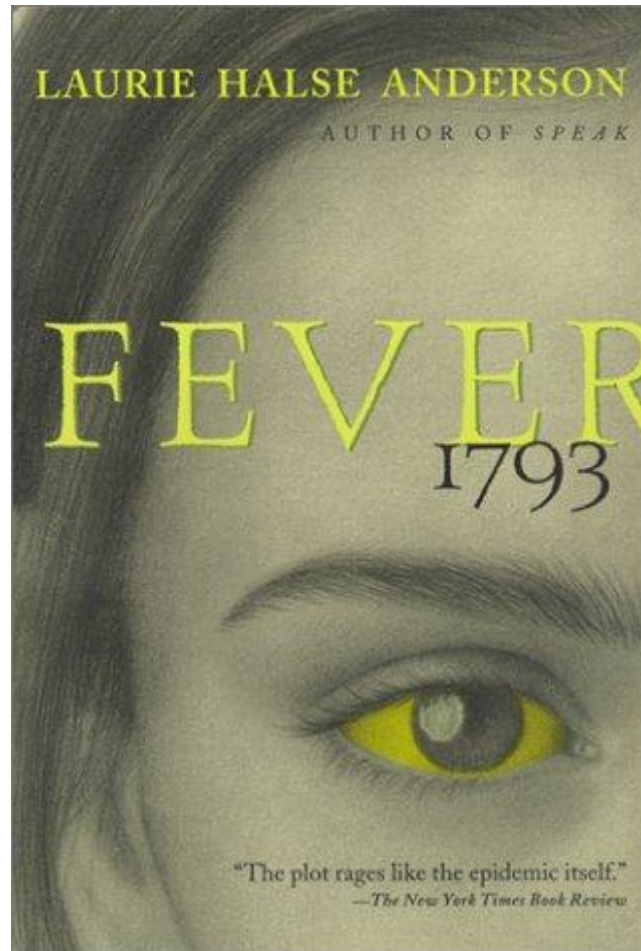


Unit Study: Fever 1793

7th grade



Fever 1793
by Laurie Halse Anderson

Ages: 9-12 (5th-8th grade)

Summary:

This novel is narrated by Mattie who is a young girl. She lives above the coffee shop that her widowed mother and grandfather own. The fever breaks out in town destroying everything that is in its path. Mattie is forced out of town with her grandfather; not knowing if she will ever see her mother again who has become sick with the fever. Mattie soon discovers no matter where she goes the fever is around and she too becomes sick. Mattie has to overcome many obstacles to make it back to Philadelphia. Once she arrives back she realizes it's not the same town as before.

Explanation of Unit

This unit study of Fever 1793 has been developed to enhance students understanding of the Yellow Fever epidemic in Philadelphia during 1793. Students will be actively engaged in a number of activities that will enhance their reading, writing, thinking, and language skills.

Other Texts:

Nonfiction:

- ❖ **An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793;** by Jim Murphy
This book is filled with facts, a timeline, and newspaper articles and much more related to Yellow Fever.
- ❖ **The American Plague: The Untold Story of Yellow Fever the Epidemic That Shaped our History;** by Molly Caldwell Crosby
This book compares the different outbreaks of Yellow Fever throughout the United States. Students would be able to compare 1793 to other outbreaks.
- ❖ **African American fraternities and sororities: the legacy and the vision pp.71-72;** by Clarendia M. Phillips
This section of the book will give students a better understanding of what a Free African Society means.

Website(s):

- ❖ **Internet Workshop:** <http://www.pbs.org/wgbh/aia/part3/index.html>
Students will browse this website while learning about different facts about the Yellow Fever epidemic. They will even be able to read a journal entry from the time period.

Picture Books:

- ❖ **A picture Book of George Washington;** by David A. Adler
Ages: 4-8
This picture book is a biography of George Washington. Students would be able to learn more of what he was really like before and after as President.
- ❖ **George vs. George: The American Revolution as seen from Both Sides**
By Rosalyn Schanzer
Ages: 8 & up
There are two sides to every story and this book brings to life both sides of the American Revolution.

Historical Fiction:

- ❖ If you lived at the time of the American Revolution; by Kay Moore

Ages: 9-12

With this book students can really see how people lived back in the 1700's, for instance how they dressed. They can see the difference in the different classes of society. This book also helps give students a better understanding of the war.

Video clips:

- ❖ <http://www.youtube.com/watch?v=wyNRzviXbvg&feature=related>

Fever 1793

- ❖ <http://www.youtube.com/watch?v=PFyu9Arjy-k> Fever 1793

- ❖ <http://www.youtube.com/watch?v=wfIPgSHaJwE&feature=related>

Fever 1793

All three Fever 1793 video clips offer background knowledge on the subject. I would pick only one to watch before starting the novel.

