

Teacher's Guide

Aligned to the Common Core State Standards

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6th grade

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Notes to the Teacher

The activities and handouts in this Teacher's Guide are meant to supplement your students' reading of *Fever 1793*, by Laurie Halse Anderson. You are free to use the pages as you'd like and to copy them for your students. You are also welcome to share them with colleagues.

Nicole Boylan and Erin Fry have both spent many years in the classroom. They have also worked for several educational publishers, writing curriculum and assessment. Their passion is creating curricula that is pedagogically sound, standards-aligned, and engaging for students. They hope you enjoy this guide and welcome your feedback at their website: <http://curriculumspecialists.weebly.com/>

Summary

During the summer of 1793, Mattie Cook lives above the family coffee shop with her widowed mother and grandfather. Mattie spends her days avoiding chores and making plans to turn the family business into the finest Philadelphia has ever seen. But then the fever breaks out.

Disease sweeps the streets, destroying everything in its path and turning Mattie's world upside down. At her feverish mother's insistence, Mattie flees the city with her grandfather. But she soon discovers that the sickness is everywhere, and Mattie must learn quickly how to survive in a city turned frantic with disease.

Directions for the Pre-reading Activity

1. Have your students examine the map on the following handout.
2. Consider copying the map onto a PowerPoint slide so that students can analyze it in greater detail and in color.
3. Once students have completed the handout, lead a discussion about the map. Have students hypothesize possible effects of the yellow fever epidemic. Then explain that students are going to read a story about a young girl who lived in Philadelphia in 1793 during a fever epidemic.

