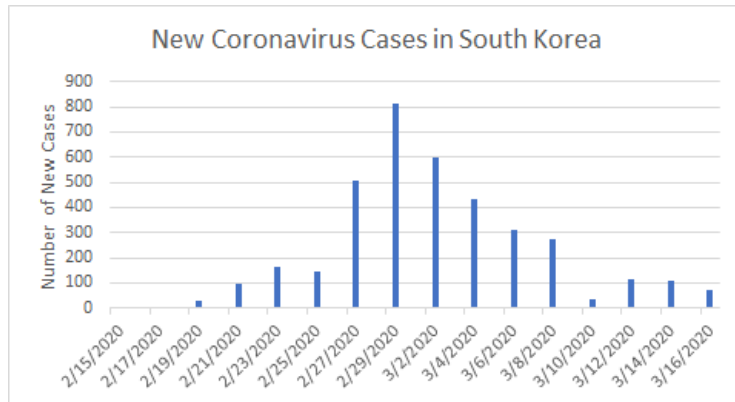
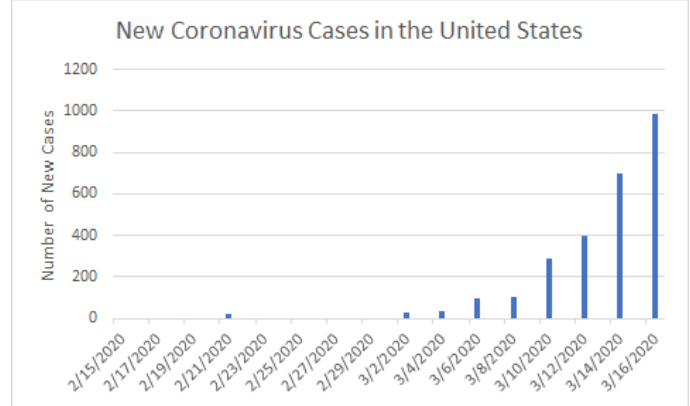
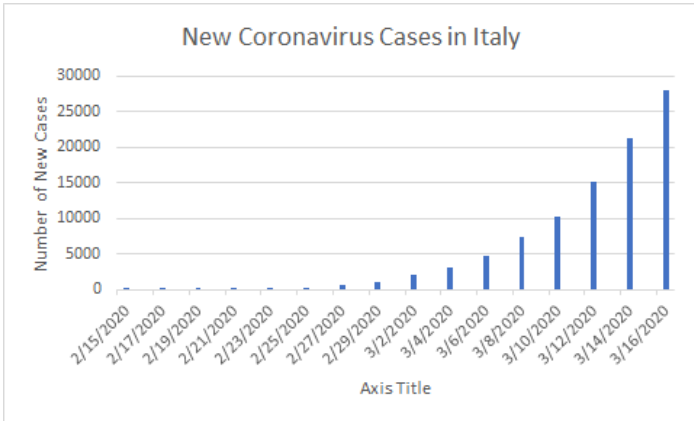
- **S-Curve** – shows early exponential growth with a slowing of growth.



S-Curve

- **Trends** – Graphs show us what is currently happening with a data set, but also provide information to make predictions about the future

# Coronavirus Data Set



<https://www.worldometers.info/coronavirus/country/>

## Analysis Questions

**Doubling Time** is the amount of time it takes for a phenomenon to double. Doubling time is frequently used to calculate how long it will take for a population to double or how long it will take for an investment to double. In this case, doubling time refers to how long it takes for the number of cases of COVID-19 to double. **Use the graph "Total Coronavirus Cases" to answer questions 1-3.**

1. Compare and contrast the data for all 3 countries.

2. The growth of cases in Italy and the US would be referred to as what type of growth? Why?

3. The growth of cases in South Korea would be referred to as what type of growth? Why?

4. Analyze all the graphs to complete this task. Write a paragraph in which you argue...  
-which country you believe will see the number of total cases grow in the immediate future  
-which country you believe will see the cases slow in the immediate future  
Explain using evidence from at least two graphs.



# Daily Plan: Thursday, May 28

**READ**

Read the Government Approaches to Address the Spread Of Covid-19 information.

**DO**

Record 3 notes on each country's approach to stopping the spread of Covid-19.

**WATCH**

**US Lawmakers Approve \$8.3 Billion Emergency Coronavirus Funding**

[bit.ly/DPSCDSSVideo23](https://bit.ly/DPSCDSSVideo23)



**DO**

Complete the Venn Diagram on Comparing Government Responses. This will help you see the differences and similarities between the various government responses you have studied.

## Government Approaches to Address the Spread Of Covid-19

### South Korea

[Tests Per Million \(AS 4/13\)](#) -- 4,813

[Time for COVID-19 cases to double](#) - 11 days

#### What has been the government approach?

South Korea has been very aggressive in response to the spread of COVID-19, especially in testing since the outbreak. This approach can be connected to lessons learned from a MERS outbreak in 2015 that has led to increased government support to analyze samples during any outbreak. One solution has been creating drive-through clinics that increase access as well as limit human contact. This increased level of testing and medical care, including hospitalization, is covered by the South Korean government. To address costs for the health care system, childcare, and the economic impacts on small and medium size businesses, the South Korean government proposed an additional spending of \$13.7 billion dollars on March 4.

Adapted from [NPR report Reuters](#) and [Haaretz](#)

#### 3 Notes on South Korea's Approach (and note how effective)

- 
- 
- 

### Italy

[Tests Per Million \(AS 4/13\)](#) -- 1420.5

[Time for COVID-19 cases to double](#) - 4 days

#### What has been the government approach?

Italy started by testing more aggressively than other European countries but has recently slowed in testing to minimize the number of samples that need to be processed. Testing fewer people meant that infected people not displaying symptoms could still spread the virus. By March 10, the Italian government proposed a \$28 Billion dollar stimulus to help workers who have lost jobs, increase funds to small businesses, and potentially offer rent assistance.

Adapted from [NY Times](#) and [Bloomberg](#)

#### 3 Notes on Italy's Approach (and note how effective)

- 
- 
-

## United States

[Tests Per Million \(AS 4/13\)](#) -- 41.8

[Time for COVID-19 cases to double](#) - 6 days

### What has been the government approach?

Initial government responses were skeptical of the seriousness of the spread of COVID-19 until March 13, 2020 when a National Emergency was declared. Due to a limited supply of testing kits, early testing has been limited as labs initially performed 40 to 60 tests a day. By March 15th the government stated that 2000 commercial labs would begin to process tests, significantly increasing the number of tests. The Federal government helped to set-up drive through testing facilities similar to those in South Korea. The cost of testing and office or hospital visits remains a significant concern to many Americans without healthcare coverage. The Federal government has approved \$8.3 billion to address health care costs such as testing, creating or buying vaccines, and funds to help state and local health departments. Additional funding is also being discussed to provide economic relief for those impacted by COVID-19.