- ❖ <http://www.youtube.com/watch?v=Wjfrexe61XI> American Revolution

War

This video helps students to picture the Revolution War by showing images and sound effects to help enhance knowledge.

Internet Workshop

Students will complete internet workshop individually before reading novel. This is to help build background knowledge around the topic of Yellow Fever. Students will need to go to the following website and answer the questions on this sheet.

Website: <http://www.pbs.org/wgbh/aia/part3/index.html>

This link takes you to the contents page where you will need to start at.

1. Read about Dr. Rush under People and Events. What was one of his accomplishments and who did he recruit to help with the Yellow Fever?
2. Look under: Yellow Fever Epidemic
How many people died from the epidemic?

Why were the free blacks dedicated to helping the sick?
3. Look under: A Short Account of the Malignant Fever
The blame is always pointed to someone. Who did they blame for the epidemic?

Read the short account of the Malignant Fever text and tell about one thing you learned about.
4. Look under: Extracts from Journal of Elizabeth Drinker
Notice the language that is used throughout her journal. This should give you an insight to how they talked during this time.

What are people saying is the cause of the fever?
5. Under: modern voices; John Edgar Wideman
List two things that people did to help keep the fever out of their homes.

Student Activity Packet

Reading Assignments are not expected to be completed in one day. They may take 2-3 days. If a student does not finish the required reading they may take it home and read. Activities are to be completed at school unless otherwise noted.

❖ Before Reading Assignment: Introduction to novel

❖ Objectives:

- To introduce the *Fever 1793* unit and discuss activities.
- Distribute materials that will be needed for the unit: book, study questions, set up reading journal.
- To get students in the mind set of the novel's setting.

Activity 1: The room is set up like a coffee shop with snacks and tea in cups, (pretend it's coffee). Once everyone has entered the room and got their snack and tea then we will start discussing, what is the purpose of a coffee shop? Think about what happens or takes place at coffee shops today; like Starbucks, Java, etc. Why do people go there? Talk about how these places are regular meeting spots or hangouts for many people all throughout the day.

Once we have discussed the purposes of coffee shops I will bring in the novel, *Fever 1793*. Tell the students this novel takes place in Philadelphia when it was the capital of the US. This novel takes place a lot around the family owned coffee house. During this time coffee houses were very popular. Many prestigious people meet in coffee houses to discuss politics. Discuss this is a historical fiction novel; meaning that the events and facts are true but the names and story is made up.

Activity 2: After discussing the novel students will watch a couple of short clips to give them insight on the novel. After watching these clips and focusing on some of the images separately students will reflect on what they saw and felt in their reading journals.

Show video clip(s):

<http://www.youtube.com/watch?v=PFyu9Arjy-k>

<http://www.youtube.com/watch?v=wyNRzviXbvg&feature=related>

<http://www.youtube.com/watch?v=wfIPgSHaJwE&feature=related>

Activity 3: Students will have separate journals for this unit. They will have a piece of construction paper with their name and 40 sheets inside where all their work will be kept. Inside their journal they will have an outline of the unit so they can keep track. Talk with students how their journals should be used through out the unit. Students need to make sure they date and label each activity with the reading assignment number as well. Everything is to be recorded in their Fever journal notebook. Before and during activities can be on the same page, but students need to always put their after activity separately. There should be at least 3 pages per unit in their journals; 1 page is for the before activity, one for during and the other for after.

Remainder of time students can work on their cover for the journal for the unit.

Reading Assignment #1 Ch. 1-4 (pgs.1-23)

Objectives:

- ❖ To look more closely at the importance of the coffee house and its role in this novel.
- ❖ To become familiar with the characters and their characteristics.

Before Reading: (Individual)

Students will be able to reflect on the video clips and other texts from the previous day to help build background knowledge about Fever 1793.

Students will write a personal response to what they are hoping to learn from this unit study or what they want to learn. Students will refer back to this at the end of the unit. This will be recorded in their Fever journal.

During Reading: (work with a partner)

While students are reading the beginning of the novel they need to complete the character chart below. For each character they need to have 2 words to describe that character in their role in the novel. Students will need to copy this chart into their Fever Journal. If student's happen to finish early then they may use other text that have been pulled for this unit to learn more about this time period and yellow fever.

<u>Character</u>	<u>One word to describe</u>	<u>Another word to describe character</u>
Matilda		
Eliza		
William(grandfather)		
Lucille(mother)		

After Reading: (Individual)

For their after reading activity for this assignment, students will be choosing one character that we were introduced to and create a wordle to describe them. Students will need to compose as many words as possible to describe their character. Words may be used as many times as a student would like as well. If there is a word that just really stands out then you would want to repeat it many times so it is seen in the wordle. We will go together to the computer lab to work on creating this.

