

**Title of Lesson: *World War I and the 1918 Flu Pandemic: A Study of How One Alabama Family Was Affected and What Primary Documents Can Teach Us about Historic Events***  
(Suggested grade level: 10<sup>th</sup> or 11<sup>th</sup> Grade Advanced U.S. History Since 1877)

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**Background Information:**

The following links provide background information on the 1918 Influenza Pandemic:

- [The Great Pandemic: The United States in 1918-19](#) was created by the United States Health and Human Services Department. Not only does it offer information about what it calls the Great Pandemic, it includes information about the nation's medical and health systems at the time and how both were affected. It includes a variety of primary documents.
- [PBS: Influenza 1918](#) was created to go with a video from the "American Experience" series. It includes an introduction and some primary documents.
- [NARA: The Deadly Virus: The Influenza Epidemic of 1918](#) offers a number of primary documents.
- [The Influenza Pandemic of 1918 \(Stanford University\)](#) provides a good overview of the 1918 pandemic, while discussing the public health response both domestically and internationally. It has a few primary documents.

**Overview of lesson:**

World War I and the 1918 Flu Pandemic were two interrelated global catastrophes that also had significant domestic consequences. This lesson introduces students to some of the effects of both, with a primary emphasis on the last year of the war and the flu epidemic. It begins with an Alabama connection. Students start the lesson by reading two letters written by members of the Durr family who lived in Montgomery. (Interesting note: Clifford Durr, the author of one letter and recipient of the other, went on to become a well-known lawyer and civil rights advocate who defended Rosa Parks in state court in 1955.) Because this lesson is also designed to help students understand how different kinds of documents reveal different facets of the same event, students are asked to examine two photographs related to the flu epidemic (neither taken in Alabama) as well as a report by the Surgeon General in 1919 focusing on Camp Sheridan in Montgomery. They will discuss the unique insights these different kinds of primary sources offer and practice drawing inferences from the various examples. As a culminating activity, students are required (in pairs) to locate another primary source related to the 1918 Flu Pandemic, display the document to the whole class, and finally explain (in writing) what that document reveals about the epidemic, the military, World War I, American society (or any other topic they deem relevant) and why it's significant.

**Content Standards**

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Grades 10/11: Content Standard 4

- Describe the causes and impact of the intervention by the United States in World War I, including the economic, political, and social changes on the home front.

[National Standards for History, 1996](#)

**Standards in Historical Thinking**

Standard 2: The student comprehends a variety of historical sources; therefore, the student is able to:  
B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcome followed.

D. Differentiate between historical facts and historical interpretations but acknowledge that the two are related.

E. Read historical narratives imaginatively, taking into account what the narratives reveals about the humanity of the individuals and groups involved – their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

F. Appreciate historical perspectives – a. describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts artifacts, and the like; b. considering the historical context in which the event unfolded – the values, outlook, options, and contingencies of that time and place.

[National Curriculum Standards for Social Studies](#) (Bulletin 111, 2010)

*Standard 2: Time, Continuity, and Change*

*Standard 8: Science, Technology, and Society*

*Standard 9: Global Connections*

**Primary Learning Objective(s):**

Students will:

- Develop some familiarity with the 1918 Flu Pandemic, its impact on American troops serving in World War I, and its impact on society
- Analyze two letters in terms of what they reveal about World War I, the 1918 Flu Pandemic, the Durr family, and Camp Sheridan (in Montgomery, Alabama)
- Practice drawing inferences from documents
- Examine other kinds of primary sources related to the flu pandemic
- Discuss how each primary document contributes to a larger understanding of the crisis and its effects
- Research and locate one additional primary source about the pandemic (in pairs)
- Practice critical writing skills by analyzing a selected document and discussing its significance

**Additional Learning Objective(s):**

At the conclusion of the lesson, students will also:

- Have developed greater empathy for individuals affected by the war and the flu epidemic
- Know that primary sources have to be examined thoughtfully and analytically
- Understand that historians must study multiple documents, as well as multiple types of documents, before drawing any tentative conclusions about the past
- Demonstrate their ability to analyze a document
- Connect various documents to each other and to a larger topic
- Realize the lack of medical knowledge in the early 20<sup>th</sup> century

**Time allotted:** 90-100 minutes

**Materials and Equipment:**

Copies of:

1. [Hand-written version of Clifford Durr's letter](#) (displayed to all students via digital format or overhead projector)

2. Transcribed copy of Clifford Durr's letter (photocopied copy to be given to each student)
3. [Hand-written copy of Lucy Durr's letter](#) (displayed to all students)
4. Transcribed copy of Lucy Durr's letter (photocopied copy to be given to each student)
5. Copy of questions to use with two letters (to display or hand out to students)
6. Capture Sheet (which can be used with the two letters to categorize student responses)
7. [PowerPoint: World War I and the 1918 Flu Pandemic: A Study of How One Alabama Family Was Affected and What Primary Documents Can Teach Us about Historic Events](#) – it contains (in this order)
  - transcribed letters written by Clifford and Virginia Durr
  - questions to go with those letters
  - two photographs related to flu epidemic
  - a map showing where American bases were located during World War I (including Camp Sheridan)
  - a chronological map of the United States reflecting the spread of the flu during 1918
8. [Surgeon General's report on health conditions at Camp Sheridan](#) (attached)
9. Primary document assignment
10. List of websites pairs of students should use to locate additional primary documents on the 1918 Flu Pandemic
11. Rubric for paired assignment

### **Technological Resources:**

- Computer with internet connection
- While a digital projector would be helpful, it isn't essential; an overhead projector and transparencies can be used instead

### **Background/Preparation:**

At a minimum, students should have studied events leading up to America's entry into World War I, including President Wilson's efforts to maintain America's neutrality. But this lesson could just as well be taught at the conclusion of a unit on World War I since it primarily focuses on the 1918 Influenza Pandemic. It isn't necessary that students have any prior knowledge of the pandemic. In fact, their lack of familiarity will probably force them to study the primary documents more closely.