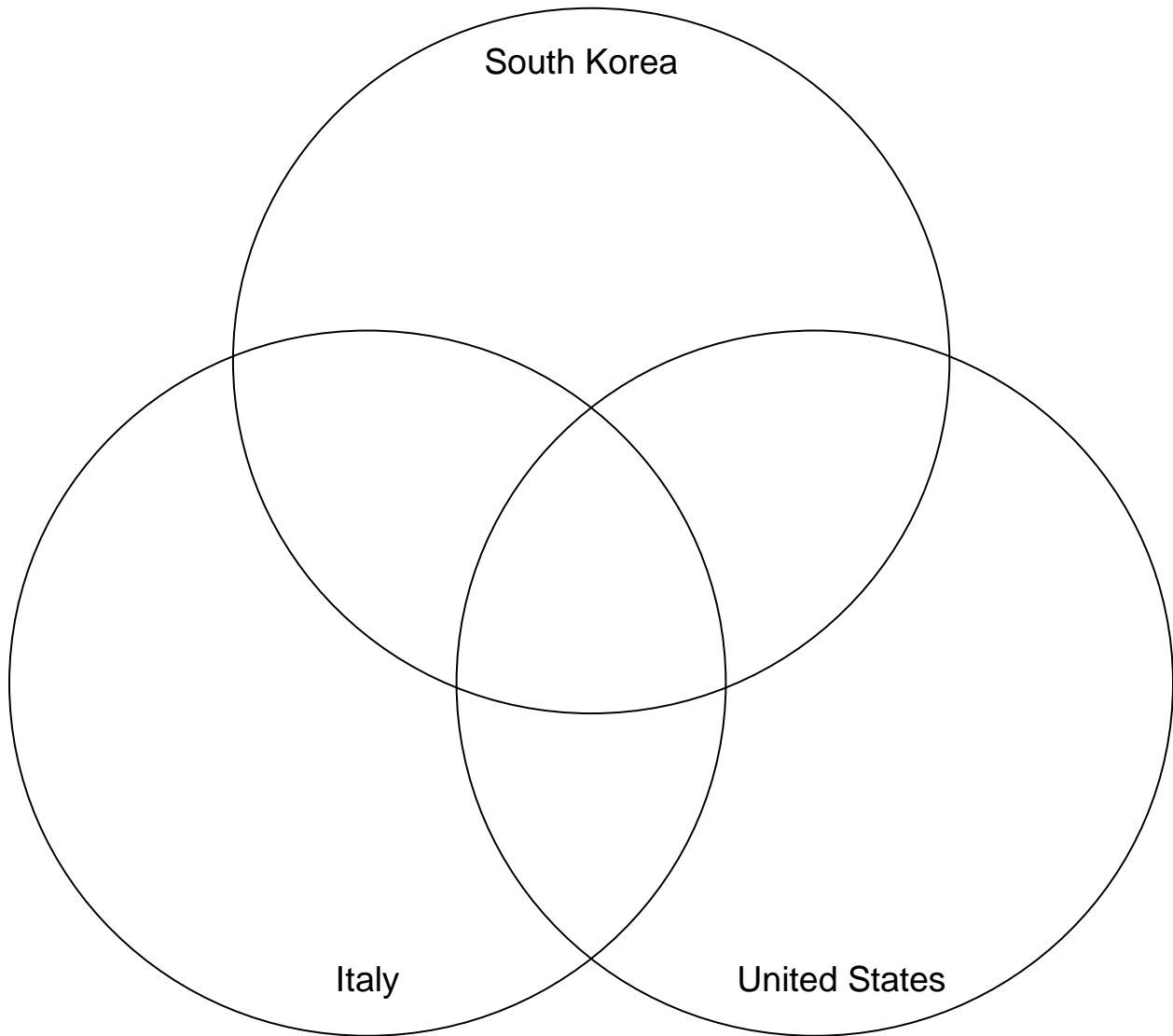
Adapted from [NY Times](#), [NPR](#), and [Market Watch](#)

### 3 Notes on the United States' Approach (and note how effective)

- 
- 
-

## Venn Diagram

Using the information for the three countries above, complete the Venn diagram below.



## Daily Plan: Friday, May 29

DO

Synthesis Question: Explain how the responses of South Korea, Italy, and the US have contributed to the current and predicted growth of COVID-19 cases in each country. This comparison will help your understanding of the economic impact of Covid-19 on the supply chain.

## Synthesis

### SYNTHESIS QUESTION:

Use evidence from

- the government responses of South Korea, Italy, and the United States
- COVID-19 data sets

**Explain how the responses of South Korea, Italy, and the US have contributed to the current and predicted growth of COVID-19 cases in each country.**

# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 6/1/2020 – 6/5/2020

**Directions for Students** This week wraps up this mini unit on the economic impact of Covid-19. You'll spend this week looking at the various parts of the circular flow model and the impact of Covid-19 on those parts. From impacts on various business sectors to unemployment to the supply chain, this week will bring together the learning in this unit.

**Compelling Question** Why are pandemics devastating?  
**Supporting Question** What is the economic impact of Covid-19?

**Materials Needed:** This student workbook  
 Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
<b>Day 1</b>	Economic Impact by Business Sector	The business cycle: Aggregate demand and aggregate supply	Business Sector Analysis Questions
<b>Day 2</b>	Covid-19 Unemployment Data Set	Khan Academy: How to Calculate the Unemployment Rate	Unemployment Analysis Questions
<b>Day 3</b>	Covid-19's Impact on the Supply Chain Infographic	Virus Outbreak Continues to Disrupt Global Supply Chains: Kearny's Hong	Supply Chain Questions
<b>Day 4</b>	The Impact Of COVID-19 On U.S. Brands and Retailers		Article Questions
<b>Day 5</b>			Check for Understanding: The Global Impact of Covid-19

Standards Addressed	WH CG3 C3.1.4	E1.4 C3.5.1	E2.1	E3.2	C3.1.2
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# Daily Plan: Monday, June 1

**WATCH**

**The Business Cycle: Aggregate Demand and Aggregate Supply**

[bit.ly/DPSCDSSVideo24](http://bit.ly/DPSCDSSVideo24)



**READ  
DO**

Read the Economic Impact by Business Sector infographic.  
Complete the Business Sector Analysis Questions based on the infographic.



Current as of March 25, 2020

# The hardest hit sectors may not see restart until 2021

Preliminary views on some of hardest hit sectors based on partially effective scenario - subject to change

Apparel/fashion/  
luxury

Automotive

Oil and gas

Insurance  
carriers

Air & Travel

Commercial  
Aerospace

Estimated degree  
of impact, in terms  
of duration

Longest

Late Q2 / Q3 2020

Q3 2020

Q3 2020

Q4 2020

Q1 / Q2 2021

Q3 / Q4 2021

-28%

-32%

-48%

-33%

-44%

-44%

Overall decline in private consumption and exports of services.

Demand for apparel categories down sharply overall and expected to take longer to return than economic restart; online growth exists (though hampered by labor shortage)

Retail stores temporarily closed in many parts of the world – high regional variation

Existing vulnerabilities (e.g., trade tensions, declining sales) amplified by acute decline in Chinese demand.

continued supply chain and production disruption (in China, rest of Asia, EU) to amplify impact despite ongoing Chinese economic restart.