<http://www.wordle.net/> We will print this out in the lab and glue them into student's journals to have with the rest of our work.

Reading Assignment #2
Ch. 5-7 (pgs.24-53)

Objectives:

- ❖ Review Chapters 1-4
- ❖ For students to be active learners and to participate in a literature circle.
- ❖ Students begin creating a journal entry of their reflections on the reading.

Before Reading: (Individual)

Before this reading assignment students will be asked to complete an entrance slip. Students will be given a slip at the door when they walk in and they are to return it when it is completed. The entrance slip will be dealing with information that students read in the previous assignment.

Entrance Slip: Reading Assignment 2

Date: _____

What historical event sparked an increase in Matilda's family business?

Eliza is a black woman living freely. Explain how she is treated in society and how she was able to earn her freedom. _____

During Reading: (small reading groups)

During this reading assignment we are going to be using literature circles. The class will be split up into groups of 5 to 6 students depending on class size. Each person will have a specific role to fulfill in their group. The roles that we will be using are the following:

- Discussion Director: A student creates 2-3 questions to get the group talking about what they read, to discuss after reading.
- Summarizer: A student summarizes the chapters in their own words. They can do chapter by chapter or do it all in one.
- Literary Luminary: The student assigned to this role will pick certain parts to read aloud to the group and tell why.
- Connector: This role would be to make connections within the chapters that were assigned. (text to self, text to text, or text to world, or do the characters remind you of anyone)
- Illustrator: A student draws a picture (or find an image from another source) of what they remember and what stands out to them and explains why.
- Investigator: A student who uses other resources in the room to dig up information about what we read in chapters 5-7.

If there are only 5 people in a group I would eliminate the illustrator. Students will randomly draw for their role. I will put them in groups that I see best fit and then they will draw for their role. Later on in the unit students will have the opportunity to hold the job of another role. Once each student has a role then together as a group I would let them decide how they would like to read these chapters. They can read with a partner, silently, or whole group. While reading they will need to be focusing on their role to make sure they fulfill the requirements that were asked of them. After each student has finished their readings and their job then they will share their findings with their group. The discussion director will start the discussion by asking the questions that he/she created. They will also make sure that the group stays on task. There are forms at the end of this assignment explanation that can help guide students through their roles.

After reading: (Individual)

After students finish the reading for this assignment they will be asked to write their own journal entry in their Fever journal about what they have read. I want them to really think about the time period and what is going on around the town. I want this entry to be at least a page long. Students need to show feeling and emotion tied into the circumstances of this novel. Students can even choose to write from a character's point of view, I encourage them to do so.

Things to think about: Think about the coffeehouse, the wants of the mother, Mattie, and her grandfather for the coffeehouse. Remember the sound of the bell ringing and what that signifies the differences within the lower, middle, and upper classes.

Bridge Builder

Questions to think about:

Do any of the characters in this book remind you of any characters from other books you have read? If so, who and why?

Do any of the characters in this book remind you of anyone you know? If so, who and why?

Pick an event from the reading that reminds you of something that happened to you or someone you know. What scene is it and what does it remind you of?

What would you do if you were _____, a character from this book?

Illustrator

Your job is to visualize a scene from the days reading and illustrate it for your group. Choose a scene from the reading and illustrate it in the box.



This scene can be found on page _____

I chose this scene because

Summarizer

Your job is to summarize the day's reading. When you finish reading skim the text again. Retell the main events of the story with a "Fast Write". Remember it should be detailed enough to help you summarize the reading for your group but should be written as notes, not paragraphs.

Reading Assignment #3 Ch. 8-11

Objectives:

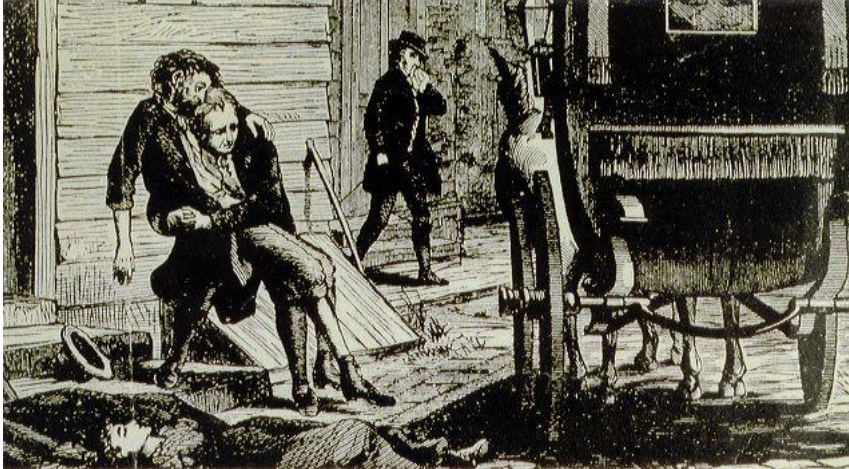
- ❖ Students will look at images and complete personal reflections.
- ❖ Students will be able to identify similes throughout the novel.
- ❖ Students will also be able to use what they know about the Yellow Fever to create an acrostic poem.

