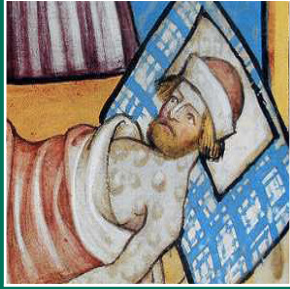




National Research & Development Center to Improve
EDUCATION FOR SECONDARY ENGLISH LEARNERS
WestEd 



Unit 2: Pandemics: Societal Consequences of Widespread Disease

TEACHER INSTRUCTIONS

Name: _____

Class: _____



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Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 1: Black Death: How the Bubonic Plague Impacted Medieval Europe

TEACHER INSTRUCTIONS



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About the Unit

You have been learning about how humans have always searched for ways to explain, change, and control the world around them. In this unit, you will be learning about some pandemics that have affected the world, how people at different points in history have reacted, what they have learned, and how we can learn from them today.

About this Lesson

The Coronavirus—or COVID-19—is a global illness. We may think that this is the first time people have suffered from a world-wide pandemic, but in fact, throughout history, people have experienced highly contagious diseases that have dramatically changed the world and the way people live. In this first lesson, you will learn about one illness in particular that affected large sections of Europe 700 years ago, known as the Black Death. You will specifically learn how the illness manifested itself, how it spread, how people reacted, and what happened to society as a consequence.

Lesson Objectives

By the end of this lesson, you will be able to:

- Explain how diseases are classified based on the number and percentage of people infected in a region and how they are spread
- Understand the purpose, organization, and typical language of informational texts. In this case, a text about a particular disease and how it spread throughout Europe
- Use metacognitive strategies to read and respond to an informational text

TEACHER INSTRUCTIONS AND RATIONALE

Unit Introduction:

In this unit, students will further explore the theme of how humans have searched to explain, change, and control their environments across time by exploring the history of pandemics and the subsequent lessons and changes each of them brought (and still bring) to society. Just as in Unit 1, the theme and disciplinary practices have been designed in a spiraling manner that invites students to gain an increasing understanding.


Introducing the lesson to students:

In this first lesson, students are introduced to the theme of pandemics by learning about a pandemic that happened hundreds of years ago, in the Middle Ages—and forever changed history—the bubonic plague (Black Death).

Lesson Architecture


Preparing Learners

In this first moment of the lesson, students are guided to think deeply about what they already know about the major concepts, themes, language, and ideas of the lesson so they are ready to engage with complex text.

- **Task 1:** Anticipatory Guide
- **Task 2:** Viewing with a Focus: What's in a name?
- **Task 3:** Partner Share
- **Task 4:** Picture Reflection and Response
-  ● **Task 5:** Round Robin (or Pair Share)

Interacting with Text

This moment of the lesson invites students to analyze complex texts through carefully scaffolded activities that build upon each other as they deconstruct the text, so students can focus on major ideas and then reconnect those ideas to the text as whole.

- **Task 6:** Reading with a Focus
- **Task 7:** Find and Speculate
- **Task 8:** Viewing with a Focus
-  ● **Task 9:** Reading with a Clarifying Bookmark
- **Task 10:** Reading with a Focus
- **Task 11:** Synthesis Map
- **Task 12:** Guided Gallery Walk

Extending Understanding

In this final part of the lesson, students participate in tasks that help them synthesize their understanding of the major ideas, concepts, characters, and themes they engaged within the body of the lesson.

- **Task 13:** Writing an Informative Article



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PREPARING LEARNERS



Task 1: Anticipatory Guide

Purpose: This task helps you think about what you already know about diseases and illnesses so you can better understand the texts you will read later.

Process: With a partner, read, discuss, and respond to the statements in the Anticipatory Guide. If needed, use the formulaic expressions (conversation model) below the Anticipatory Guide to help you and your partner know when to take turns. If you do not need the formulaic expressions, use your own words for the conversation.

Steps:

Step 1: Decide who is Partner A and who is Partner B.

Step 2: Partner A, using the formulaic expressions at the bottom of the handout if needed, reads Statement 1 aloud and explains whether they agree or disagree with the statement and why.

Step 3: Partner B listens to Partner A and then either agrees or disagrees with what Partner A has said and why.

Step 4: Using Column 1 only, *My Opinion Before Reading*, check whether you agree or disagree. Do not write any reasons down. Partners A and B switch roles and Partner B reads the next statement aloud.

Step 5: Continue taking turns until you have discussed all the statements.

TEACHER INSTRUCTIONS AND RATIONALE

In this first task, students begin to think about the overarching themes of the spread of the disease, the role of government in controlling diseases, and medical care by tapping into what they already know or believe about illnesses.

Explain to students that they will work with a partner to complete the first section only of the Anticipatory Guide: *My Opinion Before Reading*. They will return to the Anticipatory Guide at the end of the lesson and revisit their responses.

Alert students to the Formulaic Expressions at the bottom of the Anticipatory Guide; these support both the language students can use to think about and share their ideas as well as their turn taking. Finally, tell students that there is no right or wrong answer; they are expressing their opinions about each statement.

Modeling: If students are unfamiliar with this task you may model the process with the first statement in two ways. You may choose to invite two students to demonstrate how to use the formulaic expressions.



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Task 1 Handout: Anticipatory Guide

| | My Opinion Before Reading | | My Findings After Reading | | Reasons |
|---|---------------------------|----------|---------------------------|----------|---------|
| | Agree | Disagree | Agree | Disagree | |
| 1. Most of the time, people in authority find solutions to problems that affect large segments of society, thus working for the benefit of all. | | | | | |
| 2. Sick people should be kept away from their communities so nobody else gets sick. | | | | | |
| 3. All people deserve access to the same resources such as medical care, regardless of who they are, or how much money they have. | | | | | |



| | My Opinion Before Reading | | My Findings After Reading | | Reasons |
|--|---------------------------|----------|---------------------------|----------|---------|
| | Agree | Disagree | Agree | Disagree | |
| 4. Healthy people are right to be afraid of sick people, so that they do not get sick themselves. | | | | | |
| 5. The government should force people to do things like wear masks or stay at home to stop or slow the spread of diseases. | | | | | |

Formulaic Expressions

Partner A: I will read Statement _____. It says, _____. I agree/disagree with this statement because _____. So, for Statement _____ I am going to mark agree/disagree. What do you think?

Partner B: I agree/disagree with you because _____. So, for Statement _____ I am going to mark agree/disagree. Now I will read Statement _____.



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Task 2: Viewing with a Focus: What's in a name?

Purpose: To better understand how diseases spread and what the different kinds of illnesses are.

Process:

Step 1: Watch the video and pay close attention to four terms as they are introduced: Endemic, Epidemic, Outbreak, and Pandemic.

Step 2: Write a short definition in your own words in Task 2 Matrix: *Scales of Disease* on page 8, and provide an example of each.

Step 3: When finished, answer the question in the box at the bottom of page 9: *Classifying COVID-19*.

TEACHER INSTRUCTIONS AND RATIONALE

In this task, students learn about what makes a disease a pandemic (like COVID-19 or the bubonic plague) and how that differs from, for example, an outbreak.

As students watch the video, their viewing is guided by Task 2 Matrix: *Scales of Disease* on page 8. You may choose to leave the subtitles on so students can read and listen. You may also choose to show the video twice. The first time, students just watch the video; the second time, they focus on what information to include in the matrix.

Video title: *Epidemic, Outbreak, and Pandemic – Ricochet Science*

Video link: <https://www.youtube.com/watch?v=CUI87kYHT3I>





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Task 2 Matrix: Scales of Disease

| | Endemic | Epidemic | Outbreak | Pandemic |
|---------------|---------|----------|----------|----------|
| My definition | | | | |
| One example | | | | |



After viewing the video on your own, answer the following question:

Given what you know or have heard about COVID-19 (also called the Coronavirus), which do you think it is: an epidemic, outbreak, or pandemic? Justify your response:

Classifying COVID-19

My Response:



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Task 3: Partner Share

Purpose: By sharing and listening to the ideas of others, you deepen your own understanding.

Process:

Step 1: Take turns sharing your definition and one example for each category of disease from the graphic organizer with your partner.

Step 2: Discuss your responses and any questions you may have.

Step 3: Write down any information you missed or would like to add.

TEACHER INSTRUCTIONS AND RATIONALE

Next, students share their responses from the matrix with a partner. This is a good opportunity for them to add to their matrix if, for example, they do not have a response in one or more of the cells or if they want to include more information to what they already have.

This is also a good opportunity for you to listen to student sharing to see if you need to elaborate on or clarify any misunderstandings.





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Task 4: Picture Reflection and Response

Purpose: You will be learning about the bubonic plague, also known as the Black Death. By examining how one artist, Pieter Brueghel, depicted the Black Death, you can create a mental picture of how the disease affected people and imagine its devastating consequences.

Process:

On your own, look at the painting of *The Triumph of Death* on page 32.

Step 1: Reflect on the emotion or feeling you think the artist was trying to **convey** (*show, communicate, illustrate*).

Step 2: What makes you feel or think that? Write your response in the box provided below the painting.

Step 3: Continue to page 32 and take a closer look at the painting. Look in the foreground, the middle, and the background of the picture.

- Choose one person or thing in the painting that you find interesting.
- Who or what is it?
- Why do you think Brueghel included it in his painting?
- What do you think it means or what the artist was trying to convey?

Write your response in the space provided on page 34; you may use the Example Response to guide you.

TEACHER INSTRUCTIONS AND RATIONALE

In order to help students imagine how artists depicted some aspects of what life was like during the bubonic plague, they will examine a painting called *The Triumph of Death*.

Students will first look at the picture as a whole to get the big picture; then they select a person or object in the painting to consider more closely to really understand and notice what they are observing.

Modeling: You may want to lead the students through your thought process to give them a model of how to do the task. You can also read for them the example response on page 34 so they know what is expected.



DYNAMIC ASSESSMENT OPPORTUNITY FOR TASK 5

Learning Goal: To make inferences from text (images) based on close observation of detail.

Success Criteria: Participate in a collaborative discussion where students express their ideas clearly with well-chosen details to support inferences about the emotions and feelings the artist was trying to convey. Students listen to peers and build on their ideas.

Introduction: Discuss the purpose of this activity: by sharing and hearing others' ideas and reflections, as well as sharing your own observations, you have a chance to deepen your own understanding as well as hear ideas that may support or challenge your opinion. You may also hear something new or interesting about the painting that you perhaps did not notice, and likewise.

Dynamic Assessment Evidence:

- Observations of a sample of students as they engage in the Round Robin.

Possible actions as you are listening closely to student discussions:

- Prompt students to clarify their ideas or references and elaborate more on details.
- Prompt students to explain how their choice of object or person informs their understanding of the emotion or feelings the artist was trying to convey.
- Select a group who had particularly insightful observations and invite them to engage in the Round Robin again as a fishbowl activity for the whole class. Engage the whole class in a discussion of their observations.



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Task 5: Round Robin (or Partner Share)

Purpose: To share your ideas and hear others' ideas so you can better understand the painting and see things you may not have noticed.

Process:

Step 1: Take turns sharing your responses to the two reflection questions. Do not interrupt others when they are sharing their comments or questions. You will discuss when everyone is finished sharing.

- A. What emotion or feeling do you think the artist was trying to convey?
- B. What one person or object did you select to look at more closely? What did you find?

Use the language below to help you express your ideas:

I think the artist was trying to convey _____ because _____.

The object/person I chose to look at more closely is _____. I noticed _____.

I focused on the same object/person as _____ did. I noticed _____.

Step 2: After everyone in the group has shared, have a discussion about the painting.

TEACHER INSTRUCTIONS AND RATIONALE

You may choose whether you want students to share in their small groups or if you prefer to have students share with a partner. Availability of time will play an important role in your decision since partner work takes less time than a Round Robin. Regardless of the sharing configuration, alert students to the language support (in Step 1) offered to guide their sharing as well as help them articulate their findings.





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INTERACTING WITH TEXT

TEACHER INSTRUCTIONS AND RATIONALE

In this part of the lesson, students read an informational text about the bubonic plague to learn what it was, how it spread, and how people reacted to the virus. Students have opportunities to read and discuss their emerging understandings with a partner, in their small groups, and as a class. Students engage with multimodal texts, including videos, maps, and images, in order to learn about this medieval pandemic.





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Task 6: Reading with a Focus

Purpose: To read with a purpose by focusing on the guiding questions in the text.

Process:

Step 1: Read the short informational text (Task 6 Text: *How the Bubonic Plague Arrived in Europe*, on page 35) about how the bubonic plague first arrived in Europe and how it spread from city to city.

Step 2: As you read, think about these questions:

- How transportation and movement impacted the spread of the bubonic plague.
- How the disease was able to spread quickly across Europe.

TEACHER INSTRUCTIONS AND RATIONALE

Students will read a short informational text about the arrival of the bubonic plague in Europe.

Alert students to find the text on page 35. In this portion of the text, the two questions at the beginning, guide students to focus on the big idea of how the disease spread.





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Task 7: Find and Speculate

Purpose: The timeline and map on page 36 will help you understand how the disease moved by giving you information about the arrival and spread of the bubonic plague in Europe.

Process: Work with a partner.

Step 1: Find (on page 36) and discuss each city in the matrix on page 17 (Task 7 Matrix: *Find and Speculate*), and when the bubonic plague arrived in that particular city.

Step 2: Discuss and speculate why you think the plague moved the way it did across Europe. Once you and your partner have reached a consensus (agreed), write your responses in the far right column of the matrix.

TEACHER INSTRUCTIONS AND RATIONALE

Remind students that in Unit 1, they worked with timelines and considered how long ago myths were told by the Greeks and Romans. In this task, students again view a timeline—this time about the spread of the bubonic plague.





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Task 7 Matrix: Find and Speculate [Work with a Partner]

| Step 1 | | Step 2 |
|-----------------------------------|--|---|
| Find on the map | When did the bubonic plague arrive? | Speculate: Why do you think the plague reached Genoa, Venice, and Marseille before the other cities? |
| Sicily (and the city of Messina) | | |
| Italy (cities of Naples and Rome) | | What conclusions can you make about the trading ships that left Sicily? |
| Genoa | | |
| Venice | | The plague moved inland to the rest of Italy, Spain, and France a year later, in 1348. What can this spread be attributed to? |
| Marseille | | |



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Task 8: Viewing with a Focus

Purpose: To obtain information that supports what you have read and hear additional information about how the disease was able to spread quickly from city to city so you can understand the topic even better.

Process:

Step 1: As you watch the video, write down in the column *My Ideas*:

- One or two pieces of information from the reading that also appears in the video
- One or two new pieces of information you learned that you found interesting.

Step 2: Discuss your ideas with a partner and write down your partner's ideas in the last column on the right, *My Partner's Ideas*.

TEACHER INSTRUCTIONS AND RATIONALE

In the previous two tasks, students read an informational text and examined a timeline; however, they may not have been able to respond to every question in Task 7 with the timeline regarding the arrival and spread of the bubonic plague through Europe. By viewing a short video, students will have a chance to see if their ideas are correct regarding the spread of the disease and will learn new information about the Black Death.

As students watch the video, be mindful that some students may find the images distressing.

Title of video: *The Black Death Arrives in Europe*

Link to video: <https://www.youtube.com/watch?v=JD8IM9qu8Zw>





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Task 8 Matrix: Viewing with a Focus

| | My Ideas | My Partner's Ideas |
|--|----------|--------------------|
| One or two ideas from the video that SUPPORT ideas from the reading | | |
| One of two pieces of additional information about the bubonic plague that you find interesting | | |





DYNAMIC ASSESSMENT OPPORTUNITY FOR TASK 9

Learning Goal: Understand metacognitive reading strategies to support making meaning of text: (1) make connections to personal experiences; and (2) make connections within the text.