Headwinds to persist into Q3 given tight inventories (<8 weeks), supply chain complexity (therefore, minimal ability to shift)

Oil price decline driven by both short-term demand impact and supply overhang from OPEC+ decision to increase production

Oversupply expected to remain in the market even after demand recovery, and post 2020, unless OPEC+ decides to cut production

US insurers have been strongly affected, especially reinsurers and life & health insurers

Reduced interest rates and investment performance impacting returns – esp. for longer-tail lines

Disruptions expected in new business and underwriting processes due to dependence on paper applications and medical underwriting

Deep, immediate demand shock 5-6x greater than Sept 11; ~70-80% near-term demand erosion due to int'l travel bans & quarantines now prevalent in 130+ nations

N. Hemisphere summer travel peak season deeply impacted since pandemic fears coincide with peak booking period

Recovery pace faster for domestic travel (~2-3 quarters); slower for long-haul and int'l travel (6+ quarters)

Preexisting industry challenges, a quick drop in possible revenue, and high fixed costs cause near-term cash flow and long-term growth uncertainty.

It may take years to recover from production and supply chain stoppages, due to critical vendors located in areas impacted by the virus.

Long order backlogs mitigate some concerns, though rapid adoption of remote work technologies may put a dent in high-profitability business travel.

Avg. change in stock price

Industry specific examples

Source: IHS Market, McKinsey Global Institute, Subject matter experts, press reports, Corporate Performance Analytics, S&P Insights, S&P Capital IQ

McKinsey & Company 23

The impact of COVID-19 by sector

Image: McKinsey & Company

## Business Sector Analysis Questions

Complete the questions below based on the business sector infographic.

1. Economists divide the calendar year into quarters. How many months would be in each quarter?
2. Fill in the chart below of which months belong in each quarter:

Q1	Q2	Q3	Q4
		July, August, September	

3. The automotive industry is one of the fastest sectors to rebound. When is it expected to rebound? What reasons does the graphic give for this fast recovery?
4. Commercial aerospace is one of the slowest sectors to rebound. When is it expected to rebound? What reasons does the graphic give for this slow recovery?
5. This graphic depicts aerospace, air & travel, insurance carriers, oil & gas, automotive, and apparel/fashion/luxury. What other sectors are missing from this analysis that might be severely impacted from state and federal shutdowns? List a few sectors below:
6. Choose one sector that you listed in #5 and make a prediction about when you think that sector will see a rebound. Explain your reasoning.

# Daily Plan: Tuesday, June 2

**READ  
WATCH**

Read the Covid-19 Unemployment Data Set.  
**Khan Academy: How to Calculate the Unemployment Rate**

[bit.ly/DPSCDSSVideo25](https://bit.ly/DPSCDSSVideo25)



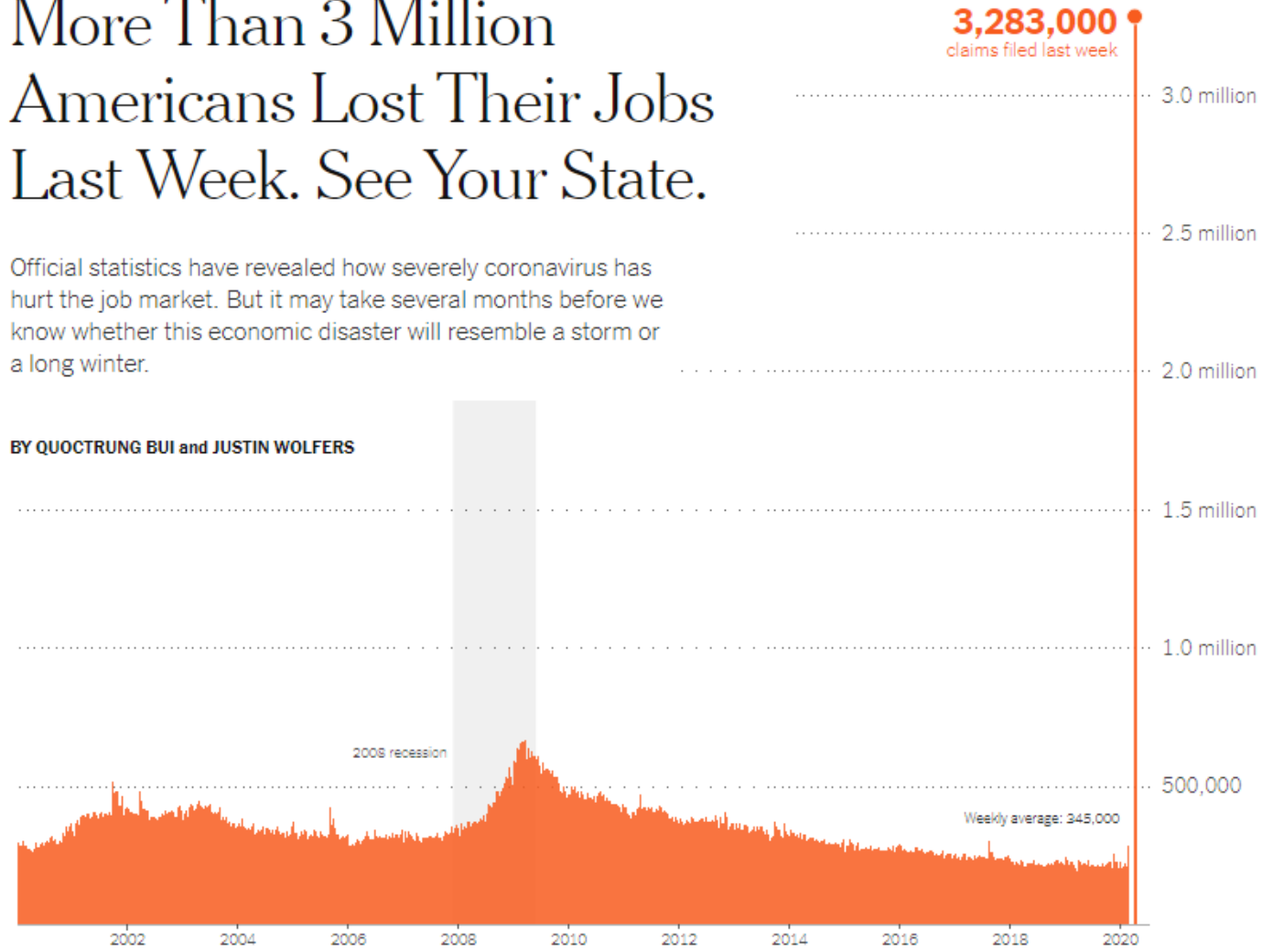
**DO**

Complete the Unemployment Analysis Questions based on the Covid-19 Unemployment Data Set.

# More Than 3 Million Americans Lost Their Jobs Last Week. See Your State.

Official statistics have revealed how severely coronavirus has hurt the job market. But it may take several months before we know whether this economic disaster will resemble a storm or a long winter.