Before Reading: (groups)

Teacher will have 5 different pictures set up through out the room for students to look at. Students will move in groups to visit each picture. Once a student looks at a picture they need to write their thoughts of the first glimpse of the photo. Students will have 5 different photo reflections. Their reflections go in their own Fever journal.



In this picture you will see nurses taking care of people out on the streets in Philadelphia.

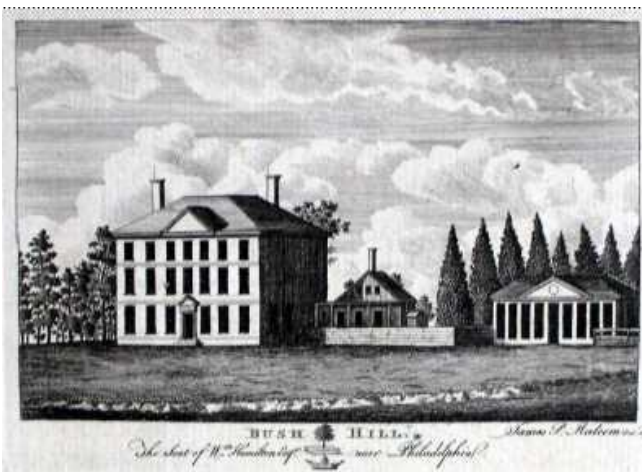


During the worst of the 1793 yellow fever epidemic, the streets of Philadelphia were deserted except for the carriages making rounds to pick up the dead and the dying. Many physicians had fled the city or succumbed to the disease; at one time, only three physicians were available to treat some 6,000 stricken patients. Rush saw more than 100 patients a day.

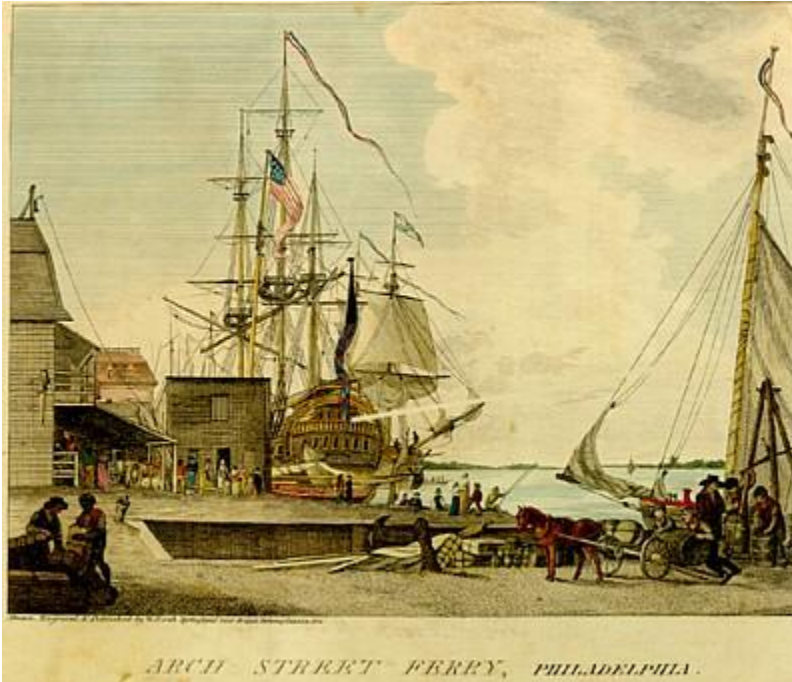
This is a picture of a carriage in town picking up the dead bodies after the town was deserted.



This is one of the most common scenes around the town, a doctor visiting to help heal.



This is a picture of the Bush Hill mansion.



Dr. Rush mistakenly

traced the origin of disease

During Reading: (with a partner)

For the reading assignment with this section students are to locate 2 similes for each chapter. So students will have a total of 8 similes for this section of the book. Remember a simile is comparing two things using like or as. Once you locate a simile I would like for the students to record their findings onto this chart into their journals. Students may write on this chart and we can paste it into their Fever Journal. A copy of the chart is on next page. Also once a student finds a simile I would like for them to write how it adds meaning to the story or how does it help the student to understand what they are reading.

