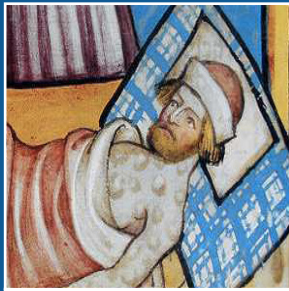




National Research & Development Center to Improve
EDUCATION FOR SECONDARY ENGLISH LEARNERS
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Unit 2: Pandemics: Societal Consequences of Widespread Disease

STUDENT INSTRUCTIONS

Name: _____

Class: _____



National Research & Development Center to Improve
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Unit 2: Pandemics: Societal Consequences of Widespread Disease

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

STUDENT INSTRUCTIONS



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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

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

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



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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

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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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 _____.



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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*.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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:



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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 Bruegel, 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 pages 28–29.

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 pages 28–29 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 Bruegel 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 30; you may use the Example Response to guide you.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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

INTERACTING WITH TEXT



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 31) 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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



Task 7: Find and Speculate

Purpose: The timeline and map on page 32 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 32) and discuss each city in the matrix on page 15 (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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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		



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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*.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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		





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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 33. 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?





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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>



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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)





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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.

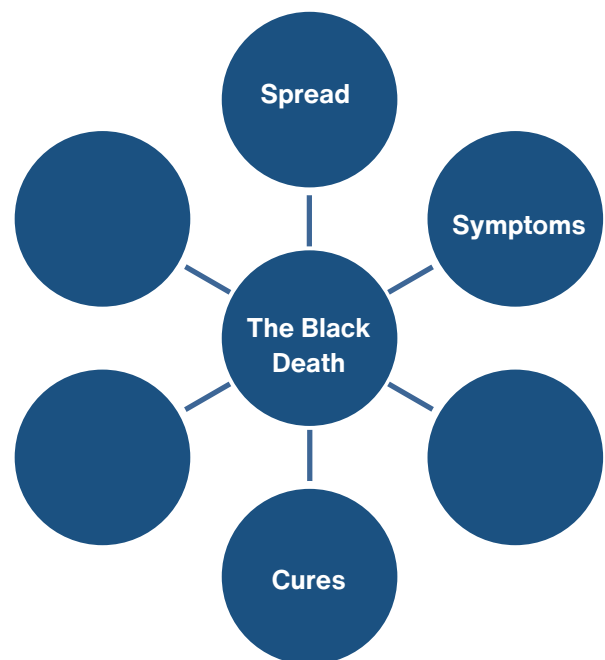
Step 2: As a group, decide what information you will include in responding to the following five questions:

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:





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

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

EXTENDING UNDERSTANDING



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 24 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.



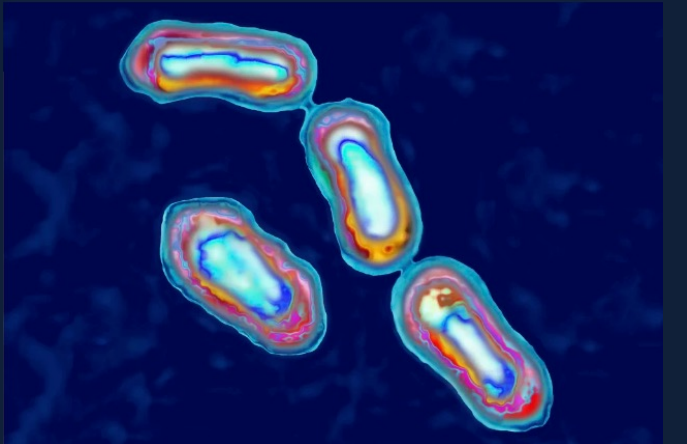
Example Website Article

 ← 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.



— An illustration based on a light microscope image shows the *Yersinia pestis* bacteria that causes bubonic plague. BSP / Universal Images Group via Getty


Aug. 19, 2020, 9:19 AM PDT ← Date

By **Kaitlin Sullivan** ← Author

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



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



Task 13 Handout: Writing an Informative Article

Name of website:

Headline:

Author:

Date:

Picture with caption:

Article:



Article continued:



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Unit 2: Pandemics: Societal Consequences of Widespread Disease

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

TEXTS



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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:



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



Task 6 Text: How the Bubonic Plague Arrived in Europe

Focus Questions

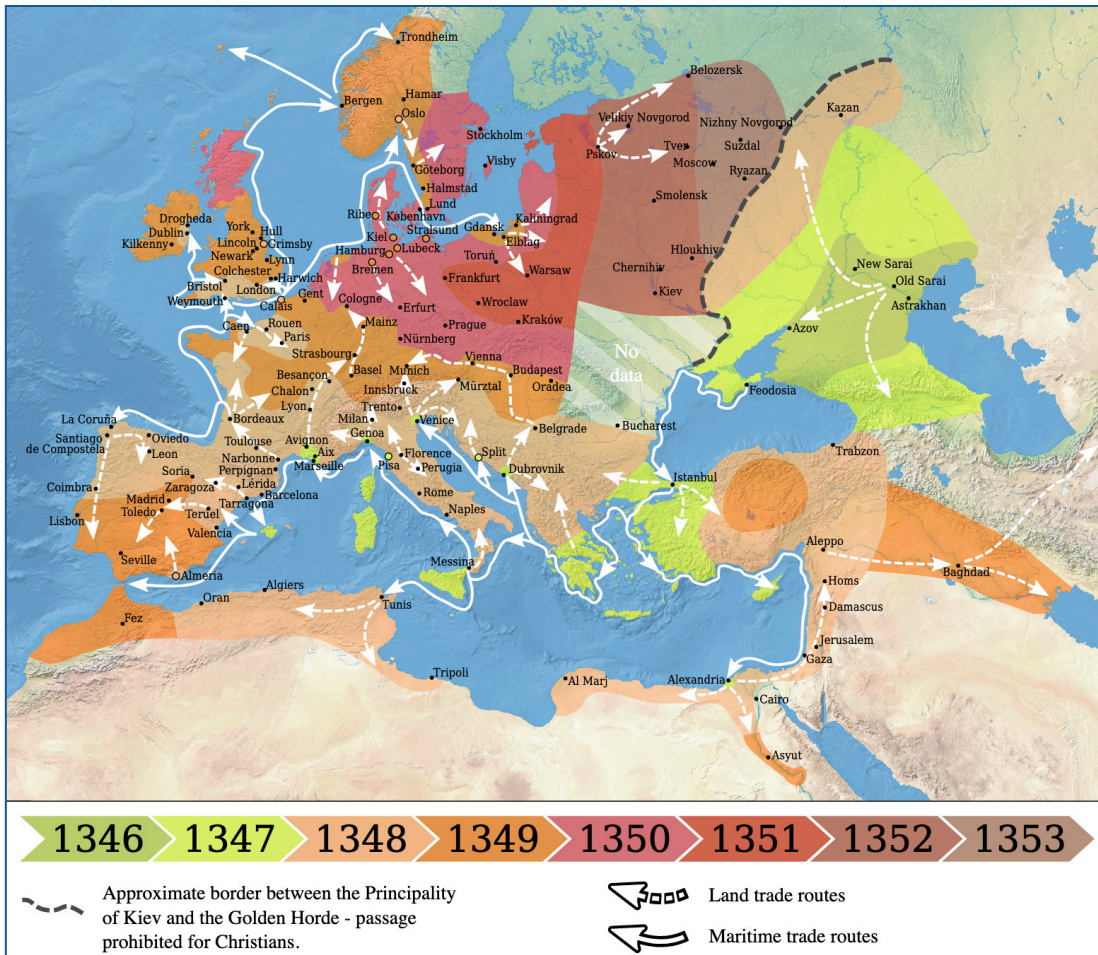
- *How did transportation and movement impact the spread of the bubonic plague?*
- *How was the disease able to spread quickly across Europe?*

- 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 below 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.



Unit 2: Pandemics: Societal Consequences of Widespread Disease

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



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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Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death

STUDENT 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.

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



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death

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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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?



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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 23–27. 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?





Unit 2: Pandemics: Societal Consequences of Widespread Disease
Lesson 2: The Masque of the Red Death



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.		



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death

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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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?



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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 14 (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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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 17. 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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease
Lesson 2: The Masque of the Red Death



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?		



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death

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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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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Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death

TEXTS



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



Model Image



Detail, *The Triumph of Death*, Pieter Bruegel the Elder, Public domain, via Wikimedia Commons.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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."





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death



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.

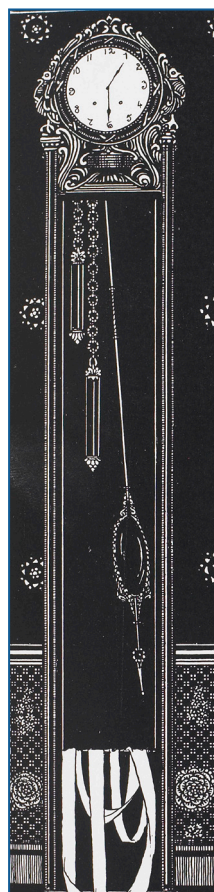


6 That at the eastern extremity was hung, for example in blue—and vividly blue were its windows. The second chamber was purple in its ornaments and tapestries, and here the panes were purple. The third was green throughout, and so were the casements. The fourth was furnished and lighted with orange—the 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



