**Germs and Diseases for Nonspeaking and Minimally Verbal Students:**

**Lessons for Soma®RPM and Other Choice Based Systems**

By: Lenae Crandall

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INTRODUCTION

COVID-19! And then I had all this time where I wasn’t able to teach students. So, I wrote about germs and the history of germs. Ironically, I had just been studying germs before COVID-19 become a big thing—in the United States that is. I read, for those interested:

Waller, G. (2002) *The Discovery Of The Germ*. Duxford, Cambridge: Icon Books Ltd.

Wright, J. (2017) *Get Well Soon: History’s Worst Plagues And The Heroes Who Fought Them*. New York, New York: Henry Holt and Co.

I hope students will find the discovery of germs, the stories, and people in these lesson plans beneficial to learn about.

It is written for beginners or the more advanced student. I hope you will enjoy the lessons as the teacher or learner.

Sincerely,

Lenae Crandall

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B.S. Special Education-Severe/Profound Emphasis

ACKNOWLEDGEMENTS

I acknowledge each student who I have been given the chance to teacher and also their families. I developed a number of these lessons as I taught you.

Thanks to Soma Mukhopadhyay for letting me learn from her! It has been a great journey. Not only have I learned about improving my teaching skills, but I have also learned more about myself.

Thanks to nameless others who have edited or given me feedback to make these books better.

**LESSON 7: THE BUBONIC PLAGUE—PART 1**

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| MAIN COGNITIVE OBJECTIVE: Student will acquire knowledge and gain understanding of the Bubonic Plague  MATERIALS: picture of a bubo, picture of an emerald,  *\*Students do not need to use the options provided if they are able to generate their own responses without choices.* |

ATTENTION GETTER: Have you ever heard the poem “Ring Around the Rosies”? (YES or NO)?

TEACH: Some claim this poem is a reference to the Bubonic Plague, sometimes called the Black Death.

ASK: So, some say this poem refers to the (BLACK DEATH. or VALENTINE’S GIFT)?

SPELL: And let’s spell BUBONIC PLAGUE.

EXPAND: Do you think ‘plague’ has to do with a (INFECTIOUS DISEASE. or ANTIBIOTIC)?

*“A ‘plague’ is an infectious disease. We think of it spreading to many people.”*

TEACH: The Bubonic Plague tore across Europe beginning in the late 1340’s.

ASK: So, let’s answer some ‘wh’ questions. Where did the plague begin? (ASIA or EUROPE.)?

ASK: And, what year did it begin? In the (1340’S. or 1800’S)?

*“Yes, 1340’s.”*

EXPAND: For fun, let’s name a place in Europe. Would you say (GERMANY. or CHINA)?

*“Yes, places like Germany, France, UK, Italy, etc.*

TEACH: The plague was characterized by swollen lymph-nodes in the armpits and groin areas. (*Draw the outline of a person and mark the armpits and groin area.*)

ASK: They had swollen (FACES or LYMPHNODES.)?

*“Yes, the lymph-nodes.”*

ASK: (*hold the drawing up in the student’s performance field*) Can you point to one place they might have swollen lymph-nodes?

TEACH: They called the golf ball to apple size lump a ‘bubo.’ (*make an apple size lump with your hand and put it by student’s armpit AND show a picture of a bubo*)

ASK: What did they call one? (LUMPS or BUBO.)?

EXPAND: There is a word we use with children when they get hurt that comes from ‘bubo.’ Would it be (BOO-BOO. or CUT)?

*“Yes, sometimes we use the word ‘boo-boo.’”*

EXPAND: Having a lump the size of an apple would be (PAINFUL or ANNOYING)?

*Comment on the student’s response.*