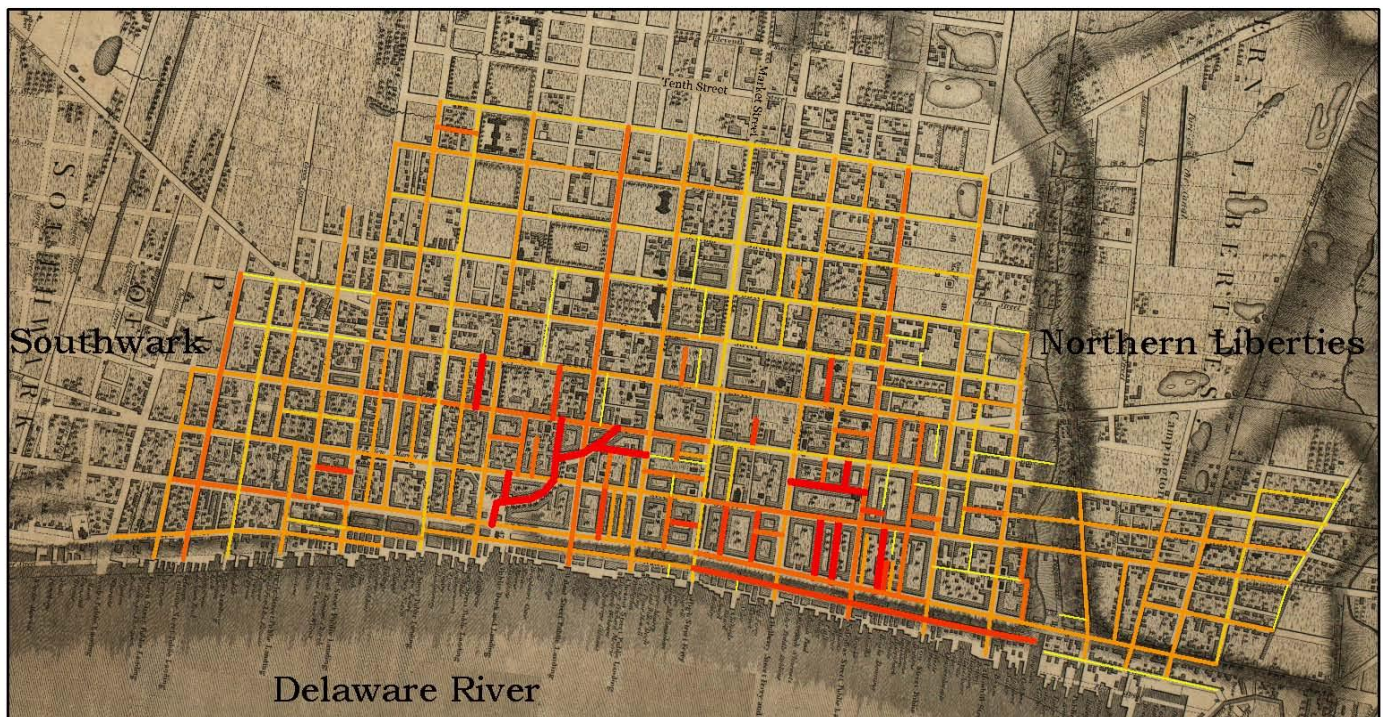


Pre-Reading Activity

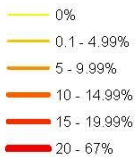
Philadelphia, 1793

Examine this map showing the deaths from yellow fever in Philadelphia in 1793. Then answer the accompanying questions.

Yellow Fever Deaths 1793



Deaths From Yellow Fever by Street



Map produced by Billy G. Smith and Paul Sivitz at Montana State University.
<http://philadelphiaencyclopedia.org/archive/yellow-fever/yellow-fever-1793-jpg/>



Principal Investigator: Dr. Billy Smith, Montana State University Dept. of History and Philosophy, bgs@montana.edu
Background map created by John Hills, 1797, Wheat and Brun no. 468, Library of Congress
Structure and people data from the 1791 city directory, 1790 federal census, and the 1789 state tax list
Data assembled and analyzed by Dr. Billy Smith and Paul Sivitz, Montana State University Dept. of History and Philosophy,
Tara Chesley-Preston, Alex Schwab, and Stuart Challender, Montana State University Dept. of Earth Sciences

1. Circle three interesting details on the map.
2. What part of Philadelphia seemed to be most effected by yellow fever?
3. What do you think was a possible effect of the yellow fever epidemic on the people of Philadelphia?
4. Name three things you want to learn about the yellow fever epidemic of 1793.



Expanding Vocabulary

Chapters 1 – 5 RL.8.4, L.8.4a, L.8.5c

DIRECTIONS: Read each sentence from *Fever 1793*. Use the context of each sentence, and a dictionary if necessary, to decide which of the definitions in the box makes the most sense to replace the underlined word. Write that definition in the blank. Then, complete the final comprehension question or task.

to faint or lose consciousness	showing a passionate intensity	rudeness, boldness
to bring out of sleep	abounded or swarmed with; crowded	food supplies
surrendered, handed over	made a dull, low, monotonous sound	causing nausea or bile
strong and healthy; hardy	poisonous germs polluting the air	

- I woke to the sound of a mosquito whining in my left ear and my mother screeching in the right. "**Rouse** yourself this instant!" (p. 1)

From this sentence, rouse might mean _____.

How do you "rouse yourself" on school days? Or does someone rouse you? Who?

- Her voice **droned** on and on as she clattered down the stairs. (p. 2)

From this sentence, droned might mean _____.

If someone is droning on and on about something, how might the listener likely feel?

- excited
- bored
- confused

- Below the window, High Street **teemed** with horsemen, carriages, and carts. (p. 4)

From this sentence, teemed probably means _____.

Which of the following is most likely to be teeming with people?

- an amusement park in summer
- an alley at midnight
- a city park in winter

- If not for Eliza's fine **victuals**, and the hungry customers who paid to eat them, we'd have been in the streets long ago. (p. 8)

From this passage, victuals might mean _____.

What are some of your favorite victuals?

- I was going to travel to France and bring back fabric and combs and jewelry that the ladies of Philadelphia would **swoon** over. (p. 12)

From this passage, swoon might mean _____.

