

CCSS-Aligned Curriculum Guide

Grades 4-8

Ebola: Fears and Fact By Patricia Newman

EBOLA: FEARS AND FACTS By Patricia Newman

Lexile: 1020L
AR/ATOS: Book Level 7.2

This text would be great for units of study that examine the following:

- Media Literacy/Critical Literacy
- Science – Diseases (Pathology)
- Multiculturalism/Diversity – Africa
- Genre – Informational, Text Features, Sequencing, Cause and Effect
- Math - Statistics

Strategies for Close Reading: As students read, encourage them to take notes.

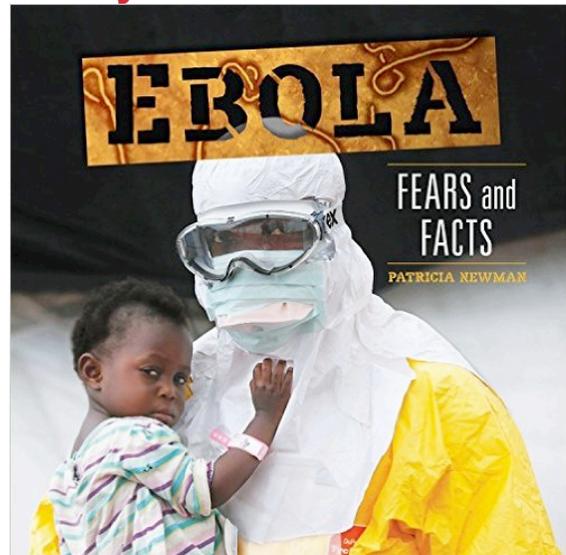
(1) Have students maintain a double-entry journal. On the left column, they note findings from the text. Make sure students mark page numbers. On the right column, they note their thoughts, opinions, and/or questions.

What I Learned From the Text:	What I Think About It:
Pg. # ____	

(2) Have students maintain a T-chart of facts and fears. In the left column, they note the fears or hype. In the right column, they note the facts or truth.

Fears (Hype):	Facts (Truth):

(3) Have students use post-it notes to mark questions and comments as they read. Tell them to Stop, Notice, and Note. Direct students to “Stop” at significant passages and reread them. Then, direct them to “Notice” why the passage is significant. Lastly, direct them to “Note” their thoughts on the post-it note. (Optional: Students can use different colored post-it notes to differentiate between questions and comments.)



Summary of EBOLA: FEARS AND FACTS (Millbrook Press, 2016):

“Ebola. The word calls up images of sick people in Africa and doctors wearing space-like protective gear.” And so begins Patricia Newman’s book. Ebola evokes fear in many. It’s associated with disease and death. Patricia Newman deftly examines both the fears and facts of Ebola. She takes readers behind the headlines. She provides historical, social, and political contexts of the Ebola outbreaks. In addition, she provides educative back matter including a “Frequently Asked Questions,” glossary, source notes, and further reading.

Author of EBOLA: FEARS AND FACTS Patricia Newman

Patricia Newman is a graduate of Cornell University and a former teacher who enjoys the process of discovery and learning. As the award-winning author of several books and magazine articles, she enjoys crafting intriguing aspects of the real world into books for children. She is available for author visits and presentations.

For more information, visit her website at www.patriciamnewman.com or email her at newmanbooks@live.com.

Lesson Plan – “Introduction: The Black River”

Building on Prior Knowledge

Before reading, ask students to do a quickwrite to this prompt, “What comes to mind when you hear the word, Ebola? How does this word make you feel?” Convene as a whole group and have students share their responses.

Ask students, “Why do you feel this way about Ebola?” Elicit responses that address the influence of media on our perception of Ebola. (You may have to prompt students by asking, “How has the media influenced your feelings and/or thoughts about Ebola?” You may want to show examples of media articles – See the feature box on page 39 entitled, “News from the Front Lines.”)

Read the title of the text, “Ebola: Fears and Facts.” Ask students to do another quickwrite given this prompt, “What do you think this book is about? Why do you think so?” Convene as a whole group and have students share their responses.

Building Comprehension

After reading the “Introduction,” ask students, “What happened in 1976?” Chart students’ responses.

As a whole group, have students create and complete a T-chart that looks like this:

“Ebola” = “The Black River”	
Before 1976	After 1976

In the left column, have students describe what “Ebola” meant before 1976. In the right column, have students describe what “Ebola” meant after 1976. Make sure students use evidence from the text to support their thinking.

Ask students, “What is the significance of calling this disease ‘Ebola’?” (Refer to Peter Piot’s quotation on p. 7: “...it seemed suitably ominous.”) Elicit responses from students that have them examine the multiple meanings and nuances of “black river.” Also, elicit responses that have students think about the fact that there’s no connection between the fever and the river.

Reread the first two paragraphs. Ask students, “Why do you think Newman started this book in this way? What does this tell us about her point-of-view?”

CCSS Anchor Standards:

W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
R.6: Assess how point of view or purpose shapes the content and style of a text.

Lesson Plan – “Chapter One: The Ebola Puzzle”

Examining Cause-and-Effect Text Structure

Tell students that Cause-and-Effect is one of the main text structures in this chapter. Have students complete a chart, noting the causes and effects presented in the chapter.

Causes	Effects

Examining Description Text Structure

Description is another text structure that is evident in this first chapter. In addition to reading the chapter, have students study the diagram on page 11. Next, have students complete the following chart:

	Description
Ebola Symptoms	
Ebola Treatment	
Ebola as a Virus	
Ebola Reservoirs	

Responding to Text

Reread this line from page 10: “One of the reasons Ebola frightens people is because it currently has no cure.” Reread this line from page 11: “Some scientists believe their immunity could last ten years or longer, but more research is necessary.”