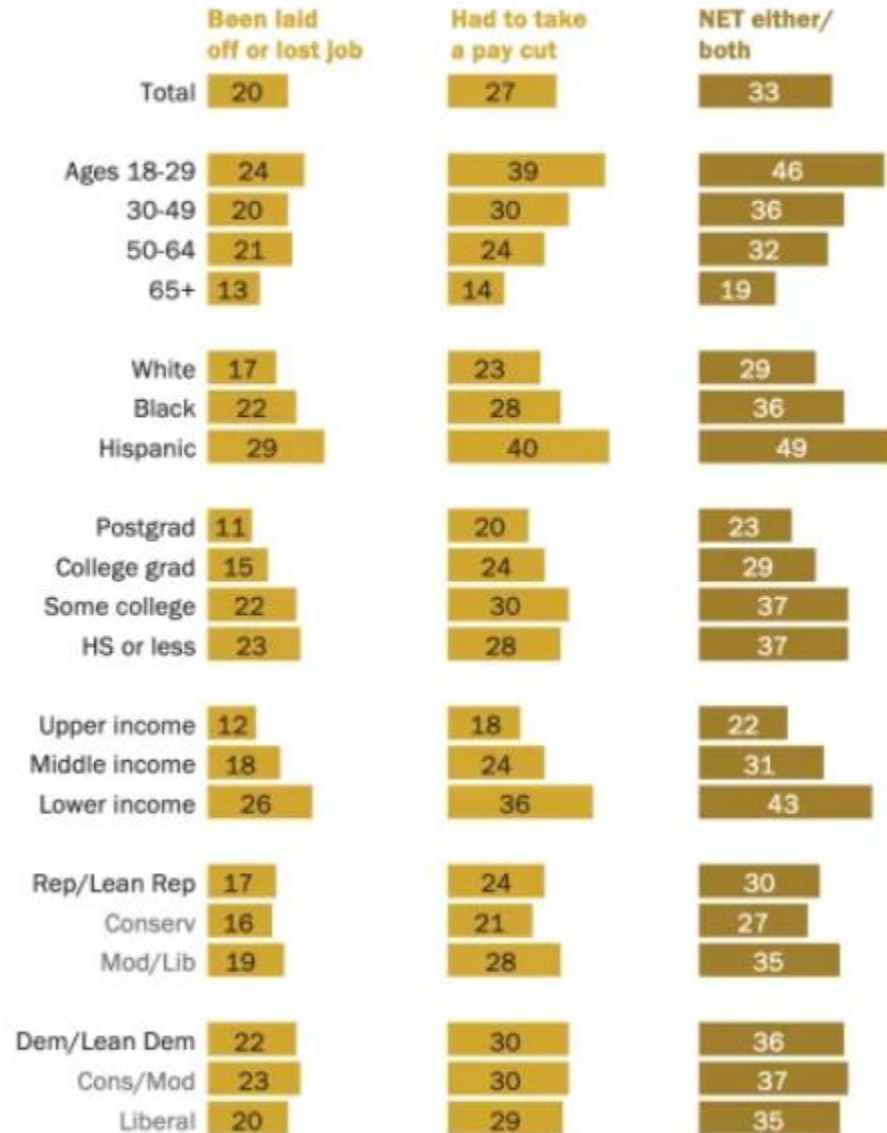
BY QUOCTRUNG BUI and JUSTIN WOLFERS



Note: Official figures are seasonally adjusted. Source: Department of Labor

## A third of Americans say someone in their household lost a job or taken a pay cut as a result of COVID-19

% who say they, or someone in their household, have \_\_\_\_ because of the coronavirus outbreak



Notes: Whites and blacks include only those who are not Hispanic; Hispanics are of any race. Family incomes are based on 2018 earnings and adjusted for differences in purchasing power by geographic region and for household size.  
Source: Survey of U.S. adults conducted March 19-24, 2020.

PEW RESEARCH CENTER

# *The Unemployment Rate Is Probably Around 13 Percent*

It's almost certainly at its highest level since the Great Depression. Here's how we estimated it.

By Justin Wolfers

April 3, 2020 Updated 5:47 a.m. ET



By The New York Times | Sources: Bureau of Labor Statistics; Historical Statistics of the United States (annual estimates before 1948)

## Unemployment Analysis Questions

Complete the following questions based on the Unemployment Data Set on the previous pages.

1. What was the highest unemployment rate during the Great Depression (1929-1933)? How does that compare to the estimated unemployment at the beginning of the Covid-19 pandemic (April 3, 2020)?
2. How does the Covid-19 unemployment rate compare to the rate of households impacted (both in lost jobs and pay cuts) during Covid-19?
3. Which age group has been affected the most by Covid-19? Why?
4. Which education level has been affected the most by Covid-19? Why?
5. How does unemployment affect the economy other than just job loss?

# Daily Plan: Wednesday, June 3

**WATCH**

**Virus Outbreak Continues to Disrupt Global Supply Chains:  
Kearny's Hong**

[bit.ly/DPSCDSSVideo26](https://bit.ly/DPSCDSSVideo26)



**READ  
Do**

Read the Covid-19's Impact on the Supply Chain infographic.  
Complete the Supply Chain Questions based on the Supply  
Chain infographic.



## Supply chains are being disrupted around the world, but the full impacts have not yet been felt

Current as of March 25, 2020



	Supply—production	Logistics—transportation	Customer demand
<b>Situation today</b>	<b>-80% plants restarted</b> Across China, ex-Hubei, with large enterprises restarting, albeit with partial capacity, at much higher rate than smaller ones	<b>1.4M idle containers</b> 5.5% of global container capacity affected by reduced demand	<b>20.5% decline in retail sales</b> China consumer sentiment since January sharply lower, online/express deliveries up
	<b>66% BDI increase</b> Baltic Dry Index <sup>1</sup> 66% higher since CLNY <sup>2</sup> but at 10% lower levels compared to March 2019	<b>60% China flights suspended<sup>3</sup></b> Commercial flights account for ~50% of air cargo capacity, some airlines converting flights for cargo <sup>4</sup>	<b>60% truck staff available</b> 1-14 day quarantine- and capacity-induced increase in freight transport times
<b>What to expect</b>	<b>MED</b> Parts and labor shortages leading to further supply chain disruptions (e.g., decreased production capacity) Other regions will be facing production capacity reductions Customer pressure for prioritization	<b>2x TAC index</b> TAC index rate +27% for U.S.—China, +93% EU—China <sup>5</sup> , +37% China—U.S., and +45% for China—EU since CLNY <sup>3</sup>	<b>MED</b> Europe and U.S. sentiments evolving, but localized
	<b>MED</b> Impact on freight will take an extended period of time to correct with slower ramp-up Logistics capacity returns but faces constraints; near-term price increases	<b>5% global air traffic decrease<sup>4</sup></b> Decline in capacity available due to travel ban on commercial flights YoY global air freight belly capacity reduction of 14% in March 2020 <sup>4</sup> Rates likely to continue to increase	<b>High</b> Demand slump may persist Inventory "whiplash"—7-8 weeks for auto, 2-4 weeks for high-tech Inventory hoarding and demand spikes due to uncoordinated actors exacerbate supply chain

1. Assessment of risk premium to ship raw materials on a number of shipping routes, data as of 3/13  
 2. Frankfurt (FRA) to Shanghai (PVG) used as a proxy  
 3. End of extended Chinese Lunar New Year holiday (2/7-3/13 for BDI, 2/10-3/2 for U.S.—China TAC, 2/10-3/9 for other TAC routes)  
 4. Estimated prior to implementation of EU-US travel ban  
 5. Commercial flights from China  
 6. Companies such as Cathay Pacific and Singapore Airlines now starting to fly empty passenger aircrafts as dedicated cargo planes

Source: Baidu, WSJ, Bloomberg, Alphaliner, Quartz, TAC index, IATA, Seabury Consulting, A.P. Moller-Maersk Group of Denmark, Agility Logistics, Press search

What should we expect from supply chain disruption?