It might generate additional interest if the teacher briefly shared information about Clifford Durr, the author of the first letter and recipient of the second, before students read either one. (Summary information about Durr is available through the [Encyclopedia of Alabama](#) website.) Durr was a lawyer and activist from Montgomery, Alabama, and one of the men who defended Rosa Parks when she refused to give up her seat on a segregated bus in 1955. In 1917, however, just a month before America entered World War I, he was an 18-year-old student at the University of Alabama. Students will examine a letter Durr wrote home in March of 1917 and then examine a second one written by his mother a mere nineteen months later, in October, 1918. By the time of the second letter, the war was almost over, but it had already changed the lives of mother and son: Durr was a soldier in Europe and his mother was a volunteer nurse in the Influenza Ward at Camp Sheridan (in Montgomery).

This material might stimulate student curiosity about the state of medical knowledge in the early 1900s. At some point, you could tell them that doctors didn't know what was causing the flu because the particular virus involved was smaller than any bacteria and invisible to the microscopes of the time. (The virus was finally isolated and identified in the 1930s.) Information about the 1918 flu outbreak and medical expertise in 1918 is available at a website on the pandemic maintained by the U.S. Department of Health and Human Services: "[Life in 1918, The Nation's Health](#)".

Hand-written copies of both Durr letters are provided, along with transcribed versions. Even if you choose not to copy and distribute the hand-written letters (because they require additional paper), give students a chance to view them. Seeing the handwriting will make the letters more personal and their authors more real to the students.

### **Procedures/Activities:**

#### **Engagement/Motivation Activity:**

1. As a homework assignment the night before beginning this lesson, have each student compose a brief letter (150 word minimum) written to a friend (but not someone in the same school), describing what happened in your history class today. Urge students to make the letters personal and not simply a listing of academic events (“first we read three pages in our textbooks, then we had a discussion, then we wrote a short essay,” etc). Tell them that in addition to mentioning any formal classroom activities, they should include other kinds of information they would normally share with a friend: what was on their minds as the lesson unfolded, what distractions they encountered, what other students said or did, how tired they were, how interesting they found the lesson, etc. Reassure students that they won’t be required to read their letters out loud but that they will be collected. If they meet the word-minimum and stay focused on the directions, they’ll receive some numerical credit.
2. The next day, ask a few volunteers (only 2 to 3) to read their letters to the whole class. Refrain from making any comments.
3. Now tell students to pretend that they’re teenagers living fifty years in the future who have no knowledge about this school, much less this particular American History class, but who are trying to figure out what this day in your class was like. Have the same 2-3 students reread their letters, and tell everyone that as they listen, they should list what they believe are 3-5 of the most revealing quotations (approximate wording) from any of the letters. These can be references to factual events or particularly enlightening descriptions, etc. Next to each quote, tell them to write an explanation of a reasonable conclusion that future teenager might draw from that portion of the letter. Explain that an unstated conclusion or judgment a reader draws from details in a document (by reading between the lines so to speak) is called an “**inference**.” If students seem puzzled, give them an example (e.g. “The student mentioned that the teacher assigned 25 pages in the text as homework. This history class must have been very advanced and challenging.”)
4. Hold a brief whole-class discussion about some of the stated references and the inferences derived from them, using the following questions as a guide:
  - Which inferences seem most appropriate in terms of describing yesterday’s class? What quotations were they based on? Do the two connect?
  - Would reading additional letters help capture a clearer picture of what the class was like? Why or why not?
  - Could a photograph add important information? If someone had taken a picture yesterday (with a cell phone for example), what might it have captured? Would that photographic evidence contribute to a greater understanding of the class? Why or why not?
  - Is there any other kind of documentation that might help this future person understand yesterday’s class? (Text messages students sent to each other, attendance record for the day, someone’s personal diary entry?)
  - Even with multiple pieces of documentation, why would it be difficult for teenagers living in the future to get a complete picture of what this class was like and what transpired yesterday? (Documentation, no matter how thorough, can’t possibly capture 100% of what happened, and every primary source inevitably reflects a particular perspective about the time period, what happened and what someone thought was worth remembering.)
5. Tell students you want them to turn their attention to the years 1918 and 1919 and the latter part of World War I. They will first read two letters from this time period, both written by members of the Durr family from Alabama. One was written shortly before America entered World War I and the other

shortly before the war ended. They should study the letters carefully. (This would be the point at which to mention that the letters are written by and to Clifford Durr, the lawyer who eventually defended Rosa Parks.)

