

## Rockford History Aurora University Lesson Plan

**Course Grade level** -World War I US History Grade 11/World Geography grade 9 (Bilingual)

Lesson Title: WWI and the 1918 Influenza on Rockford Illinois

Teacher : Martin Rodriguez

1. **Set Induction:** Prior to this lesson , instruction will focus on the causes of WWI. Students will be familiarized with the main aspects of the conflict in Europe and will focus on the entrance of the US in the conflict and specifically on the effect it had on Rockford Illinois.

### **2. Aims/Objectives and Standards**

#### **US History**

- Apply methods of historical inquiry (pose questions, collect and analyze primary and secondary sources, make and support arguments with evidence, and report findings). **USH-04**
- Analyze historic events within their context and evaluate how interpretations of those events changed over time. **USH-05**
- Examine the evolution of the American identity through the eyes of different cultural groups (e.g., African Americans, immigrants, Native Americans, religious groups, role of women in society). **USH-08**

### **New Illinois Learning Standards – Grades 11 & 12**

#### Grades 11 & 12 – Reading Informational Text

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### **Integration of Knowledge and Ideas**

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### **Range of Reading and Level of Text Complexity**

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11--CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **3. Material Needed, Procedures and Assessment**

#### **Materials**

- Video Clip Analysis Worksheet
- Primary Source Picture

#### **Procedures**

1. Students will watch 2 **short video clips** related to America entering WWI and The Pandemic Flu. Will complete "Video Clip Analysis Worksheet" .
2. **Observation Charts-** students work in pairs or teams to discuss the Primary source Pictures from Camp Grant, Rockford and Flu Pandemic. Only one pencil per group is allowed and the students will write an observation, a question and a comment from each picture. Each team will have an attached white paper to write on.
3. Each team will share their information

4. Students will work on Timeline .

**Assessment**

Students answer assessment questions by writing a short paragraph explaining their position.

4. **Resources**

World War I: Entry Of The United States 4/4 [https://www.youtube.com/watch?v=zP\\_anK4RScE](https://www.youtube.com/watch?v=zP_anK4RScE)

The 1918 flu pandemic Shocking Documentary <https://www.youtube.com/watch?v=mnxTJ5lgrYU>

5. **Conclusion Wrap-up**

The next day students will be able to share their point of view on why WW I impacts Rockford and the role Camp Grant had on the community.

6. **Follow-up Activity-**

Students and Teacher will discuss the possibility of visiting The Midway Village Museum during WWI and or WW II days and also exposing the students to the wide variety of history themed programs and events.

**"Strike One," Camp Grant, Rockford, Ill.**



[https://www.google.com/search?q=strike+one+camp+grant+rockford+illinois&rlz=1T4GGNI\\_enUS473US473&source=lnms&tbn=isch&sa=X&ei=2PufVdqjDcvk-QHI3oCYBQ&ved=0CAkQ\\_AUoAw&biw=1920&bih=1073#imgcr=GUs6SMYZuvle4M%3A](https://www.google.com/search?q=strike+one+camp+grant+rockford+illinois&rlz=1T4GGNI_enUS473US473&source=lnms&tbn=isch&sa=X&ei=2PufVdqjDcvk-QHI3oCYBQ&ved=0CAkQ_AUoAw&biw=1920&bih=1073#imgcr=GUs6SMYZuvle4M%3A)



**11-1-DOE VICTORY IN THE CANTONMENT BARRACKS!  
U. S. NATIONAL ARMY--CAMP GRANT, ROCKFORD, ILL.**

<http://www.jonrfd.com/page33.html>



[http://www.rockfordreminisce.com/Camp\\_Grant\\_9.html](http://www.rockfordreminisce.com/Camp_Grant_9.html)



Aerial view, Camp Grant, Ill.,

<http://www.loc.gov/resource/pan.6a31966/>

<http://genealogytrails.com/ill/winnebago/midwaytheater.htm>



Midway Theater 1918



[http://freepages.genealogy.rootsweb.ancestry.com/~dissmore/wwi\\_memoires.htm](http://freepages.genealogy.rootsweb.ancestry.com/~dissmore/wwi_memoires.htm)