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 2: The Masque of the Red Death

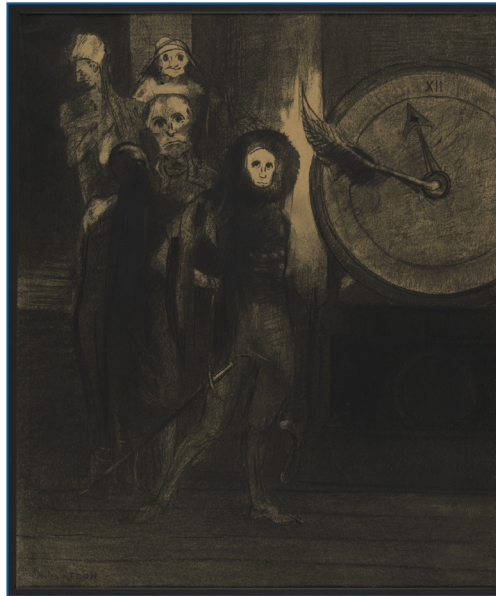


Part III (Paragraphs 9–15): The Masque of the Red Death by Edgar Allan Poe

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

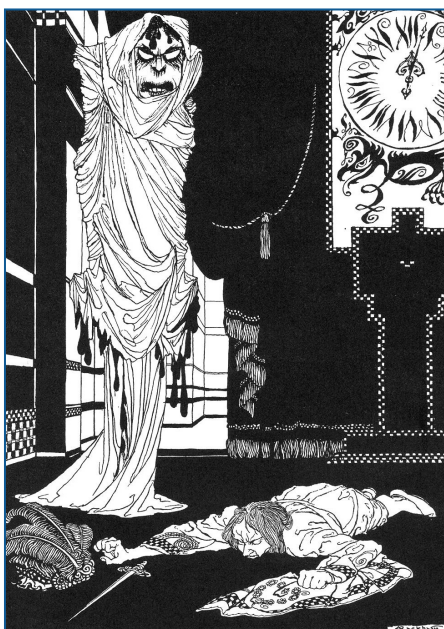
Prince Prospero notices the strange masked man

- *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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Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States

STUDENT 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.

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

Lesson 3: The AIDS Crisis in the United States

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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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>



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease
Lesson 3: The AIDS Crisis in the United States



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.



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States





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.



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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?





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States

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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease
Lesson 3: The AIDS Crisis in the United States



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



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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 35.

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 15.

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.

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).





Unit 2: Pandemics: Societal Consequences of Widespread Disease
Lesson 3: The AIDS Crisis in the United States



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		



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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 37 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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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?	



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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 19 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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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

Fact Sheet Organization:

CDC
FACT
SHEET

Today's HIV/AIDS Epidemic

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

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.

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

HIV Prevalence and New Infections, 1980-2012

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).

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

AUGUST 2016



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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?



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States

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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease
Lesson 3: The AIDS Crisis in the United States



Task 10 Handout: Compare and Contrast Matrix

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

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?			



Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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 28 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 27. 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.





Unit 2: Pandemics: Societal Consequences of Widespread Disease

Lesson 3: The AIDS Crisis in the United States



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 30–31. Give your classmates some ideas and let them know some questions you might have.
- 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.





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



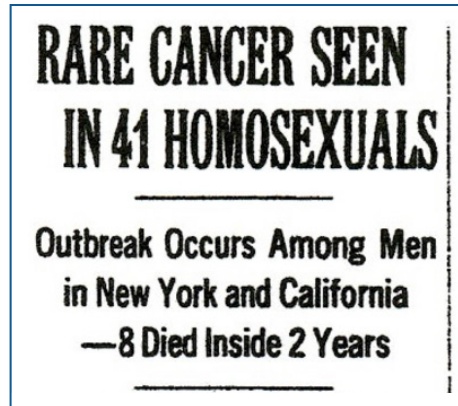
Unit 2: Pandemics: Societal Consequences of Widespread Disease

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

Lesson 3: The AIDS Crisis in the United States



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

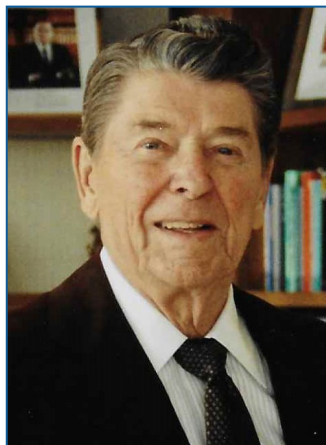


Photos of how some people reacted based on fear of the AIDS crisis.



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

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

Lesson 3: The AIDS Crisis in the United States



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





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

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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!

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.
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.
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.
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

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.