<p><b>Step 1</b></p>	<p>If possible, display the hand-written copies of both letters. Read each out loud (or ask a student to do so). Then distribute transcribed copies.</p>
<p><b>Step 2</b></p>	<p>Instruct students (working individually) to re-read the letters and respond, in writing, to some guiding questions (there are four). You can: 1) distribute photocopied copies of the four questions, letting students write their answers on that same sheet or 2) display the four questions using a digital projector or overhead, and have students write their answers on a “Capture Sheet,” which is a chart based on the four questions but one that organizes students’ responses into certain categories, factual v. inferential.</p> <ol style="list-style-type: none"> <li>1) What factual information did you learn about each author from reading his/her letter? Think in terms of straight-forward information like gender, age, and activities he or she was engaged in at the time the letter was written. Also, look for logical inferences about such things as educational level, family relationships, personal character, interests, etc. Write down all the inferences you believe can be supported by something specific within the letter. Underline those portions that connect with your conclusions.</li> <li>2) What did you learn about the military or World War I? List everything, no matter how distant the connection might seem. Underline relevant portions of each letter. (Students are most likely to note something about the influenza epidemic when answering this question, but they could just as easily do that when answering the next two. Whenever it comes up in your discussion, provide students with a few basic facts about the pandemic: 1) the World Health Organization has described the 1918 Spanish Flu epidemic as “the most deadly disease event in the history of humanity,” 2) it killed more people than World War I, 3) death tolls range between 20 and 50 million people world-wide and an estimated 675,000 died in the United States, 4) war helped spread the disease everywhere, including the United States, because, as American soldiers returned from Europe they brought the virus with them, and close quarters on military bases promoted the transmission of the disease, 5) doctors didn’t know what caused the flu.)</li> <li>3) What did you learn about American/Southern society in the early 1900s?</li> <li>4) What did you learn about Camp Sheridan?</li> </ol> <p>When going over possible responses, display copies of the transcribed letters to the whole class (they’re on the <a href="#">PowerPoint</a>), so that when a student makes a specific reference to the text, you can point out the exact spot where those words are found. That way, everyone is on the same page at the same time. You might want to use the “Capture Sheet” as an overhead transparency on which to write some of the students’ conclusions.</p>
<p><b>Step 3</b></p>	<p>There is so much information that students can glean from these letters, it might take a good while to process all possible comments. Instead of getting bogged down in trying to list EVERY conceivable inference/observation/conclusion,</p>

	<p>solicit 3-4 for each question, press students to supply textual support, discuss the connections, and then move on. (If a student draws an irrelevant conclusion, ignore it as much as possible. You want to encourage any kind of legitimate participation at this point. Since students might not have had much experience with this kind of speculation, even with the best intentions, they might wind up making some logically questionable comments.) The main point of the exercise is to demonstrate that a close reading of a primary document can produce interesting and enlightening information. The reader just has to slow down and hunt for it in a systematic and thoughtful way. Remind students of that.</p>
<b>Step 4</b>	<p>Using the <a href="#">PowerPoint</a>, display the two photographs related to the flu epidemic, one at a time. Have students turn to someone sitting close to them and then tell both of them to: 1) list everything they see in each photo, and 2) next to some of the particulars, write whatever conclusions/inferences they drew about the flu pandemic, the military/World War I, or American society in the early 1900s (both pictures were taken in the North).</p>
<b>Step 5</b>	<p>Generate a discussion by asking students to respond to these two questions:</p> <ol style="list-style-type: none"> <li>1) “What new information did you learn about the flu pandemic, the military or World War I, or American society?”</li> <li>2) “What inferences did you draw about the pandemic, the military or World War I, or American society?”</li> </ol>
<b>Step 6</b>	<p>Distribute or display copies of the <a href="#">Surgeon General’s Report on Camp Sheridan</a> (it’s included in the <a href="#">PowerPoint</a>). Allow students to work with one or two others, following the same procedure they did with the other primary sources: reading the document carefully, listing important facts, and writing down any inferential statements that relate to the military/World War I, the flu pandemic, and American/southern society in the early 1900s.</p>
<b>Step 7</b>	<p>Generate a discussion by asking students to respond to same two questions they did earlier:</p> <ol style="list-style-type: none"> <li>1) What new information did you learn about the flu epidemic, the military/World War I, or American/southern society?</li> </ol> <p>What inferences did this information give you about those three topics?</p>
<b>Step 8</b>	<p>Put students into pairs and assign the following task:</p> <p>“Pretend you are working for a publishing company that is coming out with a new U.S. history textbook. Both of you have been assigned responsibility for selecting one document to include in the section covering the 1918 Flu Pandemic. This can be a letter, a photograph, a news article, a chart, anything that qualifies as a primary document. It must show something significant about the pandemic. Using the list of websites provided, make your selection (it cannot be a document we’ve already looked at), and then study it carefully for both factual and inferential information. Write a paragraph (minimum of 125 words) to go with your document, explaining why you chose it, its connection to the pandemic, and what specific way/s it contributes to an important understanding of the pandemic itself, the military/World War I,</p>

