

HighWire
MAGAZINE

EPIDEMICS

**The Story
of Disease**

From the plague
to the common cold

Watchtower Three

An epidemic of the future

Catching Social Bugs

What's the next fashion fad?

Volume 9, Issue 1 Teacher Guide

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Epidemics

Teacher Guide

TABLE OF CONTENTS

Epidemics Lesson Plans 4

 The Story of Disease..... 5

 Strategy Focus..... 7

 Watchtower Three 8

 Small but Deadly..... 10

 Graphic Organizer 11

 When Disaster Strikes..... 12

 Catching Social Bugs 14

 Ask an Expert: Playing it Safe 16

 Project..... 17

 Blackline Master 1: Making Judgments 18

 Blackline Master 2: Probable Passage 19

 Blackline Master 3: Comparison Chart..... 20

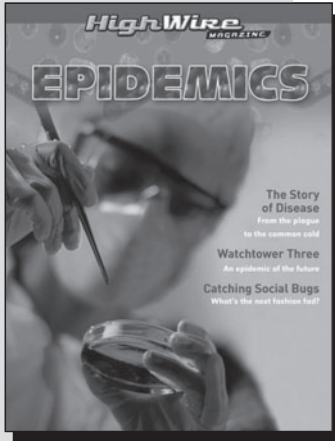
 Blackline Master 4: Anticipation Guide 21

 Blackline Master 5: Interviewing..... 22

The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



Epidemics

Key Reading Strategy: *Making Judgments*

The lesson plans for this issue of *High Wire Magazine* focus on the reading strategy Making Judgments. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 7. **Assessment Master 10**, in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: social studies, science

Introducing the Magazine

Setting the Scene

Tell the students that by the end of the magazine they will be familiar with different types of epidemics – not just the kind that makes you sick. Ask the students:

- What ideas strike you when you hear the word “epidemic”?
- Have you, or anyone you know, been in a situation where you were exposed to an epidemic? Where were you (or they)? What kind of epidemic was it? How did you (or they) feel?
- Apart from those that refer to illness, what other kinds of epidemics do you know about?
- Have you ever heard a news reporter talk about an event taking on “epidemic proportions”? What does it mean?

Making Connections

Have the students brainstorm a list of words and ideas that are relevant to the topic of epidemics.

Invite the students to generate as many questions as possible about epidemics.

They also need to know that the selections in the magazine include a variety of genres. It may be a good idea to have the students identify various forms of writing.

Lesson Focus

Monitoring for meaning

About This Selection

This selection chronicles the history of disease, from the Black Death to modern diseases, and investigates their causes and cures.

Word Talk

Glossary words: *plague, tuberculosis, continent, virus, toxic, infectious diseases, sewage, posies, cholera, emigrants, slums, antiseptics, sterilizing, antibiotic, mutate, culture, bacteriologist*
Other vocabulary: *bacteria, flesh*



Teaching Tip

List the many scientific terms in this selection on the board for discussion.



Assessment Tip

Look for the student who provides evidence and examples, either from this magazine or from sources beyond the magazine, to support an opinion.

The Story of Disease

page 2

Before Reading

Explain to the students that they will be reading an article called “The Story of Disease.” A number of words in it may be unfamiliar, so suggest that the students bookmark any unfamiliar words.

Making Connections

Hold a whole-class discussion about the definition of the word “disease.” Have the students suggest what the word means to them and see if the class can agree on a meaning of this word that encompasses everything from the common cold to cancer or AIDS.

Text Features

Have the students look through the article, taking note of the headings, the graphics, and the text layout. When they have looked quickly through the article, invite them to focus on the graphics. Ask questions such as the following:

- Which graphics are most effective? Why?
- What is the purpose of the notes? Without the notes, would you be able to figure out what the graphics represent?

K-W-L Chart

Have the students record their ideas related to this topic on a K-W-L chart. There’s a lot of learning in this article. Remind them to fill in information as it occurs to them.