Success Criteria: Apply metacognitive strategies when reading a text to support and monitor understanding.

Introduction: Discuss Learning Goals and Success Criteria with students. Connect the goal and criteria to previous lessons using a Clarifying Bookmark, reminding students that the goal is to add to the strategies for monitoring their reading that they developed previously.

Dynamic Assessment Evidence:

- Close observations of a sample of students as they use the Clarifying Bookmark while reading paragraphs 1–4.

Possible actions:

- If a mismatch is observed between the announced strategy and the student’s expression of the strategy (e.g., the student is talking about using personal experiences when the strategy announced is making a connection within the text), prompt the student to rethink either the strategy or the expression, or prompt the student to explain why the strategy is useful to them (to support their metacognitive thinking).
- If students use of language is minimal, prompt them to use the formulaic expressions and/or ask questions of their partner to help them expand their ideas and use of language.
- Engage students in a discussion of other expressions that they could add to the right-hand side of the bookmark to express/explain the reading strategies.
- If students are struggling with this text, read the paragraph aloud and engage students in a whole class discussion that you lead.



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Task 9: Reading with a Clarifying Bookmark

Purpose: To practice applying strategies that good readers use when they encounter problems understanding what they are reading so that soon you will be able to use them on your own with no help.

Process:

Step 1: Locate the text on page 37. You and your partner will read paragraphs 1–3 of the text, focusing on the section that has the heading “The Plague Ravaged the Body.”

Step 2: Partner A will read the first paragraph aloud while Partner B listens and follows along.

Step 3: Partner A will stop reading after paragraph 1 and decide which strategy to use, announce it (tell Partner B), and then put it into practice using one of the formulaic expressions provided.

Step 4: Partner B responds to what Partner A has shared.

Step 5: The two of you switch roles and continue reading, taking turns, until you have read the first three paragraphs only.

Step 6: When you have finished this section, work with your partner to answer the first two reading questions and jot down your responses in the far right column, under Notes:

- What were the symptoms of the bubonic plague?
- What happened to people’s bodies who contracted the disease?

TEACHER INSTRUCTIONS AND RATIONALE

Students engaged with the Clarifying Bookmark in Unit 1, and it should be familiar to them. You may remind students that the Clarifying Bookmark supports them in developing their metacognitive reading skills to monitor their understanding of texts as they encounter them. Be sure to alert students to the two strategies they will use (making connections from personal experiences and making connections within the text).

The structure of the task remains the same. Students will use the bookmark for the first section of the text only, which consists of three paragraphs.



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Task 9: Clarifying Bookmark III

| Reading Strategy | I can... | Formulaic Expression I can use | Partner Response |
|--|---|---|---|
| Make Connections to Personal Experiences | Use prior knowledge to help clarify or amplify understanding. | <i>I know something about this from...</i> <i>This reminds me of...</i> <i>This is similar to...</i> | <i>I agree with you and can add...</i> <i>I had a similar idea; I also thought that...</i> |
| Make Connections within the Text | Connect new ideas in the text with ideas 1) already developed in the text 2) from different texts 3) from personal experiences | <i>I think this part relates to what appears earlier in the text because...</i> <i>This part helps clarify ...</i> <i>I learned about this before when...</i> | <i>I agree with you and can add...</i> <i>I already know something about this because...</i> |



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Task 10: Reading with a Focus

Purpose: When reading a difficult text, it is helpful to have a purpose for your reading. The Focus Questions guide you as you read the text and tell you what the important information is.

Process: Silently on your own, finish reading the text while focusing on the following two questions and taking notes in the margin on the right of the text:

1. What did people do to protect themselves against the disease? (paragraphs 4-9)
2. Who was blamed for the Black Death? (Paragraph 10-12)

TEACHER INSTRUCTIONS AND RATIONALE

For the rest of the text, students read silently to themselves. In the first three paragraphs, students learned about the symptoms of the bubonic plague. For the remainder of the text, students focus on two additional focus questions:

- What did people do to protect themselves against the disease?
- Who was blamed for the Black Death?

Students should take notes in the far right column of the text.





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Task 11: Synthesis Map

Purpose: To discuss new ideas and information you have been learning with your classmates and then summarize your understanding, make connections, and organize the information by creating clusters (groups) of ideas about a topic.

Process: Working in your small group or with a partner, create a Synthesis Map that summarizes your understanding thus far about types of diseases and, more specifically, the bubonic plague during the Middle Ages.

Step 1: In the center of your poster, draw a circle, and write *The Black Death* inside the circle.

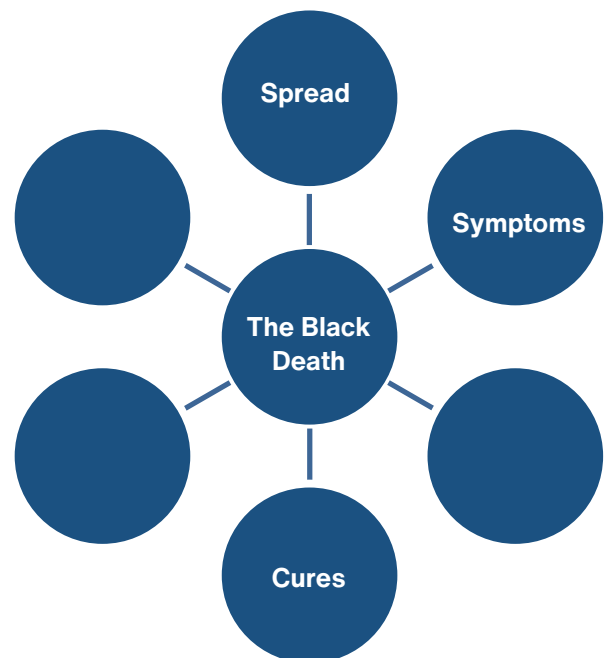
Step 2: As a group, decide what information you will include in responding to the following five questions:

1. How was the bubonic plague spread during the Middle Ages?
2. What were people's symptoms when they contracted the disease?
3. What were some cures for the disease?
4. What did people believe was the cause of the disease? How did people react?
5. What are some interesting facts you found in the readings or videos?

Note: Every entry on the Synthesis Map must make sense, and it should be self-explanatory; anyone coming into the room and viewing the map should understand what it is about and what each idea means.

You may also include drawings or images to help summarize your understanding of the Black Death or to answer any of the focus questions.

The Example Synthesis Map can give you ideas to get you started:





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Task 12: Guided Gallery Walk

Purpose: To learn from other students in the class by seeing how your poster's information is similar and/or different from theirs.

Process: Begin by standing at your own poster. Make sure you have something to write notes on.

Step 1: When your teacher tells you, move one poster clockwise.

Step 2: Silently read the information on the poster.

Step 3: Discuss and decide as a group what information is the same as what you included and what information is different.

Step 4: Choose one piece of new information or something you learned or saw presented in the poster and jot that down in your notes.

Step 5: When your teacher tells you to, move one poster clockwise and repeat the process.

TEACHER INSTRUCTIONS AND RATIONALE

In a Guided Gallery Walk, students circulate the room in their small groups and look at each poster. For each poster, they should compare what they see to their own posters by discussing and noting information that they also included and one piece of information that is new and not included in their poster.

Give students around one minute at each poster to read the information and jot down something new or different in each poster. Make sure to emphasize that they discuss as a group what they will write in their notes.





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EXTENDING UNDERSTANDING

TEACHER INSTRUCTIONS AND RATIONALE

In this part of the lesson, students engage in tasks that help them apply their understanding of the major ideas, concepts, characters, and themes they engaged with in the lesson in new ways and in different contexts. In other words, students begin to appropriate new ideas and practices through this activity.

This task invites students to use the information they included in the Synthesis Map to write a news article for people living outside of Europe during this time about what they have learned about the disease and its history. At the end of Lesson 3, students have a writing assignment in which they compare and contrast two of the three texts from the unit. This news article writing assignment supports students in applying what they have learned about the bubonic plague and will serve as a resource for students' writing in Lesson 3.

First, explain the criteria and components for writing an article and remind students that they can use any of the information from the Synthesis Map (or any other activity) to support their ideas.





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Task 13: Writing an Informative Article

Purpose: In each lesson of this unit, you will have a short writing task. In this lesson, you will write a brief, informative news article that describes the Black Death and includes important information about it. By writing the article, you are preparing for the final writing assignment, in which you will compare two pandemics.

Process:

Step 1: Imagine that you worked for a newspaper or website during the time of the bubonic plague.

Step 2: Write an informative news article for people living outside of Europe that describes what was happening.

The goal of your writing is to help your audience understand:

- What a pandemic is
- How the bubonic plague started and spread through Europe
- Some of the symptoms of the bubonic plague
- How people reacted to the plague.

Step 3: Locate the example of a website article on page 28 and look at the different parts of the article.


Step 4: Use the graphic organizer to help you include the elements of a news article (just like in the example), such as:

- Name of the Newspaper (example—New York Times, Los Angeles Times, etc.)
- Your Name as Author
- Headline: A phrase (not a complete sentence) that captures the attention of the reader
- A picture of what you describe in your article
- A caption for the picture—one sentence that describes the picture

Step 5: Use examples from your Synthesis Map in the article.

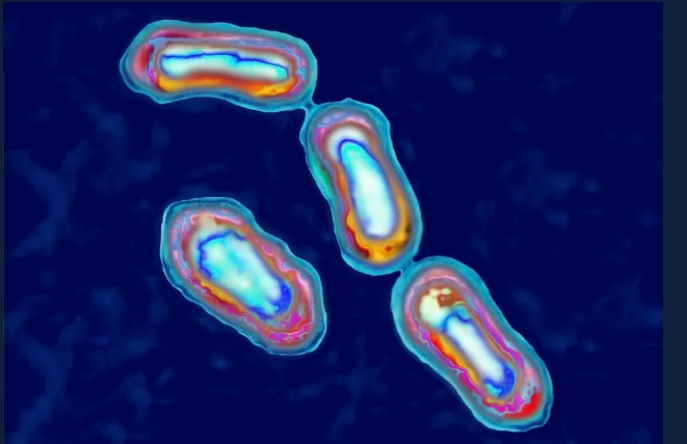


Example Website Article

 ← Name of Website

California confirms first human case of the plague in 5 years: What to know ← Headline

"Bubonic plague in the U.S. is not the same scenario as the historical Black Death," one expert said.



← Date


Aug. 19, 2020, 9:19 AM PDT ← Author

By Kaitlin Sullivan ← Text

A California man was confirmed to have contracted the [plague](#) earlier this week, the fifth case of the infamous disease in the United States this year.

The man, a South Lake Tahoe resident, was California's first case of plague in five years, according to the [El Dorado County health department](#). In July, Colorado also saw its first case in five years when a southwestern region resident, who has since recovered, was infected, [according to the Colorado Department of Public Health and Environment](#). Navajo County public health officials [documented a case](#) in Arizona late July. And two cases this year were reported in New Mexico, including a man who died.

Reports of plague may sound scary, but experts say the bacterial infection is not something to fret about.

 ← Pictures/Video



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Task 13 Handout: Writing an Informative Article

Name of website:

Headline:

Author:

Date:

Picture with caption:

Article:



Article continued:



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TEXTS



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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Task 4: Picture Reflection and Response Painting, *The Triumph of Death*



Pieter Bruegel the Elder, Public domain, via Wikimedia Commons.



What emotion or feeling do you think the artist was trying to convey or show?

Now look closer at the painting. Look in the foreground, the middle, and the background of the picture.

- Choose one person or thing in the painting that you find interesting.
- Who or What is it?
- Why do you think the artist included it in his painting?
- What do you think it means or what the artist was trying to convey?

Write your response in the box below the Example Response:

Example Response: In the middle of the painting, it looks like there is an army marching into the town, and they are holding shields and spears. But it is an army of skeletons, not people, and their shields are actually coffins for dead bodies. Maybe this symbolizes an army of death, and as they enter the town, people are dying.

My Response:



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Task 6 Text: How the Bubonic Plague Arrived in Europe

Focus Questions

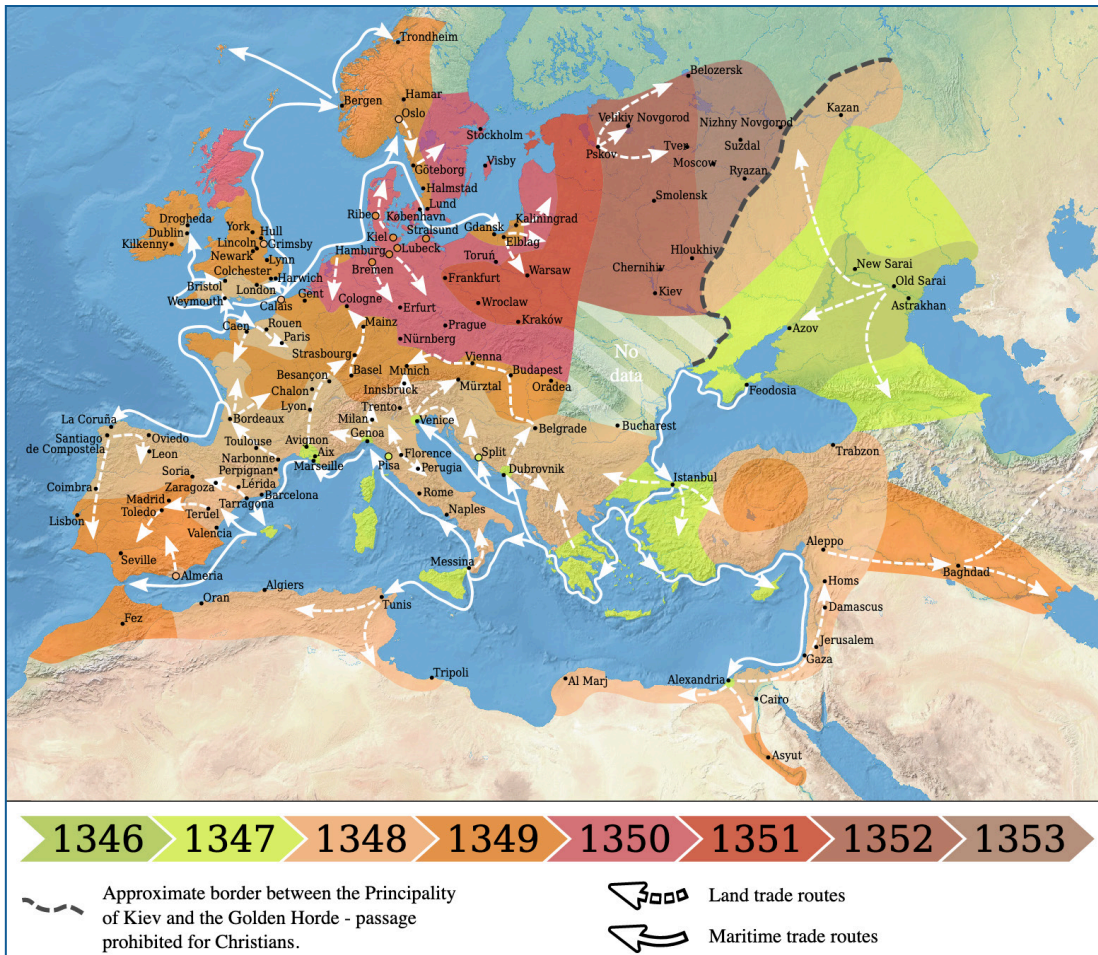
- *How did transportation and movement impact the spread of the bubonic plague?*
- *How was the disease able to spread quickly across Europe?*

- 1 Between the years of 1347 and 1352, the Bubonic Plague, a highly contagious disease also known as the Black Death, devastated every country in Europe. By the end of the pandemic, 50 million people had died; this was over half of the population of Europe at the time. This disease first occurred in Asia, and was brought to Europe by fleas that infested and lived on rats and other rodents.
- 2 In the 14th century, goods (items such as cloth, spices, silk, pottery, and porcelain) were transported from Asia to Europe on trading ships. Some of these ships arrived in Sicily, in the city of Messina, in 1347. When the ships arrived, people came to meet the boats and were shocked to find that almost all of the people on board were dead, as they had become sick with the Bubonic Plague and had died on the journey. The few people who were still alive were very sick; the local government refused to let them come ashore because they feared the illness would infect the people in the town, and so the ships, and the few living passengers, were sent away. The ships continued on, stopping in various cities on the way.
- 3 Although the ships left, the rats on the ships were able to get on land. The fleas on the rats carried the Bubonic Plague, and people in Sicily, where the ships stopped first, quickly began getting sick and dying. People who had the plague gave the plague to other people they came into contact with, as in addition to the disease was spread by fleas, it was also spread in the air by people breathing and touching things, much like the flu or COVID-19 is spread today. As more people began to die, other people attempted to flee or escape from the disease-infested city, traveling to rural areas, such as farms and small villages.

