Choices Under Pressure

How circumstances shape different views of public decisions

TOT.P.2.2.B "Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline at least two factors in each era, circle the groups they affect, and label one pair of competing concerns from each era 1 and 2.

When Public Health Meets Daily Life

1 In September 1918, Philadelphia held a Liberty Loan parade to raise money for World War I. Thousands gathered while influenza was spreading. Some doctors warned that crowds could speed the outbreak, but city leaders allowed the march. To officials, selling bonds supported soldiers overseas, and canceling a public event could weaken that effort. To hospital workers, the same gathering threatened to send more sick people into wards facing a growing crisis. Within days, reported influenza cases surged. The parade was not the only reason the city suffered, but wartime fundraising, public health warnings, and decisions about crowds collided in one place.

2 In 2020, many U.S. communities debated whether schools should open buildings during the COVID-19 pandemic. Some parents needed classrooms because they could not work from home or arrange child care. Others feared that children might carry the virus to relatives at higher risk of serious illness. Teachers weighed their own exposure against students' need for instruction and support. Remote learning offered a way to limit contact, but unreliable internet made it harder for some students to participate. Local infection levels, household income, and access to technology changed which costs felt most urgent to each family.

3 Elsewhere in 1918, St. Louis restricted public gatherings and closed schools as influenza spread. Business owners and families could face lost income or disrupted routines, while health officials hoped fewer contacts would slow transmission. A century later, a school district with reliable internet could offer remote classes more easily than one where many students lacked connections. Yet even students with internet could lose services usually provided at school. The choices in each place depended on more than attitudes toward disease. Work, public services, and access to resources changed what people stood to lose and whose concerns decision makers could meet.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did wartime goals and doctors' warnings lead Philadelphia officials and hospital workers to view the parade differently?

2. Why might St. Louis health officials and local business owners have viewed restrictions on gatherings differently?

3. How could work demands and a relative's health risk lead parents in 2020 to disagree about opening schools?

4. How could differences in internet access change families' views of remote learning and complicate a school district's decision?

3 YOUR TURN

Your own words

Imagine a town in 2020 considering opening its public library as a daytime internet and study space. In one paragraph, explain how at least three interacting factors could shape two groups' different views, then suggest a compromise that responds to both.

ANSWER KEY

Choices Under Pressure

HIGH SCHOOL · TOT.P.2.2.B

PART 1 · READ AND MARK

Underline at least two factors in each era, circle the groups they affect, and label one pair of competing concerns from each era 1 and 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did wartime goals and doctors' warnings lead Philadelphia officials and hospital workers to view the parade differently?	**Officials saw the parade as a way to sell bonds for the war effort. Hospital workers faced the prospect of more patients because doctors warned that crowds could spread influenza.**
2	Why might St. Louis health officials and local business owners have viewed restrictions on gatherings differently?	**Health officials hoped fewer contacts would slow influenza. Business owners could face lost income when gatherings were restricted.**
3	How could work demands and a relative's health risk lead parents in 2020 to disagree about opening schools?	**A parent who could not work from home or arrange child care might need schools open. A parent living with a relative at higher risk might fear that a child could bring the virus home.**
4	How could differences in internet access change families' views of remote learning and complicate a school district's decision?	**Families with reliable internet could use remote classes more easily. Families without it might struggle to participate, so a district's plan could meet some students' needs while leaving others behind.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In a town where many homes lack reliable internet, some students and parents might want the library open so students can attend online classes while parents work. Librarians might support access but worry about close contact with many visitors, especially if they live with people at higher risk. The lack of home internet makes library access urgent, while health risks make a full reopening difficult. The town could offer scheduled computer appointments, require masks, and limit the number of people inside. This would not remove every risk, but it would give families access while reducing the number of contacts staff face.

Accept other passage-supported explanations that connect multiple factors to different groups' views. For the open task, look for at least three interacting factors, two distinct group perspectives, and a compromise that addresses both.