Image: McKinsey & Company

## Supply Chain Questions

The supply chain is all of the businesses used to produce, transport, and sell consumer goods. For example, the mine extracts iron from the earth, a steel mill creates steel from the iron, the car part company makes the car door, the car company assembles the car door onto the complete car, the transportation company ships the car to a dealership, the dealership sells you your car.

1. According to the graphic, which has a bigger impact on the supply chain: closed factories or grounded flights? Why?
2. According to the graphic, why are transport times longer?
3. What do you think "last mile delivery" means?
4. Why would the consumer (buyer) demand for purchased goods stay low?
5. Which part of the supply chain (production, transportation, or consumer demand) do you think will be most impacted by Covid-19? Why?

## Daily Plan: Thursday, June 4

**READ**

**DO**

Read "The Impact Of COVID-19 On U.S. Brands and Retailers" article from [forbes.com](https://www.forbes.com).

Answer the article questions that follow.

# The Impact Of COVID-19 On U.S. Brands and Retailers

Forbes.com



**Jason Goldberg** Contributor

*I am a shopper marketer focused on the digital disruption of commerce*



A "Temporarily Closed" sign hangs in the window of Nordstrom Inc. store in the Midtown ... [+]

© 2020 BLOOMBERG FINANCE LP

The COVID-19 pandemic continues to force retail stores to close, signaling an unprecedented disruption of commerce. Incumbents rarely do well in this type of disruption. None of the ice-harvesting

barons invested in ice factories, and all the ice factories failed to foresee the advent of at-home ice makers.

Retailers and brands face a daunting multitude of short-term challenges around health and safety, supply chain, labor force, cash flow, consumer demand and marketing. Yet successfully navigating these issues alone will not assure a bright future, or any future at all. That's because once we get through this pandemic — and we will get through it — we will emerge in a very different world from the one we left prior to the outbreak.

In order to ensure a future where businesses not only survive, but thrive, it is critical to anticipate what a post-pandemic world will look like, and then begin to transform to better match this new reality.

What will that new landscape mean for brands and retailers in North America? The post-pandemic commerce world will be shaped by three forces:

- Consumers will have adopted short-term behaviors during the pandemic that in many cases will become permanent.

- Consumers will emerge from the pandemic in a new economic reality, changing commerce behaviors in profound ways.
- A significant consolidation of retailers will fundamentally alter the competitive and partner landscape.

## 1. Consumer Behaviors During the Pandemic May Become Permanent



Green cold pack tote for Amazon Fresh grocery delivery service, with Amazon logo and text listing  
GETTY IMAGES

### Transition to Digital

Even before the pandemic, the most profound behavioral change in commerce was the shift to digital

shopping. Many product categories had already been significantly disrupted by digital over the past two decades (books, entertainment and consumer electronics), while others, like apparel, were earlier in their transition to digital. Most importantly, one of the largest consumer categories, grocery, was still nascent in terms of its transition to digital. According to Nielsen, just 4% of grocery sales in the United States came online in 2019.

The COVID-19 pandemic is rapidly accelerating the transition to digital commerce. As consumers are being asked to practice social distancing, e-commerce orders for groceries and other essentials have become a survival tool for the American family. Many families are trying digital grocery services for the first time. The mobile application tracking company Apptopia reported that the average daily downloads for popular digital grocery apps Instacart, Walmart Grocery and Shipt have surged since February.

According to data from Rakuten Intelligence, online order volume from full-assortment grocery merchants rose 210.1% from March 12 through March 15, compared with the same period a year earlier.

Households that rely upon curbside pickup or home delivery during the pandemic are likely to continue to use those services once it's over.

This very much mirrors the aftermath of the 2003 SARS epidemic in China. More than 8,000 people were infected by SARS, and nearly 800 died. Schools, factories and shops were closed, and China's bustling cities quickly turned into ghost towns. But the epidemic was also a catapult for digital shopping in the market. Prior to SARS, Alibaba was primarily a B2B e-commerce site doing approximately \$10 million a year in sales, while Jing Dong Trading was a small chain of electronics stores primarily selling through physical markets. Within a few short years, Alibaba and JD.com grew to become two of the largest e-commerce firms in the world.

Potentially mitigating this trend is the fact that that the digital grocery experience is currently derogated due to high demand. Many are finding it hard to secure a delivery slot, product inventory remains in flux, and lead times are much longer than usual. It's also possible that the competition for orders will act as a form of scarcity and make the service even more desirable to consumers. It remains to be seen exactly how these factors will impact the post-pandemic grocery consumer, but what's certain is that COVID-19 has dramatically accelerated the digital disruption of grocery.

This has significant implications for retailers. Due to order picking and delivery costs, digital grocery orders are less profitable than traditional in-store shopping trips. Retailers will need to find ways to improve the unit economics of digital grocery. Further, the digital experience does not lend itself to impulse buys, immediate consumption purchases or new product trials. Retailers will need to invent online means to recreate these traditional behaviors.



### **Germaphobia**

A hand sanitizer station is seen on Pier 39 in San Francisco, California, U.S., on Monday, March 16,  
© 2020 BLOOMBERG FINANCE LP

The pandemic will likely not end with the eradication of the SARS-CoV-2 virus, but rather due to an abatement of cases

thanks to herd immunity, and eventually, a vaccine. COVID-19 or variants could re-emerge seasonally, and an entirely new pandemic remains a possibility. Faced with this new reality, consumers are likely to be more germ cautious than ever before. No-touch deliveries may become the new normal. Bulk self-service food items, communal buffets and salad bars are likely to be less popular. Consumers may be less receptive to in-store food sampling and more hesitant to use public touch screens or keypads. Community play areas may be less appealing. Retailers will need to develop no-touch customer experiences with an emphasis on hygiene.

## In-Homing

Consumers that learned to cook while quarantined at home may continue to do so. Consumers that broke their daily Starbucks habit may not return to it. Those that bought a Peloton bike are unlikely to resume their gym membership. Families that added a streaming media subscription may choose to keep it. A large portion of the workforce may permanently shift from working in an office, to working from home. To the extent these behaviors become permanent, they will fundamentally shift demand for various goods and services.



## Brand Loyalty

### TARGET CORPORATION

As grocery shelves for popular items sit empty, consumers brand preference erodes. You may prefer Charmin toilet paper, but when confronted with the reality of not having toilet paper, any brand will do. COVID-19 is forcing consumers beyond their preferred brands like never before. Those consumers could emerge from the pandemic with entirely new brand preferences or lower overall brand loyalty. This was already trending before the pandemic, with exclusive store brands gaining marketshare, but this trend will now be amplified.



## Hoarding Hangover

Man stocks up on toilet paper as Canadians purchase food and essential items in Markham, Ontario, ... [+]  
NURPHOTO VIA GETTY IMAGES

Several product categories were aggressively shopped as consumers rushed to stock their homes in preparation for shelter in place orders. Some of these products, like toilet paper and cold medicine, are unlikely to be consumed as quickly. The result will be a delayed decline in sales in those categories as consumers work through their home inventory.

## 2. New Economic Reality

It is very possible that the U.S. will emerge from the pandemic in a recession. Morgan Stanley and the Goldman Sachs Group have both [warned](#) of a record plunge in output during the second quarter that could lead to a deeper global recession.