Key Ideas and Questions

4 The map on the next page shows how the Bubonic Plague spread through Europe over seven years:

Key Ideas and Questions



Flappiefh, CC BY-SA 4.0 <<https://creativecommons.org/licenses/by-sa/4.0/>>, via Wikimedia Commons.



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Task 9 and 10 Text: Symptoms, Causes, and Cures for the Bubonic Plague

The Plague Ravaged the Body

- What were the symptoms of the Bubonic Plague?
- What happened to people's bodies who contracted the disease?

1 In the 14th century, people did not understand what caused disease, how diseases spread, or how to cure them. During the years of The Black Death in Europe, from 1347-1353, people recognized that a horrible plague was occurring, and people were dying a very painful death. When people contracted the disease, the symptoms were visible and predictable.



Unknown author, Public domain, via Wikimedia Commons.

- 2 The first symptoms people experienced were fatigue, fever, and chills. They then began to exhibit sores on their body. These sores, called buboes, were usually first visible in the armpit or groin area, and then spread throughout the body, forming pustules (blisters). The author Giovanni Boccaccio wrote in 1353, "...in a short space of time, they spread all over the body. Soon after the this, the symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a certain sign of death."
- 3 In addition to the buboes, victims of the plague would bleed from their mouth and nose, and would vomit blood, which signaled that death was near. Adding to these horrific symptoms, many people also experienced blackening of their fingers, toes, and nose, as their tissue died.

Key Ideas and Questions

Precautions

- *What did people do to protect themselves from contracting the disease?*
- 4 People knew that the plague was spreading from town to town, though they did not know why or how. While they did not understand how the disease was spread or why people were getting sick, there were many ways that people tried to protect themselves from contracting or becoming infected by the plague, as well as many ideas of how to cure the disease once someone was sick. None of these methods worked, however, and many of the things people did actually made the pandemic worse.
 - 5 One way that people thought they could protect themselves from contracting the disease was to avoid bathing. In the 14th century, one theory about how disease was spread was through “bad air.” If people were wet from bathing, their skin would be more exposed to the bad air and could get the disease. They also believed that a layer of dust or dirt on the body helped to protect it against the bad air, and thus, against contracting the plague.
 - 6 The belief that bad air caused the plague also caused people to burn incense and herbs in their homes, which they thought would purify or clean the air. They also believed that sitting near a hot fire would clean the air and remove the plague from the body.
 - 7 Another thing that people did to protect themselves from getting the disease was to kill cats and dogs, because they believed that they spread the plague. This actually made the situation worse, because one way that the disease was spread was by the infected fleas of rats. Therefore, by killing the cats (who ate the rats), they caused the disease to become worse and infect more people.
 - 8 In the Middle Ages, people believed that some diseases were caused by bad blood, and by releasing blood, the illness would be taken out of the body. Some doctors performed bloodletting, which involved cutting people’s veins so that the blood would pour out. Sometimes, doctors cut into the pustules (which were filled with pus), and this practice often caused infections in the patients and contaminated other people with the plague, thus infecting more people.

Key Ideas and Questions

- 9 Many people who contracted the disease thought that it was because God was angry or unhappy with them. In order to please God, some people walked the streets, whipping themselves and praying. People who did this were called flagellants. By whipping themselves and creating open sores on their bodies, flagellants helped to spread the disease, not prevent it. None of these methods worked, however, and in many cases, what people did facilitated or helped the disease spread even more rapidly.



Illustrations from the Nuremberg Chronicle, by Hartmann Schedel (1440-1514), Public domain, via Wikimedia Commons.

Key Ideas and Questions

Who is to Blame?

- When pandemics occur, people often identify a group of people to blame for the outbreak or spread of the disease. Who was blamed for The Black Death?
- 10 The bubonic plague was spread by infected fleas, which bit people and passed the disease to them, and by people spreading germs in the air through coughing or sneezing. However, because people did not understand how diseases were spread during the Middle Ages, many assumptions were made about the cause, the treatment, and prevention of the plague. In addition to the many theories already mentioned, one additional theory that people had in the 14th century for the cause and spread of the disease was that it was spread by the Jewish people.
- 11 Both Jews and Christians died from the bubonic plague during the Black Death, but many Christians blamed the Jews for the plague, and accused them of poisoning the wells, where people got their drinking water. Jews—who had long been persecuted in Europe and were seen as enemies of Christ—were tortured until they had to “confess” to depositing poison in wells or springs. Even when the Catholic Pope Clement IV issued a statement that the Jews were not to blame for the plague, people continued to violently persecute them.

12 In many communities, as the picture here shows, Jews were killed by fire. They were systematically forced into pits, fields, or houses for the purpose of burning them alive. By the end of the plague, angry mobs had destroyed over 200 Jewish communities and killed thousands of people all because people misunderstood how the disease was spread.



Woodcut from the Nuremberg Chronicle (1493), Public domain, via Wikimedia Commons.

Key Ideas and Questions



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CLUSTER OF STANDARDS



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Cluster of Standards Addressed in Lesson 1

California

CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Connecticut

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.



SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

New York

8RL1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.

8RL2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.

8RL3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.

8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.

8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

Texas

8.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

8.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.

8.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

8.6 Response skills: listening, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

8.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

8.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre specific characteristics and create to compose multiple texts that are meaningful.

Knowledge and Skill Statement R6: The student reads texts to find information on self-selected and assigned topics.

Knowledge and Skill Statement R7: The student formulates and supports responses to various types of texts.



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Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death

TEACHER INSTRUCTIONS



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death

About this Lesson

In this lesson, you will read a famous story written by the American writer Edgar Allan Poe almost two centuries ago. Inspired by events that occurred during the Black Death, which you just studied in Lesson 1, the author tells a story that mixes fantasy and reality and uses powerful metaphors to invite the reader to consider the impact of a pandemic.

The story is an allegory—a story that, as a whole, presents a message not explicitly discussed—one that you will have to uncover.

Lesson Objectives

By the time you complete this lesson, you will:

- Understand how good readers review what they know about a topic before reading a text, so they have background in the exploration of ideas in a text.
- Formulate questions before reading to give direction to the reading.
- Understand how symbolism is used in literature.
- Understand the concept of allegory.

TEACHER INSTRUCTIONS AND RATIONALE

Introducing the lesson to students:

This lesson invites students to explore some of the purposes that drive writers to write and the techniques, or literary devices, they use to make their message more compelling. Among these literary devices we will focus on are metaphor and allegory.

In this lesson, students will read a famous story written by the American writer Edgar Allan Poe, which was first published in 1842. Taking ideas from the Black Death, a topic students studied in the prior lesson, Poe tells a story that mixes the phantastic with reality to present a powerful allegory about the generalized impact of a pandemic. The story builds on multiple metaphors to illustrate humans' inability to escape death, independently of how wealthy they are. As students read, they continue developing their metacognitive skills and deepen their understanding and practice of how to improve, plan, and assess their own reading.

Lesson Architecture

Preparing Learners

In this first moment of the lesson, students are guided to think deeply about what they already know about the major concepts, themes, language, and ideas of the lesson so they are ready to engage with complex text.

- **Task 1:** Double-Entry Journal
- **Task 2:** Using a Visual Text to Provide Context

Interacting with Text

This moment of the lesson invites students to analyze complex texts through carefully scaffolded activities that build upon each other as they deconstruct the text, so students can focus on major ideas and then reconnect those ideas to the text as whole.

- **Task 3:** Read, Notice, and Speculate (Paragraph 1)
- **Task 4:** Reading with a Focus: Main Character (Paragraphs 2–4)
- **Task 5:** Partner Share
- **Task 6:** Listening to the Richness of Language (Paragraphs 1–4)
- **Task 7:** Examining Color Symbolism
- **Task 8:** View with a Focus (Part II, Paragraphs 5–8)
- **Task 9:** Meeting the Stranger: Reading with a Focus (Part III, Paragraphs 9–15)

Extending Understanding

In this final part of the lesson, students participate in tasks that help them synthesize their understanding of the major ideas, concepts, characters, and themes they engaged within the body of the lesson.

- **Task 10:** Understanding of Allegory



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PREPARING LEARNERS



Task 1: Double Entry Journal

Purpose: This task asks you to revisit some of the things you learned in Lesson 1, which will help you read the text in Lesson 2.

Process: You will first work on your own and later with a partner.

Step 1: Use Task 1 Handout: *Double-Entry Journal*. Think about what you learned about the Black Death and list what you know about the symptoms people showed during the bubonic plague in the left-hand column only; do not write in the second column (you will fill it out later in Task 3).

Step 2: Next, work with your partner and take turns sharing your notes. Add to your chart any new ideas presented by your partner in the same column.

TEACHER INSTRUCTIONS AND RATIONALE

This first task supports students by inviting them to activate knowledge they already possess about the Black Death to build new understandings. Alert students that initially, they will fill out only the first column in Task 1 Handout: *Double-Entry Journal*.

Ask them not to write anything in the second column yet. Students will first work on their own, and then they will share their ideas with a partner.

The first prompt in the Double-Entry Journal asks students to consider symptoms of a pandemic like the Black Death. If students need an example, you may offer that one symptom was that people developed a fever. Students may refer to their notes from Lesson 1 if needed.





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Task 1 Handout: Double Entry Journal

| Task 1 (Before Reading) Write down the ideas you developed from Lesson 1 about the Black Death to answer: <i>What are some of the signs and symptoms of an epidemic disease like the bubonic plague? What did the disease do to people's bodies?</i> | Task 3 (After Reading paragraph 1) After reading paragraph 1 of the story, what details can you add to your description of the pandemic? What is the same as with the bubonic plague? What is different? |
|--|--|
| | |





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Task 2: Using a Visual Text to Provide Context

Purpose: To examine and analyze artists' depictions and interpretations of the Black Death so you are better prepared to read a fictional story based on the pandemic called "The Masque of the Red Death."

Process: Use the images and Task 2 Handout: *Identifying and Interpreting Visual Texts*.

Step 1: With a partner, look at the five pictures on pages 25–28. Choose two that you wish to analyze (you can either agree on two or each partner can choose one image to analyze). You will write your responses in Task 2 Handout: *Identifying and Interpreting Visual Texts*.

Step 2: Look at the image as a whole. Then:

- Look carefully in the foreground (what is closest to the observer). What do you notice?
- Look at the background, or what is furthest away in the painting? What do you see?
- What do you see on the sides of the painting?

Step 3: What image, person, or object stands out to you? What makes it stand out? Consider color, size, position, and so on.

Step 4: What do you think the artist wants to convey? What message does the artist want to communicate to the viewer?

TEACHER INSTRUCTIONS AND RATIONALE

In this task, students are presented with five pictures. After looking over all five, they will choose two to examine more closely. These images help set the stage for the story students are going to read later in the lesson.

Remind students that in Unit 1, they analyzed an image of Athena and Arachne, and in the previous lesson they analyzed a painting about the Black Death.

Modeling: Invite the class to work together with you to analyze the image on pages 7–8. As you do, log the class responses in your copy of Task 2 Handout: *Identifying and Interpreting Visual Texts*.

Guide students to:

- Look at the image as a whole.
- Next, look carefully in the foreground—or what appears closest to the viewer. What do you notice?
- Then look at the background (what appears far away in the picture) and to the sides of the picture. What do you notice?
- What image, person, or object stands out to you? What makes it stand out? Consider color, size, position, and so on.
- What do you think the artist wants to convey? What message does the artist want to communicate to the viewer?





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Task 2 Handout: Identifying and Interpreting Visual Text

| | Picture _____ | Picture _____ |
|--|---------------|---------------|
| Reasons for my choice | | |
| What stands out to you? What do you notice? | | |

| | Picture _____ | Picture _____ |
|---|---------------|---------------|
| What do you think the artist was trying to convey? What message does the artist want to communicate? Explain. | | |
| What I would like to find out about the piece of art or the artist. | | |



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INTERACTING WITH TEXT



Task 3: Read, Notice, and Speculate (Paragraph 1)

The Masque of the Red Death, by Edgar Allan Poe

Purpose: To understand how the setting of a story helps the reader understand where a story takes place and gives you the opportunity to visualize people, places, and things that are important to the story.

Process:

Step 1: Return to the graphic organizer in Task 1, on page 5. Look at the questions in the right column.

Step 2: As you read or listen to Paragraph 1 of the story, focus on the questions on the handout:

- What details can you add to your description of the pandemic?
- What is the same as with the bubonic plague? What is different?

Step 3: Share your ideas with a partner. You may add to your notes if your partner shares something you do not have.

TEACHER INSTRUCTIONS AND RATIONALE

This short story by Edgar Allan Poe, published in 1842, follows Prince Prospero's personal attempts to escape a deadly plague known as The Red Death by hiding, along with his friends, in an abbey (a building where monks and nuns lived). Explain to students that although the story was written 500 years after the Black Death, they will be able to recognize many of the elements, reactions, and descriptions they read about in Lesson 1. They will also notice that because this text is a narrative, it is organized in much the same way as the myths they read in Unit 1. Remind them of the plot diagrams they used in the previous lessons and how they can anticipate similar features and organization in this text.

To begin, students read Paragraph 1 on their own and complete the second column of the graphic organizer they used in Task 1 on page 34. Review the focus questions for students before they begin reading, and after they have read, ask them to jot down their ideas in the right-hand column. You may also read the paragraph aloud to students if you choose.

Next, ask students to share their ideas with a partner. Students may add to their notes if their partner has ideas that they do not have.

Ask the class what the description of the Red Death reminds them of. In what ways are the symptoms similar to the bubonic plague?





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Task 4: Reading with a Focus: Main Character (Paragraphs 2–4)

Purpose: To begin to analyze the **protagonist** (main character) of the story by focusing on what he does and what we can infer about him from his actions.

Process: As you read Paragraphs 2–4, focus and take notes on the two focus questions below in your blue text booklet:

- How does Prince Prospero react to the plague around him (actions)?
 - (What does he do?)
- What does Prince Prospero do that gives us clues about his character, what he values, and what he does not value (inferences)?
 - What kind of person is he? How would you describe him?

TEACHER INSTRUCTIONS AND RATIONALE

In Task 3, students read about the symptoms of a disease called the Red Death in paragraph 1. Before pausing and listening to the first four paragraphs read on audio in Task 6, students will read the next three paragraphs, where we meet Prince Prospero (the protagonist).

