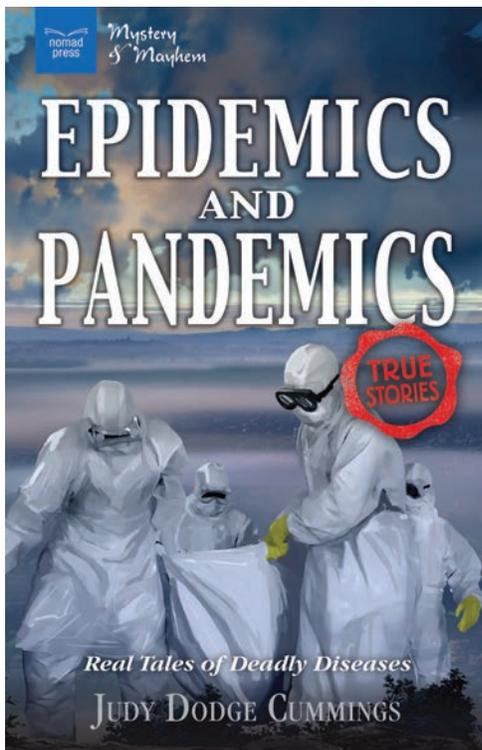

CLASSROOM GUIDE

Including Essential Questions and Common Core Connections

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Focus: World History, Reading & Language Arts

GRL: Z+

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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

apocalypse, cargo, contagion, discriminate, hemophilia, malignant, poultice, sanitation

BEFORE READING

1 Establish Background Knowledge

- a Have you heard of any pandemics happening during your lifetime? What do you know about them? How do we try and stop them?
- b How is the study of disease and medicine connected to the study of history?

2 Skill Introduction

- a What do you do when you come to a word or phrase you do not know?
- b How do maps and timelines help readers understand what is happening in the stories?

CCC: CCSS.ELA-Literacy.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DURING READING

1 Check for Understanding

- a How does the environment contribute to the spread or the halting of disease?
- b How have epidemics and pandemics affected the human population throughout history?
- c Why was the end of World War I such a perfect storm of conditions to allow the Spanish influenza to grow into such a deadly pandemic? What was different about the end of other global wars? Could this happen today?
- d How might North and South America look differently today if smallpox hadn't arrived on their shores in the 1500s?

CCC: CCSS.ELA-Literacy.SL.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.



What caused the Black Death? Read articles, watch videos, and learn more at:
<http://www.history.com/topics/black-death>



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a What did you learn, and how does it apply to your own life?
- b What words or phrases were difficult?
- c What surprised you?

2 Critical Thinking

- a Today, most children in the United States get immunizations to prevent them from getting sick with diseases such as smallpox, the mumps, and chicken pox. Do you think every person should be required by law to get these immunizations? Why or why not?
- b What can people do to prevent new diseases from spreading?
- c Do the gender, race, culture, and sexual preferences of victims of diseases influence the research that goes into the disease? If so, how?

CCC: CCSS.ELA-Literacy.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCC: CCSS.ELA-Literacy.SL.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCC: CCSS.ELA-Literacy.RST.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

COMMON CORE CONNECTIONS

Grade: 9-10 Language CCSS.ELA-Literacy.L.9-10.3,4,4a,4c,4d,5,5a,5b,6

Grade: 9-10 History / Social Studies CCSS.ELA-Literacy.RH.9-10.1,2,3,4,5,6,7,8,9,10

Grade: 9-10 Science & Technical Subjects CCSS.ELA-Literacy.RST.9-10.1,2,4,5,6,7,8,9,10

Grade: 9-10 Speaking & Listening CCSS.ELA-Literacy.SL.9-10.1,1a,1c,1d,2,3,4,5,6

Grade: 9-10 Writing HST CCSS.ELA-Literacy.WHST.9-10.4,6,7,8,9,10



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COMMON CORE CONNECTIONS

Grade: 9-10 Language

CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4d,5,5b,5c,6

3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

5b Analyze nuances in the meaning of words with similar denotations.

6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade: 6-8 History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

9 Compare and contrast treatments of the same topic in several primary and secondary sources.

10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.



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COMMON CORE CONNECTIONS

Grade: 9-10 Science & Technical Subjects

CCSS.ELA-Literacy.RST.9-10.1,2,4,5,6,7,8,9,10

- 1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- 5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- 6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- 7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- 8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- 9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- 10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Grade: 7 Speaking & Listening

CCSS.ELA-Literacy.SL.9-10.1,1a,1c,1d,2,3,4,5,6

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - 1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - 1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



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COMMON CORE CONNECTIONS

5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

Grade: 9-10 Writing HST

CCSS.ELA-Literacy.WHST.9-10.4,6,7,8,9,10

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

6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9 Draw evidence from informational texts to support analysis, reflection, and research.

10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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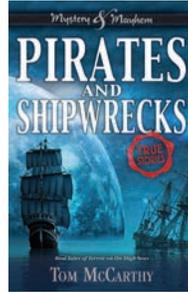


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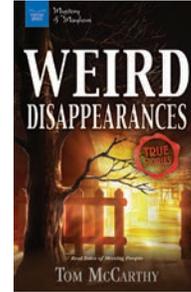
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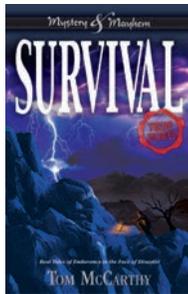
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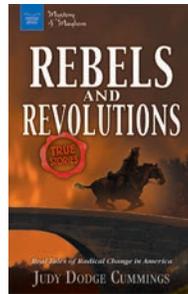
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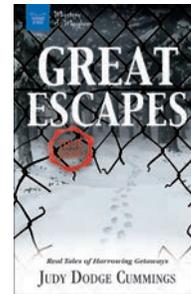
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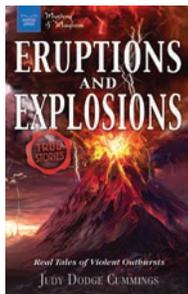
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Author: Judy Dodge Cummings



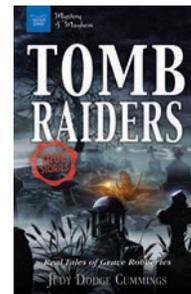
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