	<p>American/Southern society in the early 1900s, or some other topic that relates. Refer to particulars in the document and tell how those led you to draw certain inferences and conclusions.”</p> <p>Distribute the list of websites.</p>
<b>Step 9</b>	<p>Students can share their work in one of two ways. The first is by posting their printed documents and commentaries around the room, in which case groups of students could travel from one document to another, viewing each one separately within a limited amount of time. Alternatively, if you have access to the technology, student pairs could create a brief <i>PowerPoint</i> (one slide for document, one for commentary), e-mail you their <i>PowerPoint</i>, and then, using your digital projector, you could display them to the whole class one at a time, allowing students to read their commentaries and make some brief remarks. As a final activity, ask the entire class to suggest 2-3 documents they’d choose to include in a textbook. Have them explain why.</p>
<b>Step 10</b>	<p>Using the attached rubric, evaluate the documents and commentaries. Even if the same document is used by more than one pair of students, their written commentaries should be different enough that you believe the work was done independently.</p>

**Assessment Strategies:**

- You can give points for the initial homework assignment, provided it meets the minimum word requirement and responds appropriately to the prompt.
- You can evaluate the informal lists of attributes and inferences students produce as they analyze primary documents in class (just as a check to see that they’re participating).
- For a more formal assessment, evaluate the paired primary document assignment using the attached rubric.

Mr. John W. Durr  
215 Moulton St.  
Montgomery Ala.

University, Ala.

March 2, 1917

Dear Father;

The First of the month, accompanied by its usual obligations, has rolled around again. In addition to the usual expenses, the matriculation fee for the third term is due on the seventh. This is \$11.75. If it is not paid by the 7<sup>th</sup> a fine of \$5.00 will be imposed. On top of all that I am very greatly in need of a pair of shoes, but I can probably manage to get them out of the regular check. Please send the check as soon as convenient, for I am greatly in need of it.

To-day I am eighteen. Just old enough to be shot by the Germans but still too young to vote for the president who will declare war on Germany. However, if I was allowed to vote I think Wilson would be my choice for he has certainly done all he could to keep us out of trouble.

I haven't got time to write a letter for I have got to study for a class that comes next hour.

Love to all.

Affectionately

Cliff

Camp Sheridan  
"Nurses Quarters", Oct. 21<sup>st</sup>, 1918

My dear Cliff –

The heading of this letter looks very much as if I too were part of the government, and if I remain here much longer I will feel that way. At present I feel humble in the presence of trained women – but I'm already feeling more at home.

"Little Auntie" has written you why I came. I'm in the Influenza ward – when the patients develop pneumonia, they are taken away. The epidemic I hear is on the decrease.

For five days, I've seen nothing but rain and sick men. Rain has made bad conditions worse. I have made some sad observations: one is that a sick man is in a bad fix in the army. I do not say this in criticism for certainly the nurses and orderlies are kind. And since my experience here I will say that the orderlies have the worse job in the army. At least so it seems to me. A smart looking blonde boy came in yesterday and to-day his fever is running high. He is on one of the up stair porches. This afternoon I went out to see him and found him nervous & frightened. I asked him if I could do anything for him, he replied, I'm lonesome. I knew that was an invitation for me to stay with him so I got a chair and sat with him until supper time.

He was from Baltimore and a Presbyterian.

I couldn't bear to leave him because he was frightened. "Little Auntie" phoned me to-night. I had a long satisfactory letter from you to-day. Then we heard from you by telegram of yesterday. I am so glad you are with Paul and Joe.

Joe writes, he will telegraph me, if you blow your nose real loud. Tell him that's exactly what I want him to do.

This evening's paper publishes the death of Dr. Robert Goldsmith of meningitis in France Sept. 30th. He leaves a wife and four children.

If the "Flu" keeps up much longer the casualty list over here will be longer than the ones in France. You see I can't keep off this Influenza. Seriously if you get the least sick telegraph me. One trouble with this epidemic is the right care is not taken of the men in the beginning in most cases.

I had a letter from John to-day - written Sept. 26<sup>th</sup>. There was less of interest in it than any letter he has written since he's been in France. He wrote that he has recently seen "Harry Van Degraff who is now a 1<sup>st</sup> Lt. John is either not a military man or is "out of luck". I can't write you much of interest while I'm here. When you are too busy & tired to write, keep some cards on hand & let us hear from you. Love to Joe & Paul.

Lovingly - Mother

## Questions to Use with Durr Letters

(Numbers 1-3 apply to both letters, # 4 to the second letter, written by Lucy Durr)

- 1) What did you learn about the author from reading his/her letter? Think in terms of obvious facts like gender, age, what the person was doing at the time the letter was written, but...in addition, draw some logical inferences about unstated facts such things as educational level, family relationships, primary concerns, personal character, etc. List everything you believe can be supported by something specific within the letter. Underline those portions in each letter that connect to your conclusions, both factual and inferential.
- 2) What did you learn about World War I? List everything, not matter how distant the connection might seem. Underline relevant portions of each letter.
- 3) What did they learn about American/Southern society in the early 1900s? Underline relevant portions of each letter.
- 4) What did you learn about Camp Sheridan? Underline relevant portions of the letter.



### XXX. CAMP SHERIDAN.

Camp Sheridan is located near the city of Montgomery, Ala. The soil is alluvial in nature and pulverizes very quickly under traffic.

This results in a great deal of dust in dry weather. Three creeks running from north to south and one from east to west, all of which eventually join the Alabama River, afford the natural basis of a drainage system. It was necessary to widen and ditch these creeks and connect them with artificial drainage ditches. These channels frequently become filled, and clogged after every rain, necessitating a repetition of the original procedure of cleaning them.