A good synonym for swoon might be:

- fight
- faint
- laugh



6. She was a healthy girl, **robust**. (p. 15)

From this sentence, *robust* might mean _____.

A good antonym for robust might be:

- a. strong b. sickly c. unlikable

7. It's the source of a deadly **miasma**, a foul stench, indeed. (p. 19)

From this passage, *miasma* probably means _____.

Which of the following would most likely cause a miasma?

- a. brewing coffee b. rotting garbage c. a thunderstorm

8. Mary Shewall died soon after of a **bilious** fever, and one could hardly fault her character. (p. 20)

From this passage, *bilious* probably means _____.

Which of the following might cause someone to feel a bit bilious?

- a. eating an ice cream cone b. riding a merry-go-round c. playing catch

9. Taking care of accounts was one territory that Mother **conceded** to me. (p.22)

From this sentence, *conceded* probably means _____.

In the space that follows, write a sentence using these words: *conceded, United States, territory*

10. One night I fell asleep in the necessary and woke up with a **fervent** prayer of thanks that I had not fallen in. (p.24)

From this sentence, *fervent* probably means _____.

A good antonym for fervent might be:

- a. eager b. loud c. indifferent

11. He snatched an apple from my basket and took a bite. The **impudence**. (p.31)

From this sentence, *impudence* probably means _____.

Can impudence ever be a good quality? Why or why not?