First, have students do a quickwrite and respond to these quotations. Second, have students pair-share their thoughts. Third, convene as a whole group and ask students, “What is the role of science/scientists in the case of Ebola? Why does Newman refer to these scientists as ‘disease detectives?’” Encourage students to refer to the text.

Examining Sequence

Reread the last paragraph on page 12 that finishes on page 13. Ask students, “What does the author tell us here?”

Have students work in pairs to present this paragraph visually using the webtool, prezzi (www.prezzi.com). Have them focus on the chain, or sequence of events as described by the author.

CCSS Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Lesson Plan – “Chapter Two: The 2014 Hot Zone”

Building on Prior Learning

As a whole group, write a summary of Chapter Two. First, have students recall all the important details presented in the chapter. Then, have students write a summary paragraph using this recollection of details.

Review the significance of the year 1976 from the Introduction. Reread the last line of Chapter One. Remind students that the title of Chapter Two is “The 2014 Hot Zone.” Ask students, “Why is 2014 significant?”

Tell students to think about what they have learned so far. Ask students, “Why is time important to this text?”

Comparing and Contrasting

Tell students that the author shares information comparing and contrasting the villagers and the volunteers. Have students work in pairs to complete the following chart:

	Villagers	Volunteers
Who are they?		
How do they treat Ebola victims?		

Make sure students cite evidence from the text. Convene as a whole group and review responses.

Have students write an explanatory paragraph describing the relationship between the villagers and volunteers.

Examining Author’s Reasoning

Reread the last paragraph on page 20 that finishes on page 21. Ask students, “What is the main idea? How does the author support this idea? Do you think the author’s reasoning is valid? Why or why not?” Make sure students cite evidence.

Reread the quotation on page 24: “Fear fanned by headlines spread more rapidly than the virus.” Have students work in pairs to find the facts from the text to support this claim. Convene as a whole group to review responses. Ask, “Do you agree or disagree? Do you think the author’s reasoning is valid? Why or why not?”

CCSS Anchor Standards:

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Lesson Plan – “Chapter Three: On the Front Lines”

Examining and Writing Arguments

Have students study Newman’s argumentation. Ask students, “How does Newman make the argument that health-care workers are ‘soldiers who battle the virus’? What are her reasons and evidence for making such a claim?”

If needed, model how to write arguments. For example, one strategy is OREO, which is described in the chart below:

O	Opinions	State an opinion or argument.
R	Reasons	Explain your argument. Give reason(s) for why you think the way you do.
E	Evidence	Provide evidence that supports your reason(s).
O	Opinion	Restate your opinion by answering the question, “So what?”

Have students write their own argument paragraphs. Allow them to choose one of the following prompts:

- Are health-care workers heroes? Why or why not?
- Do you think Ebola survivors should be able to “test their immunity”? Why or why not?
- Do you think the media has created fear about Ebola? Why or why not?

Examining Author’s Methods – Mentor Text

Reread the passage about Sweetie Sweetie beginning on page 32 and ending on page 33. As a whole group, ask students, “Why did the author include this anecdote about Sweetie Sweetie? What was the author’s purpose? Was the author effective? How so?”

Have students find another instance in which the author used a personal anecdote. Have students complete this chart:

Why did the author include this anecdote?	
What was the author’s purpose?	
Was the author effective? How so?	

Have students conduct nonfiction research. Direct them to write an informational text about this topic. Have them include one anecdote, using the passages from Newman’s *Ebola: Fears and Facts* as a mentor text.

CCSS Anchor Standards:

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson Plan – “Chapter Four: Conquering Ebola”

Applying Media Literacy

Reread the feature box on page 35 entitled, “Truth or Hype.” As a whole group, apply the questions listed in the box to Chapter 4. Explain to students the importance of being critical consumers and the need to read between the lines.

Next, reread the feature box on page 39 entitled, “News from the Front Line.” Have students examine the listed websites and choose an article from one of the websites. Have them apply the questions from the “Truth of Hype” section to their selected article.

Then, convene them as a whole group and facilitate an inquiry-based discussion. Ask one or more of the following questions:

- What is Newman’s position on the media as presented in this text? How do you know? Is her presentation/argumentation effective? Why or why not?
- What is Newman’s position on education as presented in this text? How do you know? Is her presentation/argumentation effective? Why or why not?
- How can nonfiction authors position you as a reader? (To what extent is nonfiction biased?)
- How does media position you as a reader? (To what extent is the media biased?)
- In regard to the Ebola outbreaks, is media involvement good or bad? (Make sure students studied the image on page 38.)

Examining Main Idea

Remind students that the title of this chapter is “Conquering Ebola.” Have students individually complete this chart:

	Conquering Fear	Conquering Ebola
Problems		
Solutions		

Have students record the problems caused by fear and Ebola. Have students record the solutions to conquering fear and Ebola. Make sure students cite evidence from the text.

Convene students as a whole group and review responses. Ask students, “How have your thoughts about Ebola changes as a result of reading this text?”

CCSS Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.6: Assess how point of view or purpose shapes the content and style of a text.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

About the Curriculum Designer: Dr. Virginia Loh-Hagan is a curriculum designer, university professor/teacher educator, published author (Sleeping Bear Press, Cherry Lake Publishing/45th Parallel, Guilford Press), former K-8 classroom teacher, and educational consultant. She serves on several book award committees and is the Cover Editor and columnist for *The California Reader*. She lives in North County San Diego with her very tall husband and two very naughty dogs.