

# Chapter **6**

## **How Are We Connected to Those in the Past?**

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Figure 1. *Precautions Taken in Seattle During the [1918] Influenza Epidemic*



**Note.** *Precautions taken in Seattle, Wash., during the Spanish Influenza Epidemic would not permit anyone to ride on the street cars without wearing a mask. 260,000 of these were made by the Seattle Chapter of the Red Cross, which consisted of 120 workers, in three days. (ca. 1918–1919). [Photograph]. Library of Congress. [www.loc.gov/item/2017668638/](http://www.loc.gov/item/2017668638/)*

How Are We Connected to Those in the Past?		
<b>C3 Disciplinary Focus</b> History	<b>C3 Inquiry Focus</b> Evaluating primary sources, communicating conclusions, and taking informed action	<b>Content Topic</b> Historical significance, historical empathy
<p><b>C3 Focus Indicators</b></p> <p><b>D2.His.2.9–12:</b> Analyze change and continuity in historical eras.</p> <p><b>D2.His.11.9–12:</b> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p><b>D2.His.12.9–12:</b> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p><b>D2.His.13.9–12:</b> Critique the appropriateness of the historical sources used in a secondary interpretation.</p> <p><b>D2.His.16.9–12:</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>		
<p><b>Suggested Grade Levels</b> 9–12 (could be adapted for other grade levels)</p>		<p><b>Time Required</b> Variable</p>

It was early in 2020 when the word “unprecedented” rang through the televisions, computer screens, and news articles, describing the novel coronavirus, SARS-CoV-2 (National Institutes of Health, 2020), which was ultimately named COVID-19. The virus led to the COVID-19 pandemic that has ravaged the world and the United States. History teachers, like myself, paused at the use of “unprecedented” to describe the virus and wondered if the people using it were familiar with the Influenza of 1918.<sup>1</sup> Certainly, to know of the Influenza of 1918 is to acknowledge that the concept of a highly contagious virus, and ultimately a global pandemic, was not at all “unprecedented.” In addition to what seemed to be a perplexing question, I immediately began a deeper, personal investigation into the 1918 Influenza outbreak as new questions entered my mind. I became inherently motivated to conduct my own investigations to get my questions answered.

After teaching United States history for years, I was generally familiar with the 1918 Influenza. I knew that many Americans died and was aware that there was an outbreak in my state that was especially troublesome (Kansas State Historical Society, 2020), but I was unable to recall other important aspects of the outbreak. I began asking questions of the past based on what I was currently experiencing. How did the government respond to the

1 In many history textbooks, the 1918 Influenza is referred to as the Spanish Influenza. We now know the name is inaccurate as it did not originate in Spain. Given the potential for this kind of name to increase feelings of xenophobia, it will be referred to as the 1918 Influenza in this chapter.

problem? Did it vary between federal, state, and local governing bodies? What was the role of the media during the outbreak? Were schools closed? How did the public respond? Did they protest? Did they wear masks? Were people scared? What were scientists saying about mitigation efforts? How did the illness affect different social, economic, racial, and ethnic groups? What can our society learn from the lessons of those who lived 100 years earlier?

For no other reason than my experience with a pandemic, I felt connected to people in 1918 more than ever, and I wanted to know their stories. I had far more questions than I had answers. However, this kind of curiosity can be what catapults us into inquiry (Dimension 1). Ultimately, I was spurred by my current experience with COVID-19 to ask, “How are we connected to those in the past?” and more specifically, “What can we learn about the life and experiences of people living in the U.S. during the 1918 Influenza?”

## Historical Significance and Current Events

Historical significance is “at the heart of all history—and history education.”  
(Barton, 2005, p. 9)

Studies show current events often drive teachers’ decisions about what content to teach (Girard et al., 2020). At countless times throughout a teacher’s career, they will grapple with the fluidity of current events and the decision of whether or not to address them in the classroom. Teachers’ decision-making must be informed by current events, knowledge of the curriculum, knowledge of the past, and a knowledge of their learners to guide their curricular decisions (Shulman, 1986). Peck (2010) argues that teachers engage in “present-future” significance when they decide which current event to teach, and in turn which content from the past is required for understanding it. Historical significance is often characterized as something or someone in history that is “important” because it changes the trajectory of the future for a large number of people (Seixas & Morton, 2013). To help teachers determine what event might be “historically significant,” Levesque (2008) provides five criteria to consider:

1. *Importance*: How important was it to people who lived at the time?
2. *Profundity*: How deeply were people affected by the event?
3. *Quantity*: How many people were affected by the event: positively, negatively, not affected?
4. *Durability*: How long do people have to endure an event for it to be considered significant?
5. *Relevance*: How relevant is the issue to current interests?

Often times, historical significance is not determined until several years have passed beyond the event, when people can better see the impact the event had on humanity. Seixas (2017) argues that “the problem with historical significance arises from the question, ‘what is worth knowing about the past?’ and the related question, ‘how does it become worth knowing?’” He argues that answering these questions becomes incredibly difficult because

“what is historically significant is so only in relation to the questions and problems raised by various groups in the present, in contemporary life, which is, itself, changing over time” (p. 66). And while someone in 2020 could examine the past and argue that 1) the Influenza of 1918 was incredibly important to people at the time, 2) it affected people’s daily lives, 3) it impacted the country, and the world, and 4) people withstood multiple waves of the illness, Seixas’ argument suggests that the 1918 Influenza only became historically significant because people alive in 2020 saw a contemporary tie to it (*relevance*). Likewise, it is possible that over time, the Influenza of 1918 and COVID-19 will no longer be historically significant to contemporaries in the future.

## Historical Empathy

What is empathy? Historical empathy involves understanding how people from the past “thought, felt, made decisions, acted, and faced consequences within a specific historical and social context” (Endacott & Brooks, 2013, p. 46). In order to engage students in historical empathy, they must also be able to “find an affective connection between the experiences faced by historical figures and similar experiences in their own lives” (Endacott & Brooks, 2013, p. 46). One way to approach this pedagogically is to select historical topics for investigation that resonate with students because students have an inherent interest in these topics. Given students’ first-hand experience with a global pandemic in 2020, the 1918 Influenza is a powerful topic to engage students in historical empathy.

History educators largely agree that a major outcome of history education is to teach historical empathy (Endacott & Brooks, 2013; Kohlmeier, 2006; Levstik, 2008; Rantala et al., 2016). Often times, empathy is enacted when students engage with people from the past through primary sources (Kohlmeier, 2006). Other times, it can be initiated by an investigator’s quest for connection with others, particularly those in the past, which can promote the investigation in the first place. When I began my deep dive into the 1918 Influenza, I was largely motivated by wanting to hear the stories of the people in the past to find how similar and different their experience was with that pandemic compared to mine in 2020. My lived experience with the COVID-19 pandemic has directly shaped some of the questions I sought to have answered. I felt connected to people without even knowing anything about them.