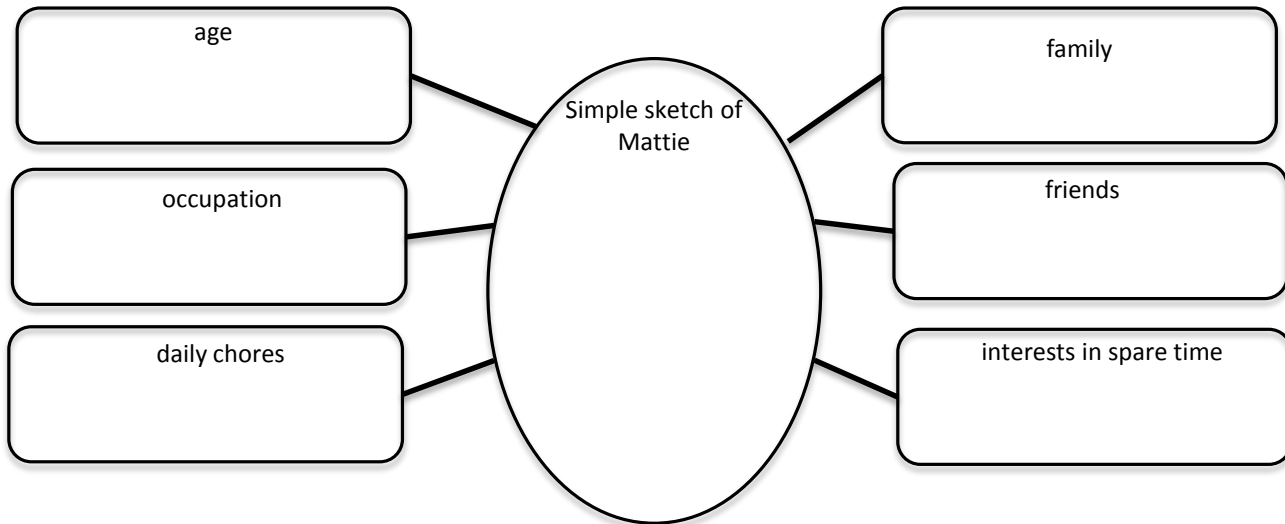


Chapter Response Questions

Chapters 1 - 5

Examining the Plot RL.8.1, RL8.3, RL8.4

1. Complete the following graphic organizer to show what you know so far about Mattie (Matilda).



2. Describe a typical morning at the Cook Coffeehouse. Include details about the customers, the food, and the service.
3. *Life was a battle, and Mother a tired and bitter captain. The captain I had to obey. (p. 17)*
- How is Mother like a captain of a ship? What has made Mother “*tired and bitter*”?
 - What does this passage tell you about how Mattie feels about her mother?
 - Is this passage an example of literal (exact meaning) or figurative (symbolic) language? How can you tell? Why do you think the author used this language?
4. List three adjectives that describe how Mattie feels about her grandfather. Copy a passage that reflects that feeling.
5. Knowing that the novel is about the yellow fever epidemic, why is it significant that Mattie is bitten by a mosquito in the opening chapter? What might that mosquito bite foreshadow?



Identifying Setting RL8.1

The **setting** of a novel refers to its time period and location. The setting often changes as the story unfolds.

1. In what **month** and **year** do the first five chapters take place?
2. In what **city** and **state** do the first chapters take place?
3. Copy a passage from Chapter 1 that describes the setting.
4. How might this setting escalate (or speed up) the spread of yellow fever?

Determining Point of View RL8.1

The **point of view** of a story refers to the perspective from which the story is told. *Fever 1793* is told from a **first person point of view** because the story is narrated by a character (Mattie), we can only see her perspective, and the author uses the pronouns “I” and “me” when referring to Mattie.

1. Write down a passage that shows that the story is told from first person point of view. Circle the words in that passage that signal first person point of view.



2. What does the reader gain from a first person point of view? What does the reader lose?
3. Why do you think the author, Laurie Halse Anderson, chose to write this novel from a first person point of view?



Analyzing Primary Sources RH8.1, RH8.2

A **primary source** refers to first-hand information created at the time of an event. Primary sources can be newspaper articles, speeches, court documents, letters, etc. Anderson uses a primary source excerpt at the beginning of each chapter. These excerpts sometimes foreshadow the plot, add historical content, or contrast the plot and history. As you read *Fever 1793*, pay attention to these excerpts and think about why Anderson placed them where she did.

The city of Philadelphia is perhaps one of the wonders of the world.
- Lord Adam Gordon, journal entry, 1765 (p.1)

Lord Adam Gordon was a British army officer stationed in Philadelphia. In his journal, he wrote about the thoughtful planning of Philadelphia's streets, the beautiful city churches, and the abundance of food in the markets.

1. Cite another passage from Chapter 1 that shows what a bustling city Philadelphia was in the mid-1700s.
2. This novel is about the yellow fever epidemic that engulfed Philadelphia in 1793. Why might Anderson have chosen this primary source excerpt to open her novel?

A low voice and soft address are the common indications of a well-bred woman.
- Hannah More, *The Young Lady Abroad or Affectionate Advice on the Social and Moral Habits of Females*, 1777. (p.24)

3. The primary source excerpt above is taken from a manual outlining how young ladies should behave. How does More advise women to talk?
4. Does Mattie follow this advice? Cite an example from the text to justify your response.
5. What do you think Mattie thinks about the expectations of young girls to become well-bred women?
6. Why do you think Anderson used this primary source quote for this chapter?



Expanding Vocabulary

Chapters 6 – 10 L.8.4a

Directions: Read each sentence below. Use the clues in each sentence to determine the most likely definition of the underlined word and answer the question that follows.