This was a National Guard camp and received its first increments of troops from the National Guard of Ohio during September and October, 1917, the number being 18,992. Increments were received from other camps and the strength for the month of December, 1917, was approximately 24,500. The 37th Division was organized here and moved overseas about June, 1918. After this division left, the 9th Division was organized here. After this time increments were received from other camps. The maximum strength after the 37th Division moved overseas was during the latter part of August, 1918, when there were approximately 21,500 men in camp.

The men were quartered in tents, the only wooden buildings being the mess halls, latrine sheds, offices and warehouses, and the base hospital.

The water supply was obtained from the city of Montgomery. The source was artesian wells. Weekly examinations showed that the water was of a satisfactory quality.

The water carriage sewer system was begun in June, 1918, and completed sufficiently for use in August. Prior to this time latrines were used and were very satisfactory, all things considered. The solid garbage was delivered under contract to a hog farm 3 miles distant from the camp. This method of disposal was satisfactory. Liquid garbage, prior to the completion of the sewer system, was emptied into a tributary of the Alabama River.

Manure was shipped out of the camp under contract on railroad cars. When cars were not available, it was hauled to a camp farm, spread and plowed under. Fly traps and poison were used to destroy flies.

There were 21,893 admissions for enlisted men during the year, the rate being 1,193.01. In January it was 1,281.10. It declined during February and March and increased in April to 972.16. During this month there were 1,213 admissions for influenza and 132 for mumps. It then declined, to rise in June due to a large number of cases of gonorrhoea brought into the camp by colored recruits. In the month of August the rate began to rise as a result of respiratory diseases and rose to the high point in the influenza month of the camp, October, to 4,050.03.

Two hundred and fifteen deaths were reported during the year for enlisted men, the rate being 11.72. It was high in January, when it

was 11.88. It declined during February and reached the low point for the camp of 0.55 in March. It increased in April during the spring influenza epidemic to 3.09. The high rate for the camp was reached in October, when 143 deaths were reported, with a rate of 89.43.

The number of discharges was 781, the rate being 42.56. In January it was high, being 87.66, with 155 discharges. The highest rate for the camp was in the month of September, when there were 106 discharges, with a rate of 72.06.

The loss of time amounted to 263,248 days, the rate being 39.30. During the month of January, when the other rates were high, the noneffective rate was also high, 35.46. Following the influenza epidemic in April, it was high in May, 39.04. The high point for the camp was in October, when it was 107.28.

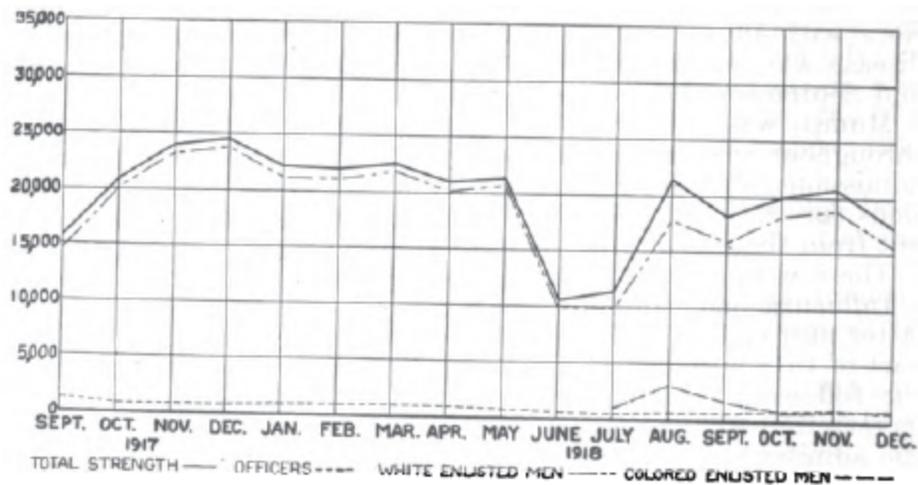
German measles, which had caused a moderate number of admissions during the latter part of 1917, declined in January and disappeared after the month of March. Measles, which had caused only a few admissions during the latter part of 1917, had an increased rate during the first part of 1918. In January there were 140 admissions with 10 deaths. The rate declined after this month, but the disease was present in the camp throughout the year. In August and September there were large numbers of cases.

Mumps was present in the camp in the latter part of 1917 and throughout the year 1918, though not causing a large number of admissions, as it did in the majority of the camps. The total admissions for the year was 852. Meningitis caused only 5 admissions, but from these five cases there were three deaths.

There were 23 admissions for scarlet fever, with no deaths.

Influenza had caused a small number of admissions during the latter part of 1917. There were comparatively few during the early part of 1918 until the month of April, when 1,213 occurred. During the following months there were only a few cases. The disease increased in September and reached the high point in October, when the admission rate was 2,726.07. During the spring epidemic there was 1 case of broncho-pneumonia and 2 cases of lobar pneumonia reported as complicating this disease. The diseases grouped as "other respiratory diseases" were reported as the cause of admissions in 1,036 cases in January. The number of admissions for this class of diseases then declined and became rather infrequent during the spring and summer, but in September, and particularly in October, many admissions were so diagnosed. In October alone there were 1,313 admissions charged to this class of diseases, with 527 admissions in November and 586 in December.