As students read, they will focus on Prince Prospero's actions and what we can infer about him as a person based on those actions. This is similar to the character analysis they did in previous lessons with Arachne, Athena, Phaeton, etc.

Ask students to read Paragraphs 2–4 independently and take notes in the margins on the two focus questions.

Assure students that although the language is difficult, they will have a chance to listen to and grapple with the language in the next task. They will also receive support by discussing their ideas with a partner in the next task so if they do not understand everything, that is fine.



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Task 5: Partner Share

Purpose: To solidify and clarify your own understanding by sharing and hearing ideas with a partner.

Process: With a partner, share some of Prince Prospero's actions that you identified and what you can infer about the type of person he is. After you and your partner discuss, be prepared to share out with the class.

TEACHER INSTRUCTIONS AND RATIONALE

Students have now read the first four paragraphs of the story. Explain that the language is difficult for us because English has changed a lot in almost two centuries, but assure them that they can still identify Prince Prospero's actions and make inferences about the type of person he is. Students will share their ideas with a partner, and then you may discuss briefly with the class what students have discovered thus far and what they infer about the prince.

Encourage them to point to specific examples in the text when sharing out their ideas.





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Task 6: Listening to the Richness of Language

Purpose: To better understand the language from long ago that the author uses by listening to a good oral reader

Poe's language is extremely rich and complex. Part of this complexity is related to the fact that his English is a bit **archaic** (old); he uses many words we do not use anymore.

Process:

Step 1: Your teacher will read aloud the first four paragraphs of the story. Follow along as you listen. You will be familiar with this section since you read it already.

Step 2: Your teacher will play the audio of Christopher Lee reading aloud the same section of the text.

Listen carefully. Pay attention to how some words that are new to you are pronounced and pay attention to the intonation and **cadence** (the rhythm or pace used in the reading).

Step 3: With a partner, discuss how the inflection, rhythm, pace, etc. of the reading help create the tone of the story.

TEACHER INSTRUCTIONS AND RATIONALE

Students have read and discussed the first four paragraphs of *The Masque of the Red Death*. In this task, students will listen to the beginning of the story as it is read aloud. Encourage students to read and follow along silently in their text booklets as they listen.

Before playing the recording, read the section aloud to the students. Then, play the audio and ask students to listen. How does the cadence (inflection, pace, etc.) and rhythm of the text help create the tone?

Video Title: *The Masque of the Red Death*, read by Christopher Lee

Video Link: <https://www.youtube.com/watch?v=gO5BlmulnQE>



DYNAMIC ASSESSMENT OPPORTUNITY FOR TASK 7

Learning Goal: To understand the literary device of symbols (use of color in this case) and how they represent something beyond the literal meaning.

Success Criteria: Students are able to connect the symbolic use of color to ideas that they are familiar with in their own lives.

Introduction: Discuss the purpose of this activity: Writers sometimes use symbols to stand in for or represent complex ideas without stating them directly. For example, think about how you might respond to a friend's text just using a string of emojis to communicate your message. You are using symbols instead of words. Color in everyday life also has meaning, such as a green or red traffic light tells drivers critical information without directly stating it. By thinking about the ways in which you are familiar with the use of color, you can begin to understand the idea of color as symbolism, which will later help you make deeper meaning of the colored rooms in the story.

Dynamic Assessment Evidence:

- Observations as students first individually complete the handout then engage in paired discussions about their responses.

Possible actions:

- If some students' responses reveal that they are not understanding that a color represents an idea:
 - invite some students to share out their ideas.
 - discuss with individuals or groups of students the representations already provided in the first column, reinforcing how they are not describing something but used to represent an idea.
- Ask students to explain why each color made them feel a particular emotion
- Ask if student changed their ideas about the meaning of colors after hearing from their partner or the whole class, and why.



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Task 7: Examining Color Symbolism (Part II: Paragraphs 5–8)

Purpose: By considering what certain colors mean to you, you will be better prepared to consider how Poe uses colors in his short story.

Process: You will reflect on two colors and what they mean to you or symbolize in your culture. Next, you will share your ideas in your small group.

Step 1: Choose two colors to respond to in the graphic organizer on page 15 (Task 7 Handout: *Examining Color*). The colors white and black serve as models for your own responses.

Step 2: In your small group, take turns sharing your responses. Note the similarities and differences in your responses.

TEACHER INSTRUCTIONS AND RATIONALE

In the next four paragraphs of the text (which students will not read but will view in a video excerpt), Poe explains that the palace where Prince Prospero lives has a series of rooms, each painted in a different color. Poe begins his tour of the rooms, starting in the east and ending in the west (alert students to the similarity with Phaeton and how the sun rises in the east and sets in the west). The last room, farthest west, is a black room, which also contains a large grandfather clock.

Before students view the video in the subsequent task, they will first consider how different colors may symbolize particular things to people. For example, in many cultures, black is associated with death (people mourned the death of their loved ones by wearing black).

You may also ask students what color brides typically wear during their wedding, and why that may be the case.



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Task 7 Handout: Examining Color

| Color | What it makes me think of, how it makes me feel, or or what it means to me (or my culture) |
|--------|--|
| White | Purity or innocence. Brides wear white dresses, and babies are often dressed in white. |
| Blue | |
| Purple | |
| Green | |
| Orange | |
| Violet | |
| Black | Death. People often wear black to funerals or when they are in mourning. |



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Task 8: View with a Focus (Paragraphs 5–8)

Purpose: To focus on how the author uses colors to symbolize different things or cause different emotions in readers.

Process: You will listen and view a video of the next section of the story, where the protagonist (Prince Prospero) and his rich guests enjoy a party in a palace that has seven **chambers**, or rooms. Each room is painted a different color, with matching curtains and rugs

Step 1: Listen and view the video, paying attention to the colors of each room.

Step 2: When your teacher stops the video, jot down your responses to the questions below:

- What do you think the black room with red curtains and a clock is foreshadowing? What predictions can you make?

Step 3: Working with a partner, take turns sharing what you think the colors may mean. Together, try to figure out why Poe begins ends with a black room and a ticking clock. If you can, try to determine why the rooms go from east to west.

TEACHER INSTRUCTIONS AND RATIONALE

As mentioned before, students will not read the next four paragraphs. Instead, they will watch the story up through the eighth paragraph. They will be very familiar with the first four paragraphs, as they have read them and have heard them read aloud. But now they will view how the narrator travels through the seven rooms in the palace, ending in the black room with the chiming clock.

Video Title: *Masque of the Red Death* (Edgar Allan Poe)—Animation by Jean & Tim ENG

Video Link: <https://www.youtube.com/watch?v=JgDxUTmk7jk>

Note: Stop the video at 4:05, at the chiming clock.



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Task 9: Reading with a Focus (Part III, Paragraphs 9–15)

Purpose: By reading and understanding the focus questions, you are better able to understand the climax of the story and overall message of the text and what it represents.

Process: You will now finish reading Poe’s story. As you read, pay attention to the questions inserted in the text.

Part 1 Paragraphs 9–10

Step 1: In your groups of four, you will first work with a shoulder partner. Discuss your ideas about the questions you see before paragraph 9, come to a consensus (agree), and take notes as you read. You can write your notes in the margin.

Part 2 Paragraphs 11–15

Step 2: Now look at Task 9 Handout: *Reading with a Focus* on page 18. Again, with your shoulder partner discuss your ideas and come to a consensus about Prince Prospero’s actions before and after seeing the stranger. Record your ideas in the handout.

Step 3: Working with your other two peers in your group, take turns sharing your answers. Remember, it is important for everybody to use their voice, so please agree on what notes you will share and which ones your partner will share.

Step 4: Add notes to your chart as you hear other ideas that you like. Remember, you will use these notes at the end of this lesson and then again at the end of the unit to write an essay.

TEACHER INSTRUCTIONS AND RATIONALE

Students have now considered Poe’s use of symbolism, using the color black and the clock to symbolize the passing of time and the end of life. Students may have also noticed that the tour of the rooms begins in the east and ends in the west (thus, symbolizing the rising and setting sun of one’s life).

In this task, students meet a stranger. The story as a whole, as they will discover in the subsequent task, is an allegory for people’s inability to escape death, no matter how wealthy they are. Students will come to understand that the overall meaning of this text is that death comes for us all.

Alert students to the focus questions at the beginning of each section in Part III. They will guide students’ reading. They can keep notes in the margins and also in Task 9 Handout: *Reading with a Focus*. They will share the notes in their handout in their small groups.



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Task 9 Handout: Reading with a Focus

| | Prince Prospero before seeing the stranger | Prince Prospero after seeing the stranger |
|--|--|---|
| Actions | | |
| What do these actions reflect about his attitude and the attitude of society as a whole? | | |



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EXTENDING UNDERSTANDING



Task 10: Understanding Allegory

The Masque of the Red Death by Edgar Allan Poe

Purpose: You have considered how Poe uses colors to symbolize certain life events, and what east and west may mean in the story. Now we will focus on the idea of **allegory**, what the story as a whole may symbolize or represent.

Process: Revisit all the notes you wrote as you read the story. Now it is time to synthesize or put them together. Remember that these notes should be specific. They will help you when you write your essay later. Use Task 10 Handout: *Understanding Allegory Notetaker* to capture your notes.

Step 1: Read the section of the text. Use the notetaker to take notes on the text.

Step 2: Work with your team of four to compare your notes. Add to your chart ideas that you did not have but find useful.

Step 3: As a table group, discuss and agree on what you think *The Masque of the Red Death* is an allegory for. What does it represent? Make sure to justify your assertion.

- We think *The Masque of the Red Death* is an allegory for _____ because _____.

Step 4: Your teacher will call on each group to share out their idea for an allegory for Poe's short story.

TEACHER INSTRUCTIONS AND RATIONALE

Now that students have completed the reading, they will focus on how the text as a whole is an allegory. You may want to introduce the idea that an allegory is a story that as a whole represents or symbolizes something about life in general. Students have already begun thinking about what specific elements of the story represent so refer them back to their ideas about the colors of the rooms, the clock, and the stranger.

Explain to students that they will be working in small groups to answer each question about what is represented in the story, what the story might tell us about society, and what the overall message of the story is. Then, they will think about what the story as a whole represents.





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Task 10 Handout: Understanding Allegory Notetaker

| Symbolism | |
|---|--|
| Prospero symbolizes the arrogance of rich people, who think they can protect themselves in their “palaces.” | What details support this assertion (claim)? |
| What/who may Prospero’s guests symbolize? | |
| What problems about society did the Red Death reveal? That is, what can you say about society by the way people behaved in the story? | |
| What message do you think the author, Poe, intended to convey or show? | |

| Allegory | |
|---|--|
| As a whole, one idea that the story may stand for is: Death gets to everybody, rich and poor, whenever death decides to come. | What details support this assertion (claim)? |
| Do you have another idea for what the story may be an allegory for? Write your allegory below: | What evidence from the story supports your idea? |



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TEXTS



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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Task 2: Picture 1 — Using a Visual Text to Provide Context

A man infected by the Black Death shows the symptoms of the epidemic. He carries a bell to announce his presence in town so that people protect themselves from him as he walks around.





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Task 2: Picture 2 — Using a Visual Text to Provide Context

Peter Breughel, the Elder's *Triumph of Death*, is probably the most iconic painting with a very complex structure and composition. The painting depicts the idea that death does not spare anybody, that there is no escaping death whether you are rich or poor, handsome or ugly, good or bad. While epidemics are part of the picture, as is war, greed, and other evils; only death makes all human beings end at the same point.





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Task 2: Picture 3 — Using a Visual Text to Provide Context

This painting shows a scene from *The Decameron*, an Italian classic collection of 100 stories written by Boccaccio in the 14th century. It depicts a group of 10 friends, 7 young women and 3 young men who escape Florence, which is being attacked by The Black Death, and they take refuge in a country palace. The group of young people spend the time telling each other stories, one hundred of them, in a period of two weeks, seeking to escape the pest.





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Task 2: Picture 4 — Using a Visual Text to Provide Context

Byam Shaw's illustration for the publication of the book of Poe's *The Masque of the Red Death* in "Selected Tales of Mystery" (London: Sidgwick & Jackson, 1909). The picture appears on p. 152 with the caption "Darkness and decay and the red death held illimitable dominion over all."





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Task 2: Picture 5 — Using a Visual Text to Provide Context

The impact of the Black Death in Naples, in a painting by Domenico Gargiulo shows the devastation in Naples, a small island in the west of Italy.





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Part I (Paragraphs 1–4): The Masque of the Red Death by Edgar Allan Poe

Introducing the setting and context for the story, and the main character

As you read or listen to Part I of the story, take notes in the margins on the two questions below:

- *How does Prince Prospero react to the plague around him (actions)?*
- *What does Prince Prospero do that gives us clues about his character, what he values, and what he does not value (inferences)?*

- 1 The “Red Death” had long devastated the country. No pestilence had ever been so fatal, or so hideous. Blood was its Avatar and its seal—the redness and the horror of blood. There were sharp pains, and sudden dizziness, and then profuse bleeding at the pores, with dissolution. The scarlet stains upon the body and especially upon the face of the victim, were the pest ban which shut him out from the aid and from the sympathy of his fellow-men. And the whole seizure, progress and termination of the disease, were the incidents of half an hour.
- 2 But the Prince Prospero was happy and dauntless and sagacious. When his dominions were half depopulated, he summoned to his presence a thousand hale and light-hearted friends from among the knights and dames of his court, and with these retired to the deep seclusion of one of his castellated abbeys. This was an extensive and magnificent structure, the creation of the prince’s own eccentric yet august taste. A strong and lofty wall girdled it in. This wall had gates of iron. The courtiers, having entered, brought furnaces and massy hammers and welded the bolts. They resolved to leave means neither of ingress nor egress to the sudden impulses of despair or of frenzy from within.
- 3 The abbey was amply provisioned. With such precautions the courtiers might bid defiance to contagion. The external world could take care of itself. In the meantime it was folly to grieve, or to think. The prince had provided all the appliances of pleasure. There were buffoons, there were improvisatori,

Key Ideas and Questions

there were ballet-dancers, there were musicians, there was Beauty, there was wine. All these and security were within. Without was the “Red Death”.

- 4 It was towards the close of the fifth or sixth month of his seclusion, and while the pestilence raged most furiously abroad, that the Prince Prospero entertained his thousand friends at a masked ball of the most unusual magnificence. It was a voluptuous scene, that masquerade.

Key Ideas and Questions



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Part II (Paragraphs 5–8): The Masque of the Red Death by Edgar Allan Poe

The castle is described in detail

- Why is each room a different color?

5 But first let me tell of the rooms in which it was held. These were seven—an imperial suite. In many palaces, however, such suites form a long and straight vista, while the folding doors slide back nearly to the walls on either hand, so that the view of the whole extent is scarcely impeded. Here the case was very different, as might have been expected from the duke's love of the *bizarre*. The apartments were so irregularly disposed that the vision embraced but little more than one at a time. There was a sharp turn at every twenty or thirty yards, and at each turn a novel effect. To the right and left, in the middle of each wall, a tall and narrow Gothic window looked out upon a closed corridor which pursued the windings of the suite. These windows were of stained glass whose colour varied in accordance with the prevailing hue of the decorations of the chamber into which it opened.