1. "I'll never complain about a cold day again," I vowed after another week of **unceasing** heat. (p. 34)
Unceasing most likely means _____.
The dictionary says unceasing means _____.
What are two words that mean the opposite of unceasing?
2. The mayor should **quarantine** them on Hog Island for a few weeks and the fever would pass. (p. 38)
To quarantine someone most likely means to do what to them? _____
The dictionary says to quarantine means to _____.
Why might someone be quarantined today?
3. How much would Watson want for his lot? . . . Perhaps Grandfather could inquire **discreetly**. (p. 39)
Discreetly might mean _____.
The dictionary says discreetly means _____.
What is something that someone might want to do discreetly?
4. As soon as I **conceded** defeat, Mother turned her attention to the most important issue—tea-drinking clothes. (p. 42)
Conceded might mean _____.
The dictionary says conceded means _____.
What would be a good antonym for conceded?
5. For once, my short-tempered answer did not **rile** her. (p.43)
To rile someone might mean to _____.
The dictionary says to rile means to _____.
What happens if you rile your teacher?
6. "So tell me, Lucille, what have you been doing for company this **tedious** August?" Pernilla asked. (p.50)
Tedious might mean _____.
The dictionary says tedious means _____.
What is something that you find tedious to do?
7. "Don't be **vile**, Jeannine," snapped her mother. "Those filthy refugees and creatures who live in the crowded hovels by the river, they're always sick with something." (p.51)
Vile might mean _____.
The dictionary says vile means _____.
What might be a good synonym for vile?



8. "They didn't **squall** like children and hide in the woods." (p. 57)
To squall likely means to _____.
The dictionary says to squall means _____.
What might make a child squall uncontrollably?
9. "Even a few hundred isn't enough to call it an **epidemic**," he said. (p. 59)
An epidemic is most likely a _____.
The dictionary says an epidemic is _____.
What might cause an epidemic today?
10. "The president retires to Virginia for a **respite** every September." (p. 60)
A respite is most likely a _____.
The dictionary says respite is a _____.
Where is your favorite place to take a respite? Why?
11. "I tell you, William, men who stood unafraid before the British cannon run in fear from this foul **pestilence**." (p. 60)
A pestilence is most likely a _____.
The dictionary says a pestilence is a _____.
How do we avoid most pestilences today?
12. The gentlemen were all quarrelsome and **fractious**. (p.64)
Fractious might mean _____.
The dictionary says fractious means _____.
If someone is fractious, would it be a good time to play a practical joke on them? Why or why not?
13. No amount of **cajoling** would change her mind. (p.74)
Cajoling might mean _____.
The dictionary says cajoling means _____.
What might be a good way to cajole an adult into letting you do something you want to do?
14. The farmer jumped down to load my **valise** and food hamper into the back of the wagon. (p.76)
A valise might be a _____.
The dictionary says a valise is a _____.
What are three things you would want to make sure to put in your valise if you were going away overnight?



Chapter Response Questions

Chapters 6 - 10

Examining the Plot RL8.1, RL8.4

1. The tea at the Ogilvie's illustrates how different life was for wealthy and working class women in the late 1700s. Complete this comparison chart to highlight these differences.

Mattie and Mother

the Ogilvie Women

- Mattie wears a church petticoat and her mother wears an old gown with stains.
- Mattie wears her hair down and straight.
- Mattie does not go to school.
- Mother earns a living by _____

- Mrs. Ogilvie and her daughters wear _____
_____.
- Jeannine and Colette wear their hair _____.
- Jeannine and Colette have tutors and are learning the _____ language.
- Mrs. Ogilvie spends her days _____.

Why was Mattie's mother so anxious to have the tea with the Ogilvies? Do you think these two families will ever be close friends in Philadelphia society?

2. Americans in 1793 did not know that mosquitos were the source of yellow fever. Complete the graphic organizer examining the proposed causes of the yellow fever.

It's that heap of rotting coffee beans on Ball's Wharf . . . It's the source of a deadly miasma, a foul stench, indeed. There are noxious fumes all over the city. (p. 20)

According to the speaker, the cause of yellow fever is . . .

Them that are sick should the church visit. City folk, sinners at the dock. They don't visit the church and God gives them the fever. (p. 28)

According to the speaker, the cause of yellow fever is . . .

This season, it's those cursed refugees. They brought it. . . The mayor should quarantine them on Hog Island for a few weeks and the fever would pass. (p. 38)

According to the speaker, the cause of yellow fever is . . .