Primary broncho and lobar pneumonia had been reported as the cause of a comparatively small number of admissions in the latter part of 1917. There were some cases during the first part of 1918. Lobar pneumonia was present throughout the year, while broncho-pneumonia was absent only four months. Primary lobar pneumonia caused 30 admissions in January and primary broncho-pneumonia 4. In this month 1,036 admissions were attributed to "other respiratory diseases." The admission rate for the two pneumonias then declined, but lobar pneumonia was reported as the cause of admission in 22 cases in April.



**CAMP SHERIDAN**

FIG. 83.

# CAMP SHERIDAN, 1918

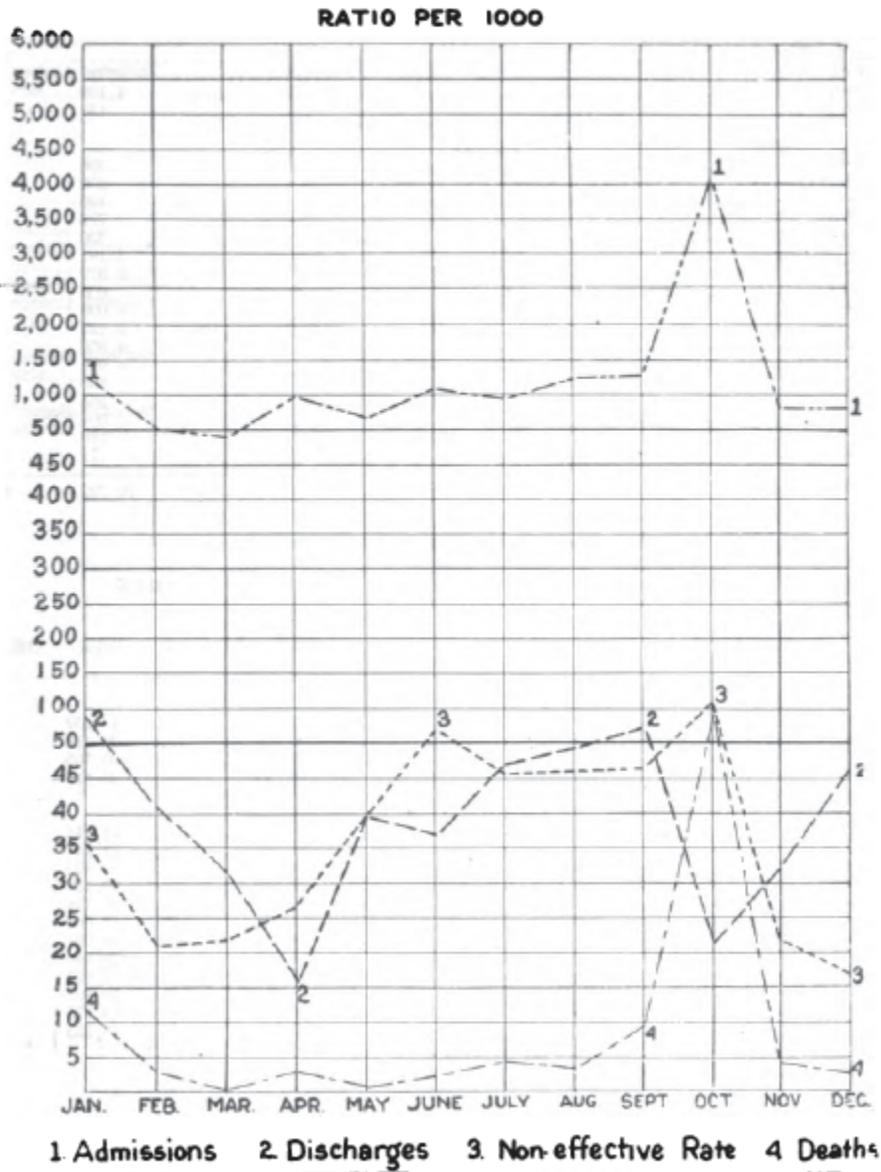


FIG. 54.

TABLE 247.—*Camp Sheridan (37th Division organized here).*<sup>1</sup>

## APPROXIMATE LIST OF INDUCTED MEN, BY STATES.

	Indiana.	Arizona University.	University of Texas.	New Mexico Ag- ricultural and Me- chanical College.	Other camps.	Grand total.
1917.						
Sept. 1-Oct. 15 (National Guard, Ohio).....						18,992
Oct. 1-15.....					3,711	3,711
Oct. 16-31.....					1,139	1,139
Nov. 16-30.....					158	158
1918.						
Feb. 1-15.....					506	506
Feb. 16-28.....					250	250
Mar. 1-15.....					499	499
Mar. 16-31.....					775	775
May 1-15.....					320	320
May 16-31.....					1,181	1,181
June 1-15.....					3,977	3,977
July 1-15.....					600	600
July 16-31.....					6,000	6,000
Aug. 1-15.....	263	137	379	168	3,127	4,074
Aug. 16-31.....					4,069	4,069
Sept. 1-15.....					1,970	1,970
Sept. 16-30.....					100	100
Oct. 1-15.....					565	565
Oct. 16-31.....					564	564
Nov. 1-15.....					110	110
Nov. 16-30.....					171	171
Total.....	263	137	379	168	20,792	49,731