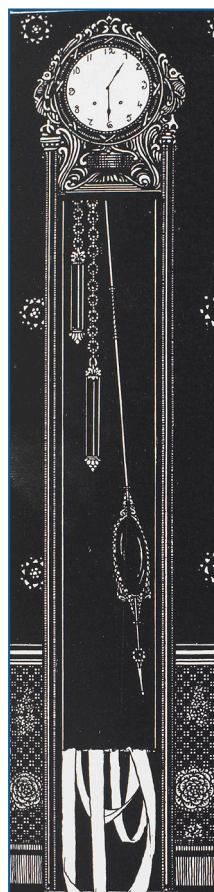


6 That at the eastern extremity was hung, for example in blue—and vividly blue were its windows. The second chamber was purple in its ornaments and tapestries, and here the panes were purple. The third was green throughout, and so were the casements. The fourth was furnished and lighted with orange—the fifth with white—the sixth with violet. The seventh apartment was closely shrouded in black velvet tapestries that hung all over the ceiling and down the walls, falling in heavy folds upon a carpet of the same material and hue. But in this chamber only, the colour of the windows failed

Key Ideas and Questions

to correspond with the decorations. The panes here were scarlet—a deep blood colour. Now in no one of the seven apartments was there any lamp or candelabrum, amid the profusion of golden ornaments that lay scattered to and fro or depended from the roof. There was no light of any kind emanating from lamp or candle within the suite of chambers. But in the corridors that followed the suite, there stood, opposite to each window, a heavy tripod, bearing a brazier of fire, that projected its rays through the tinted glass and so glaringly illumined the room. And thus were produced a multitude of gaudy and fantastic appearances. But in the western or black chamber the effect of the fire-light that streamed upon the dark hangings through the blood-tinted panes, was ghastly in the extreme, and produced so wild a look upon the countenances of those who entered, that there were few of the company bold enough to set foot within its precincts at all.

- 7 It was in this apartment, also, that there stood against the western wall, a gigantic clock of ebony. Its pendulum swung to and fro with a dull, heavy, monotonous clang; and when the minute-hand made the circuit of the face, and the hour was to be stricken, there came from the brazen lungs of the clock a sound which was clear and loud and deep and exceedingly musical, but of so peculiar a note and emphasis that, at each lapse of an hour, the musicians of the orchestra were constrained to pause, momentarily, in their performance, to harken to the sound; and thus the waltzers performance ceased their evolutions; and there was a brief disconcert of the whole gay company; and, while the chimes of the clock yet rang, it was observed that the giddiest grew pale, and the more aged and sedate passed their hands over their brows as if in confused reverie or meditation.
- 8 But when the echoes had fully ceased, a light laughter at once pervaded the assembly; the musicians looked at each other and smiled as if at their own nervousness and folly, and made whispering vows, each to the other, that the next chiming of the clock should produce in them no similar emotion; and then, after the lapse of sixty minutes, (which embrace three thousand and six hundred



Key Ideas and Questions

seconds of the Time that flies,) there came yet another chiming of the clock, and then were the same disconcert and tremulousness and meditation as before. But, in spite of these things, it was a gay and magnificent revel. The tastes of the duke were peculiar. He had a fine eye for colours and effects. He disregarded the decora of mere fashion. His plans were bold and fiery, and his conceptions glowed with barbaric lustre. There are some who would have thought him mad. His followers felt that he was not. It was necessary to hear and see and touch him to be *sure* that he was not.

Key Ideas and Questions



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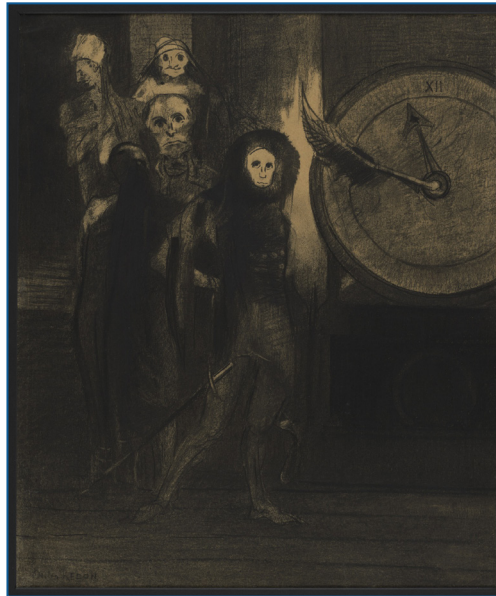


Part III (Paragraphs 9–15): The Masque of the Red Death by Edgar Allan Poe

A new masked character appears

- *Who is this new masked figure?*
- *What does this mask resemble?*
- *What do you think his presence foreshadows (announces)?*

9 And thus too, it happened, perhaps, that before the last echoes of the last chime had utterly sunk into silence, there were many individuals in the crowd who had found leisure to become aware of the presence of a masked figure which had arrested the attention of no single individual before. And the rumour of this new presence having spread itself whisperingly around, there arose at length from the whole company a buzz, or murmur, expressive of disapprobation and surprise—then, finally, of terror, of horror, and of disgust.



10 In an assembly of phantasms such as I have painted, it may well be supposed that no ordinary appearance could have excited such sensation. In truth the masquerade licence of the night was nearly unlimited; but the figure in question had out-Heroded Herod, and gone beyond the bounds of even the prince's indefinite decorum. There are chords in the hearts of the most reckless which cannot be touched without emotion. Even with the utterly lost, to whom life and death are equally jests, there are matters of which no jest can be made. The whole company, indeed, seemed now deeply to feel that in the costume and bearing of the stranger neither wit nor

Key Ideas and Questions

propriety existed. The figure was tall and gaunt, and shrouded from head to foot in the habiliments of the grave. The mask which concealed the visage was made so nearly to resemble the countenance of a stiffened corpse that the closest scrutiny must have had difficulty in detecting the cheat. And yet all this might have been endured, if not approved, by the mad revellers around. But the mummer had gone so far as to assume the type of the Red Death. His vesture was dabbled in blood—and his broad brow, with all the features of the face, was besprinkled with the scarlet horror.

Key Ideas and Questions

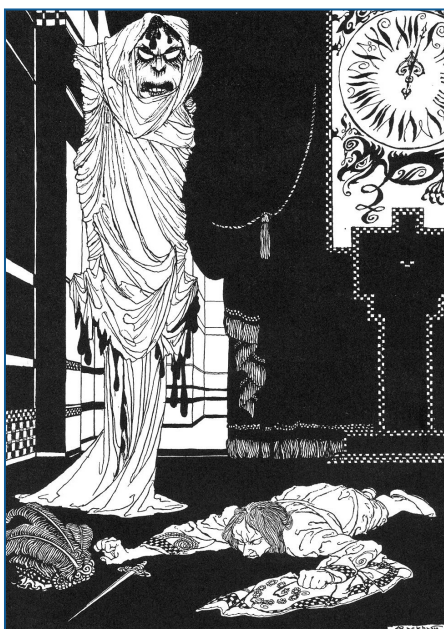
Prince Prospero notices the strange masked man

- *How does Prince Prospero react to meeting this masked man first and after?*
 - *What do his actions reveal about his attitude?*
- 11 When the eyes of the Prince Prospero fell upon this spectral image (which, with a slow and solemn movement, as if more fully to sustain its role, stalked to and fro among the waltzers) he was seen to be convulsed, in the first moment with a strong shudder either of terror or distaste; but, in the next, his brow reddened with rage.
 - 12 “Who dares,”—he demanded hoarsely of the courtiers who stood near him—“who dares insult us with this blasphemous mockery? Seize him and unmask him—that we may know whom we have to hang, at sunrise, from the battlements!”
 - 13 It was in the eastern or blue chamber in which stood the Prince Prospero as he uttered these words. They rang throughout the seven rooms loudly and clearly, for the prince was a bold and robust man, and the music had become hushed at the waving of his hand.
 - 14 It was in the blue room where stood the prince, with a group of pale courtiers by his side. At first, as he spoke, there was a slight rushing movement of this group in the direction of the intruder, who at the moment was also near at hand, and now, with deliberate and stately step, made closer approach to the speaker. But from a certain nameless awe with which the mad assumptions of the mummer had inspired the whole party, there were found none who put forth hand to seize him; so that, unimpeded, he passed within a yard of the prince’s person; and, while the vast assembly, as if with one impulse, shrank from the centres of the rooms to the walls, he made his way uninterruptedly, but with the same solemn and measured step

which had distinguished him from the first, through the blue chamber to the purple—through the purple to the green—through the green to the orange—through this again to the white—and even thence to the violet, ere a decided movement had been made to arrest him. It was then, however, that the Prince Prospero, maddening with rage and the shame of his own momentary cowardice, rushed hurriedly through the six chambers, while none followed him on account of a deadly terror that had seized upon all. He bore aloft a drawn dagger (knife), and had approached, in rapid impetuosity, to within three or four feet of the retreating figure, when the latter, having attained the extremity of the velvet apartment, turned suddenly and confronted his pursuer. There was a sharp cry—and the dagger dropped gleaming upon the sable carpet, upon which, instantly afterwards, fell prostrate in death the Prince Prospero. Then, summoning the wild courage of despair, a throng of the revellers at once threw themselves into the black apartment, and, seizing the mummer, whose tall figure stood erect and motionless within the shadow of the ebony clock, gasped in unutterable horror at finding the grave cerements and corpse-like mask, which they handled with so violent a rudeness, untenanted by any tangible form.

Key Ideas and Questions

- 15 And now was acknowledged the presence of the Red Death. He had come like a thief in the night. And one by one dropped the revellers (party goers) in the blood-bedewed halls of their revel, and died each in the despairing posture of his fall. And the life of the ebony clock went out with that of the last of the gay. And the flames of the tripods expired. And Darkness and Decay and the Red Death held illimitable dominion overall.





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CLUSTER OF STANDARDS



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Cluster of Standards Addressed in Lesson 2

California

CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



CCSS.ELA-LITERACY.L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Connecticut

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

New York

8RL1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.

8RL2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.

8RL3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.

8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.

8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

Texas

8.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

8.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.

8.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

8.6 Response skills: listening, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

8.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

8.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre specific characteristics and create to compose multiple texts that are meaningful.

Knowledge and Skill Statement R6: The student reads texts to find information on self-selected and assigned topics.

Knowledge and Skill Statement R7: The student formulates and supports responses to various types of texts.



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Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States

TEACHER INSTRUCTIONS



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States

About this Lesson

Up to this point in the unit, you have learned about pandemics that happened a long time ago. In this third and final lesson you will gain information and perspective about a pandemic that began more recently, although still in the past, and continues today. As you work, you will use the information from the other two lessons to think about differences, similarities, and what was learned (or not) from history.

Lesson Objectives

In this lesson, you will:

- Understand how the AIDS epidemic started in the United States, how people reacted to it, and what was done to deal with the crisis.
- Analyze information from different types of texts, both written and graphic.
- Explain your ideas and opinions about the AIDS crisis, as well as how people responded to it.
- Explain with detail and examples what you have learned about pandemics in the unit and evaluate the lessons learned.

TEACHER INSTRUCTIONS AND RATIONALE

Introducing the lesson to students:


In this culminating lesson of the unit, students will learn about a more recent pandemic that continues today. Students will use what they have learned in the unit so far to compare the AIDS pandemic to the other pandemics they have studied. The texts are mostly informative and visual, and students will work together to read and understand them so that they can create an original piece of writing (a compare and contrast essay). This culminating activity serves to extend their understanding of the information explored not only in this lesson but in the entire unit to their everyday lives.

To begin, explain to students that, as they know from their own experience, pandemics are still a problem today. In this last lesson of the unit, they will learn about a pandemic that has happened more recently than the ones they have studied. They will use all the information they learned in lessons one and two to compare those pandemics to the new one and consider what they have learned that can help human beings better prepare for the future.

Lesson Architecture


Preparing Learners

In this first moment of the lesson, students are guided to think deeply about what they already know about the major concepts, themes, language, and ideas of the lesson so they are ready to engage with complex text.

- **Task 1:** Quick Write
- **Task 2:** Evaluating Prior Knowledge
-  ● **Task 3:** Formulating Questions for Reading
- **Task 4:** Skim and Scan

Interacting with Text

This moment of the lesson invites students to analyze complex texts through carefully scaffolded activities that build upon each other as they deconstruct the text, so students can focus on major ideas and then reconnect those ideas to the text as whole.

- **Task 5:** Reading with a Focus: Timeline
- **Task 6:** Making Connections
- **Task 7:** Reading with a Focus and Photo Analysis
- **Task 8:** Fact Sheet Analysis
-  ● **Task 9:** Revisiting Initial Ideas

Extending Understanding

In this final part of the lesson, students participate in tasks that help them synthesize their understanding of the major ideas, concepts, characters, and themes they engaged within the body of the lesson.

- **Task 10:** Compare and Contrast
- **Task 11:** Model Essay Analysis
- **Task 12:** Compare/Contrast Essay



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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PREPARING LEARNERS



Task 1: Quick Write: What is a Pandemic?

Purpose: In this first task of the lesson, you will think about everything you have learned so far about pandemics in Lessons 1 and 2 before we add information about a new pandemic.

Process:

Step 1: Think back to what you learned about the Black Death from Lesson 1 and Prince Prospero's story in *The Masque of the Red Death* in Lesson 2.

Step 2: List three to four important characteristics of a pandemic on a sheet of paper.

Step 3: Share your information with a partner. As you listen to your partner, write down any information they give you that might be different from what you already have.

TEACHER INSTRUCTIONS AND RATIONALE

Explain to students that this lesson is a continuation of the same theme (pandemics) we explored in lessons one and two. They will use information from those lessons as well as anything else they may have learned in other classes, through discussions with friends and family, watching the news, etc.

This lesson will explore a more recent time in history when another pandemic emerged in the United States, so we will begin as we have in other lessons by preparing to read new texts and reflecting on what we already know about the topic.

This task asks students to simply list their ideas. It should be quick.





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Task 2: Evaluating Prior Knowledge: What Do You Already Know?

Purpose: In this task, you will find out what you already know about the HIV/AIDS epidemic and begin to think about what you might like to learn.

Process:

Step 1: Look at the short quiz about the topic of HIV/AIDS on Task 2 Handout: *Matrix: What do you already know?*

Step 2: Complete Part 1 first by yourself before sharing your information with a partner. You may not be sure about all the statements, and that is okay.

Step 3: Discuss your answers with a partner.

The two of you do not have to agree, but you can help each other if one of you is not sure, or you can discuss your ideas about the statements with which you disagree. Use the language on the handout to help you.

TEACHER INSTRUCTIONS AND RATIONALE

Let students know that in this lesson, they will read texts, watch videos, and look at pictures that are all related to the AIDS pandemic. So, just as we have done at the beginning of all other lessons, before we read about the topic, we will think about what we already know (or might not know). Assure students that if they do not know much about the topic, that is fine. This task is designed to see what prior knowledge students already have. They will get a chance to look up information they are not sure about or answer questions they have in Task 4: *Skim and Scan*. Therefore, it is essential that they do not look for information on Google or other sources as they initially engage in the lesson so that they can later see how much they already knew about the topic and the misconceptions that they may have held.

Modeling: To ensure students understand the purpose of the task and that it is not a traditional quiz in which they may be penalized for not knowing the answer, you can do the first statement together as a class. Read the statement to the class and ask for any volunteers there may be for all possible answers (true, false, I'm not sure). Then, have the students say why they chose their answers. This way, students will see that any one of the three answers is valid.



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Task 2 Handout: Matrix: What Do You Already Know?