Simile Chart

Chapter	Page #	Example of a Simile from chapter.	What does it add to the story?
8			
8			
9			
9			
10			
10			
11			
11			

After Reading: (Individual)

Through out the novel we have already been introduced to Yellow Fever. I want students to take what they have learned to create their own acrostic poems. An acrostic poem, sometimes called a name poem, uses a word for its subject. Then each line of the poem begins with a letter from the subject word. This type of poetry doesn't have to rhyme. Here is an example:

Here's an example using the word school:

Shabonee is where I go

Computers, spirals, books, and more

Homework every night

On math, science, reading, and social studies

Our class does lots of fun projects

Learning never stops

(Borrowed from Teachnet-Lab)

I want the students to create their acrostic poem to Yellow Fever. Yes, this is going to be challenging but remember to brainstorm your ideas first. Students will need to add their poems to their Fever Journal. After we have finished writing I will let students share their poems with the class. We can even publish them and put them up on our class website for others to see. Students can choose to post their poem up onto our class blog if they would like.

Acrostic Poem

Y _____

E _____

L _____

L _____

O _____

W _____

F _____

E _____

V _____

E _____

R _____

Reading Assignment #4 Ch. 12-15 (pgs. 84-112)

Objectives:

- ❖ For students to be able to reflect on what they have learned.
- ❖ Students to conduct literature circles
- ❖ Discussing how it would feel to be Mattie or anyone else in that town during this time period.

Before Reading: (Individual)

Students will begin this reading assignment by having a quick write. For a quick write we will only take about 10 minutes and then share for about 5. Students need to write what comes to mind for them. It does not matter how you respond or in what format. Our quick write discussion for today will be the following; so in your journal please respond with thoughts:

Put yourself in the shoes of the family who was carrying Mattie and her grandfather out of town. How would you have acted if you were put in their shoes? Would you have tried carrying them to a new town, would you disown them as they did? How might you have handled this particular circumstance?

During Reading: (Reading Groups)

Students will be in the same reading groups as in reading assignment 2. Students will be taking part in another literature circle; while holding a different role. Again students will randomly draw for their role and if they get the same as last time they will need to draw again. While reading this section student's will need to make sure they are staying on task and completing their role.

Each person will have a specific role to fulfill in their group. The roles that we will be using are the following:

- Discussion Director: A student creates 2-3 questions to get the group talking about what they read, to discuss after reading.
- Summarizer: A student summarizes the chapters in their own words. They can do chapter by chapter or do it all in one.

- **Literary Luminary:** The student assigned to this role will pick certain parts to read aloud to the group and tell why.
- **Connector:** This role would be to make connections within the chapters that were assigned. (text to self, text to text, or text to world, or do the characters remind you of anyone)
- **Illustrator:** A student draws a picture (or can find an image from another source to share) of what they remember and what stands out to them and explains why.
- **Investigator:** A student who uses other resources in the room to dig up information about what we read in chapters 5-7.

Once each student has a role then together as a group I would let them decide how they would like to read these chapters. They can read with a partner, silently, or whole group. While reading they will need to be focusing on their role to make sure they fulfill the requirements that were asked of them. After each student has finished their readings and their job then they will share their findings with their group. The discussion director will start the discussion by asking the questions that he/she created. They will also make sure that the group stays on task.

Refer to forms under reading assignment 2 to guide students through their job.

After Reading: (Individual)

After Literature Circles have been completed and each group has finished their discussions based on these chapters students are asked to write a letter. The letter will be addressed to Lucille, Mattie's mother from Mattie. I want students to really feel for Mattie and put themselves in her shoes. What would you write to Lucille if you were Mattie? Think about it; Mattie left because her mom was sick and she has no clue how she is doing now and now the fear Mattie has for herself. Really empathize for Mattie and write a touching letter to her mom. I encourage students to use language from the novel and to really think about the events and setting of the story to help add to their letters.

Format for letter is on the following page. After students have a chance to write their letters in their journals and have a peer to edit them, I will let them go to the lab to type them.

Dear _____,

Yours truly (you can change it),
Mattie

Midway Project

Students will work in groups to learn about other things that were related to the Yellow Fever epidemic. Each group will have a different non fiction topic to work on. Students will be able to use other resources in the room and we will go to the lab and media center to work on this for a few days. Topics that groups may pick from are the following:

- ❖ Yellow Fever (how it impacted the society at that time)
- ❖ Free African Society
- ❖ Bush Hill
- ❖ Dr. Rush
- ❖ American Revolution
- ❖ George Washington

After students complete their research they will report their findings back to the class. To help each group I have created a non fiction report sheet for students to use. You will find this form on the next page.