<sup>1</sup> For dates omitted there were no men received at camp.AVERAGE STRENGTH BY MONTHS, FOR ENLISTED MEN.<sup>1</sup>

	White.	Colored.	Total.	Officers.
1917.				
September.....	14,652		14,652	1,090
October.....	20,198		20,198	806
November.....	23,195		23,195	775
December.....	23,812		23,812	756
1918.				
January.....	21,218		21,218	941
February.....	21,147		21,147	909
March.....	21,825		21,825	925
April.....	20,158		20,158	876
May.....	20,716		20,716	677
June.....	10,013	56	10,069	509
July.....	9,994	1,000	10,994	471
August.....	17,831	3,109	20,940	581
September.....	15,977	1,680	17,657	567
October.....	18,252	941	19,193	825
November.....	18,791	984	19,775	982
December.....	15,548	975	16,523	690

<sup>1</sup> As reported to Surgeon General's Office.

37th Division moved overseas about June, 1918.

TABLE 248.—*Camp Sheridan—Rates for calendar year 1918 (ratio per 1,000).*

	January.	February.	March.	April.	May.	June.	
<b>Admissions:</b>							
Absolute number.....	2,265	932	889	2,200	772	931	
Ratio.....	1,281.10	528.94	488.73	972.16	675.41	1,109.65	
<b>Discharges:</b>							
Absolute number.....	155	72	57	36	45	31	
Ratio.....	87.66	40.86	31.33	15.91	38.37	36.96	
<b>Deaths:</b>							
Absolute number.....	21	5	1	7	1	2	
Ratio.....	11.88	2.84	0.55	3.09	0.87	2.38	
<b>Days:</b>							
Absolute number.....	22,885	13,451	14,444	21,979	16,286	20,713	
Ratio.....	35.46	20.92	21.75	26.61	39.04	67.65	
	July.	August.	Septem-ber.	October.	Novem-ber.	Decem-ber.	Total.
<b>Admissions:</b>							
Absolute number.....	856	2,179	1,906	6,476	1,356	1,131	21,803
Ratio.....	934.50	1,248.71	1,295.72	4,050.03	822.81	821.35	1,193.01
<b>Discharges:</b>							
Absolute number.....	43	86	106	34	53	63	781
Ratio.....	46.94	49.28	72.06	21.26	32.16	45.75	42.56
<b>Deaths:</b>							
Absolute number.....	4	6	14	143	7	4	215
Ratio.....	4.37	3.44	9.52	89.43	4.25	2.90	11.72
<b>Days:</b>							
Absolute number.....	15,222	29,241	24,873	62,612	13,085	9,157	263,248
Ratio.....	45.53	45.91	46.32	107.28	21.76	16.83	39.30





TABLE 250.—Camp Sheridan—Admissions, ratios per 1,000.

	German measles.	Measles uncomplicated.	Measles with broncho-pneumonia.	Measles with lobar pneumonia.	Measles with other complications.	Influenza uncomplicated.	Influenza with broncho-pneumonia.	Influenza with lobar pneumonia.	Influenza with other complications.	Other respiratory diseases.	Broncho-pneumonia.	Lobar pneumonia.	Cerebrospinal meningitis.	Diphtheria.	Scarlet fever.	Mumps.	Typhoid fever.	Malarial fever.	Syphilis.	Chancre.	Gonorrhoea.	Tuberculosis (all).
Reynolds, 1917:	4.11									6.07	0.54	1.61		0.18	0.54	2.86	0.54		3.93	0.54	2.50	1.79
White																						
Colored																						
Total	4.11									6.07	.54	1.61		.18	.54	2.86	.54		4.11	.54	2.50	1.96
October, 1917:																						
White						4.75																
Colored																						
Total	2.97	20.79	0.66			4.75							2.97	1.19		7.13	2.38		22.58	21.30	57.62	7.72
November, 1917:																						
White						11.38																
Colored																						
Total	55.87	38.80	.52			11.38					2.07	7.76	2.07		3.10	11.38	1.65		10.35	12.93		
December, 1917:																						
White						10.08																
Colored																						
Total	78.63	29.74				10.08					3.52	5.54	.59		13.61		.59		14.62	4.54	15.62	6.55
January, 1918:																						
White	48.64	55.45	6.22	2.83	14.71	27.71			0.57	584.87	2.26	16.97	1.13	.57	.57	44.12			16.40	3.39	24.89	9.62
Colored																						
Total	48.64	55.45	6.22	2.83	14.71	27.71			.57	580.00	2.26	16.97	1.13	.57	.57	44.12			16.40	3.39	24.89	9.62
February, 1918:																						
White	5.11	7.38			6.24	5.11			1.14	175.37	1.14	9.08		6.24	3.41	49.38			17.59	2.84	17.59	7.95
Colored																						
Total	5.11	7.38			6.24	5.11			1.14	175.93	1.14	9.08		6.24	3.41	49.38			17.59	2.84	17.59	7.95
March, 1918:																						
White	1.65	3.30			1.65	3.85			1.10	145.69		3.30		4.40	2.75	45.93			20.89	7.15	34.08	13.19
Colored																						
Total	1.65	3.30			1.65	3.85			1.10	145.69		3.30		4.40	2.75	45.93			20.89	7.15	34.08	13.19
April, 1918:																						
White	1.77				2.21	525.41	0.44	0.88	8.40	120.91		9.72	.44	1.77	2.21	56.12			13.20	3.98	28.28	4.42
Colored																						
Total	1.77				2.21	526.30	.44	.88	8.40	130.35		9.72	.44	1.77	2.21	56.33			13.26	3.98	28.28	4.42
May, 1918:																						
White	12.25				6.12	43.75			1.75	68.24	.87	3.50		.87	3.50	64.74			18.37	33.23	9.62	81.37
Colored																						
Total	12.25				6.12	43.75			1.75	68.12	.87	3.50		.87	3.50	64.74			18.37	34.12	10.50	81.37