A Morgan Stanley report also projects American gross domestic product to fall at an annual rate of 30.1% in April-June, and that unemployment could average 12.8% over the period. Goldman Sachs is projecting a 24% annualized drop in output in the next quarter.

The Labor Department reported that unemployment claims in the U.S. rose to a record to 3.28 million for the week ending March 20, shattering previous record highs from the Great Recession peak.

Consumer spending is dramatically curtailed during a recession. Not only do consumers become more financially conservative, but consumer credit may become less available and a large cohort may go into default on their debt, dramatically limiting purchasing power.

Even when the economy rebounds, consumers can experience "economic scarring" that lasts far longer than the actual recession. There is substantial evidence that economic outcomes are passed across generations. Economic hardships for parents can mean more



economic hurdles for their children. Therefore, a recession should not be considered a one-time event that stresses consumers for a few years. An economic downturn will have consequences for consumer spending for years to come.

In this climate, discount retailers and value-oriented brands stand to win. This will also boost the trend toward value-oriented store brands. Spending will aggregate on need based categories, with discretionary categories declining.

### **3. New Competitive Landscape and Partner Ecosystem**

The economic impacts of the pandemic will not affect all brands and retailers equally. Many retailers enter the pandemic with a weak balance sheet loaded with debt. The economic climate for retailers is so uncertain, that many are retracting their earnings governance, and declining to provide investors estimates for their performance this year. Already by the second week of March, U.S. retail traffic was down more than 30% year-over-year, according to data from Cowen, and if much of America remains shut down, that traffic will continue to decline.

What emerges is a great retail bifurcation, where a few retailers, those that sell high-demand pandemic necessities like Amazon, Walmart and Costco, are relatively not impacted by the economic effects of the pandemic. Online sales at general merchandise retailers climbed 50% on March 13, according to Rakuten Intelligence, which tracks electronic receipts. These retailers are aggressively hiring to meet demand, they are increasing employee pay and boosting their supply chains. These retailers could well emerge with record quarterly growth.

Conversely, retailers of non-essential products that are forced to shut down will bear the brunt of the economic impact. Online sales for apparel and footwear retailers fell 37% on March 11 alone, according to Rakuten. Foot traffic to U.S. stores fell 58.4% in the third week of March, according to ShopperTrak. If the retail shutdown is prolonged, those with the bulk of their inventory trapped in stores and without a strong balance sheet may find they are economically unable to continue operations. Independent businesses may be the least

prepared for a significant lapse in cash flow. JPMorgan Chase estimates that the median independent retailer has a cash buffer of 19 days.

The net result for retail may be that a few retailers emerge stronger than ever, and that many specialty stores and independents no longer exist. This is precisely the scenario that Jim Cramer vocalized on a recent episode of *Mad Money* on CNBC: "Can you imagine what it means for this country to just have three retailers?"

Even well-positioned retailers may find they have to permanently close under-performing stores and take drastic cost cutting efforts to bolster their balance sheets. It's easy to imagine the U.S. having 20% less retail space by the end of the pandemic.

This dramatic consolidation would result in the surviving retailers having increased leverage over their manufacturer partners. This is a trend that was well underway before COVID-19, as a recent Deloitte study found that between 2017 and 2019 retail had experienced significant consolidation, while consumer package goods had experienced additional fragmentation during the same period. The COVID-19 pandemic will only accelerate this trend.

The combination of these three forces, will significantly disrupt commerce as we know it, but this is still no a retail apocalypse. The COVID-19 pandemic is accelerating the inevitable digital disruption of commerce. Commerce will emerge from the pandemic a vibrant and critical part of consumer life. Some retailers and brands will be more ingrained in the consumers life than ever before. Retail will look and feel very different, but that is not a bad thing.

### **Questions**

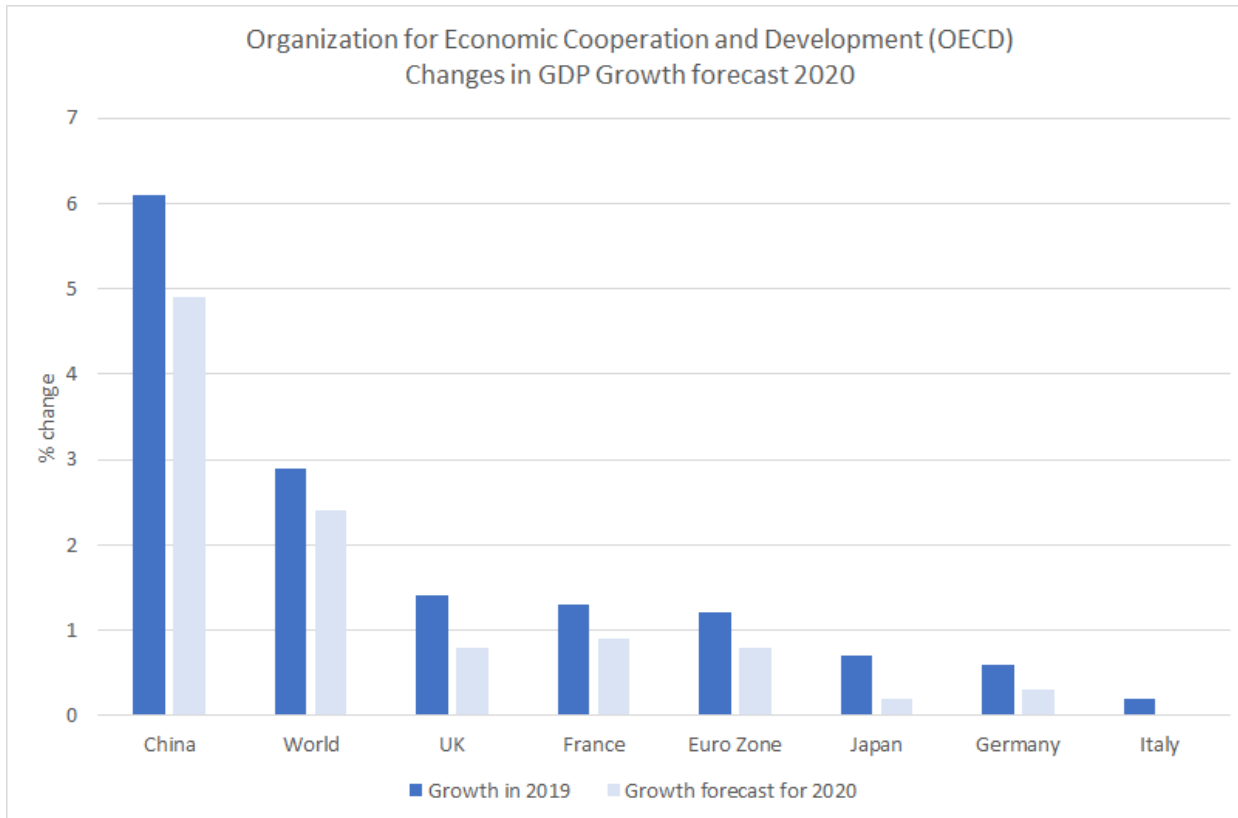
1. Explain the three forces that will impact consumer buying habits after the Covid-19 pandemic is over.
  