The close relationship between historical significance and historical empathy (Barton & Levstik, 2004; Levesque, 2008; Seixas & Morton, 2013) makes for a great pairing for a historical investigation of the 1918 Influenza. The 2020 pandemic better positions students to re-examine the 1918 Influenza because of the contemporary connection. Historical empathy includes the “process of students’ cognitive and affective engagement with historical figures to better understand and contextualize their lived experiences, decisions, or actions” (Endacott & Brooks, 2013, p. 41). Ultimately, empathy situates us for taking informed action (Dimension 4) by allowing students to “see how historical figures, often very normal people like themselves, were agents of positive change” (Endacott & Brooks, 2013, p. 53).

## Primary Sources and Differentiation

A powerful way to humanize the past is through the inclusion of primary sources (Endacott & Brooks, 2013; Kohlmeier, 2006). Other chapters of this text discuss the characteristics and complexities of primary sources. Wineburg and Martin (2009) argue that “sources ... are to history what the laboratory is to science” (p. 212). Not only can students learn content from sources and ways to think critically about the past with them, but they can also be positioned to develop greater empathy because sources can illuminate the humanity of those who lived at the time.

Although primary sources have incredible power to promote critical thinking and empathy, and position students to be active members in their democracy (Kohlmeier, 2006; Barton & Levstik, 2003), some teachers are reluctant to use them (Girard et al., 2020). Some teachers claim that they do not know how or where to find the sources, and once they do find primary sources, teachers often do not know how to use them (Barton & Levstik, 2003; Ellsworth, 2017). Sometimes, teachers do find sources they like, but opt to not use them because text-based sources are too difficult to read, let alone analyze (Wineburg & Martin, 2009).

This chapter demonstrates how to find sources on the Library of Congress’s website and provides adaptation techniques for those sources to increase accessibility. Pedagogies include rich, non-text primary sources as well as traditional, text-based sources. Text sets for this historical investigation about 1918 Influenza will include several photographs, an oral interview and its transcript, short texts, and broadsides. While Wineburg and Martin (2009) encourage teachers to physically adapt documents to make them more accessible where needed, I will show how to build source sets so that little adaptation is needed because of the types of sources chosen.

## Historical Investigation

High-quality social studies programs concertedly work to prepare students for civic life. They do this by teaching students how to ask critical questions of the past and the present. Generating questions of societal importance is ideal for situating students to take informed action. Without meaningful questions and deep examinations, students may miss the “why” we learn social studies in the first place. The C3 framework proposes a framework to guide states and teachers on how to engage students in purposeful social studies through historical investigations.

For this investigation, I will demonstrate how a current event topic can be used to create a comparative investigation with a historical event that cultivates historical empathy with students. The framework of Endacott and Brooks (2013) for promoting historical empathy complements the C3 Framework in many ways. First, it recommends providing students with necessary background knowledge of the historical context during 1918–1919 that students need to approach the investigation. It encourages teachers to prepare questions (Dimension 1) for students that will scaffold their inquiry and will intentionally touch on

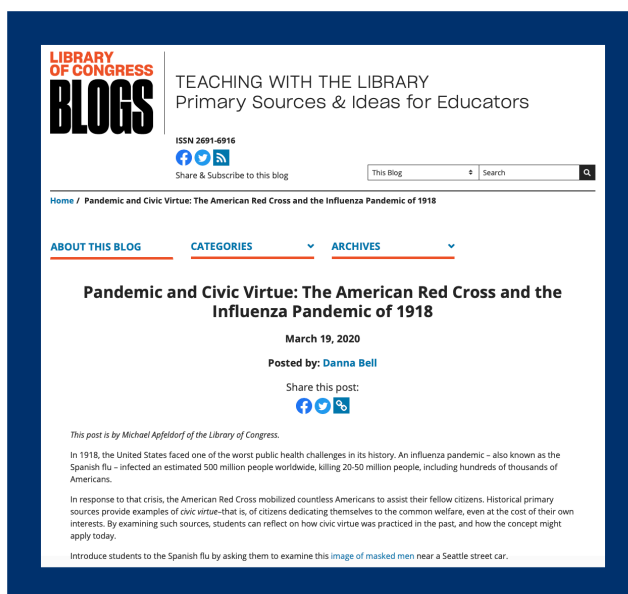
the affective domain. Teachers will then purposefully provide sources that amplify voices of those who lived at the time. Endacott and Brooks (2013) strongly suggest that students be given the opportunity to intimately engage with the sources to connect with the affective domain (Dimension 2 and 3). Then, students will construct evidence-based responses to the questions and communicate those conclusions before thinking about how to take informed action (Dimensions 3 and 4).

## Searching the Library of Congress

Searching the Library of Congress' website can be tricky, so I want to spend a moment explaining how I found the resources. Teachers may approach the Library either with a specific question in mind, a specific topic, or just with an open mind to see what might be available. I visited the website intending to find sources to help answer the question: "What can we learn about the life and experiences of people living in the U.S. during the 1918 Influenza?"

I began researching by visiting the homepage for the Library's [blogs](#), which can be a treasure trove for teachers, making it a fantastic starting point. There are several types of blogs on this website, and they are listed in alphabetical order. If you scroll down the page to "T," you will find "[Teaching with the Library](#)" blog. In the search box at the top of the "Teaching with the Library" blog page, I typed "influenza of 1918" and examined several blog entries. One that caught my eye was titled "[Pandemic and Civic Virtue](#)" (Figure 2). This page has background on the influenza and embeds several primary sources and links to other primary sources.