## World War One Military Death Toll

### Allies

Belgium	13,716
British Empire	908,371
France	1,357,800
Italy	650,000
Russia/USSR	1, 700,000
Serbia	45,000
United States	116,516

### Central Powers

Austria-Hungary	1,200,000
Bulgaria	87,500
Germany	1,773,700
Turkey	325,000

“The Great War Resources.” *The Great War and the Shaping of the 20<sup>th</sup> Century*. PBS, 2004. Web. 12 Mar 2010. <[http://www.pbs.org/greatwar/resources/casdeath\\_pop.html](http://www.pbs.org/greatwar/resources/casdeath_pop.html)>.

## 1918 Flu Pandemic Death Toll\*

Australia	14,528	Ireland	18,367
Austria	20,458	Japan	390,000
Canada	~50,000	Russia/USSR	~450,000
China	~4,000,000	Scotland	27,650-33,771
France	~240,000	Spain	257,082
Germany	~225,330	United States	675,000
England and Wales	~200,000		
Hungary	~100,000		
India	18,500,000		

(~ poor approximation)

\*Flu pandemic numbers from 1918-1919 are **approximate** since there were at least two, and sometimes three, waves of illness per country. Misdiagnosis, secondary infections, inaccurate collection and reporting methods, and interrupted communications due to World War I complicated the collection of data.

Johnson, Naill P. A. S. and Juergen Mueller. "Updating the Accounts: Global Mortality of the 1918-1920 "Spanish"

Influenza Pandemic. *Bulletin of the History of Medicine*. 76. (2002), 105-115, <http://birdflubook.com/resources/NIALL105.pdf>. (accessed March 16, 2010).

Taubenberger JK, Morens DM. 1918 influenza: the mother of all pandemics. *Emerg Infect Dis* [serial on the Internet]. 2006 Jan [date cited]. Available from <http://www.cdc.gov/ncidod/EID/vol12no01/05-0979.htm>

## PRIMARY DOCUMENT ASSIGNMENT

“Pretend that you are working for a publishing company that is coming out with a new U.S. history textbook. Both of you have been assigned responsibility for selecting **one document** to include in the section covering the 1918 Flu Pandemic. This can be a letter, a photograph, a news article, a chart, anything that qualifies as a primary document. Using the list of websites provided, make your selection, and then study it carefully for both factual and inferential information. Write a paragraph (minimum of 125 words) to go with your document, explaining why you chose it, and in what specific way/s it contributes to a greater understanding of the pandemic itself, the military/World War I, American/Southern society in the early 1900s, or some other topic that relates to the pandemic. Refer to particulars in the document and tell how those led you to draw certain inferences/conclusions.”

## LIST OF WEBSITES TO USE - 1918 FLU PANDEMIC

1. **Title:** *The Great Pandemic: The United States in 1918-19*  
**URL:** <http://1918.pandemicflu.gov/>  
**Annotation:** This website was created by the United States Health and Human Services Department. Not only does it offer information about what it calls the Great Pandemic, it includes information about the nation's medical and health systems at the time and how both were affected. It includes a a goodly number and variety of primary documents.
2. **Title:** *PBS: Influenza 1918*, WGBH Educational Foundation, PBS  
**URL:**  
<http://www.pbs.org/wgbh/americanexperience/features/introduction/influenza-introduction/>  
**Annotation:** This resource was created to go with a video from the "American Experience" series. It includes an introduction and some primary documents
3. **Title:** *NARA The Deadly Virus: The Influenza Epidemic of 1918*. Regional History for the National Archives, National Archives and Record Administration  
**URL:** <http://www.archives.gov/exhibits/influenza-epidemic/>  
**Annotation:** This site offers a number of primary documents.
4. *The Influenza Pandemic of 1918*. Stanford University  
**URL:** <http://www.stanford.edu/group/virus/uda/index.html>  
**Annotation:** This website provides a good overview of the 1918 pandemic, while discussing the public health response both domestically and internationally. It has a few primary documents.

RUBRIC FOR PRIMARY DOCUMENT ASSIGNMENT

**DOCUMENT**

Maximum Points

Score

Legible document was provided.....

It related to the 1918 Flu Pandemic.....

**PARAGRAPH**

Met the minimum word requirement (125).....

Came from approved website.....

Explained why students chose it.....

Explained way/s document contributed to greater understanding of pandemic.....

Convincingly used specifics from document to support broader, more analytical conclusions.....

No major grammatical or spelling errors.....