2. How will digital shopping during the Covid-19 pandemic have a long-term impact on the market?

## Daily Plan: Friday, June 5

DO

Complete the Check for Understanding: The Global Impact of Covid-19 activity. This activity brings together your learning in this mini unit on the economic impact of Covid-19.

## Check For Understanding: The Global Impact Of Covid-19



<http://www.oecd.org/berlin/publikationen/Interim-Economic-Assessment-2-March-2020.pdf>

The Graph above shows preliminary impacts of the COVID-19. Answer the following questions:

1. Describe economic interdependence.
2. Describe the economic data shown in the graph above.
3. Identify and explain two factors that have contributed to the trend shown in the graph.
4. Identify and explain which country's approach has been most successful in addressing the growth of COVID-19 within their borders?
5. Explain the relationship between local decisions and global economic impacts.

# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 6/8/20 – 6/12/20

**Directions for Students** This week is the launch of the unit project. This unit project seeks to answer the compelling question for this unit: "Why are Pandemics Devastating?" You will first choose the method for which you will share your conclusions to the compelling question: either a traditional essay or a digital presentation like PowerPoint or Prezi. Then you will spend the next few days working on your project in small chunks - from thesis writing to using text evidence to topic sentences. You will complete each step no matter if you chose the essay or digital presentation.

**Compelling Question** Why are pandemics devastating?  
**Supporting Question** To what extent is the coronavirus similar to the Spanish flu?  
 How does globalization help diffuse diseases such as COVID-19 across different populations?  
 What is the government's role in addressing pandemics?  
 What Are the economic consequences of a pandemic?

**Materials Needed:** This student workbook  
 Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
Day 1	Unit Project Requirements	Project Overview	Choose your project
Day 2		Thesis Statements: Four Steps to a Great Essay	Write your thesis
Day 3		Using Text Evidence	Using Text Evidence Planning Sheet
Day 4	The Key to Elaboration	Text Evidence Basics	Claims, Evidence, Reasoning Planning Sheet
Day 5		Claims, Reasons, and Evidence	
		How to Write a Topic Sentence	Topic Sentence Planning Sheet

Standards Addressed

CG1

CG3

US9.3

C6.1

P2

# Daily Plan: Monday, June 8

**READ  
WATCH**

Read the Unit Project Requirements handout.  
**Project Overview**

[detroitk12.org/youtube](https://detroitk12.org/youtube)

**Search: High School Social Studies Project Overview**

**DO**

Choose which project you will complete and record your choice on the Unit Project Requirements handout.

## Unit Project Requirements

Your learning in this unit allowed you to analyze Covid-19 through the lenses of history, civics, and economics. Now, you will bring that learning together by answering the compelling question:

### Why are pandemics so devastating?

You can choose to communicate your answer to this question through two modes:

1. A traditional essay
2. A digital presentation such as PowerPoint or Prezi

Over the next two weeks, you will work to answer this question in small chunks. You'll start with formulating a thesis, and then an outline of your argument. Next, you'll set the stage for your argument by writing your introduction. Next, you'll determine which evidence is relevant to support each of your claims. Then you will work to construct your reasoning of why each piece of evidence supports your claims. The next step will be to develop your conclusion. Lastly, you'll spend some time reviewing your work for flow, appropriate transition words, and grammar. Once those steps are complete, you'll be ready to complete your paper or your digital presentation.

Here's an overview of the project requirements:

1. Includes an introduction that ensures your reader has a good understanding of Covid-19. Uses information you learned specifically in this unit to inform your reader.
2. Includes a well-constructed thesis that answers the question with 3 reasons. Those reasons are derived from material from this unit.
3. Includes body paragraphs that flush out each of your reasons. This is not a 5-paragraph essay. Include as many body paragraphs as it takes to fully prove each of your 3 reasons.
4. Each body paragraph includes an appropriate transition and concluding sentence.
5. Each reason includes a minimum of 3 pieces of evidence from the unit. Each piece of evidence is explained as to its meaning and how it proves your claim. Each piece of evidence has a correct citation.
6. Includes a conclusion that revisits the question and how your project answered that question. Does not include new arguments or new pieces of information.

If you choose to complete this project with a digital presentation, each of the 6 requirements above must be included in your slides (but your presentation will be much longer than 6 slides). On slides where you reference evidence, use screen shots or images of the evidence from this unit to give your reader a visual.

If you choose to complete this project with an essay, writing pages are included for you to write your essay.

**I will complete this project as a (circle one):**

**ESSAY**

**DIGITAL PRESENTATION**

# Daily Plan: Tuesday, June 9

WATCH

Thesis Statements: Four Steps to a Great Essay

[bit.ly/DPSCDSSVideo27](https://bit.ly/DPSCDSSVideo27)



DO

Complete the Write Your Thesis Statement. This activity is designed to help you narrow which 3 reasons you will give to answer the question "Why are Pandemics Devastating." Complete this activity whether you are completing the essay or digital presentation.



## Write Your Thesis Statement

Today, you are going to write your thesis statement. To craft a thesis statement, you need to start with the question you are trying to answer. That question is:

### Why are pandemics so devastating?

Because that question is so broad, we narrowed our focus to 4 supporting questions to help us. They are:

**To what extent is the coronavirus similar to the Spanish flu?**

**How does globalization help diffuse diseases such as COVID-19 across different populations?**

**What is the government's role in addressing pandemics?**

**What are the Economic Consequences of a Pandemic?**

Your thesis should have **3** supporting reasons in your answer to our broader question (Why are pandemics so devastating?). Pull those 3 supporting reasons from the 4 supporting questions above.

My 3 supporting reasons are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Let's now put it all together. Start your thesis by answering the question, then give your 3 reasons listed above to formulate one statement:


# Daily Plan: Wednesday, June 10

WATCH

Using Text Evidence

[bit.ly/DPSCDSSVideo28](https://bit.ly/DPSCDSSVideo28)



DO

Complete the Using Text Evidence Planning Sheet. This will help you figure out which text evidence that you analyzed throughout the entire unit will help support your thesis. Complete this activity whether you are completing the essay or digital presentation.

## Using Text Evidence Planning Sheet

Your thesis is just your opinion until you back it up with **evidence**. In this case, you want **text evidence** to support your thesis. Throughout this unit, you encountered textual evidence that you can use to prove your argument. After watching the two videos, look back through this workbook to see what evidence you can use to support each of your claims, then complete the graphic organizer below.

The **citation** for your text evidence should look like this:

Author (if available), publication, page of workbook

For example:

Laura Gibbons, Mlive.com, page 3

Claim #1 (first reason that answers the prompt):	
Text Evidence #1:	Text Evidence #1 Citation:
Text Evidence #2:	Text Evidence #2 Citation:
Text Evidence #2:	Text Evidence #2 Citation:

Claim #2 (first reason that answers the prompt):	
Text Evidence #1:	Text Evidence #1 Citation:
Text Evidence #2:	Text Evidence #2 Citation:
Text Evidence #2:	Text Evidence #2 Citation:

Claim #3 (first reason that answers the prompt):	
Text Evidence #1:	Text Evidence #1 Citation:
Text Evidence #2:	Text Evidence #2 Citation:
Text Evidence #2:	Text Evidence #2 Citation:

# Daily Plan: Thursday, June 11

**READ**

Read the Key to Elaboration handout. The ICED strategy will help you determine how to explain the evidence you use in your project.