Part 1

For each of the following statements about HIV/AIDS:

- Mark either true, false, or I'm not sure in the appropriate column.
- Explain why you marked the statements the way you did and where your information comes from in the last column.

| Statement | True | False | I'm not sure | Information I base my answer on |
|---|------|-------|--------------|---------------------------------|
| HIV is difficult to transmit or pass from one person to another. | | | | |
| Anyone can become infected with HIV. | | | | |
| There is a cure for HIV. | | | | |

| Statement | True | False | I'm not sure | Information I base my answer on |
|---|------|-------|--------------|---------------------------------|
| Hand washing is a good way to prevent the spread of HIV. | | | | |
| People with HIV/AIDS should not be in contact with other people, so they do not spread the disease. | | | | |

Language you can use to discuss your ideas (you may also use your own phrases to express your ideas)

| If you think you know the answer | If you are not sure |
|--|--|
| <p>Student 1: Based on what I know, the I think statement ____ is (true/false) because...</p> <p style="text-align: center;">OR</p> <p>Based on what we have been reading in this unit, I would agree/disagree with this statement because...</p> <p>Student 2: I agree with you. I also think statement ____ is (true/false) because...</p> <p style="text-align: center;">OR</p> <p>I disagree with you. I think statement ____ is (true/false) because...</p> | <p>Student 1: I'm not absolutely sure about this statement, but I am inclined to agree/disagree based on...what do you think?</p> <p>Student 2: I think I can help you. I think statement ____ is (true/false) because...</p> <p style="text-align: center;">OR</p> <p>I am not sure either. A question I have is...</p> |



DYNAMIC ASSESSMENT OPPORTUNITY FOR TASK 3

Learning Goal: Students deepen their ability to anticipate themes in a new text by formulating questions and drawing on what they know and do not know about the topic.

Success Criteria:

- The questions help clarify information that the students already know or extend their understanding of the AIDS crisis.
- The questions students formulate help them focus on the central idea and supporting details of the texts.

Introduction: Discuss the purpose of this activity in preparation for reading about the AIDS crisis in the United States. In this activity, you will write questions based on what you already know and what you would like to learn about this epidemic.

Dynamic Assessment Evidence:

- Observe and closely listen to students in their discussion pairs.
- Review the questions that each pair develops.

Possible Actions:

- If the students are writing statements, prompt them to restate them as questions if they do not already know the information.
- Ask the students if the two questions they agree on are likely to be answered by the text (government sources on HIV/AIDS).
- If the student questions are superficial, prompt them to consider how they might make their questions deeper (e.g., rather than just focusing on isolated facts such as “who got AIDS?” consider the deeper question, “What was the impact of the pandemic on those who were infected by AIDS?”).

For either student pairs or a final class discussion, ask students to discuss how they think their questions will help them in this unit to identify central ideas and supporting details in the various texts they will encounter.





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Task 3: Formulating Questions for Reading

Purpose: This task will help us start to ask questions so we can understand better when we read the texts later.

Process:

Step 1: Think back to the conversation you just had with your partner and your combined knowledge of HIV/AIDS.

Step 2: Working together, think of two or three questions that you do not know the answer to but would like to find out.

Step 3: Agree with your partner about which questions you will choose, and make sure that neither of you knows the answer.

Step 4: Record your answers below in the Task 3 Handout: *Pre-Reading Questions Chart*.

There is a model/example question there to help you.

TEACHER INSTRUCTIONS AND RATIONALE

Remind students that—as has been discussed many times already—good readers prepare for reading by thinking about the topic of the texts they will read and formulating questions beforehand that the text might answer. As students formulate questions for this task, explain that they will be reading informational texts about the history, effects, reactions, etc. of the pandemic. Formulating questions will help them anticipate the information they will encounter. Remind them that some of their questions may not be answered by the texts in the lesson, and that is fine. Additional research may be needed to answer them.

Modeling: There is a sample question for students at the top of the chart in their handouts. Go over the question with them and point out that it is a valid question because you do not yet know the answer.

Important Note: It is very important to let students know that their questions may not be answered early on in the reading – or sometimes not at all. It is good, though, that they learn to tolerate this ambiguity and keep their questions in mind. For this reason, ask them not to look up answers to their questions in other sources (such as the internet) until after the lesson is finished.





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Task 3 Handout: Pre-Reading Questions Chart

Add questions you would like to know the answer to.

| Example: When did the HIV/AIDS pandemic begin? |
|---|
| 1. |
| 2. |



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Task 4: Skim and Scan

Purpose: We will now look at some information from the Internet to make sure we have a good understanding of what the disease is before we start reading about how it began and was spread throughout the United States.

Process:

Step 1: With a partner, look at the two webpages:

| Website | Source | QR Code |
|--|--|---|
| https://www.cdc.gov/hiv/about/index.html https://www.cdc.gov/hiv/basics/whatishiv.html | Center for Disease Control and Prevention |  |
| https://www.hiv.gov/hiv-basics/overview/about-hiv-and-aids/what-are-hiv-and-aids https://www.hiv.gov/ | U.S. Department of Health and Human Services |  |

Step 2: Scan the websites to look for specific information without necessarily reading every word. The questions in Task 4 Handout: *Skim and Scan* will let you know what you need to scan the webpages for.

Step 3: Record your answers in the handout after discussing them with your partner.

TEACHER INSTRUCTIONS AND RATIONALE

To introduce this task, explain to students that, as they may have seen, websites are often organized with titles, guiding questions, pictures, and bullets to help find information quickly. So, in this task, we will use the strategies of Skimming and Scanning a text. Explain that when they skim, they look at the text (in this case, the webpage) quickly to get an overall idea of its contents by reading the titles, subtitles, section names, repeated terms, etc. When they scan, they look for specific information (from the questions). Explain that they will use Task 4 Handout: *Skim and Scan* to know what to look for and record their answers there.

When students have finished skimming and scanning the webpages, have them go back to Task 2: *Evaluating Prior Knowledge: What Do You Already Know?* with the same partner as before. Ask them to discuss any statement they might want to change based on the information on the two websites. Next, see if they are now able to answer the questions they formulated in Task 3 Handout: *Pre-reading Questions Chart*. Remind them that if they still do not have the information to answer the questions, that is okay. We will continue the lesson with these questions in mind and see if we find the answers.



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Task 4 Handout: Skim and Scan

What is HIV? What is AIDS?

How is the virus transmitted or passed from one person to another? How is the virus NOT transmitted?

Who is most at risk?

What are the symptoms of the disease?

How is it treated?





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INTERACTING WITH TEXT



Task 5: Reading with a Focus: Timeline

Purpose: To better understand the history of the pandemic by reading about important events in the order in which they happened.

Process:

Step 1: As you read, organize the information from the text in Task 5 Handout: *Reading with a Focus Timeline*.

Step 2: Discuss the information with a partner to make sure it is correct before you write it down.

Step 3: Go back to your questions from Task 3 Handout: *Pre-Reading Questions Chart* to see if this article helps you answer those questions as well.

TEACHER INSTRUCTIONS AND RATIONALE

Remind students that many times when authors write about events in the past, they organize their informational texts sequentially, one at a time by date of occurrence. They do that so that readers understand how the events unfolded and can come to a good understanding of the time period and events in sequence.

In this task, students will look for important information and organize it chronologically in a timeline to help them get a better understanding of how the events unfolded.

Modeling: If students need an example of how to organize information as they read, take them through the first paragraph.

Tell them to focus on dates and important information as they read. Read the first paragraph out loud and ask them, “Did we learn anything we can add to our timeline chart?”

Lead them to see that 1959 is before the 1980s, so the information—HIV was detected in 1959—could be added to the first column. The text also mentions “the 1980s” but doesn’t give specific dates, so explain that they will have to keep reading to fill in the specific information for the rest of the timeline.





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Task 5 Handout: Reading with a Focus: Timeline

Write down important information from the article about each year below:

| Before the 1980's | 1981 | 1982 | 1983 | 1985 and 1986 |
|-------------------|------|------|------|---------------|
| | | | | |



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Task 6: Making Connections

Purpose: To understand how people reacted to the AIDS crisis and think about how people might react today.

Process

Part 1: Reading for information

Step 1: Listen for your teacher to assign you and your partner a text to read (either about society or the government) from Task 6 Texts: *Making Connections* on page 41.

Step 2: Take turns reading the article with your partner, paragraph by paragraph.

Step 3: As you read, stop after each paragraph to discuss whether you can add any information to the middle column “How people reacted in the 1980s” on Task 6 Handout: *Compare/Contrast Matrix Reactions to the AIDS Crisis* on page 17.

Step 4: When you finish reading, come to a consensus together (agree) to answer the question in the last column about how people might react today.

Part 2: Sharing Information

Step 1: Now your teacher will pair you with someone who read the text that you did not read.

Step 2: With your new partner, explain the main idea or gist of what your text is about by explaining the ideas you recorded in the middle column.

TEACHER INSTRUCTIONS AND RATIONALE

Explain to students that another habit of good readers is making connections between what they read and what they already know.

For this task, students work in groups of four, subdivided into two pairs. Assign one pair to read Text 1: *Society’s Reaction to the AIDS Crisis* and the other pair to read Text 2: *Government Response to the AIDS Crisis*.

In Part 1 students will work in pairs to fill in the matrix on Task 6 Handout: *Compare/Contrast Matrix— Reactions to the AIDS Crisis*. In Part 2, students work with partners who have read different texts, so they can explain the information in their text to a partner for whom the information is new. As students listen to one another, they can fill out the other half of the matrix.

Explain to students that the information they will need to fill in the middle column of the chart is found in the text; however, the information for the last column (how people might react today) is based on what they know about society.

Invite them to think about COVID-19 or Monkey Pox, and how they observed the reactions of people around them and society at large.

Step 3: Go on to tell your partner how you think people today might react to a similar disease and why.

Step 4: As you listen, record the important information in your handout.

Step 5: Tell your partner if you agree with their evaluation of today's society's reaction (the last column).



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Task 6 Handout: Compare/Contrast Matrix—Reactions to the AIDS Crisis

| Text | How did people react in the 1980s? | How do you think people might react to a similar outbreak today, and why? |
|--|------------------------------------|---|
| Society's Reaction to the AIDS Crisis | | |
| Government Response to the AIDS Crisis | | |



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Task 7: Reading with a Focus and Photo Analysis

Purpose: To understand how the victims of AIDS and their supporters defended themselves and demanded that others do something about the crisis by analyzing both written and visual texts (images).

Process:

Step 1: Read the two paragraphs in Task 7 Text: *Fighting for Our Lives: Response to Societal Fear and Government Inaction* on page 43 and answer the two focus questions on your own in the Task 7 Handout: *Reading with a Focus and Photo Analysis Charts*.

Step 2: Look closely at the two images that show the protesters and the famous signs/posters the activists used.

Step 3: Choose the photo that interests you the most to analyze further.

Step 4: Answer the questions in the Photo Analysis portion of the handout.

Step 5: Discuss your answers with your group.

Step 6: As you listen to what others think, write down any additional information you gain from your conversation.

TEACHER INSTRUCTIONS AND RATIONALE

Now that students have a better understanding of how the AIDS crisis in the United States began and how diverse sectors of society reacted to it, invite them to look at how people living with AIDS and their supporters stood up to demand that society and the government take action to educate people and find a treatment or cure.

Remind students that both written text and visual text (such as images) work together to give readers information about topics. In this task, they will both read a short, informative introduction about how people fought for AIDS awareness and look at photos of what their activism and protest looked like.



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Task 7 Handout: Reading with a Focus and Photo Analysis Charts

Reading with a Focus

| |
|--|
| Who does ACT UP speak for? |
| What types of messages and actions did they use to send their message? |

Photo Analysis

Choose the photo that interests you the most and analyze it using the table below:

| | |
|--|--|
| How does the picture make you feel? | |
| What message do you think the protestors were sending by using this form of communication? | |
| Do you think this method of communication was successful? That is, do you think the audiences understood the message? Why/Why not? | |



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Task 8: Fact Sheet Analysis

Purpose: Now, we will better understand the AIDS pandemic by looking at its impact today to see what has remained the same and what has changed. To better understand the impact of AIDS today by finding and analyzing information from a fact sheet.

Process:

Step 1: Look at the example on page 21 in Task 8 Example Text: *Today's HIV/AIDS Epidemic CDC Fact Sheet* from the first page of the website you will analyze.

Step 2: With a partner, skim and scan the sheet just as you did earlier in the lesson, starting with the questions in Section 1 of Task 8 Matrix: *Fact Sheet Analysis Skim and Scan*.

Step 3: Find the fact sheet you will need by looking on the CDC's website here. (<https://www.cdc.gov/hiv/data-research/facts-stats/index.html>)



This section will guide you in finding general, overall information about the topic.

Step 4: Continue to Section 2 of the Matrix and discuss the answers to the focus questions with your partner to get more specific information. Make sure to discuss each answer before writing it down and after coming to a consensus with your partner.

TEACHER INSTRUCTIONS AND RATIONALE

So far in the lesson, students have studied what HIV/AIDS is, how the crisis began, and what people's reaction to it was at its onset. Now, they will look at the pandemic today and see what, if anything, has changed. Just as with the websites we looked at earlier in the lesson, a good and quick way to get information about a topic is by looking at an infographic or fact sheet. Explain to students that these sheets contain a variety of different text features, such as headings, subheadings, written text, maps, diagrams, and different kinds of graphs. They are designed to be used to find information very quickly and not necessarily to be read in a particular order, like a story or book. For this task, they will use a fact sheet from the CDC to get an overall idea of what the AIDS crisis is like in the world today.

Modeling: Project the fact sheet, and go over the various text features so students can see where they are and how to use them. Alert them to the logos, visuals, titles, etc. You may answer the first question together, "Who created this fact sheet?" to show them that while no specific author is mentioned (such as in a book or article), we know the Center for Disease Control produced the sheet because we see their logo prominently displayed at the bottom of the screen. We also know they are a source for information on the topic because of our work on Tasks 2–4.





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Task 8 Example Text: Today's HIV/AIDS Epidemic CDC Fact Sheet

Fact Sheet Organization:

CDC
FACT
SHEET

Today's HIV/AIDS Epidemic

Heading

CDC estimates that roughly 1.2 million people in the United States are living with HIV – and nearly one in eight of those are not aware that they are infected.

Prevention efforts have led to encouraging declines in new diagnoses among some populations – including African American women, people who inject drugs and heterosexuals – and a stabilization in new diagnoses among gay and bisexual men, including black men. However, as many as 50,000 people still become newly infected each year. In addition to recognized risk behaviors, a range of social and economic factors places some Americans at increased risk for HIV infection.

The Scope and Impact of HIV in the United States

Written Text →

New infections and overall burden: Since the height of the epidemic in the mid-1980s, the annual number of new HIV infections in the United States has been reduced by more than two-thirds, from roughly 130,000 in 1985 to approximately 50,000 in 2010. As a result of treatment advances since the late 1990s, the number of people living with HIV (HIV prevalence) has increased dramatically. Yet, despite increasing HIV prevalence and more opportunities for HIV transmission, the number of new infections was relatively stable from the mid-1990s through 2010.

Subheadings →

U.S. Subpopulations with the Largest Numbers of Estimated New HIV Infections, 2010

| Subpopulation | Estimated New HIV Infections (2010) |
|------------------------------|-------------------------------------|
| White MSM | 11,200 |
| Black MSM | 10,600 |
| Hispanic MSM | 8,700 |
| Black Heterosexual Women | 5,300 |
| White Heterosexual Men | 2,700 |
| Hispanic Heterosexual Women | 1,300 |
| Black Men who Inject Drugs | 1,200 |
| Black Women who Inject Drugs | 1,100 |
| Hispanic Heterosexual Men | 850 |
| Hispanic Heterosexual Women | 780 |

Heavily affected subgroups: By transmission category, most new HIV infections occur among men who have sex with men (MSM) of all races and ethnicities, followed by African American heterosexual women. By race/ethnicity overall, African Americans are the most heavily affected population, followed by Latinos.