Nonfiction Assignment Sheet

Type(s) of nonfiction read _____

- A. Give a brief summary of what you have found about your topic.

- B. What was the main point the authors wanted you to get from your findings.

- C. With which points of the pieces did you agree of find easy to accept?
Why?

- D. Which points did you disagree or find difficult to believe? Why?

- E. How does this influence your ideas or how does this give you a better understanding of the novel we are reading?

Reading Assignment #5

Ch. 16-19 (pgs. 113-149)

Objectives:

- ❖ Students need to take midway quiz.
- ❖ Begin reading chapters 16-19 and create questions while reading.
- ❖ Students create Literary Luminary

Before Reading: (Individual)

We are half way through the book now so before we keep reading students will take a comprehension quiz. This activity will take longer than 15 minutes to complete. This is to check to make sure students understand what they are reading. For this check up questions will be multiple choice with a few short answer. Comprehension check quiz is at the end of this reading assignment explanation.

During Reading: (Individual)

Students will take part in a question exchange. Each student will be asked to come up with 5 questions regarding chapters 16-19. Questions should be well thought out and not just simple a yes or no answer. Once students have their questions made they will switch with a partner. Students will respond to the questions they were given, not their own. Once students answer questions they will give the paper back to the maker and they will check their responses. Here is a simple format that students can use or they can just write on notebook paper their questions.

Question	Answer
1.	
2.	
3.	
4.	
5.	

After Reading:

Students will now work on a Literary Luminary and provide an image to go along with. A literary luminary is where you pick a quote from the novel and explain why you did. Maybe it meant something to you or really helped you to understand the text better or understand a character better. After students pick a quote they need to find an image that represents that quote as well. It can be from the computer, book, magazine, etc. Once they have everything they will need to past their picture on the next page in their journal and write the literary luminary underneath it with an explanation.

Comprehension Check Quiz

Multiple Choice

Please choose the best answer for each question.

1. Matilda's family owns what type of business?
 - a. A restaurant
 - b. Sweat shop
 - c. A coffeehouse
 - d. Gym

2. Who is Silas?
 - a. One of Mattie's school friends.
 - b. Mattie's grandfathers friend.
 - c. A slave
 - d. A cat that lives with Matilda

3. What is the atmosphere like at Matilda's family business in the afternoon?
 - a. Everyone is at work so business has slowed down.
 - b. The business is packed with people talking about politics and news.
 - c. Children are running around playing everywhere.
 - d. They are not opened in the afternoons.

4. Why do the church bells ring?
 - a. To let people know someone else has died.
 - b. To let people know that church has started.
 - c. Someone famous has entered town.
 - d. To signify someone has just been married

5. Matilda's family earns extra profit from the coffeehouse in August, but no one can agree on how to spend it. Which of the following correctly shows wishes that all three would like to see happen?
- Matilda wants to use it to expand the coffeehouse into a restaurant, grandfather wants to save money, and mother wants to use it to go to the country.
 - Matilda wants to open a store, grandfather wants to travel to the country, and mom wants to save it.
 - Matilda wants to save it for a trip to France, grandfather wants to save it, and her mom wants to expand the coffeehouse into a restaurant.
 - Matilda wants to expand the coffeehouse into a restaurant, grandfather wants to open a store, and her mother wants to save it.
6. Matilda has a grand idea to get more people into the coffeehouse. What is her big idea?
- Convince the wagon driver who takes people out to the country to pick up at their coffeehouse so people will stop there and spend money before leaving.
 - Have a huge part for all the upper class to attend.
 - Have Thomas Jefferson and President George Washington eat at the coffeehouse to attract customers.
 - Have doctors to eat at the coffee house to tell people how to stay safe from the fever.
7. Which of the following correctly describes the differences between the lower, middle, and upper-class people in Matilda's city?
- The lower-class have no where to get health care, the middle-class can't decide whether to leave their businesses or stay to make money, and the upper-class flee to the country for safety.
 - The lower-class is all dying quickly, the middle-class are able to get health care and survive without any problems, and the upper-class are fleeing to the country.
 - The lower-class are fleeing to the country, the middle-class can't decide whether to leave their businesses or stay to make

money, and the upper-class can afford good health care while remaining in the city.

- d. The lower-class is all dying quickly, the middle-class are fleeing to the country, and the upper-class can afford good health care while remaining in the city.

Short Answers:

8. How does Matilda's mother feel about the boy Matilda has a crush on?

9. Why is Matilda's mother so eager to have tea with Mrs. Ogilvie?

10. Why is Matilda terrified to be at Bush Hill?

Reading Assignment #6
Ch. 20-22 (pgs. 150-177)

Objectives:

- ❖ To review previous chapters and complete idea completion.
- ❖ Students work together to come up with thoughts and feelings to describe what they are feeling while reading this book or to describe the book.
- ❖ Create haiku poem

Before Reading: (Individual)

Students will be working in their journals for this activity. We will be working on an idea completion. I will reread to the class chapter 22. After reading, students will briefly answer the following questions in their journal.

