Lesson Plan Activity:
What Type Of Virus Is It?

Lesson Overview

Lesson Type: Communicating, Creative Thinking, Critical Thinking, Research

Discipline/Subdiscipline: Science/Health

Summary of Lesson: Individually, students will read an informational text. In student pairs, they will be assigned a virus to research. Using library databases and reputable Internet sites, students will find detailed information on their assigned virus to prepare a multimedia presentation. The student pairs will then present this information to the class.

Essential Questions:

• How are viruses causes and what are their symptoms and treatments?
• How can viruses be prevented?
• What viruses have caused large outbreaks and where did these outbreaks originate?

Duration: 2.60-2.95 hours

Materials Needed: For students: Virus Presentation Rubric, access to Gale In Context: Middle School and other library databases; access to Internet websites such as Centers for Disease Control and Prevention and National Institutes of Health.

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Lesson Objectives: Students will be able to:

- research an assigned virus to obtain critical information.
- prepare a multimedia presentation incorporating researched material.
- provide an informational presentation to classmates.

Skills Used

- Creating
- Designing
- Drawing evidence from texts
- Presenting knowledge and ideas
- Summarizing

Lesson Sequence

Preparation  Suggested timing: 10 minutes

⇒ Hand out a copy of the Virus Presentation Rubric to each student. Then have students pair up or pair them up. Assign each student pair one of the following (if you need to duplicate one of the viruses, that is fine):

- Smallpox
- Common cold
- H1N1
- Measles
- Mumps
- Chicken pox
- Shingles
- Hepatitis
- Herpes
- Rabies
- Ebola
- HIV
- SARs
- Zika
- Epstein Bar
- Dengue fever
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Reading  
Suggested timing: 10 minutes
⇒ Read the article titled "Virus" from Gale In Context: Middle School. Have students make note of any information they think may help in their future research.

Activity 1 (Research)  
Suggested timing: 40 minutes
⇒ Once student pairs have their assigned virus, explain that they will use Gale In Context: Middle School and other library databases, along with Internet sites like the Centers for Disease Control and Prevention and National Institutes of Health to locate the following information:

• Causes of the virus
• Symptoms of the virus
• Treatment of the virus
• How to prevent the virus
• Last large outbreak of the virus, if there was one
• Where the last large outbreak of the virus originated
• Has the virus been eradicated
• Other relevant information such as, number of people who contract the virus annually, number of people who die from the virus annually, etc.

⇒ Students should cite what source they are gathering the information from for use in their presentation.

Activity 1 (Presentation Creation)  
Suggested timing: 60 minutes
⇒ Have the student pairs use the information they have gathered in the Research portion of the activity to create a multimedia presentation that they will give to their classmates. Students should use text, images, and infographics in their presentation. They may also want to include music.

⇒ For all information used, students should state the source of the information.

⇒ Students should use software such as Microsoft PowerPoint or Google Slides to create their presentations.

⇒ Each presentation should be between 4 and 5 minutes.
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Activity 1 (Presentation to Class)  Suggested timing: 1.40-1.75 hours

⇒ Have each student pair present to the class. You may want to have the "audience" take notes while the presenters are speaking.

### Virus Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excelling = 3 pts</th>
<th>Progressing = 2 pts</th>
<th>Beginning = 1 pts</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required information is included in the presentation</td>
<td>All of the required information is included in the presentation</td>
<td>Some of the required information is included in the presentation</td>
<td>None of the required information is included in the presentation</td>
<td></td>
</tr>
<tr>
<td>Sources of information</td>
<td>All sources of information given</td>
<td>Some sources of information given</td>
<td>No sources of information given</td>
<td></td>
</tr>
<tr>
<td>Spelling and punctuation</td>
<td>No spelling and punctuation errors</td>
<td>One spelling and/or punctuation error</td>
<td>More than one spelling and/or punctuation error</td>
<td></td>
</tr>
<tr>
<td>Speaking and presenting</td>
<td>Presenters spoke clearly and energetically during the entire time</td>
<td>Presenters spoke clearly and energetically most of the time</td>
<td>Presenters spoke clearly and energetically few times</td>
<td></td>
</tr>
</tbody>
</table>

| Total Number of Points                        |        |

Alternate Databases for Research

- *Gale In Context: Biography*
- *Gale In Context: Global Issues*
- *Gale In Context: High School*
- *Gale In Context: Opposing Viewpoints*
- *Gale In Context: Science*
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Common Core Standards


Grade 6

CCSS.ELA-LITERACY.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2
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 judgments.

CCSS.ELA-LITERACY.RI.6.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Grade 7

CCSS.ELA-LITERACY.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CCSS.ELA-LITERACY.SL.7.4**
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.7.5**
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**Grade 8**

**CCSS.ELA-LITERACY.RI.8.1**
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.8.2**
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**Range of Reading and Level of Text Complexity:**

**CCSS.ELA-LITERACY.RI.8.10**
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

**CCSS.ELA-LITERACY.SL.8.4**
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.8.5**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.