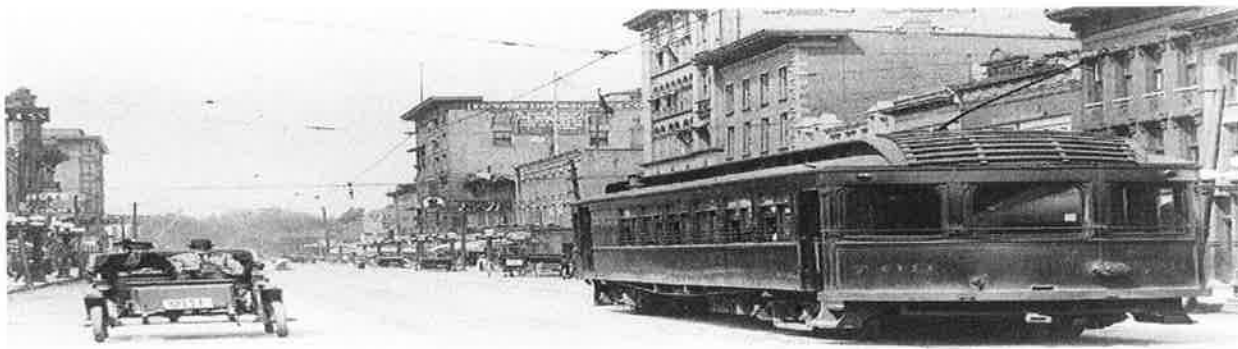


Partial aerial view of Camp Grant, Rockford, Illinois, where the **170th General Hospital** was activated and where it trained prior to its movement overseas.

<https://www.med-dept.com/unit-histories/170th-general-hospital/>



<http://history.rockfordpubliclibrary.org/localhistory/?p=18420>



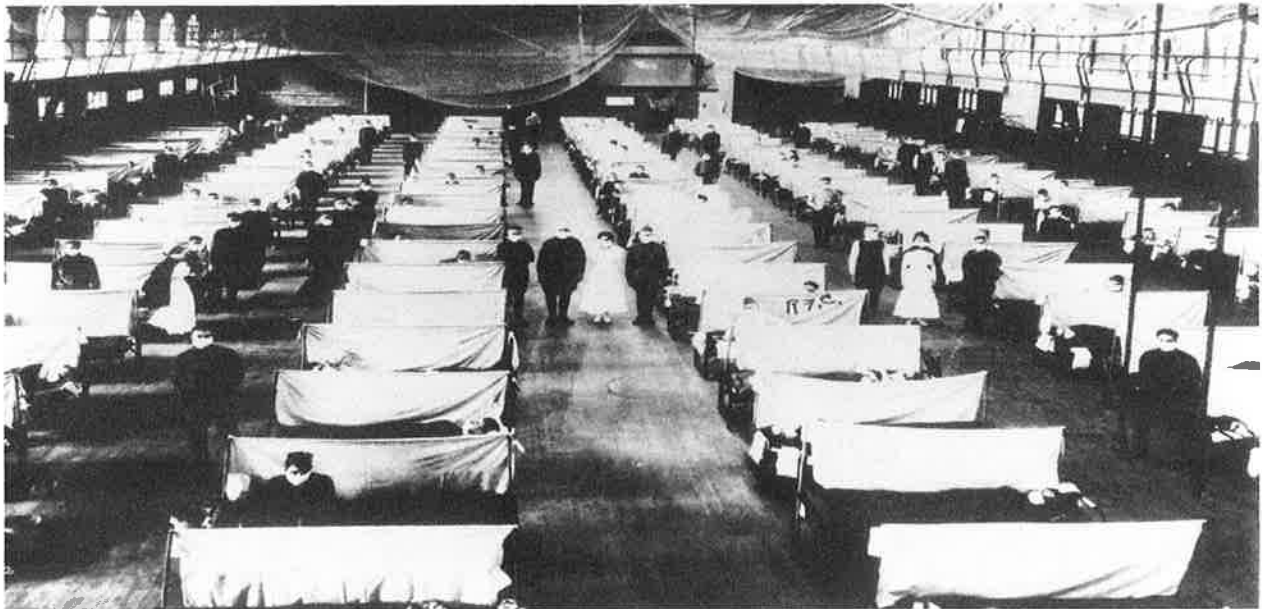
[https://upload.wikimedia.org/wikipedia/commons/2/20/Streetcar\\_moves\\_along\\_State\\_Street\\_circa\\_1915.jpg](https://upload.wikimedia.org/wikipedia/commons/2/20/Streetcar_moves_along_State_Street_circa_1915.jpg)

## Influenza Flu Epidemic



Emergency hospital at Camp Funston, a U.S. Army training camp in Kansas, where the first outbreak generally considered caused by 1918 pandemic influenza occurred (photographer unknown; courtesy of Otis Historical Archives, National Museum of Health and Medicine, Silver Spring, MD, USA).