Geography of the U.S. epidemic: HIV touches every corner of the United States. According to these data by region, the rate (number of diagnoses per 100,000 people) is highest in the South (18.5 per 100,000 people), followed by the Northeast (14.2), West (11.2) and the Midwest (8.2).

Graph →

HIV Prevalence and New Infections, 1980-2012

The graph shows four data series: 'People living with HIV' (red dots), 'New HIV infections using back-calculation methodology' (teal squares), 'New HIV infections using original incidence surveillance methodology' (light blue circles), and 'New HIV infections using updated incidence surveillance methodology' (yellow diamonds). The prevalence of HIV shows a steady upward trend from 1980 to 2012, while new infections show a significant decline over the same period.

U.S. Department of Health and Human Services
 Centers for Disease Control and Prevention

AUGUST 2016



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Task 8 Matrix: Fact Sheet Analysis Skim and Scan

Skim and Scan the Fact Sheet about the HIV/AIDS epidemic today. Remember, you do not have to read all of it.

Section 1

Answer these questions about the document as a whole first:

| Who created this fact sheet? | What do you think the author's purpose is? Why was it created? | Who do you think the audience is? Who needs the information in the document? How do you know? |
|------------------------------|--|---|
| | | |

Section 2

Now look more closely at the different sections of the document:

What different types of text features (graphs, diagrams, etc.) does the author use to organize and present the information?

What categories of information are shown?

List at least three important pieces of information presented in the fact sheet.

What questions do you have about the HIV/AIDS epidemic today that are not answered by this fact sheet?



DYNAMIC ASSESSMENT OPPORTUNITY FOR TASK 9

Learning Goal: To answer questions that the students formulated prior to reading a variety of sources.

Success Criteria:

- Use text evidence to answer the questions.
- Determine other sources to answer questions of interest not answered by reading the texts.
- Select reasonable sources to answer unanswered questions.

Introduction: Discuss the purpose of this activity. Keeping some questions in mind as you encounter new topics is a good way to analyze and understand texts of many types. You are going to return to the questions you formulated before you read the texts and try to answer them.

Dynamic Assessment Evidence:

- Observe the responses students are making on Handout 3.
- Listen closely to partner discussions.

Possible Actions:

- If the text evidence for student answers is not strong, prompt them to think about other evidence they may have read and/or to think about other source materials.
- If some of the students have selected vague or questionable resources (e.g., “the internet”), ask them to explain why they think their proposed resources would be good sources to answer the remaining questions, then ask them to expand or clarify the specifics of the resource to lead them to determining a reliable and potentially useful one.
- Ask student pairs to reflect on their questions to determine if they are satisfied with them and why, or if they could be improved and how (this could be an exit ticket question).



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Task 9: Revisiting Initial Ideas

Purpose: Now that we know more about the subject, we will return to the questions you and your partner formulated in Task 3 Handout: *Pre-Reading Questions Chart* to see if we can answer them.

Process:

Step 1: With your partner from Task 3: *Formulating Questions for Reading* on page 8, go back and ask each other the two questions you decided upon earlier.

Step 2: Answer the questions on the Pre-Reading Questions Chart now if you can.

Step 3: If the answer to your questions could not be found in the texts we read during our lesson, try to think about where you might be able to find it—in a book, on a webpage, by asking an expert, etc.

Step 4: Try to find the answer if you can, but remember that some questions are not always answered, and that is fine. It just means that we need to keep learning about the topic.

TEACHER INSTRUCTIONS AND RATIONALE

Remind students of the questions they formulated in Task 3 Handout: *Pre-Reading Questions* and how keeping some questions in mind as they encounter new topics is a good way to analyze and understand texts of many types.



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EXTENDING UNDERSTANDING



Task 10: Compare and Contrast

Purpose: Now, you will use all the information from all three lessons to compare pandemics and think about lessons learned for today.

Process:

Step 1: Read the questions on Task10 Handout: *Compare and Contrast Matrix* and think about what you learned in this unit about the Black Death, the HIV/AIDS pandemic, and the fictional depiction of a pandemic in Edgar Allan Poe’s story *The Masque of the Red Death*. Next, pick two of the lesson topics to compare.

Step 2: Answer each question based on what you know from the texts.

Step 3: When you are finished, discuss your answers with a partner and add any new information you hear.

TEACHER INSTRUCTIONS AND RATIONALE

In this task, students will use everything they have learned about pandemics in the entire unit to compare and contrast the different pandemics and society’s response to them. Remind them of how they have completed a unit of three lessons about pandemics and explored how they began, their harmful effects on individuals and society, their eventual treatments, and the lessons they have learned from them. Make sure they understand that they will need to think about all the information they have studied and refer to it in order to complete the next task.

These questions present overarching, important ideas about each pandemic. Remind students to answer the question for both diseases in their corresponding columns. Refer students to the Synthesis Maps they created in Lesson 1 and the analysis of allegory they completed in Tasks 9 and 10 (Reading with a Focus and Understanding Allegory) from Lesson 2 for ideas.





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Task 10 Handout: Compare and Contrast Matrix

| Overarching Question | Black Death | HIV/AIDS | The Masque of the Red Death |
|---|-------------|----------|-----------------------------|
| <p>How much did people know and understand about the disease when it first emerged?</p> <p>Do you think the people or society learned lessons from the pandemic?</p> <p>Why or why not?</p> <p>What lessons were learned?</p> | | | |
| <p>What problems did the pandemic reveal about society?</p> <p>What did it show people about themselves?</p> | | | |

| Overarching Question | Black Death | HIV/AIDS | The Masque of the Red Death |
|---|-------------|----------|-----------------------------|
| What are some examples of people who acted selfishly during the pandemic without consideration for others? | | | |
| On the other hand, what are some acts of heroism or generosity—both large and small—that people carried out during this moment of crisis? Were there any positive outcomes from such a disastrous situation? | | | |



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Task 11: Model Essay Analysis

Purpose: To analyze the purpose, organization, elements, and typical language of Compare and Contrast essays before creating your own.

Process:

Step 1: Read the essay, “A Tale of Two Dog Breeds” in the middle column on page 31 to yourself silently.

Step 2: Now that you know what the essay is about, we will analyze its structure and language. Read one paragraph aloud to your partner from the essay.

Step 3: Discuss the guiding questions in the chart titled “Sample Compare and Contrast Essay Questions” on page 30. Make sure to think about how the writing is structured and what words are used.

Step 4: After agreeing with your partner, record your answers on the chart.

Step 5: The other person in the pair reads Paragraph 2 of the essay and repeats the process.





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Task 11 Handout: Model Lesson Analysis

Sample Compare and Contrast Essay Questions

| | | |
|-------------------------------|--|--|
| Introductory Paragraph | What is the topic of the essay? What will the author show? Which words indicate similarity? Which words indicate differences? | |
| Paragraph 2 | What difference is addressed in the paragraph? Which words are used to compare? Which words are used to contrast (show differences)? | |
| Paragraph 3 | What difference is addressed in the paragraph? What does the author use the phrase “in contrast” to show? | |
| Paragraph 4 | What differences are addressed? What language is used to compare or contrast? | |
| Paragraph 5 Conclusion | What information does the author give to sum up the essay? What language does she use to show she is putting the information together? | |



Model Essay

A Tale of Two Dog Breeds

| | | |
|--------------------------------------|---|--|
| <p>Introductory Paragraph</p> | <p>German Shepherds and Pitbulls are two of the most popular dogs to have as pets in the United States. Both types of dogs are loyal and affectionate with their owners. However, they are very different in terms of personality, size, and lifespan.</p> | <p>In this paragraph, you briefly introduce your topic, and then briefly show how your two examples are similar and different. You will develop these in your body paragraphs.</p> |
| <p>Paragraph 2</p> | <p>When it comes to personality, both German Shepherds and Pitbulls are loyal and eager to please their owners. Pitbulls are very social and love to be everyone’s best friend. Unlike Pitbulls, German Shepherds are known to look to a single family member to be the master and tend to distrust or dislike strangers. For this reason, German Shepherds make better guard dogs than Pitbulls.</p> | <p>In this paragraph, you address the first difference, personality. Notice which words COMPARE and which words CONTRAST.</p> |
| <p>Paragraph 3</p> | <p>Pitbulls are not big dogs; the average Pitbull weighs between 30 to 60 pounds. They have short hair, which makes them look very muscular. In contrast, German Shepherds are very big, weighing between 50 to 90 pounds. They have longer hair than the Pitbull does, which hides their muscles, making them look less muscular than they really are.</p> | <p>In this paragraph, you address the second difference: size. Notice how the sizes of the two dog breeds are contrasted.</p> |
| <p>Paragraph 4</p> | <p>While both dog breeds can live a long time, Pitbulls tend to live longer than German Shepherds. On average, Pitbulls live to be between 12–16 years old unlike German Shepherds, who usually live between 7–10 years. In general, smaller dogs live longer than larger dogs, and this is true for German Shepherds and Pitbulls.</p> | <p>In this paragraph, you address the third difference, lifespan. Notice how long the two breeds dogs live when compared and contrasted.</p> |
| <p>Paragraph 5 Conclusion</p> | <p>All in all, German Shepherds and Pitbulls are similar in their love for their owners and are very loyal. However, it is important for people to know and understand their different traits and characteristics before bringing one or the other into their home.</p> | <p>In this paragraph, you can reiterate—or repeat—the focus you stated in Paragraph 1, or you can sum up with a general statement about the topic.</p> |



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



Task 12: Compare/Contrast Essay

Purpose: In this final task, we will put everything we have learned about pandemics together and compare how similar and different their characteristics were, how society reacted to them, and what lessons people learned from them.

Process:

Step 1: On your own, use Task 12 Handout: *Compare/Contrast Essay-Step 1* to organize your thoughts about the two pandemics you will compare and what information you will include.

Step 2: Following the example essay, write an essay that contains the same elements using the ideas you recorded in the handout in step 1. Remember, it does not need to be perfect, as it is a first draft. You will have multiple opportunities to refine your writing.

Step 3: Peer Feedback—Just as you did in the last unit, you will now share your ideas with a classmate so you can receive feedback, ideas, and suggestions that can make your writing stronger.

- Exchange your papers with a partner.
- Read your partner’s story and try to identify all the elements of a narrative. Refer back to the model essay you analyzed to help you.
- When you are finished reading, fill in the boxes for Task 12 Handout: *Compare/Contrast Essay—Step 3* on pages 36–37. Give your classmates some ideas and let them know some questions you might have.

TEACHER INSTRUCTIONS AND RATIONALE

In this final and culminating task of both the lesson and the unit, students will use everything they have learned about pandemics to synthesize (put together in an organized way) information so that other people can understand and learn about the topic. Again, they will need to go back and look at everything they learned from the many informative texts they have read and observed and from the story from lesson two.

- Return the essay to its author and consider their feedback.
- Make any changes you might need to your own essay based on the feedback you received.



DYNAMIC ASSESSMENT OPPORTUNITY FOR TASK 12

Learning Goal: To write an essay that compares and contrasts two pandemics and society’s response to them.

Introduction: Discuss the purpose of a compare and contrast essay—analyzing two subjects by comparing how they are alike and how they are different.

Note to the teacher: Tell the students that after they have read the model essay, they are going to identify the success criteria for writing an essay. Guide the students in a whole class discussion to come up with the criteria. Be sure that the criteria do not become a procedural checklist but rather focus on understanding the structure and expressions that signal compare and contrast. Below are some criteria to help you guide the students. The success criteria are intended to help students understand the specific structure and language of a compare and contrast essay.

Success criteria for students:

- Introduce the topic in a way that makes it clear to the reader what the essay is about
- Alternately describe the ways in which the pandemics are similar and different
- Alternately describe the similar and different ways society responded during the two pandemics
- Use words and phrases that signal comparison to help the reader understand the relationships between your ideas, sentences and paragraphs (*identify these from the model text, (both)*)
- Use words and phrases that signal contrast to help the reader understand the relationships between your ideas, sentences and paragraphs (*identify these from the model text, (However, unlike, in contrast)*)
- Conclude your essay with a summary of the main points

Dynamic Assessment Evidence:

- Observe students and read early drafts as they are writing.
- Read the matrix the students complete for feedback to their peers and listen to partner discussions as they comment on each other’s writing.

Possible actions:

- If some students need support using the required structure or developing their ideas from notes on previous tasks, conference with individuals or groups and use prompts/questions that offer the necessary scaffolds to achieve the aim
- Similarly, use prompts/questions if some students need support to add details or clarify analysis (e.g., could you add some details here to help your reader understand this idea more clearly; could you add to your description of...could you explain more what you mean by...).

- Students may have challenges with the concepts of compare and contrast. In the event of these difficulties, you can use a Venn Diagram or other brainstorming tool to help students identify similarities and differences. Students could complete this on their own, in small groups or as a whole class, if necessary.
- In partner discussions where they comment on each other's writing, if students' comments are at the level of "I like..." remind them of the success criteria to ensure that their comments are on target and useful for improvement.
- They may also need to be advised/supported to reframe their comments into constructive suggestions (e.g., can you give your partner a suggestion about how to develop...more? Can you make a suggestion about what your partner needs to clarify? How might your partner strengthen the introductory paragraph/ their use of compare/contrast expressions?).





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



Task 12 Handout: Compare/Contrast Essay—Step 1

My Thoughts

| | | |
|-------------------------------|--|--|
| Introductory Paragraph | What is the topic of the essay? What will the author show? Which words indicate similarity? Which indicate differences? | |
| Paragraph 2 | What difference is addressed in the paragraph? Which words can you use to compare? Which can you use to contrast (show differences)? | |
| Paragraph 3 | What difference is addressed in the paragraph? | |
| Paragraph 4 | What difference is addressed? | |
| Paragraph 5 Conclusion | What information does the author give to sum up the essay? What language can you use to show she is putting the information together? | |

Step 2

| | | |
|-------------------------------|---|--|
| Introductory Paragraph | What is the topic of the essay? What will the author show? Which words indicate similarity? Which indicate differences? | |
| Paragraph 2 | What difference is addressed in the paragraph? Which words are used to compare? Which are used to contrast (show differences)? | |
| Paragraph 3 | What difference is addressed in the paragraph? What language does the author use to choose comparisons or contrasts? | |
| Paragraph 4 | What differences is addressed? What language is used to compare or contrast? | |
| Paragraph 5 Conclusion | What information does the author give to sum up the essay? What language does she use to show she is putting the information together? | |



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Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States

TEXTS



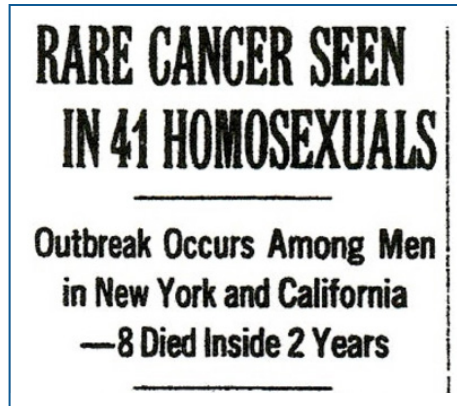
Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



Task 5 Text: The Early Years of the AIDS Crisis in the US

- 1 Many people believe that the HIV virus originated in the United States at the beginning of the 1980s; however, it was only during that time that it was first detected. In reality, the virus had been circulating in other parts of the world for decades. It was not until the 1980s, however, that it reached the United States and people began to officially recognize it as a dangerous health condition. In fact, HIV had been detected as early as 1959 in a man living in the Democratic Republic of Congo; however, the virus spread very slowly for many years and it did not draw attention until much later.
- 2 Beginning in 1981, doctors in New York and California began to receive visits from gay men who had symptoms of very rare and strange diseases. The most common diseases were a rare cancer called Kaposi's Sarcoma and PCP, a lung infection caused by bacteria that normally affects people with very weak immune systems. The medical experts could find no scientific explanation for why these rare cancers and infections were affecting otherwise healthy, young men and spreading rapidly. It did not make sense to them, so they came to the conclusion that some other new disease had to be causing the problems.
- 3 Since the first patients were mostly gay men, the names for the disease were related to the word "gay." It wasn't until mid-1982 that scientists realized the disease was also spreading among other populations such as hemophiliacs (people with a condition that causes them to bleed easily and thus need donated blood), heroin users, and people who had recently been to or were from Haiti. By September that year, the disease was finally named AIDS (Acquired Immune Deficiency Syndrome).