Figure 2. One Library of Congress Blog Result



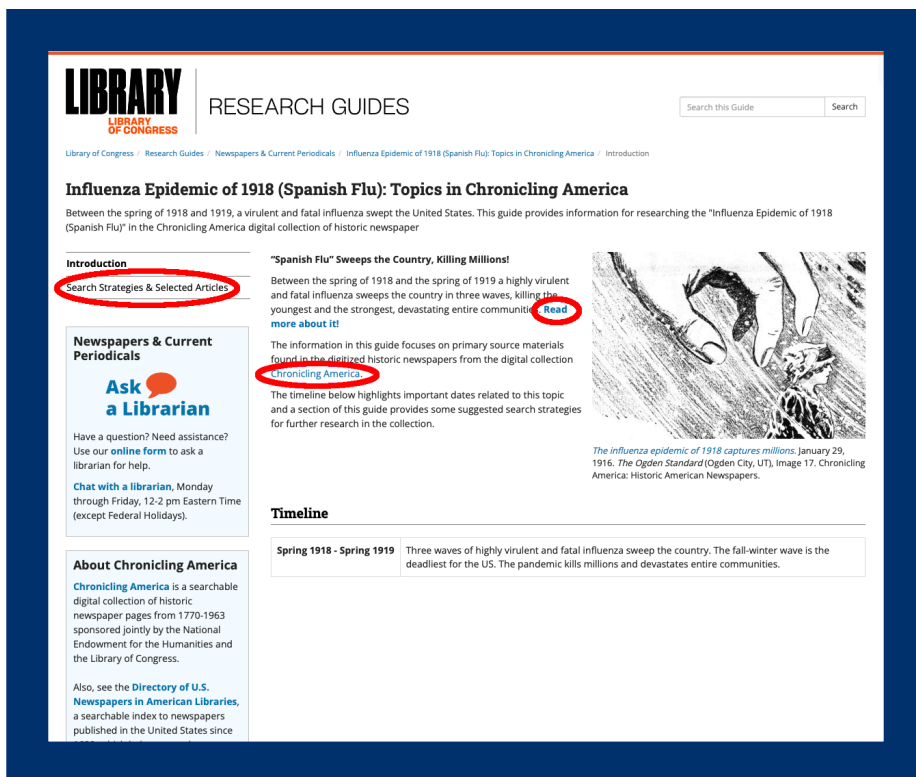
The image shows a screenshot of a blog post from the Library of Congress. The header includes the Library of Congress logo, the text "TEACHING WITH THE LIBRARY Primary Sources & Ideas for Educators", and the ISSN 2691-6916. There are social media icons for Facebook, Twitter, and LinkedIn, and a search bar. The main content area has a navigation menu with "ABOUT THIS BLOG", "CATEGORIES", and "ARCHIVES". The title of the post is "Pandemic and Civic Virtue: The American Red Cross and the Influenza Pandemic of 1918", dated March 19, 2020, and posted by Danna Bell. Below the title is a "Share this post:" section with social media icons. The post text begins with "This post is by Michael Appelfordj of the Library of Congress." and discusses the 1918 influenza pandemic, the American Red Cross's role, and civic virtue. It includes a link to an image of masked men near a Seattle street car.

**Note.** This is one of the results after typing "influenza of 1918" into the search box.

After spending some time with the teaching with primary sources blog, I went back to the “Timeless” blog page from the Library of Congress, used the same search term, and found “The Great Influenza.” As I read the blog, I noticed several sources linked inside of it. I spent time looking at the pictures, the interviews, and other artifacts highlighted there. Then, I browsed several sources embedded in the blog but noticed a theme with links connecting me to the Library’s *Chronicle America* website, which houses historic newspapers from across the country in digital form.

After spending time looking through newspaper stories, I decided to do one more broad search. I knew the Library of Congress staff had created research guides to help users find resources on a single subject, so I began this last search on its *Research Guides* page using the same search phrase, “influenza of 1918.” Then, I clicked on the first hit entitled “Influenza epidemic of 1918” and noticed, on the top left-hand side of the page, a link providing search strategies and selected articles (Figure 3). I followed those suggestions and had wonderful success!

Figure 3. Link to “Suggestions for Searching the Site”



History teachers can easily get lost in these rich collections. To keep you focused, keep your question that you want answered in front of you. Prepare some keywords or phrases you can use to search the collection. Once you find a source or two, you may identify other keywords used in the artifacts recently uncovered. For example, while I planned on using “Influenza of 1918” as my keyword, I quickly discovered that several of the search tags at the Library



of Congress use “Spanish Influenza” with the same degree of frequency. But, as I read a few sources, I realized that “epidemic of grip” and “la grippe” were terms often used to describe the same event, so those become new keywords for me also.

## The Lesson

### ***Background***

To activate early workings of empathy, in a whole class discussion, ask students questions that have them consider the potential similarities and differences between themselves and people who lived during the 1918 Influenza. Some questions may include:

- Have you ever had to drop what you were doing to help someone in need? What did you do? Why did you do that? How did helping that person make you feel?
- Have you ever sacrificed something in order to help protect others? What did you do? Why did you do it?
- Have you ever gone to great lengths to protect your own health? If so, how? If not, why not?

Segue the conversation into a discussion of the 1918 Influenza by tying students’ answers to the reality of 1918. Ask students in what ways they think life was similar and different between what they experienced with the pandemic they experienced and what life was like for those during the 1918 pandemic. Tell students that they will investigate evidence from 1918 to help them answer the compelling question: “How are we connected to those in the past?” (Dimension 1).

### ***Historical Context***

Teachers will begin by providing students with some historical context of the United States in 1918–1919 and situating the 1918 Influenza in it. Teachers should discuss the United States’ involvement in World War I (mobilization, propaganda, war bonds, victory gardens, war-ravaged Europe, movement of people across the Atlantic, doctors and nurses being called to war), the height of the women’s suffrage movement, and the economic impact of war on workforce. Teachers can provide as much or as little information as they deem necessary to help students more accurately interpret, understand, and draw conclusions from the artifacts they will examine. Given the interdisciplinary nature of this topic, teachers could teach the 1918 Influenza (a) in a history class in a WWI unit; (b) in a geography class when talking about the interconnectedness of people, places, and ideas; or (c) in an economics class when learning about catalysts that adversely impact a nation’s GDP, unemployment, and availability of goods and services.

Teachers should have students examine a [timeline of major events](#) (Center for Disease Control, 2020) in the United States between 1914 and 1920 to help students contextualize the start of the outbreak. While this background information could be taught through direct

instruction, it bears repeating that primary sources can be used to teach background content as well. Teachers should conclude the historical context section by talking about how the initial outbreak of the flu in the United States happened in Kansas, and by telling students that without a vaccine, citizens at the time were dependent on one another to mitigate the virus to address this major public health concern, much like people did in the United States in 2020.