During Reading

Marking the Text

Ask the students to read pages 2 and 3 independently, using sticky notes or bookmarks to record any words that are unfamiliar or are causing confusion while they read. When they’ve finished, find out if there is anything you need to clarify before you ask the following questions:

- Why do you think the plague was called the Black Death?
- Why is tuberculosis still such a killer? Can anything be done about it?
- What would have happened to the world’s population if these deadly diseases hadn’t existed?
- What’s the difference between a virus and an infection?
- What is malaria?

Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

Say Something

Have the students read pages 4 and 5 in pairs. Model Say Something before they start. When they have finished reading, ask questions such as the following:

- What was your initial response to the information on page 2 about the problems caused by growing populations?
- Why do you think people blamed the Black Death on “bad winds and evil spirits”? Are there people who might still think that way?
- How do you think the society of the fourteenth century could have hindered the spread of the plague?

Respond Personally

Have the students look closely at the illustration on page 6. Ask them to describe what they see and say what sort of emotional response they have to the picture.

Retelling

Have the students read independently to the end of the article. Afterward, organize them into pairs and have them retell the content of what they have just read to each other. They could divide the reading into paragraphs, taking turns to retell them.

After Reading

K-W-L Chart

Make sure that there is nothing the students need to have clarified before asking them to finish filling out their K-W-L chart.

Writing

Have the students write a news report on an epidemic such as SARS or the Asian flu.

Research

The students could do in-depth research on a particular disease and present their findings to the class.

Key Reading Strategy: Making Judgments

People make judgments all the time when they form opinions about something. Making judgments helps us to decide how we think or feel about a particular situation.

Reading and Discussing the Page

Make sure that the students understand what “making judgments” means, and remind them that we all do it all the time. Ask questions such as the following:

- When we refer to a person as being “judgmental,” what are we saying about him or her?
- How do you know that you are making a judgment about something?
- What do we do when we make judgments?
- Why do we make judgments when we are reading?
- What are some questions we ask ourselves when we are reading and making judgments?

Have a student read the “What Do You Think?” section independently. Discuss why a scientist might come to a different conclusion.

Using a Shared Reading approach, read the red box titled Making Judgments with the students. Have the students read “The Story of Disease.” Then organize the students into groups, and have them compare their responses to the article. Invite them to take turns in referring to a particular part of the article and revealing their response to it. They might say, for example, “I found the part about the public sponge really interesting because ...” or “The section about sewage and garbage was really revolting.”

When the students have finished this activity, bring them together and discuss the different judgments that people made about the same information. Ask:

- How do you think you can convince someone to agree with your opinion or judgment?

Read through “Try It Out” with the whole class, making sure that they understand what they have to do. You could choose to have them work independently or remain in small groups to work through the activities. Their responses could be written or verbal.

Have the students complete **BLM 1**, Making Judgments.

Have the students read the “For Real” section independently. Ask them to work with a partner to share a situation where they have disagreed with an adult over something and to think of evidence they could give that would possibly influence the adult to change his or her opinion. Ask for volunteers to share some of these with the whole class when they have finished.

Lesson Focus

Making judgments
Visualizing
Making inferences

About This Selection

This science fiction story takes place in the future, when high-tech security measures are taken to avoid the consequences of a disastrous pandemic.

Word Talk

Glossary word: *altitude*

Other vocabulary:

monitor, security, treatment, vision goggles, airspace, outlasted, mutants, precautions, sky eye

Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.



Assessment Tip

Look for the student who provides evidence and examples, either from this magazine or from sources beyond the magazine, to support an opinion.

Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

Watchtower Three

page 10

Before Reading

Text Features

Using only the visuals, have the students identify the time period in which the story is set. Discuss how the visual clues led them to that conclusion.

Probable Passage

Make copies of the Probable Passage, **BLM 2**. Take the students through the list of words, making sure that they know what they mean. Leave them to categorize the words according to their possible functions in the story, and then ask them to write a probable passage for the story.

During Reading

Double-Entry Journal

Give the students the option of either reading the text independently or taking turns to read with a partner. While they do this, have them focus on doing a visual Double-Entry Journal: a quote from the text/my mental image. Creating images will increase the students' level of engagement with the text.