Y
E
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R



Evaluating the Main Character RL8.1, RL8.3

Authors develop a believable and likable character by giving the reader information about his/her background, family life, personality traits, and feelings. We learn about the characters in a novel by examining what they think, feel, say, and do, as well as what others say and think about them. Examine the following passages. Then describe what each passages reveals about Mattie's character.

I wanted to own an entire city block – a proper restaurant, an apothecary, maybe a school, or hatter's shop. Grandfather said I was a Daughter of Liberty, a real American girl. I could steer my own ship. (p.12)

This passage reveals that Mattie is . . .

I slaved from dawn until the stars shone: house chores in the morning, serving coffee in the afternoon, and cleaning after supper. Sleep became more precious to me than food. . . (p.24)

This passage reveals that Mattie is . . .

'Mother' I said through my teeth. We did not belong here. I did not belong here. Mother may have grown up with carriages and gown, but I had not. (p. 52)

This passage reveals that Mattie is . . .





Interpreting Similes RL8.4 , L8.5

Authors use similes to compare two unlike things and to create more vivid and interesting mental images. Similes use the words “like” or “as” in their comparisons. Examine the following similes from *Fever 1793*.

1. *My stomach flipped over like an egg in a skillet. (p.30)*

- What two things are being compared?
- The author could have said: *My stomach hurt*. How is the simile more effective?

2. *Her cheeks shone pink and chubby like a baby pig's. (p.48)*

- What two things are being compared?
- Make a simple sketch of the image that this passage creates in your mind.

3. *I felt like a noodle over-boiled in the stewpot. (p.55)*

- Underline the two things being compared in this simile.
- Based on this simile, how does Mattie feel?

4. *She [Mother] lay under the faded bedding like a rag doll losing its stuffing.(p. 67)*

- What two things are being compared?
- In your opinion, is this an effective comparison? Why or why not?

5. *She was breathing as fast and heavy as a runaway horse. (p. 69)*

- What image does this simile create in your mind?



Expanding Vocabulary

Chapters 11 - 15 L.8.4a; L.8.5b

Directions: A synonym is a word that means the same or almost the same as another word. Use a dictionary, thesaurus, or the context provided by the sentence in *Fever 1793* to determine the meanings of the words below. Match the synonym on the right with the vocabulary word on the left.

Vocabulary Terms

1. _____ indulgence p. 79
2. _____ odiferous p. 80
3. _____ recuperate p. 86
4. _____ skirmish p. 87
5. _____ improvised p. 91
6. _____ melodious p. 100
7. _____ slovenly p. 102
8. _____ destitute p. 106
9. _____ famished p. 107
10. _____ mutton p. 108
11. _____ kin p. 111

Synonyms

- a. ill-smelling
- b. poor, penniless
- c. pardon, tolerance
- d. recover, improve
- e. starving
- f. musical, harmonious
- g. sheep meat
- h. unplanned
- i. relatives
- j. battle, scuffle
- k. sloppy, disheveled

Now, find a vocabulary term on the left that fits in each sentence below.

12. As his only surviving daughter, I was considered his next of _____ and therefore heir to his wealth.
13. My father order the roasted _____, but I preferred not to eat sheep so I ordered steak.
14. My brother worried that because my dad had lost his job we would become _____.
15. After I broke my arm, the nurse said it would take a few weeks to _____.
16. The worst job on the farm is cleaning out the pig's pen due to its _____ nature; I try to hold my nose while I do it.
17. After the six-mile hike, my brother and I were both _____ and couldn't wait to eat.
18. My mom hates when I wear my old hoody and my ripped jeans; she says I look _____ and like I just got out of bed.
19. Kim is known for her _____ singing voice; she often gets the solos in choir.
20. The brief _____ between the two armies left a dozen dead and several dozen wounded.
21. My parents seem to always give my brother an _____ after he does something wrong; me, however, they punish!
22. Our skit for the class was totally _____; we never rehearsed at all.