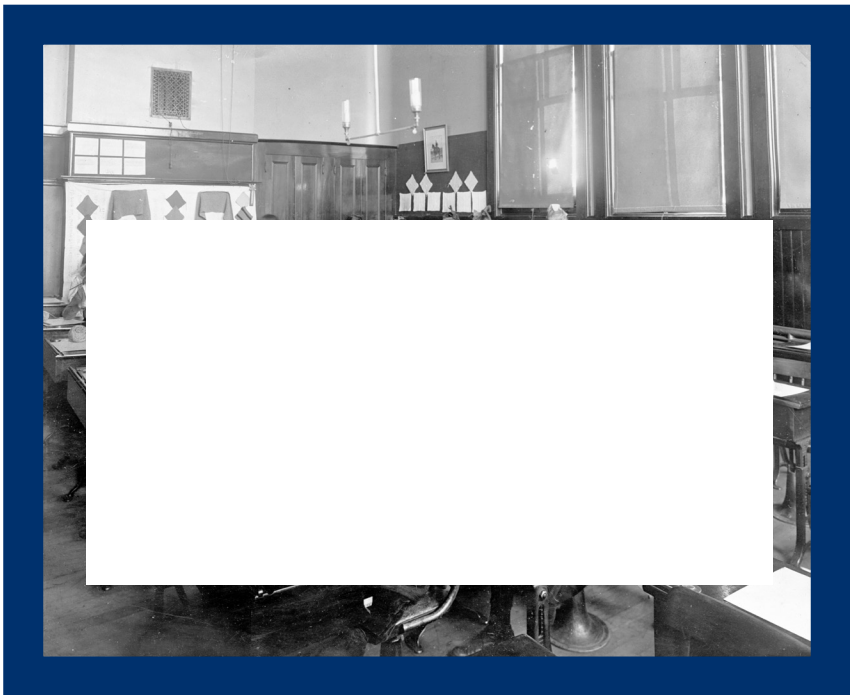
After establishing context, teachers should draw students' attention to the similarities and differences between life for those in 1918 (before the flu hit) and life in the United States before COVID-19. To emphasize the historical significance of the 1918 Influenza and promote greater historical empathy, lead students through a discussion of these questions:

- Why do you think we are going to take time to learn about the United States citizens' experiences and responses to the 1918 Influenza?
- How would you describe the situation these people faced?
- Have you ever been in a similar situation?
- Why is it important to think about what you had in common with citizens in the United States in 1918?

## ***Introduction to the People***

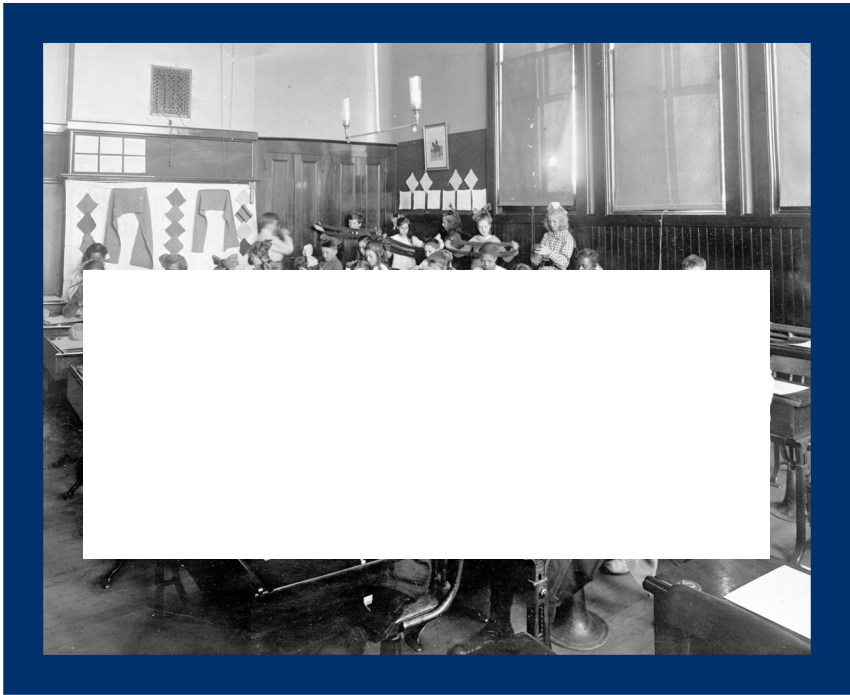
The purpose of these introduction activities is to “ready students to grapple with historical perspectives that will likely differ from their own” (Endacott & Brooks, 2013, p. 48). Tell students that your goal is to help them understand “the thoughts and feelings of a historical person or persons and that this undertaking will hopefully help them better understand the world they live in today” (Endacott & Brooks, 2013, p. 48). To begin this examination, show students the photograph with major elements of the photograph hidden (see [Figure 4](#)). Ask students to examine the photograph and answer the questions: “Where (was this taken)? When (was it taken)? What (event was being photographed)?” With every answer, ask students what clues they are using in the photograph to draw that conclusion. Then, repeat this process for the other pictures in the series until the full photograph is exposed (Figures 4–8). Be sure to hide the caption from students in order to force them to closely examine the photograph.

**Figure 4.** *First Photograph in a Series for Analysis*



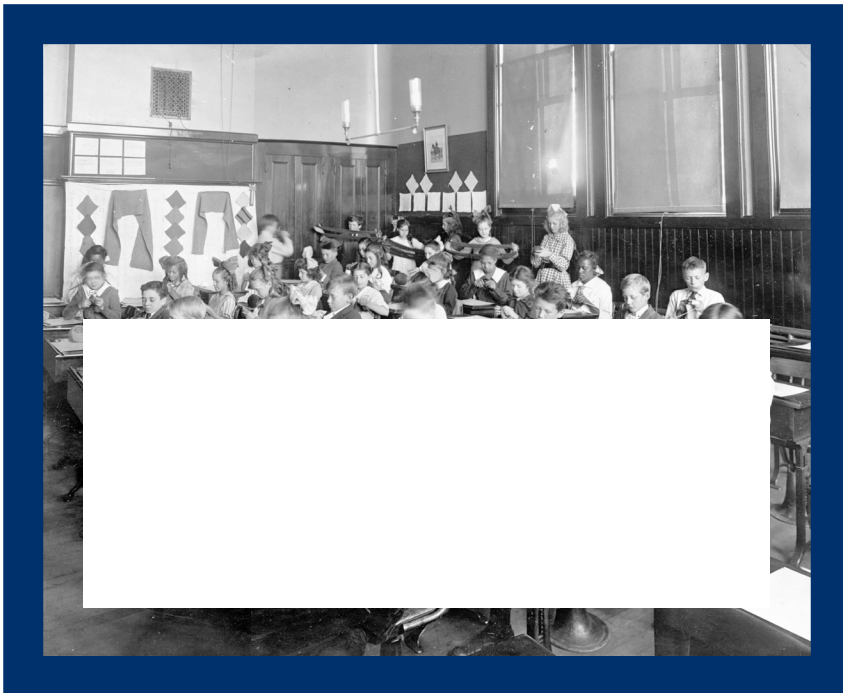
**Note.** *Fifth Grade in a Plainfield, N.J., school, knitting on Junior Red Cross work.* (ca. 1917–1918). [Photograph].  
Library of Congress. [www.loc.gov/item/2017671857/](http://www.loc.gov/item/2017671857/)