Guided Reading

Have the students reread pages 10 and 11. Ask questions such as the following:

- What is implied in the line "He understood what would be done to anyone who fell asleep?"
- What sort of place do you visualize the island to be?
- What sort of treatment do you think they all line up for on Saturdays?
- What sort of an agreement do you think the inhabitants of the island and the people in the airship have entered into?

Focusing on pages 12 and 13, ask questions such as the following:

- What sort of people do you think govern this island?
- What sort of epidemic do you imagine has struck the outside world?

Have the students reread to the end of the story. Focusing on pages 14 to 16, ask questions such as the following:

- How would you describe Thorpe?
- What about Buzz?
- What kind of judgments did they make? What kind did you make?

After Reading

Somebody Wanted But So

Have the students summarize the story using a Somebody Wanted But So activity.

Creative/Aesthetic Response

The students could either

- write a prequel to the story: what happened to force the inhabitants of the island to live this way?

or

- brainstorm what might have happened to the girl (before or after this time) and write it as a diary entry.

Additional Reading

Encourage the students to use the Internet to come up with a list of sci-fi novels for reading in the classroom. If the class has any sci-fi fans, ask them to bring in their favorite books.

Lesson Focus

Text features

About This Selection

This graphic text show microscopic photographs of three different types of bacteria and also describes the diseases that cause each type.

Word Talk

Glossary words: *ingested, symptoms, microbes, electron microscope, typhoid*

Other vocabulary: *bacteria, anthrax, whooping cough*

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.

Text Reformulation

Text reformulation is simply transforming a text into another type of text, for example, from a newspaper article into a poem.

Small but Deadly

page 18

Before Reading

Making Connections

Ask questions such as the following:

- What do you already know about graphic texts?
- What sort of information does a graphic text give you?
- What are some of the features particular to a graphic text?

Text Features

Write the various print features (including organizational features, design features, and organizational patterns) on cards and display them on the board. Have the students look at the text and identify which features belong to each part of the text.

Word Splash

Use a Word Splash to introduce the new words the students will meet as they read this selection and to help them to predict what the content will be about.

During Reading

Marking the Text

Have the students read the text carefully and bookmark any words or ideas that they are unclear about.

Ask questions such as the following:

- Why do you think the font size in the title varies?
- Why are the names of the bacteria highlighted in black over an orange background?
- What do you think the numbers in the background represent?

After Reading

Text Reformulation

The students could:

- use some of the other features on the board and the information in the magazine to create a text of their own
- reformulate the text into a traditional informational text format.

Featured Graphic Organizer: Comparison Chart

Reading and Discussing the Page

Discuss the students' understanding of comparison. Ask questions such as the following:

- What is a comparison?
- When do we compare? How do we compare?
- What sorts of information could we use a comparison chart for?

Have the students look closely at the chart on pages 20 and 21, and draw their attention to the following characteristics:

- The dark orange banner and bold italics make the headings stand out from the information in the main body of the text.
- The name of each disease is in bold type.
- Bands of different colors make alternate pieces of information easily distinguishable.
- The chart uses only text.
- No piece of information is repeated or overlapped with any other piece of information.

Have the students develop a comparison chart of their own. Model this first using **BLM 3**, Comparison Chart.

For additional practice, students could develop a comparison chart on a topic of their own choice. Point out that the number of columns in their charts will depend on what type of information they want to convey.

Lesson Focus

Making judgments
Predicting
Questioning

About This

Selection: In an interview, nurse Siobhan Isles talks about her work with the organization Doctors without Borders, which provides emergency health care around the world.

Word Talk

Glossary words:

catastrophes, famines, vaccinated, immune, isolating

Other vocabulary:

political, natural disasters, assistance, access, meningitis, adequate, outbreaks, disinfect



Assessment Tip

Look for the student who provides evidence and examples, either from this magazine or from sources beyond the magazine, to support an opinion.

When Disaster Strikes

page 22

Before Reading

Predicting and Questioning

Tell the students that they will be reading an interview entitled “When Disaster Strikes.” Read the introductory passage and the text on page 22 aloud.

