

**World History (Grade 6-8):** Understands patterns of crisis and recovery in Afro-Eurasia between 1300 and 1450. Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations. Understands the impact of the exchange of flora, fauna, and pathogens on the Americas and the global population. Understands long-term changes and recurring patterns in world history

**Language Arts (Grade 6-8):** Uses reading skills and strategies to understand a variety of literary passages and texts. Uses the general skills and strategies of the writing process

After exploring the options, Jonah joined a group learning about the Spanish Influenza pandemic of 1918.

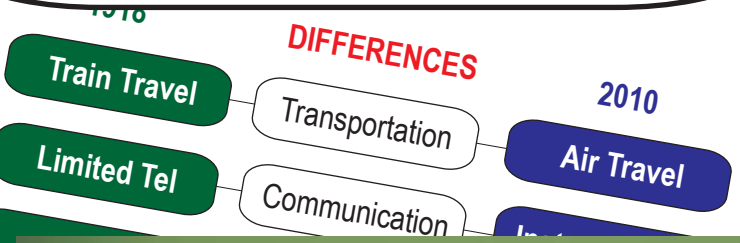


We're reading historical fiction and exploring nonfiction resources on epidemics. Groups are investigating the Black Plague, Smallpox, the Yellow Fever Epidemic, and Spanish Influenza.

We're also examining historical drawings, illustrations, maps, graphs, and other visuals to help us understand the time periods and make comparisons.

How would a pandemic today impact the world? How would the spread be different from 100 or 500 years ago? What would I do during a pandemic?

These maps show commuting patterns and the potential for rapid spread of disease in 2008.



### The Fly Fury Pandemic of 2010

It took a while to begin connecting the deaths. The tiny flies with the red backs went unnoticed. August 24, 2010. I was riding my bike home when

