

# Past (Yellow Fever), Present (COVID-19) and Future (?)

<b>Author</b>	Nidhi Gupta
<b>Grade Level</b>	8
<b>Duration</b>	2-4 class periods

## National Standards

### GEOGRAPHY

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

18. How to apply geography to interpret the present and plan for the future

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

8.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

##### Integration of Knowledge and Ideas

8.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### Writing

##### Production and Distribution of Writing

8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### Research to Build and Present Knowledge

8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### TECHNOLOGY

#### Strand 2: Communication and Collaboration

##### Concept 2: Digital Solutions

PO 1. Communicate and collaborate for the purpose of producing original works or solving problems.

##### Strand 5: Digital Citizenship

##### Concept 3: Impact of Technology

## Arizona Social Science Standards

### Geography

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

### History

**Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world**

8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today

### Disciplinary Skills and Processes

**Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.**

8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

PO 1: Analyze current economic, environmental, health, political, scientific, or social problems that have technological solutions and propose potential solutions for the problems.

### SLOP Elements

<b>Preparation</b> Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Scaffolding</b> Modeling Guided practice Independent practice <b>Comprehensible input</b>	<b>Grouping Option</b> Whole class <b>Small groups</b> Partners Independent
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Application</b> <b>Hands on</b> Meaningful <b>Linked to objectives</b> Promotes engagement	<b>Assessment</b> <b>Individual</b> <b>Group</b> <b>Written</b> Oral

### Arizona English Language Proficiency Standards

#### Grade 6-8

#### Basic

#### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

#### Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

## Overview

The COVID-19 virus has impacted human life worldwide and presented an unprecedented challenge to public health agencies, food systems and the world of work. Students should understand that pandemics may occur in future. It is important that people and communities be well prepared to handle the situation.

## Purpose

In this lesson, students will learn the difference between an epidemic and a pandemic using the historical example of yellow fever (1793

Philadelphia) and the current example of COVID-19. They will read a novel to learn about the historical example and then will create a presentation comparing this epidemic to what they know about COVID-19 pandemic. This lesson contains adaptations for diverse learners (ELLs).

## Key Vocabulary

**pandemic** – a disease that spreads very quickly and affects a large number of people throughout the whole world

**epidemic** – a disease that spreads very quickly and affects a large number of people in **one area** of the world

**virus** – an extremely small particle that causes a disease and that spreads from one person or animal to another

**quarantine** – a period of time during which a person or animal is kept away from others to keep the disease from spreading

**vaccine** – a substance that is usually injected into a person or animal to protect against a particular disease

**immunity** – the power to keep yourself from being affected by a disease

## Materials

- Class set of the book, *Fever 1793*, by Laurie Halse Anderson
- Vocabulary Cards
- Projection Device
- Student access to computers and internet
- Project Guide and Scoring Guide
- Optional Project: Mask Advertising Flyer and Scoring Guide

## Objectives

The student will be able to:

1. Create a visual presentation to compare and contrast Yellow Fever and COVID-19.
2. Identify coping strategies during a pandemic.
3. Identify how epidemics or pandemics can contribute to cooperation and/or conflict between people.
4. Know the difference between a pandemic and an epidemic.

## Procedures

*Prior to the Lesson: Students have read the novel, Fever 1793 by Laurie Halse.*

### SESSIONS ONE AND TWO

1. Begin the lesson by projecting and explaining the difference between a pandemic and an epidemic using the Vocabulary Cards. Continue to project and explain the rest of the Vocabulary Cards. **(Scaffolding: Comprehensible input; Application: Linked to objectives)**
2. Ask students to classify the Yellow Fever outbreak as a pandemic or an epidemic. Ask students to classify COVID 19 as a pandemic or epidemic. **(Application: Linked to objectives)**
3. Explain that they are going to create a visual presentation comparing what they learned from reading the novel, *Fever 1793*, and what they have learned from experiencing living through

the COVID 19. **(Preparation: Linking to background and past learning)**

4. Distribute the Project Guide and explain the requirements. Share the Scoring Guide. Review how to create a slide show on whatever platform the students can use (Footnote, Google Slides, PowerPoint, etc.,) if necessary. **(Scaffolding: Comprehensible input; Application: Linked to objectives, Hands on)**
5. Give students time to develop their projects according to the instructions given. **(Grouping Option: Small groups or Independent, Integrated Processes: Reading and Writing)**
6. If time, students will share their projects. **(Integrated Processes: Speaking and Listening)**

### SESSION THREE AND FOUR

7. Optional: Students will create a Mask Advertising Flyer.

## Assessment

### Social Science and ELA

The visual presentation can be graded using the Scoring Guided. Mastery will be considered 80 points or higher.

The optional Mask Advertising Flyer can be graded using the Scoring Guided. Mastery will be considered 80 points or higher.

The Vocabulary Test can measure language acquisition. Mastery will be considered a score of 80% or higher. **(Assessment: Written: Individual or Group)**

## Extensions

Students could compile the coping strategies into a brochure to give to parents and others.

## Sources

YouTubeVideo: Storytelling: How to create a great photo essay (1.36 min) <https://www.youtube.com/watch?v=hOBCftvpRI0>

YouTubeVideo: 10 Powerful PowerPoint Tips (7.28 min) <https://www.youtube.com/watch?v=jgvlzAbcJ6A>

YouTubeVideo: How to: Quick Tutorial for New Google Slides Presentation (12.40 min) <https://www.youtube.com/watch?v=kYA6GLAzz9A>

YouTube Video: Fever: 1793 - Anatomy of An  
Epidemic (6.57min)  
<https://www.youtube.com/watch?v=uwPWgZJDdGE>

YouTubeVideo: What is COVID-19? (1.10 min)  
[https://www.youtube.com/watch?v=RdWRmGxb\\_38](https://www.youtube.com/watch?v=RdWRmGxb_38)

What is the impact of COVID-19 on other diseases?  
[https://sciencejournalforkids.org/wp-content/uploads/2020/07/covid\\_malaria\\_tb\\_article.pdf](https://sciencejournalforkids.org/wp-content/uploads/2020/07/covid_malaria_tb_article.pdf)

Fever 1793, by Laurie Halse Anderson (from  
\$3.85/book on Amazo