**Figure 5.** *Second Photograph in a Series for Analysis*



**Note.** *Fifth Grade in a Plainfield, N.J., school, knitting on Junior Red Cross work.* (ca. 1917–1918). [Photograph].  
Library of Congress. [www.loc.gov/item/2017671857/](http://www.loc.gov/item/2017671857/)

Figure 6. *Third Photograph in a Series for Analysis*



**Note.** *Fifth Grade in a Plainfield, N.J., school, knitting on Junior Red Cross work.* (ca. 1917–1918). [Photograph].  
Library of Congress. [www.loc.gov/item/2017671857/](http://www.loc.gov/item/2017671857/)

Figure 7. *Fourth Photograph in a Series for Analysis*



**Note.** *Fifth Grade in a Plainfield, N.J., school, knitting on Junior Red Cross work.* (ca. 1917–1918). [Photograph].  
Library of Congress. [www.loc.gov/item/2017671857/](http://www.loc.gov/item/2017671857/)

**Figure 8.** *Last Photograph in a Series for Analysis*



**Note.** *Fifth Grade in a Plainfield, N.J., school, knitting on Junior Red Cross work.* (ca. 1917–1918). [Photograph]. Library of Congress. [www.loc.gov/item/2017671857/](http://www.loc.gov/item/2017671857/)

Once students have seen the final photograph, ask them to solidify their guesses citing evidence from the photograph. Then, provide students with the following sourcing information: “*Title: Fifth Grade in a Plainfield, N.J., school, knitting on Junior Red Cross work [1917–1918].*” Ask students what new questions they have as a result of this examination. Give students a chance to share those questions. Students may ask “What were they making?” “Were these students impacted by the Influenza of 1918?” or “Why aren’t they wearing masks?”

Then, show students a picture of [Alice L. Mikel Duffield](#), a World War I veteran featured in the Library of Congress Veteran’s History Project ([Figure 9](#)). Ask students to predict why Alice is a part of the investigation. Ask students: What role do you think Alice played in 1918? What evidence is there to make you think that? What might we learn about the influenza by learning about Alice?

Tell students that Alice L. Mikel Duffield was born in 1896 and served as an Army nurse during World War I at Camp Pike, Arkansas, when the 1918 Influenza broke out. Next, tell students that they will listen to an oral interview with Alice from 2002. (The Library

of Congress interviewed Alice as a part of its Veteran’s History Project. The interviewer captured Alice’s experience as a nurse during the outbreak of the 1918 Influenza by asking Alice to tell her story about what happened during her time working with the Red Cross.) Provide students with a copy of the transcript of the interview (see [Appendix](#) ) so they can follow along with the audio. Tell students that, while they listen, they will underline evidence in that transcript that provides details about what her experience as a nurse was like. Play [the oral interview](#) from the Alice L. Duffield Collection webpage, which contains a list of audio recordings. Scroll to the third audio recording and fast forward to the 28:55 mark. Once the third recording ends, pick up with the beginning of the fourth recording.<sup>2</sup>

**Figure 9.** *Alice Mikel Duffield in Nurse’s Uniform With a Long Sweater [1924]*



**Note.** Handwriting on the back of the photograph says “Alice Mikel (later Duffield). Dawson Springs, Kentucky, 1924.” *Photo of Alice Mikel Duffield in nurse’s uniform with long sweater.* (1924). [Photograph]. Library of Congress. [www.loc.gov/resource/afc2001001.01747.ph0001001/?sp=6](http://www.loc.gov/resource/afc2001001.01747.ph0001001/?sp=6)

2 Teachers should let students know that there is some language in the interview that is reflective of the time but would not be considered appropriate by today’s standards. For example, Alice refers to Black employees as “colored.”

In order to develop historical empathy, Endacott and Brooks (2013) recommend asking students specific questions about what people in the past might have been thinking or feeling. Using Figure 10, have students answer the questions about the interview with Alice in small groups before sharing out their feelings to the whole class. Students do not need to record the same response as their peers, but it would be valuable for them to hear the thinking of their peers as they process what they have heard.

**Figure 10. Graphic Organizer**

Artifact	<a href="#">Oral interview with Alice</a> Start tape 3 at 27:47 seconds. Transcript provided in the Appendix.	<a href="#">Alice's obituary</a>
Who made this source and when? Why was the source created? Is it reliable? How do you know?		
What does this source tell you about what Alice may have thought about her situation?		
What does this source tell you about how Alice felt about her situation?		
How can you relate this feeling to something similar you have faced in your own life?		
Do you think we can really understand how Alice felt in this situation? Why or why not?		
What was Alice's experience like during the 1918 Influenza?		

Lastly, show students Alice's obituary from April 22, 2002 ([Figure 11](#)). In small groups, have the students read the obituary together while listening closely for evidence to help them answer the questions on the graphic organizer. Given that the obituary is long, and not all of it is relevant to learning more about Alice's experience as it related to her service in World War I, I suggest following Wineburg and Martin's (2009) suggestions for adapting the source to make it more meaningful and accessible. I have also included the full-length obituary for reference in [Figure 12](#).

Figure 11. Excerpt From Alice L. Mikel Duffield's Obituary

She was one of the first nurses trained at Sparks Hospital in Fort Smith and was commissioned as a captain in the United States Army after graduation. She was a nurse at the base hospital in Camp Pike, Ark., now Camp Robinson. She served with the Army Nurse Corps during World War I. In an interview a few years ago, she said it was the best time she ever had.

Mrs. Duffield was married three times and said she met all her husbands in hospitals.

At the time, women couldn't be married and be in the Army Nurse Corps, so after three years she was immediately discharged from the hospital when she got married.... They were divorced a few years later and she returned to nursing.

During the next 15 years, she worked at veterans hospitals.... Most of her patients had received mustard gas burns to their lungs and developed tuberculosis as a result. That was the case with her second husband.

**Note.** From Obituary. (2002, April 22). *The Oak Ridger*. Library of Congress, 4A.

[www.loc.gov/resource/afc2001001.01747.pm0001001/?r=0.006,-0.02,1.131,0.518,0](http://www.loc.gov/resource/afc2001001.01747.pm0001001/?r=0.006,-0.02,1.131,0.518,0)

After students complete the graphic organizer, debrief the questions as a class. As you do, make sure students are citing evidence in their responses and are continually thinking about the historical context that was established at the beginning of class. In addition, tie their responses back to the opening questions—in particular the ones that asked when they have ever stopped to help someone or sacrificed something to help others. Doing so will position students to answer the compelling question: “How are we connected to those in the past?” Tell students that next they will examine how the 1918 Influenza impacted the lives of other Americans living at the time.