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4181817/figure/fig02/>



[http://www.flu.gov/pandemic/history/1918/the\\_pandemic/iowa\\_flu2.jpg](http://www.flu.gov/pandemic/history/1918/the_pandemic/iowa_flu2.jpg)



<http://www.illinoispandemicflu.org/flu-basics/pandemic-influenza/1918-pandemic>

By Oct. 3, the combined death toll for Camp Grant and the city stood at 63. In the next two days, it climbed to 234. On Oct. 10 alone, 218 soldiers and civilians died. When the epidemic ended a few weeks later, as suddenly as it had started, fatalities numbered 323 in Rockford, nearly 100 more in the rest of Winnebago County, and more than 1,400 at Camp Grant.

Worldwide, the flu outbreak killed 21 million people, more than perished in the war. The final American death toll was 548,000. It was by far the worst epidemic in the nation's — and Rockford's — history. The city's great emotional outburst on Armistice Day, Nov. 11, 1918, stemmed as much from the passing of the epidemic as from the end of the war. Church bells rang, factory whistles blew, and thousands of people poured into the streets, banging pots and pans and otherwise making what noise they could.

Read more: <http://blogs.e-rockford.com/applesauce/2009/04/28/looking-back-at-the-flu-pandemic-of-1918/#ixzz3fRbN68jL>

## Timeline

(add pictures to increase comprehension & memory retention, do as a traditional timeline-horizontally)

### ***Camp Grant History Simplified:***

- US Enters World War I
- June 1917: Work begins on Rockford's Camp Grant. Named after Gen. Ulysses S. Grant, it is the largest training facility in the Midwest.
- September 1917: The first draftees arrive. Their primary focus is on infantry-related field skills. Camp Grant would train 56,238 troops during WWI, with an estimated one million people passing through in some capacity.
- September 1918: An influenza epidemic sweeps the area, closing all schools and public places, 1,400 soldiers die at Camp Grant.
- November 1918: "The Great War" ends. Troops return home.

Conclusion /Assessment Write a short paragraph explaining your position.

1. How did WWI and the Pandemic flu impact Rockford?
2. Was Camp Grant important in the future economic development of Rockford?
3. Did Camp Grant promote the impact that the Influenza virus had the Rockford area in the amount of people that were affected?
4. In your opinion was Camp Grant good or bad for Rockford? explain

## Video Clip Analysis Worksheet

### Step 1. Pre-viewing

A Title of film: \_\_\_\_\_  
Record Group source: \_\_\_\_\_

B What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

Concepts/Ideas

People

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

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

### Step 2. Viewing

A Type of motion picture (check where applicable)

- \_\_\_ Animated cartoon
- \_\_\_ Documentary film
- \_\_\_ Newsreel
- \_\_\_ Propaganda film
- \_\_\_ Theatrical short subject
- \_\_\_ Training film
- \_\_\_ Combat film
- \_\_\_ Other

B Physical qualities of the motion picture (check where applicable)

- \_\_\_ Music
- \_\_\_ Narration
- \_\_\_ Special effects



- Color
- Live action
- Background noise
- Animation
- Dramatizations

C What is the main idea of this video clip?

• \_\_\_\_\_  
\_\_\_\_\_

D How doesa this video help you understand Wold War I?

• \_\_\_\_\_  
\_\_\_\_\_

E Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

\_\_\_\_\_

\_\_\_\_\_

F What information do you gain about this event that would not be conveyed by a written source? Be specific.

• \_\_\_\_\_

\_\_\_\_\_

G List two things this motion picture tells you about life in the United States at the time it was made:

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

H Write a question to the filmmaker that is left unanswered by the motion picture.

\_\_\_\_\_

\_\_\_\_\_