Ask the students to predict:

- what might be contained in the text
- the kinds of questions that might be asked.

Making Connections

Ask the students questions such as the following:

- What is the first thing that comes to mind when you hear the expression “when disaster strikes”?
- When you hear about a disaster on the news, what is your initial reaction?
- What do you think should be done for the victims of these kinds of events?

During Reading

Say Something

Ask the students to take turns reading the interview aloud with a partner. They could read one section at a time, stopping after each one to make a comment or a connection with what they’ve already read. When they have finished, ask questions such as the following:

- Having read the interview, have you changed your opinion about what you think should be done for the victims of disaster? Why/why not?
- How would you like to work with an organization like Doctors Without Borders?

Making Judgments

Using a template divided into three boxes labeled “It Says,” “I Say,” and “And So,” have the students record the words, ideas, or images that stood out for them when reading this piece into the “It Says” box. Then have them record anything they already know about the topic into the “I Say” box. Finally, have them record a judgment they have made from reading the text into the “And So” box.

After Reading

Debate

Encourage discussion among the students by putting forward the statement “Aid is really making a difference in the world,” and have them debate it, either as a whole class or in their small groups.

Text Reformulation

The students could reformulate the information into a newspaper article.

Research

Encourage the students to research another aid organization involved in disaster relief and present their findings to the class.

Lesson Focus

Making judgments
Visualizing

About This Selection

This article introduces a different kind of outbreak: the social epidemic. It examines the patterns that fashions and fads follow and how they spread.

Word Talk

Glossary word:

endorsements

Other vocabulary: *fads, trends, generations, craze, radical, renovations, alternative, participating, culture, adapt, temporary, influence*



Reflection and Metacognition

Ask the students to reflect on how visualizing can help them to understand the text. Was this a helpful strategy for them to use? Why or why not?



Assessment Tip

Look for the student who provides evidence and examples, either from this magazine or from sources beyond the magazine, to support an opinion.

Catching Social Bugs

page 26

Before Reading

Making Connections

Tell the students that the title of the article is “Catching Social Bugs.” Using only the visuals, ask the students to figure out what social bugs are. Appoint a student to record the responses on the board.

Read the introductory passage aloud. Then ask:

- What other fads and fashions (or social bugs) do you know about?
- What do you think the difference between a fashion and a fad is?
- Why do you think the author refers to fads and fashions as social epidemics?

During Reading

Visualizing

Read the “Fashion” section aloud, and ask the students to visualize as you read. Suggest that they do a quick sketch of any mind pictures that were especially vivid. When you have finished reading, ask:

- Was any of the information new to you? What?
- Which fashion sparked an especially vivid mind picture? Why?

Making Judgments

Have the students read “Fads” on page 27. Ask them to think about the following ideas and be ready to discuss them. You may like to write them on the board.

- ★Do you believe that “people’s imaginations” are captured, or are they just following the flock?
- ★What is your opinion of reality TV shows? Is “reality” an accurate description of what you are seeing?

Have the students read to the end of the article. Record the following ideas on the board for them to think about as they read. Discuss them when they’ve finished reading.

- Why do you think the author refers to hip-hop and skate culture? How do you define “culture”?
- What does the expression “survival of the fittest” mean?
- Which form of “spreading the word” do you believe is most effective (word of mouth, email, advertising)? Why?
- Which form of advertising is, in your opinion, the most effective: magazines, newspapers, billboards, radio, television, movie theaters, or the Internet?
- What would happen if people were no longer influenced by the media?

After Reading

Creative/Aesthetic Response

Encourage the students to design a new fashion or fad, including drawings and written explanations, an advertising campaign, and maybe even a model.

Graphic Organizers

The students could:

- create a timeline of fads and fashions
- create an ABC Chart by listing words related to fads and fashions that start with A, B, C and other letters of the alphabet (see the Program and Assessment Guide).

Lesson Focus

Making judgments
Monitoring for meaning

About This Selection

A girl calls her uncle, who is a doctor, about a trip to India. He informs her about the vaccinations and pills she should get to protect herself for the trip.