Figure 12. Alice L. Mikel Duffield Obituary in *The Oak Ridger*, April 22, 2002



**Note.** Obituary. (2002, April 22). *The Oak Ridger*. Library of Congress, 4A.

[www.loc.gov/resource/afc2001001.01747.pm0001001/?r=0.006,-0.02,1.131,0.518,0](http://www.loc.gov/resource/afc2001001.01747.pm0001001/?r=0.006,-0.02,1.131,0.518,0)



## Group Investigation

For this small group inquiry, students will be engaging with artifacts to help them understand how the 1918 Influenza affected the lives of other Americans. Allow students to choose which primary source set (see Figure 13) they want to investigate based on the set titles. Instead of providing students with a specific question where they are seeking an answer, students will spend time examining each artifact and will generate questions they believe the document set can help answer.

Figure 13. Source Sets


Set title	Contents
Hospitals	<ul style="list-style-type: none"><li>• <a href="#">Artifact 1: Walter Reed</a></li><li>• <a href="#">Artifact 2: Gumbel house turned emergency hospital</a></li><li>• <a href="#">Artifact 3: Red Cross opens influenza hospital (column 4)</a></li><li>• <a href="#">Artifact 4: Beds isolated by curtains</a></li></ul>
Masks	<ul style="list-style-type: none"><li>• <a href="#">Artifact 5: Influenza and the mask</a></li><li>• <a href="#">Artifact 6: Red Cross needs more masks (column 4)</a></li><li>• <a href="#">Artifact 7: Precautions taken in Seattle</a></li></ul>
Women	<ul style="list-style-type: none"><li>• <a href="#">Artifact 8: Many women are nursing: More badly needed (column 4)</a></li><li>• <a href="#">Artifact 9: Women at Red Cross holding beds at ambulance</a></li><li>• <a href="#">Artifact 10: Demonstration of emergency ambulance</a></li></ul>
National Government	<ul style="list-style-type: none"><li>• <a href="#">Artifact 11: Swat the flu (column 3)</a></li><li>• <a href="#">Artifact 12: US public health service</a></li><li>• <a href="#">Artifact 13: Spanish Influenza—the Flu</a></li></ul>
Local government	<ul style="list-style-type: none"><li>• <a href="#">Artifact 14: As to the closing of schools (column 5)</a></li><li>• <a href="#">Artifact 15: Portland in grip of new flu wave (column 2)</a></li><li>• <a href="#">Artifact 16: Quarantine is lifted</a></li></ul>

Teachers should place each artifact in a shared document that all students in the group can access electronically simultaneously. Allow students to click on the link that will take them directly to the Library of Congress collections so they can have full access to all sourcing information. If electronic devices are not possible, teachers should print off the artifacts and be sure to include all sourcing information. There should be at least two copies of each artifact so students can access them with ease.

Provide one investigation set to a small group of no more than four students. Have students choose one artifact to analyze together, keeping in mind the historical context. Using the Teacher’s Guide for Analyzing Primary Sources (Figure 14), guide students through the Observe, Reflect, Question (ORQ) protocol using some of the discussion questions provided. Have students repeat that process for the rest of the sources in their set. Given the iterative nature of these questions, students may find themselves going back and forth among the

ORQ questions as their discussion continues.

**Figure 14. Observe, Reflect, Question Analysis Form From the Library of Congress**



**TEACHER'S GUIDE**  
**ANALYZING PRIMARY SOURCES**

Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

<b>OBSERVE</b>	<b>REFLECT</b>	<b>QUESTION</b>
<p><b>Have students identify and note details.</b></p> <p>Sample Questions: What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?</p>	<p><b>Encourage students to generate and test hypotheses about the source.</b></p> <p>Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?</p>	<p><b>Have students ask questions to lead to more observations and reflections.</b></p> <p>What do you wonder about... who? · what? · when? · where? · why? · how?</p>

**Note.** The Library of Congress has a set of teacher's guides to aid students in analyzing a myriad of source types. From [www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/](http://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/)

Once students have examined all the artifacts in their text set using the ORQ protocol, students should find similarities and differences among the artifacts. Students should share their reactions to the artifacts and share what evidence makes them feel that way. Then, students should be positioned to generate a list of 3–5 historical questions that could be answered with the set of artifacts. Each question has to be answered in no fewer than two artifacts in each primary source set. This will help students think through how different artifacts can corroborate an idea or give them an opportunity to grapple with discrepant evidence. Students should cite evidence from their own selected artifacts set to demonstrate how their question(s) can be answered.

Then have students choose a second text set to examine. This time, have them use the previous group's student-generated question for the text set. In small groups, students should attempt to answer the question and compare their responses to the first group's responses. Debrief this activity by having students share out how the pandemic-related experiences of Americans in 1918 was similar to and different from the pandemic-related experiences during 2020.

## ***Jump Into the Picture***

For the last activity, display each of the following photos (Figures 15–20) around the classroom for students to easily see. Tell students that, in a moment, they are going to imagine that they are in the picture. Students will choose one photo to “jump into” and then answer the questions that follow. Remind students to be mindful of the situation people faced at the time and teach them how to treat their examination of people from the past who

experienced a traumatic event with respect and dignity.

**Figure 15.** *First Photograph Option to “Jump Into”*



**Note.** *American Red Cross nurse at the railroad station at St. Etienne, helping wounded soldiers on to the tram cars which are being used as ambulances. (1918). [Photograph]. Library of Congress. <https://www.loc.gov/item/2016645646/>*

**Figure 16.** *Second Photograph Option to “Jump Into”*



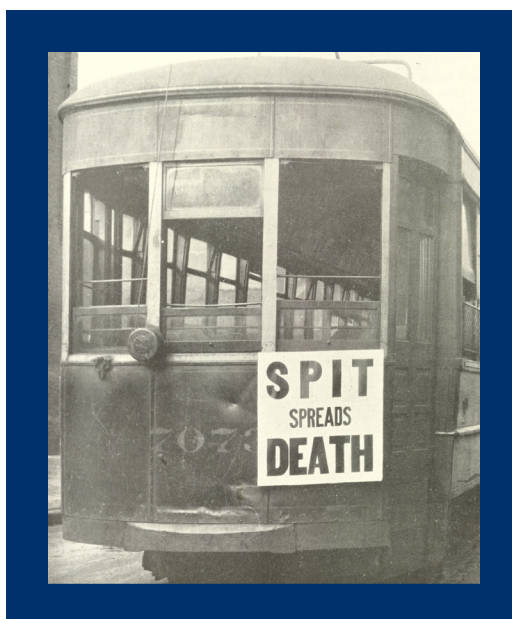
**Note** *Demonstration at the Red Cross Emergency Ambulance Station in Washington, D.C., during the influenza pandemic of 1918. (1918). [Photograph]. Library of Congress. <https://www.loc.gov/item/00652429/>*

