Four Corners Hantavirus: Mapping Geography and Health

Students practice reading skills while learning about Hantavirus.

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<tr>
<th>Author</th>
<th>Crystal Vaagen and Ronald Dorn</th>
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<tr>
<td>Grade Level</td>
<td>6-8</td>
</tr>
<tr>
<td>Duration</td>
<td>1-2 class periods</td>
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<tr>
<th>National Geography Standards</th>
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<th>Other Arizona Standards</th>
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<tr>
<td><strong>ELEMENT FIVE; ENVIRONMENT AND SOCIETY</strong></td>
<td>Grade 6</td>
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<td>15. How physical systems affect human systems.</td>
<td><strong>Strand 4 Geography</strong></td>
<td><strong>Strand 1 American History</strong></td>
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<td><strong>ELEMENT SIX: THE USES OF GEOGRAPHY</strong></td>
<td><strong>Concept 1 The World in Spatial Terms</strong></td>
<td><strong>Concept 1 Research Skills for History</strong></td>
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<tr>
<td>18. How to apply geography to interpret the present and plan for the future.</td>
<td>PO 2 Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.</td>
<td>PO 2 Interpret historical data displayed in graphs, tables, and charts.</td>
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**Concept 5 Environment and Society**
- PO 3 Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.
- PO 4 Identify the way humans respond to/prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, and earthquakes) in order to remain safe.

**Concept 6 Geographic Applications**
- PO 2 Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.)

**Grade 7**
**Strand 4 Geography**

**Concept 10: Contemporary United States**
- PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
- PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
- PO 3. Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

**Grade 6**
**Strand 2 World History**

**Concept 1 Research Skills for History**
- PO 2 Interpret historical data displayed in graphs, tables, and charts.
- PO 4 Formulate questions that can be answered by historical study and research.

**Concept 3 World in Transition**
Overview

Geography helps doctors learn about many diseases. A number of factors influence how researchers connect geography to a disease, such as areas of historical occurrence, time of year, vector habitat availability, and incidence of human exposure. A current example is Hantavirus. Incidences of the Hantavirus are infrequent, but...
Four Corners Hantavirus: Mapping Geography and Health

An outbreak took place in 1993. Mapping was a first step in understanding the Hantavirus disease.

**Purpose**

In this lesson, students will learn about Hantavirus: how to prevent it and why this disease is prevalent in the Four Corners region of the southwestern United States.

**Materials**

- One copy of Hantavirus Student Guide per student
- One copy of Hantavirus Worksheet per student
- Hantavirus Worksheet key

**Objectives**

The student will be able to:
- demonstrate the ability to determine the main ideas, critical and supporting details, author's purpose, and identify the effect of a suffix on root words on a reading selection.
- explain how natural systems in the Four Corners region were important in the transmission of Hantavirus to people.
- distinguish advantages and disadvantages of choropleth and dot maps in analyzing a spatial distribution.

**Procedures**

1. Introduce students to the concept of a vector (such as a mosquito for malaria, or rodent for Hantavirus).

2. Explain that an outbreak of disease took place in the Four Corners in the spring and summer of 1993.

3. Have the students read the Hantavirus Student Guide.

4. Discuss the Student Guide after they have read it. Reassure students who live in a large metropolitan area like Phoenix or Tucson, that incidences are very low. Also explain that the author feels that early detection of symptoms is important.

5. Have students fill out the Hantavirus Worksheet.

**Assessment**

Students complete the worksheet and compare their answers to the key. Grade the short answers on the basis of content. Eighty percent or higher will be considered mastery.

**Extensions**

Have students find articles on the Internet, in newspapers, or in magazines on Hantavirus cases and do further research.

Have the students view a free PowerPoint slide show on Hantavirus located at:

http://www.cdc.gov/ncidod/diseases/hanta/hps/noframes/hpsslideset/index.htm#slide show

Students could explore the geography of medicine in the United States by visiting http://www.dartmouthatlas.org/ The Dartmouth Atlas project brings together researchers in diverse disciplines - on the accurate description of how medical resources are distributed and used in the United States.

**Sources**

http://www.cdc.gov/health/diseases.htm
http://www.cdc.gov/ncidod/diseases/hanta/hantavirus.htm
http://geo.arc.nasa.gov/sge/health/sensor/diseases/hanta.html
http://www.amnh.org/exhibitions/epidemic/section_02/sectwo_pg_03.html
http://www.ihs.gov/medicalprograms/envhealth/hantavirus.htm