Mattie's hope and faith diminished when _____

When Mattie lost her father she was given a homeless child which gave Mattie _____

Because Mattie is with out a mother right now and without her grandfather what is the next move Mattie should make? _____

What do you think is going to happen with Mattie? _____

During Reading: (work with a partner)

Students may read this section with a partner. While reading, students need to fill in the boxes below with thoughts, words, or sayings about assigned reading. Each thought or word needs to start with the letter in the box. Students may refer back to previous assigned readings.

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z	Extra thought	Extra thought

After Reading: (whole group/individual)

Once we finish and discuss our findings as a group, each student will make a Haiku poem about anything we have read about with our book. It could be

about someone, an event, a struggle, anything. Once each student writes their poem they are to find an image to go along with it just like they did for their literary luminary. Remember a Haiku poem is a non-rhymed free verse poem that has; five syllables in the first line, seven in the second, and five again in the last line. We will first write these poems in our journals and then we will type them and add a picture.

Example:



The Rose
by Donna Brock

The red blossom bends
and drips its dew to the ground.
Like a tear it falls.

Reading Assignment #7 Ch. 23-25 (178-208)

Objectives:

- ❖ Have students talking about different characters. Each will need to choose a memorable character to write about.
- ❖ Complete a double journal entry; working on interpreting.
- ❖ Go to computer lab to work on ToonDoo.

Before reading: (Individual)

Quick Write: Who has been a memorable character for you and why?

Students will need to respond to this question in their journals and then share with 2 other members in the class. Students will have 10 minutes to work on their response and then they will have the opportunity to share with two other classmates their responses.

During reading: (Individual)

While students are reading they should be looking for 6 sentences; quotes that really stick out to them. Students need to write the sentences down as they come across them and then after reading they need to go back and write down how they felt reading that. Students can reflect on their sentences while they are reading as well.

Page # _____

Sentence:

" _____

_____ "

My Reaction:

After Reading: (Individual)

The activity after this section is for the students to create a cartoon strip. Students will need to pick a scene in the section to play out in a cartoon strip for us. We will be using <http://www.toondoo.com/> to create strips. Students are going to be asked to either make a cartoon strip with 2 or 3 frames. Once students get onto site they need to play around and become familiar with it and then begin working on their strip. They may pick any scene in these three chapters.

Reading Assignment #8 Ch. 26-29 & Epilogue (pgs. 209-243)

Objectives:

- ❖ Students will be able to compare the Yellow Fever to other plagues.
- ❖ Read chapters 26-29.
- ❖ Students will also be able to work on determining symbols and themes for the novel.
- ❖ Students can create I am Poems.

Before Reading: (Whole class)

As a whole class I will read a loud "The Masque of the Red Death." This story can be found at <http://www.online-literature.com/poe/36/>. This is a more difficult text. While reading this as a whole class we will create a venn diagram comparing this to Fever 1793. I will tell students that this story is also about a plague. You will need to let students know that the wealthy, privileged class of people in this society felt they could escape the dangers of the plague like so many tried to in *Fever 1793*.

During Reading: (reading groups)

While reading today students will be looking for symbolism within the text. For example; Nathaniel's flowers were a symbol of hope for Mattie and it is her memories that keep her going. Students need to come up with more examples of symbolism through this section and they can come from the whole novel not just this assigned reading. Not only do I want students thinking about symbols but also different themes that are presented through out this novel. I want students to write in their journals at least 5 symbols they have found while reading along with 3 different themes.

After Reading: (individual/partner work)

After finishing the novel students are to create an "I am Poem". For this activity I want students to write as they are Mattie. The format to use is on the following page. After they finish their individual poems they have another assignment to work on with a partner.

I am (two special characteristics about person)

I wonder

I hear

I see

I want

I am (first line of the poem repeated)

I pretend

I feel

I touch

I worry

I cry

I am (first line of poem repeated)

I understand

I say

I dream

I try

I am (first line of poem repeated)

Next activity:

After students create their, I am poems they will work with a partner to build a timeline of Matilda's life. Students will need to start before the fever broke out. Hopefully the timeline will show how Mattie has grown as a character over time while overcoming many obstacles.

Final Projects for students

To end the unit students will need to complete 2 out of the 3 activities below.