Figure 17. *Third Photograph Option to “Jump Into”*



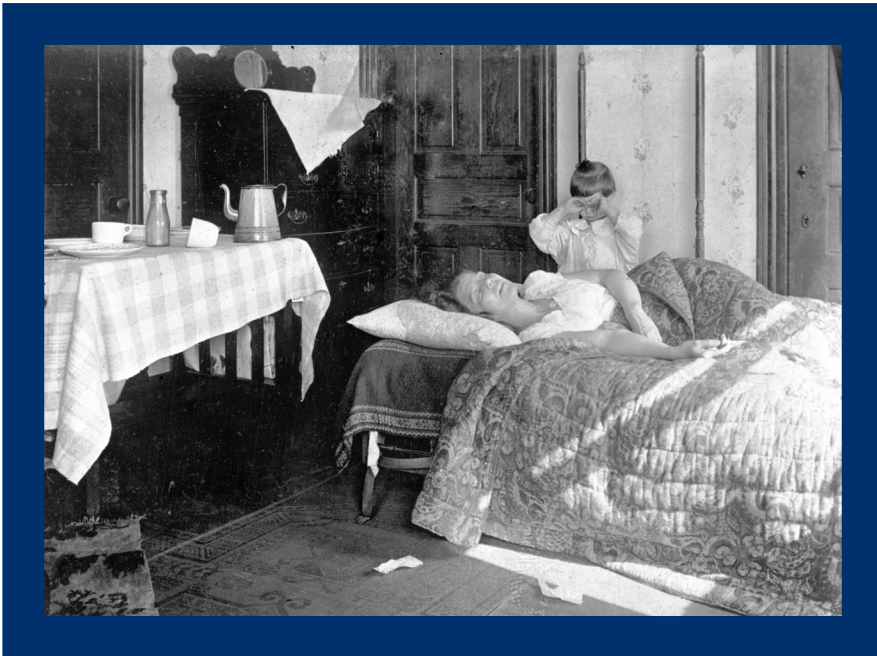
**Note.** Rogers, E. A. (1918). *1918 flu epidemic: The Oakland Municipal Auditorium in use as a temporary hospital* [Photograph]. Oakland Public Library, Oakland History Center.  
<https://oac.cdlib.org/ark:/13030/kt3q2nc9rt/?brand=oac4>

Figure 18. *Fourth Photograph Option to “Jump Into”*



**Note.** Photograph from 1918 from Mütter Museum at the College of Physicians of Philadelphia. Reproduced by permission of the Mütter Museum.

**Figure 19. Fifth Photograph Option to “Jump Into”**



**Note.** Her sister had not seen Mrs. Brown for almost a week, and with Mr. Brown a soldier in France, she became so worried she telephoned Red Cross Home Service, which arrived just in time to rescue Mrs. Brown from the clutches of influenza. (1918, November 29). [Photograph]. Library of Congress. [www.loc.gov/item/2017668532/](http://www.loc.gov/item/2017668532/)

**Figure 20. Sixth Photograph Option to “Jump Into”**



**Note.** Beds with patients in an emergency hospital in Camp Funston, Kansas, in the midst of the influenza epidemic (1918) from Otis Historical Archives at the National Museum of Health and Medicine, Silver Spring, Maryland. [www.medicalmuseum.mil/index.cfm?p=media.news.article.2020.1918\\_influenza\\_a\\_case\\_study](http://www.medicalmuseum.mil/index.cfm?p=media.news.article.2020.1918_influenza_a_case_study)

Give students an opportunity to browse the photos and choose one photograph they would like to think about more deeply. (Teachers can click on the photograph to see the sourcing information.) After students choose one photograph to jump into, they will fill out the corresponding graphic organizer (Figure 21). Once students have completed the organizer, have students share their responses with a classmate.

**Figure 21. *Jump Into the Picture Graphic Organizer***

	<b>Record the artifact’s title, author, and date in this box.</b>
<b>Describe the artifact</b>	
<b>Why did you choose it?</b>	
<b>What is the context of the photograph?</b>	
<b>Where in the photo are you jumping in?</b>	
<b>What do you see from there?</b>	
<b>What do you smell and hear?</b>	
<b>What are you thinking?</b>	
<b>What are you feeling?</b>	
<b>What do you not see in the photo because of where you are positioned when you jumped in?</b>	

**Note.** Students will use this organizer to answer questions about the photograph they want to learn more about.

Have students conduct their own investigation that would compare their present-day reality to what they have examined in their source set. Have students explain how stories of today mirror ones of the past.

Upon completion of the investigation, students should be afforded an opportunity to reflect on what they learned. Endacott and Brooks (2013) remind teachers that “reflection activities should prompt students to develop a stronger awareness of needs around them and a sense of agency to respond to these needs” (p. 54). Guide students through reflection by asking the following questions, including the compelling question that guided the investigation:

- How are we connected to those in the past?
- How are the perspectives of people in the past similar or different from the perspectives we hold today? What are the factors that influence these differences?
- How has our view of the 1918 Influenza changed over time?
- Why is it important to study the lives of people who lived in the past? How can that

change the way we see people today?

- How can your knowledge of the situation Alice and others faced inform or change your view of the world today? What is a public issue that warrants attention? What can you do to address a public policy issue?

## Extended Learning

For students who want to learn more about the 1918 Influenza outbreak, have them read this [article](#) from the *New York Times*, watch Webinar 1 from the [World History Digital Education Foundation](#), read this information from the [Center for Disease Control \(CDC\)](#) (background, timeline, and stories from survivors), and examine the [Influenza Encyclopedia](#) from the University of Michigan, and the [Mütter Museum](#).

## Take Informed Action

Remind students that the 1918 Influenza quickly became a major public policy issue in the United States. Americans around the country responded to the problem in a myriad of ways. Some advocated for economic shut down and increased mitigating efforts, while others actively opposed these ideas. Likewise, in 2020, Americans faced a similar public policy issue with COVID-19, and there was significant disagreement on how the government at all levels, and individual Americans, should respond to it (The Hunt Institute, 2020; Markowitz, 2021; Pew Research Center, 2020). Even if students are not facing a global health pandemic, they can still apply these same skills to addressing a public policy concern based on a current event they are facing.