Word Talk

Glossary words: *hepatitis, rabies*

Other vocabulary: *vaccinations, polio, booster, protection, shot*

Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.

Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.



Reflection and Metacognition

Discuss with the students whether the anticipation guide enhanced their understanding of the text.

Ask an Expert: Playing It Safe

page 30

Before Reading

Anticipation Guide

Make copies of the Anticipation Guide **BLM 4**, that contains a set of statements relating to when and why inoculations are required. The students can indicate whether they agree or disagree with each statement.

During Reading

Marking the Text

Have the students read the text independently, using sticky notes or bookmarks to record any words they do not understand.

Double-Entry Journal

Ask the students to make a Double-Entry Journal. The first column will be words from the text. Write different column headings for the students to choose from for their second column on the board (This is important because ..., I wonder ..., I infer ...).

After Reading

Silent Exchange

Organize the class into small groups and have them carry out a Silent Exchange.

Anticipation Guide

The students can review the Anticipation Guide and complete the third column, discussing and changes they have made to their thinking.

Featured Project: Fashions Come and Go

This project is an opportunity for the students to practice interviewing techniques. They will need to think carefully about the time period on which they want to base their survey, make sure that they have a subject who has personal experience from that era, and develop open-ended questions that will encourage their subject to talk.

Read the bolded paragraph aloud, and discuss with the students any photos they may have seen of their parents as teenagers. What were they wearing?

Organize the students into pairs to reread the interview about Doctors without Borders (see pages 22–25) and their work with disaster victims. Have them discuss the types of questions Michelle Kelly asked and how they could ask similar kinds of questions about fashion. Take them through the “Tips for Interviewing” and find out if anyone needs anything clarified. Suggest that they test their interview questions on a friend before they interview their subject.

Distribute copies of **BLM 5**, Interviewing, to help students plan their interviews.

The last part of the project should be done independently. Students could research different forms of advertising to help them decide on the form their advertising campaign should take, or they could carry out a survey to help them decide how to advertise their fashion bug.

Making Judgments

Name: _____ Date: _____

What to do:

- ➔ Read “Watchtower Three” (*Epidemics*, pages 10–17).
- ➔ Complete the chart below.

Questions	Judgments	Evidence
Does Thorpe think it is right to shoot down a cloud ship?	What judgments have you made about Thorpe? Buzz? The girl? What choice would you have made?	Explain your reasons, using evidence from the selection.

Probable Passage

Name: _____ **Date:** _____

What to do:

- ➔ Read and discuss the words listed below from “Watchtower Three” (*Epidemics*, page 10–17). What do you think the story will be about?
- ➔ Use the words from the list to write a short passage that could be in the story.

defences

monitor

security

treatment

vision goggles

airspace

outlasted

mutants

precautions

sky eye

intruder

[illegible]

Comparison Chart

Name: _____ Date: _____

What to do:

- Read about the graphic organizer (*Epidemics*, page 20).
- In the first column below, list four different fast food outlets.
- In the second column, describe the food choices that each one offers.
- In the third column, record prices.
- In the last column, write a brief statement that compares the quality of food at each outlet.

Outlet	Food Choices	Price	Quality

Anticipation Guide

Name: _____ Date: _____

What to do:

- ➔ Before reading “Ask an Expert” (*Epidemics*, page 30–31), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- ➔ Read the article, then look back at the statements. Have you changed your ideas? Write your new response in the final column.

Response before reading	Statement	Response after reading
	Travel overseas can be dangerous because of the diseases you might catch.	
	Travelers can have jabs to prevent them from catching most diseases.	
	It’s much better to put up with the pain of a small jab than to get sick when you’re traveling.	
	You only need jabs for diseases that are common in the places you’re traveling to.	

Interviewing

Name: _____ Date: _____

What to do:

- Choose a parent or an older family friend to interview.
- Use this form to plan your interview.
- Use the interview tips on page 32 (*Epidemics*).

Person to be interviewed: _____

Purpose: _____

Research needed: _____

Questions:

1. _____

2. _____

3. _____

Recording method:

Presentation method:

Introduction (how you will explain the reason and objective of the interview to the person you are interviewing):