This New York Times headline, published on 3 July 1981, marks the first mainstream press coverage of an HIV-related issue.

Key Ideas and Questions

- 4 In the next year, scientists in France isolated and identified the virus that was causing this rare disease. It was originally named LAV (lymphadenopathy associated virus) and was confirmed to be the cause of AIDS. Scientists in the United States also identified the same virus but gave it a different name - HTLV-III. The two groups soon realized they were both referring to the same virus, and that same year in 1983, the Centers for Disease Control (CDC) in the United States listed the main at-risk groups of people. The original list included:
- partners of people with AIDS,
 - people who inject drugs,
 - hemophiliacs who need medicine made from donated blood, and
 - people who had recently been to Haiti.
- 5 Soon the public at large began to learn that these groups of people were more at risk for contracting the virus; however, not much information about HIV and how it caused AIDS was widely available at the time. Because of this lack of information, panic and stigma (rejection, prejudice) toward people suffering from the virus began to spread. People even referred to these groups with the discriminatory term—the “4-H Club:” Homosexuals, Heroin Addicts, Hemophiliacs, and Haitians.
- 6 It was not until 1985, that the Food and Drug Administration (FDA) in the United States licensed the first commercial blood test to detect the virus in blood. With this new advancement, donated blood could be screened and tested to make sure it was HIV negative. However, by that time, every region in the entire world had reported at least one case of AIDS. The next year, the virus which caused AIDS was officially named HIV worldwide.

Key Ideas and Questions

*Source: <https://www.avert.org/professionals/history-hiv-aids/origin>



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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Task 6 Text: Making Connection Texts

Text 1: Society's Reaction to the AIDS Crisis

- 1 The AIDS epidemic brought along a significantly large number of negative attitudes and beliefs about the people who contracted the disease. These types of views which are based on fear, rejection, and prejudice instead of facts are called **stigma**. When the first AIDS patients began to emerge in the early 1980s in the gay community, people in society were very afraid. They feared the virus because they did not have information about what it was, and therefore they were also afraid of the people who were infected. Most people also had no idea how the virus was spread from one person to another and were terrified what it could do to them and their families.
- 2 This stigma and fear caused many people across the country to panic. People wanted answers, but information was not available, so rumors and misinformation began to spread—rumors that were not based on scientific evidence. When the HIV/ AIDS pandemic began, most people considered it only a “gay disease” or a disease that affected drug users. Some people even thought that the virus was a punishment from God for the victims’ “immoral” behavior or lifestyle. Because of these erroneous and false ideas along with prejudice and discrimination toward victims, there was not much interest in the early days in educating the public or using government monies to try to fight the disease.

Key Ideas and Questions

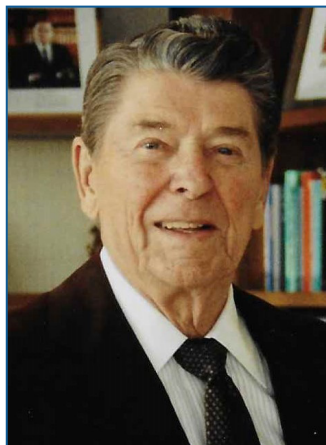


Photos of how some people reacted based on fear of the AIDS crisis.



Text 2: Government Response to the AIDS Crisis*

- 1 Ronald Reagan was president during the time the AIDS pandemic began in the United States. During his government's administration, he was criticized for not taking HIV/AIDS seriously and even allowing the gay population to be stigmatized (discriminated against based on fear). There are even audio recordings from press conferences during that time (the 1980s) in which the president's press secretary jokes with journalists and mocks the victims of AIDS.
- 2 The government had ignored the first cases of AIDS that had begun in 1978. In fact, the president did not even publicly say the word "AIDS" until 1985, after his re-election. The president and leaders of the time thought that government involvement in people's lives should be very limited even in a health crisis. They also did not recognize just how serious and severe the pandemic was.
- 3 However, in 1987, seven years after he started his presidency, President Reagan changed and declared AIDS "public enemy No. 1." He gave millions of dollars to help fund AIDS research and education and even increased the amount to \$1 billion the next year. However, he was criticized for waiting too long to truly begin to fight the disease, and by the end of his presidency in 1989, 89,343 people living in the United States had died of AIDS-related deaths.



President Ronald Reagan
Image Attribution: KatrinaCravy,
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Key Ideas and Questions

* From: <https://www.voanews.com/science-health/coronavirus-outbreak/how-us-presidents-have-handled-public-health-crises>



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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Task 7 Text: Fighting for Our Lives: Response to Societal Fear and Government Inaction

- 1 Because of the government’s slow and unwilling response to the AIDS crisis in the United States, many victims of the disease and their supporters felt they had to do something themselves to demand help. On March 12, 1987, Larry Kramer, an AIDS activist, spoke to a group of people about how ineffective the organizations fighting for AIDS awareness and government help had become. He asked the crowd of people gathered to listen if they thought a new group should be formed that was dedicated to political action at all costs. The people said “yes!” and a few days later, 300 of them met to form ACT UP—the AIDS Coalition to Unleash Power.
- 2 Later that year, in October, the group made national news at the March on Washington for Lesbian and Gay Rights. They participated in the march, held a rally, and walked all the way to the United States Supreme Court building, where they held signs, chanted their demands, and refused to leave. They later became famous and brought national attention to the AIDS crisis through such demonstrations of civil disobedience, including lying on the ground in public spaces to represent the bodies of the victims of AIDS who had died from the disease while the government refused to act. Local chapters were started in major cities across the country that still exist today and work to bring more attention to the problem.

Key Ideas and Questions





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Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States

CLUSTER OF STANDARDS



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States

Cluster of Standards Addressed in Lesson 3

California

CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Connecticut

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

New York

8RL1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.

8RL2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.

8RL3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.

8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.

8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.



8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

Texas

8.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

8.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.

8.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

8.6 Response skills: listening, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

8.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

8.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre specific characteristics and create to compose multiple texts that are meaningful.

Knowledge and Skill Statement R6: The student reads texts to find information on self-selected and assigned topics.

Knowledge and Skill Statement R7: The student formulates and supports responses to various types of texts.



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Unit 2: Pandemics: Societal Consequences of
Widespread Diseases

LET'S PLAY THE TEST GAME!



Unit 2: Pandemics: Societal Consequences of Widespread Disease



Let's Play the Test Game!

TEACHER NOTE

At the end of every lesson is a section called *Let's Play the Test Game!* To prepare, invite students to read and discuss the "Playing the Test Game" introduction. You may want to read the introduction (below) aloud to them as well and go over the main points. Once you have discussed them as a group, go over the strategies for test-taking one by one. You can use the first question (or the first few questions) to model or work through the activity together with students until they learn the format.

Some strategies to help you:

1. Read the directions carefully: Point out that many times the directions will refer students to what kind of question they are supposed to be answering, how many choices they need to select, and if they need to refer back to previous questions. It is imperative, then, that they always read the directions and not assume that they can guess what to do.
2. Answer the question for yourself first: Model for students your thinking process aloud as you consider the practice questions and answer them (in an open-ended way) on a sheet of paper. You can then have them answer the other questions in this way in pairs or groups as well for the first few questions. Once they have their answers ready, have them proceed to strategy 3.
3. Eliminate the answers you know are wrong: Using their ideas from strategy 2, have them identify the answer choices they know are obviously wrong. Tell them to mark them out with a pencil.
4. Choose the answer that is closest to your answer: Once again, have them look at their own answers to try to choose the best option from those that were not eliminated.
5. Guess when you don't know: If students struggle, remind them to always make the best guess they can. They can review the question, try to answer it again, and mark it so they remember to return later. However, they should always try to make the best guess they can.



Just like in Unit 1, you have been learned many things about our new topic, pandemics. Your knowledge has increased once again, as has your ability to read, write, analyze, justify, and explain your thinking. Now, all that is left is to “play the test game” for Unit 2. Just like last time, we’ll practice the format of the test and identify the rules of testing so we can show what we know—and win the “game!” Remember that even if it’s still difficult, the more you practice, the better you will be.

Don’t forget the strategies to help you:

1. Read the directions carefully.
2. Answer the question for yourself first, without looking at the answers.
3. Now read the answer choices. Eliminate the answers you know are wrong.
4. Choose the answer that is closest to your answer, from Step 2.
5. Guess when you aren’t sure or don’t know.
6. Do not spend too much time considering what you do not know now. Just mark the test question so you can go back if you have time at the end to reconsider an answer.

Read the informational text on the next page about Covid-19.

Understanding COVID-19: Symptoms, Prevention, and History

Key Ideas and Questions

History of COVID-19

- 1 COVID-19 was first identified in December 2019 in Wuhan, Hubei Province, China. Initial cases were linked to a seafood market, suggesting zoonotic transmission, where the virus likely jumped from animals to humans. By January 2020, the World Health Organization (WHO) declared the outbreak a Public Health Emergency of International Concern, and on March 11, 2020, it was classified as a pandemic. The virus spread rapidly across the globe, leading to unprecedented public health measures, including lockdowns, travel restrictions, and the widespread adoption of remote work and learning. Governments and health organizations worked tirelessly to develop vaccines and treatments, with the first vaccines rolled out in late 2020.

Symptoms of COVID-19

- 2 COVID-19 symptoms range from mild to severe and can appear 2-14 days after exposure to the virus. Mild symptoms include fever or chills, which are often accompanied by sweating or shivering, and a typically dry cough that can occasionally produce phlegm. Fatigue is another common symptom, presenting as generalized tiredness that may limit daily activities. Muscle or body aches, often described as flu-like body pain, can occur, as can sore throat, which causes discomfort and difficulty swallowing. Some individuals experience a sudden loss of taste or smell, even without nasal congestion, while others may have nasal congestion, a runny nose, headache, nausea, vomiting, or diarrhea, which can lead to dehydration.
- 3 Moderate symptoms often include worsening fatigue that disrupts daily routines, persistent fever or cough that does not improve, and shortness of breath during moderate exertion, such as walking or light activity. Severe symptoms can escalate to difficulty breathing at rest, persistent chest pain or pressure, confusion or inability to stay awake, bluish lips or face, and severe dehydration resulting from prolonged vomiting or diarrhea. Additionally, some individuals experience long COVID symptoms, which persist weeks to months after recovery. These symptoms can include chronic fatigue, brain fog, joint or muscle pain, sleep disturbances, heart palpitations, and mental health challenges such as depression or anxiety. Individuals with severe symptoms or underlying health conditions, such as



heart disease, diabetes, or chronic respiratory illnesses, are at higher risk of complications. Emergency medical attention should be sought for severe symptoms.

Prevention Strategies

- 4 Preventing the spread of COVID-19 requires a combination of personal and community measures. Vaccination remains the most effective method for preventing severe illness and reducing transmission, with booster doses recommended to maintain immunity. Personal hygiene is equally important, including frequent handwashing with soap and water for at least 20 seconds or using hand sanitizer with at least 60% alcohol when soap is unavailable. Wearing face masks in crowded or poorly ventilated settings can significantly reduce the risk of airborne transmission. Maintaining at least six feet of distance from others, particularly in high-transmission areas, and avoiding crowded or enclosed spaces are also crucial preventive steps. Testing and isolation are essential; individuals should test for COVID-19 if they experience symptoms or have been exposed and isolate if they test positive, adhering to local health guidelines for quarantine duration.

Global Response to COVID-19

- 5 The world's response to COVID-19 involved unprecedented levels of international cooperation and resource mobilization. Governments rapidly strengthened health infrastructure by constructing temporary hospitals, increasing the availability of ventilators and oxygen supplies, and supporting frontline workers, including doctors, nurses, and researchers, who faced significant risks. Vaccine development and distribution were central to the global response. International collaborations, such as the COVAX initiative, were established to ensure equitable access to vaccines, particularly for low- and middle-income countries. Pharmaceutical companies developed vaccines in record time, with multiple vaccines receiving emergency use authorization by late 2020.
- 6 To mitigate economic disruptions caused by the pandemic, governments introduced stimulus measures to support businesses, workers, and vulnerable populations. Central banks implemented monetary policies to stabilize markets and ensure liquidity. Public awareness campaigns educated the public on prevention strategies, vaccine benefits, and combating misinformation. Social media platforms collaborated with health

Key Ideas and Questions

authorities to promote accurate health information and reduce the spread of false claims. Research and innovation played pivotal roles, with institutions worldwide collaborating to study the virus, develop treatments, and monitor emerging variants. Advances in genomic sequencing allowed for the rapid identification and tracking of new variants. Global solidarity was evident in international summits and agreements that facilitated resource sharing, knowledge exchange, and coordinated responses to manage the pandemic's impact. Despite challenges such as vaccine inequity and the emergence of new variants, the global response highlighted the importance of collaboration and innovation in addressing a crisis of this magnitude.

Key Ideas and Questions

The Path Forward

- 7 While significant progress has been made in controlling COVID-19, the virus remains a global challenge due to the emergence of new variants. Public health measures, advancements in vaccine technology, and widespread cooperation continue to play critical roles in managing the pandemic. By staying informed and adhering to recommended guidelines, individuals can contribute to the collective effort to reduce the impact of COVID-19 and protect vulnerable populations.

Now answer the questions using the information you identified and what you marked in the text.

1. What does the article suggest about the role of international collaboration in the global response to COVID-19?

- A. It delayed the distribution of vaccines due to bureaucratic inefficiencies.
- B. It was essential in ensuring equitable vaccine access and managing the pandemic's impact.
- C. It caused confusion and miscommunication between governments.
- D. It focused solely on economic recovery and ignored public health needs.

Correct Answer: B

2. Which statement best summarizes the global response to COVID-19 as described in the article?

- A. Governments and organizations relied solely on vaccine development to combat the virus.
- B. International cooperation played a key role in strengthening health systems, distributing vaccines, and addressing economic disruptions.
- C. The pandemic response focused primarily on public awareness campaigns to combat misinformation.
- D. Economic stimulus measures were the only effective strategy in managing the pandemic's global impact.

Correct Answer: B

3. In paragraph 1, what does the term “zoonotic transmission” mean?

- A. The process by which animals transmit diseases to other animals only.
- B. The spread of diseases from humans to animals.
- C. The process by which diseases are transferred between humans through direct contact.
- D. The transmission of diseases from animals to humans.

Correct Answer: D

4. In paragraphs 2 and 3, the author uses the word “fatigue.” If someone has fatigue, what do they most likely feel?

- A. Energetic and excited
- B. Tired and drained of energy
- C. Confused and disoriented
- D. Angry and frustrated

Correct Answer: B

5. The article discusses various symptoms of COVID-19, ranging from mild to severe. Choose one category of symptoms and describe how it impacts individuals' daily lives and the potential challenges they might face. Use details from the text to elaborate.