**WATCH**

**Claims, Reasons, and Evidence**

[bit.ly/DPSCDSSVideo29](http://bit.ly/DPSCDSSVideo29)



**DO**

Complete the Claims, Evidence, Reasoning Planning Sheet. This will help you think through how to explain the evidence you will use throughout your project. Complete this activity whether you are completing the essay or digital presentation.

## The Key to Elaboration

ICED is a strategy to help you expand on your ideas to be certain **that all body paragraphs** are fully explained as well as connected to your thesis.

### I – Idea

This is the topic sentence of each body paragraph that directly and always supports the thesis/claim.

### C – Citation

This is the textual evidence that relates to your specific idea in the body paragraph. If you are allowed to use your book, this should be a direct quote, embedded quote, or paraphrase. If you are not allowed to use your book, then this should be a summary or paraphrase of an event in the text. If you are writing an expository, persuasive or a state writing prompt, then come up with your OWN example (personal, historical, popular culture, current events, etc.) to support your topic sentence. This evidence reflects and is relevant to the central thesis/claim of your essay.

### E – Explanation

This is the explanation and expansion of the citation/evidence in relation to the topic sentence. **DO NOT ASSUME THE READER KNOWS EVERYTHING ABOUT YOUR TOPIC!!!** Expand on I, the idea, and how C, the citation is a means of supporting your idea. This step deepens the connection between your idea (I), and your citation (C) as evidence to support your thesis/claim. This should be at least one sentence, often two.

### D – Defense of Thesis

This last step is the most difficult and one that students most often forget. This is the last sentence that connects your whole paragraph back to your thesis/claim. How does this whole paragraph support your thesis/claim and tie back to the prompt?

## Claims, Evidence, Reasoning Planning Sheet

A well-structured essay includes strongly crafted body paragraphs that convince the reader of your argument. Your thesis has 3 claims or reasons. Each claim should include 3 pieces of evidence from the unit. Your reasoning explains your evidence and how that pieces of evidence supports your answer to the question. Use this worksheet to help you craft each of your body paragraphs:

**Claim #1:** (first reason that answers the prompt)

Topic Sentence:		
Evidence #1:	Evidence #2:	Evidence #3:
Reasoning:	Reasoning:	Reasoning:
Defense of thesis:		

**Claim #2:** (first reason that answers the prompt)

Topic Sentence:		
Evidence #1:	Evidence #2:	Evidence #3:
Reasoning:	Reasoning:	Reasoning:
Defense of thesis:		

**Claim #3:** (first reason that answers the prompt)

Topic Sentence:		
Evidence #1:	Evidence #2:	Evidence #3:
Reasoning:	Reasoning:	Reasoning:
Defense of thesis:		

# Daily Plan: Friday, June 12

WATCH

How to Write a Topic Sentence

[bit.ly/DPSCDSSVideo30](https://bit.ly/DPSCDSSVideo30)



DO

Complete the Topic Sentence Planning Sheet. This will help you develop really strong body paragraphs by using excellent topic sentences. Complete this activity whether you are completing the essay or digital presentation.



## Topic Sentence Planning Sheet

Congratulations! You are almost to the end of this project. Just a few more steps then you can sit back and marvel at all the work you have done!

Our next step is to craft strong topic sentences that preview for the reader the ideas you will cover in that paragraph. Strong topic sentences are important for high-quality writing.

Quick note – **this is not a 5-paragraph essay!** You may need more than one body paragraph to prove your claims. If you need more than one body paragraph, you will need more than one topic sentence.

Plan out your topic sentences below then use the checklist at the bottom to ensure your topic sentences are strong.

Claim #1 topic sentence(s):

Claim #2 topic sentence(s):

Claim #3 topic sentence(s):

### Topic sentence checklist

Does your topic sentence:

- ✓ Provide a clear main idea?
- ✓ Provide a transition from the previous paragraph?
- ✓ Accurately outline what you will say in the paragraph?
- ✓ Briefly answer the prompt with a preview of the evidence (not all the evidence – just your strongest 1 or 2 pieces)?
- ✓ Answer the “so what?” question? (makes a specific point about the prompt)

# High School Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 6/15/20 – 6/19/20

- Directions for Students** You did it! You made it to the last week of school! This week you will complete your project. Your first task is to write your introductory paragraph. Next, you'll bring all of your work together into an outline. Then finally you will either write your essay or make your digital presentation.
- Compelling Question** Why are pandemics devastating?
- Supporting Question** To what extent is the coronavirus similar to the Spanish flu?  
How does globalization help diffuse diseases such as COVID-19 across different populations?  
What is the government's role in addressing pandemics?  
What Are the economic consequences of a pandemic?
- Materials Needed:** This student workbook  
Device with internet including phone, tablet or computer (if available)

	Read	Watch	Do
Day 1		Learn to Write an Introduction Paragraph!	Introductory Paragraph Planning Sheet
Day 2			Project outline
Day 3			Complete project
Day 4			Complete project
Day 5			Complete project

Standards Addressed

CG1

CG3

US9.3

C6.1

P2

# Daily Plan: Monday, June 15

WATCH

Learn to Write an Introduction Paragraph!

[bit.ly/DPSCDSSVideo31](https://bit.ly/DPSCDSSVideo31)

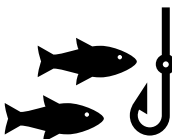



DO

Complete the Introductory Paragraph Planning Sheet. This will guide your writing as you develop a strong introductory paragraph. Complete this activity whether you are completing the essay or digital presentation.

# Introductory Paragraph Planning Sheet

Use this graphic organizer to plan your intro paragraph.

<p><b>The hook</b></p> 	
<p><b>Background Information</b></p> 	
<p><b>T H E S I S</b></p>	

## Daily Plan: Tuesday, June 16

**DO**

Bring all of your work together into the Project Outline handout. Complete this activity whether you are completing the essay or digital presentation.

## Project Outline

**Directions:** Complete this outline to help guide your project work. Complete this outline if you are doing the essay or the digital presentation.

- I. Introduction facts you want to include to inform the reader about Covid-19:
  
- II. Thesis:
  
- III. Thesis reason #1:
  - a. Topic sentence:
  
  - b. Evidence:
    - i. Reasons it answers the question:
  
  - c. Evidence:
    - i. Reasons it answers the question:
  
  - d. Evidence:
    - i. Reasons it answers the question:
  
- IV. Thesis reason #2:
  - a. Topic sentence:
  
  - b. Evidence:
    - i. Reasons it answers the question:
  
  - c. Evidence:

i. Reasons it answers the question:

d. Evidence:

i. Reasons it answers the question:

V. Thesis reason #3:

a. Topic sentence

b. Evidence:

i. Reasons it answers the question:

c. Evidence:

i. Reasons it answers the question:

d. Evidence:

i. Reasons it answers the question:

VI. Conclusion that restates your argument:

## Daily Plan: Wednesday, June 17

DO

Complete project

## Daily Plan: Thursday, June 18

DO

Complete project

## Daily Plan: Friday, June 19

DO

Complete project



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A large rectangular area containing 20 horizontal lines, intended for writing or drawing.

A large rectangular area containing 20 horizontal lines, serving as a writing space.



A large rectangular area containing 20 horizontal lines, intended for writing or drawing.