

## Overview of Design: Pandemic 1918

### Overarching critical inquiry question

As a defining moment in Canadian history, how significant was the impact of the Pandemic 1918 on Canadian society? Enrichment question: Might the Pandemic 1918 have contributed to a more liveable Canada today?

### Overarching critical inquiry task

Tell a **compelling** story for a specific audience using evidence (historical, geographic, mathematical, scientific, psychological...) about how significant an impact the Pandemic 1918 had on Canadian society through...

Enrichment task: In your story, suggest how the Pandemic 1918 might have contributed to a more liveable Canada today.

A Sci-fi story

A dramatic performance

A museum exhibit

A children's book

A virtual tour

A Youtube video

An interview

An illustrated map

A fictional diary of a survivor

A rap performance with visual supports

### LAUNCH LESSON

Focuses on a) what makes an event a defining moment in Canadian history; b) what makes defining moments significant; and c) how to best tell a compelling story about the significance of the impact of the Pandemic 1918.



## Lessons

Each lesson invites students to think about and teaches them how to:

- ✓ frame and/or respond to **powerful** questions;
- ✓ gather **appropriate** evidence;
- ✓ **effectively** evaluate the evidence in light of criteria;
- ✓ draw **sound** conclusions consistent with the evidence and criteria;
- ✓ **meaningfully** connect conclusions to the story being told (if lesson is part of the overarching critical inquiry); and
- ✓ consider how the evidence fits with what is generally known about the event.

<p>An interdisciplinary look at the Pandemic 1918 through <b>History/ Science:</b></p> <p><u>Supporting lesson</u> *(possible lesson question)</p> <p>What are the most important lessons learned from the impact of the Pandemic 1918 on medical science?</p>	<p>An interdisciplinary look at the Pandemic 1918 through <b>History/Math:</b></p> <p><u>Supporting lesson</u> (developed)</p> <p>How helpful is mathematics in assessing the soundness of conclusions often reported regarding the impact of the Pandemic 1918?</p>	<p>An interdisciplinary look at the Pandemic 1918 through <b>History/ Geography:</b></p> <p><u>Supporting lesson</u> *(possible lesson question)</p> <p>Which social and/or environmental factors of the Pandemic 1918 had the most significant impact?</p>	<p>An interdisciplinary look at the Pandemic 1918 through <b>History/Social Science:</b></p> <p><u>Supporting lesson</u> *(possible lesson question)</p> <p>How significant was the impact of the Pandemic 1918 on creating a more liveable Canada?</p>	<p>An interdisciplinary look at the Pandemic 1918 through <b>History/Art:</b></p> <p><u>Supporting lesson</u> (developed)</p> <p>Did the Pandemic 1918 do more to unite or divide people in Canada?</p>	<p>An interdisciplinary look at the Pandemic 1918 through <b>History/ Health:</b></p> <p><u>Supporting lesson</u> (developed)</p> <p>What are the most important lessons learned from the impact of the Pandemic 1918 regarding effective health-related practices to promote healthy personal and community choices for all people in Canada?</p>
--	--	---	---	---	--

\*These lessons are not developed in this critical inquiry. The question provided can be used to frame a lesson designed to support the overarching inquiry on the Pandemic 1918.



## Consolidation Lesson

Focuses on: a) developing an understanding of compelling storytelling; b) sharing of interdisciplinary evidence and/or story ideas with peers; and c) polishing of student stories through a productive peer review of elements to be included in student stories.