For this Influenza example and to promote empathy, ask students to examine how COVID-19 affected different racial groups in the students' community. Have students investigate data from the CDC on the issue while focusing on individual stories and feelings about the challenge before them. Students should identify some potential solutions for the issues they identified. Their solutions must be grounded in evidence. Have students determine the reliability of the evidence as their opinion on the best solution begins to take shape. Students should be sure to include compelling first-hand accounts of how the issue is affecting fellow community members, as well as stories that discuss how varying solutions will personally impact them. Students could then take informed action in one of four ways ([Figure 22](#)) (Muettertities & Swan, 2019).

Figure 22. *Taking Informed Action Ideas*

Taking informed action type	Example of taking informed action activity
Be informed	Create a public service announcement about a public policy issue facing your school
Be engaged	Invite administrators and students into the classroom to learn more about the issues and various positions that exist in the school
Be a leader	Organize students in the school to learn more about how to address the issue
Be a change	Schedule a meeting with the administration to share your concerns and provide possible solutions to solve the issue

**Note.** Chart adapted from “Be the change: Guiding students to take informed action” by C. Muetterties and K. Swan, 2019, *Social Education*, 83 (4), 232–237.

## Conclusion

Making the study of history meaningful is natural when we find historically significant topics in history that are relevant and meaningful to our students today. The inherent interest serves as an intrinsic motivator to learn more. It promotes natural curiosities and guides students through an investigation of historical evidence as they seek to uncover truths of the past. When teachers couple that interest with pedagogies that promote historical empathy, students are better equipped for agency and action (National Council for the Social Studies, 2013; Endacott & Brooks, 2013). By situating students to engage in the stories of people of the past and humanizing their experiences while highlighting the students’ own civic activism, students can develop a “stronger sense of needs around them, and a sense of agency to respond to those needs” (Endacott & Brooks, 2013, p. 45). Incorporating empathy is critical for building students who are prepared for college, career, and civic life.



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# Appendix

## Transcript of Oral Interview

Alice Duffield's oral interview with Linda Barnickel on March 4, 2002, in Oak Ridge, Tennessee. Duffield was a nurse during World War I. The interview is housed on three mp3 files. Below is a transcript of those interviews.

[Start tape 3 at 28:55 seconds.]

**Linda Barnickel:** At Camp Pike, you were there during the flu epidemic. What can you tell me about that?

**Alice L. Duffield:** Well, I've got a book here...and I like it...about physicians of medicine by Amelia Martin. Her husband was a doctor. They took a lot of research to do that. And she tells about the...And there were three doctors that died, about the time that we left, that the war started. One of them was a young doctor, and I can't remember his... Well, he was married to...a girl, and she was pregnant, and he was downstairs, and I went down to cook our own supper...

**Linda Barnickel:** Did he die of the flu? Is that what killed him?

**Alice L. Duffield:** Well, the boys...these colored boys, they had flu. They died just like flies!

**Linda Barnickel:** Can you describe what that was like for them?

**Alice L. Duffield:** This doctor...

**Linda Barnickel:** Can you describe the condition of your patients who were suffering with the flu?

**Alice L. Duffield:** Well, we did the best we could with them.

**Linda Barnickel:** Um-hmm.

**Alice L. Duffield:** If they had had...We couldn't possibly have had enough help with as many as were sick! It was just too many. So they passed a rule that we could have nurses' assistants...

[Rest of sentence clipped off due to end of tape]

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[Start at beginning of tape 4.]

**Alice L. Duffield:** And they'd shake down thermometers and things like that. They helped some and they were even taught how to give bed baths, and that was 'cause there were a lot of patients and...

**Linda Barnickel:** Were you afraid during that time?

**Alice L. Duffield:** No! I wasn't afraid.

**Linda Barnickel:** What measures were taken...well, let's see, we already did that...

**Alice L. Duffield:** Down on my duty...

**Linda Barnickel:** Uh huh.

**Alice L. Duffield:** And...

**Audrey Duffield Henry:** Let me have her read this, and maybe she can remember some of it.

**Linda Barnickel:** OK.

**Audrey Duffield Henry:** [writing] Did the hospital have a morgue?

**Alice L. Duffield:** No, the hospital didn't have a morgue. The funeral home did. Putman's Funeral Home and Edwards Funeral Home. Both of them. And they got all the patients. And that way, my poppa had a lot of influence. He said most of the miners would go to Putman's. Well, they were friends of Mr. Putman's.

**Linda Barnickel:** Well how many deaths occurred because of the flu?

**Alice L. Duffield:** Oh, I don't know. We didn't pay any attention...we didn't have time! It was published in the paper, every day, who died.

**Linda Barnickel:** Wow.

**Alice L. Duffield:** And -

**Linda Barnickel:** Did any of the medical staff get ill because of it?

**Alice L. Duffield:** No.

**Audrey Duffield Henry:** Oh but...

**Alice L. Duffield:** No. the doctors did.

**Audrey Duffield Henry:** Yeah.

**Alice L. Duffield:** This young doctor, and I can't remember his name, now. He... His father was a doctor.

**Linda Barnickel:** You told [Audrey] about the orderly having a body fall on him? Can you tell me about that?

**Alice L. Duffield:** Oh, yes! Night duty. If a patient died, you couldn't find room in the morgue for all the patients. We had...I had three white orderlies, and one black orderly. And the black orderly, he didn't try to associate with us folks and I don't know what they had for recreation, but white boys came to the Red Cross. There was free entertainment there, mostly local talent. And a lot of it was good! And I was on night duty, and those boys just died. And finally the black orderly and a white orderly took a patient to the morgue, and when they opened the door, the morgue was so full, that one of them fell on the floor and the black orderly came back and he said, "Just can't take it any longer! Just can't take it any longer!"

**Linda Barnickel:** Hmm. Because of the bodies?

**Alice L. Duffield:** "Had to pick him up and tried to get him back in, but there wasn't room for him!" Now they needed another morgue, was what they needed. And he sat there and they had some whiskey and was kept there for some reason or other, they'd give whiskey...not much of it, about two teaspoons full, lots of times for patients with pneumonia or anything. And I don't know why, but that's what they used. And... There were three doctors that died. I've got their names.

**Linda Barnickel:** How did they treat the flu?

**Alice L. Duffield:** Oh, they didn't get much of any treatment. No. They might have got it, but that stuff was given to the older nurses. More experienced than we were.

**Linda Barnickel:** OK.

**Alice L. Duffield:** So I don't know what they did.

[end 5:25]