1. Animoto video: Students are required to put images to music that represent the novel. This should be at least a minute long. Students may have class time to work on this assignment but also need to work on this at home as well if possible. This will be made on the computer.
2. Write a newspaper article: Students will need to research different newspapers and how they were written back during the 1700's. Students need to make sure they include appropriate language for the time period and address the issue of Yellow Fever. Your job will be to alert the town of Philadelphia of what is happening.
3. Write a letter: Pretend you were part of this town during 1793. What would you have done if you were made to leave town? Write a letter to a friend describing what is happening in your town and asking them if you can stay with them for a while.

Final Assessment

(Retrieved from <http://www.teacherweb.com/ME/Willard/ALBellefeuille/FeverLessonPlan.pdf>)

This final assessment is only for chapters 16-29. The final project will count as a cumulative assessment.

Circle the best answer

1. Where does Matilda think her mother is?
 - A. At the Ludington's farm
 - B. Dead
 - C. Staying with Eliza
 - D. Working at a hospital to help fever victims

2. What do Matilda and her grandfather discover when they enter the coffeehouse for the first time upon their return?
 - A. The coffeehouse is a mess from a recent robbery.
 - B. They find a note Eliza left informing them Matilda's mother had passed away.
 - C. The coffeehouse is thriving with doctors and nurses on break from treating victims.
 - D. They find a note from Matilda's mother telling them she went to the Ludington's farm.

3. How does Matilda help her grandfather the night they are being robbed?
 - A. She takes her grandfather's rifle and shoots the robber.
 - B. She tells the robber where the money is hidden, and he stops hurting her grandfather.
 - C. She takes her grandfather's sword and stabs the robber.
 - D. She causes a commotion to distract the robber so her grandfather can get away.

4. What does Matilda find when she goes to the market for food?
 - A. Some of the farmers have ventured back, but the prices are too much for her to afford.
 - B. The market has been turned into a hospital, and fever victims are everywhere.
 - C. There is no food anywhere, only rats picking at scraps.

- D. Life is getting back to normal, and the regular sellers are finally back.
5. Who is Nell?
- A. A poor woman who has just lost three of her children to the fever
 - B. A little girl Matilda finds crying next to her dead mother
 - C. A woman sick with the fever who reminds Matilda of her mother
 - D. A small dog that seems to have a broken leg
6. Why does Dr. Rush want the black people to help care for fever victims?
- A. He thinks it is a way to repay the white people for allowing them their freedom.
 - B. He knows the black people have to do everything the white people say so they cannot argue or refuse.
 - C. He hates black people and hopes they will catch the fever too.
 - D. He thinks black people are immune to yellow fever.
7. Why do Eliza and Matilda drag all the furniture outside to the garden?
- A. They are forced to stay out the garden since the house is too hot.
 - B. They want the coffeehouse to look empty from the street so no one else will rob it.
 - C. They want to kill all the yellow fever germs by placing it outside for the next frost.
 - D. They need to wash it all off, and that will be easier to do in the garden next to the well.
8. People have been returning to Philadelphia, and the town is coming alive once again. What event sparks a massive return to the city for all the remaining people in the country?
- A. When the market reopens, that is a sign that the fever is over and people are safe to return to the city.
 - B. When President George Washington returns to the city, all the remaining people in the country know it must be safe to return, too.
 - C. When there is a town meeting called, everyone knows it is safe to return from the country.
 - D. When the first heavy snowfall comes at Christmas, people know the fever is gone.

Short Answers: Answer each question in a complete sentence.

9. Describe how the city Philadelphia was when Matilda and her grandfather returned?

10. Why should grandfather be buried in his nightshirt?

11. Why does Matilda go out searching for Reverend Allen's group?

12. What does Eliza tell Matilda about her mother? What does she learn from her?

13. All the people are returning back to the city from the country and Matilda is becoming annoyed. Why?

Rubric for activities

Assignment	Points
Internet Workshop/Background Activity	/20
Character Chart	/5
Wordle	/10
Entrance slip	/5
Literature Circles	/20
Journal Entries (all) shows class participation-Student's own Fever Journal	/30
Similes chart	/5
Acrostic Poem	/10
Letter Writing	/10
Nonfiction Activity	/15
Midway Quiz	/25
Question Exchange	/5
Literary Luminary	/10
Idea Completion	/5
ABC Chart	/10
Haiku Poem	/10
ToonDoo	/15
I am poem	/10
Timeline of Mattie's life	/20
Final Assessment	/25
Total	/265

Rubric for final projects is on the next page

Final Project Rubric

Project	Points
Animoto video	
Images related	/10
Songs appropriate	/5
Length of video	/5
	/20
Letter	
Length a page	/5
Content	/10
Writing format/grammar	/5
	/20
Newspaper Article	
Format/writing structure	/10
Content	/10
	/20
Total	/40

Resources

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