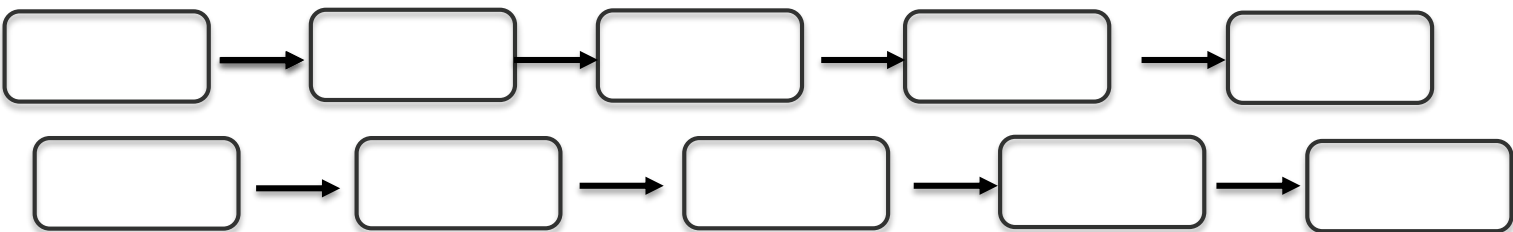
Chapter Response Questions

Chapters 11 - 15

Examining the Plot RL8.1

The plot in Chapters 11 – 15 changes quickly and is clouded by Mattie becoming sick. Review the plot by placing the letters of the following statements in the correct sequence. The first one is done for you.

- A. After two days, Mattie goes to find help at a farmhouse but she is not let in.
- B. Mattie suddenly feels weak and begins to hallucinate. She collapses.
- C. Grandfather carries Mattie to Bush Hill, a hospital for fever victims.
- D. Grandfather and Mattie are kicked off the carriage and left to fend for themselves in the countryside. They take shelter under a chestnut tree.
- E. Grandfather and Mattie leave Philadelphia in a carriage to go the countryside to escape yellow fever.
- F. Grandfather makes plans to return with Mattie to the coffeehouse by wagon.
- G. Mattie, sick with yellow fever, lays in a hospital. She continues to hallucinate and cannot make out what is real.
- H. When her fever finally breaks, Mattie learns she is at Bush Hill and finds herself under the care of Mrs. Flagg.
- I. Grandfather becomes sicker and Mattie tries to care for him. She finds water and raspberries and unsuccessfully fishes in a stream.
- J. French doctor, Dr. Deveze, declares that Mattie will live and moves her into the barn to continue her recovery.



Analyzing Key Incidents in a Story RL8.3

Throughout a story, authors use pivotal scenes or moments to reveal things about their characters, or to push their characters into making decisions or acting quickly. This is one way to show a character's growth, but it also propels a story forward and keeps a reader's interest. Several events in these chapters are decisive, pivotal moments for Mattie.

1. How does learning that Mother has yellow fever change Mattie's life? Why do you think it was important for this story that Mother contract the disease?
2. Just a short time later, Grandfather becomes ill and Mattie becomes the key decision-maker. How is this a key event for Mattie's character?
3. Why do you think the author chose to have Mattie get sick as well?



Understanding History: Treating Yellow Fever RH8.1, RH8.6, RH8.9

In 1793, doctors disagreed about how to treat yellow fever. Read the following passages and answer the accompanying questions on a separate piece of paper.

Medicine in the late 1700s was crude. The stethoscope had not yet been invented, nor had the thermometer. People did not understand how disease was spread. . . . The doctors of Philadelphia battled one another as well as the epidemic. They were loosely divided into two camps: the followers of Dr. Benjamin Rush, and the followers of French physicians like Dr. Jean Deveze.

Dr. Rush was one of the most famous doctors in the country. He gave patients mercury, calomel, and jalap to make them throw up and have diarrhea. They drained blood from them (a common practice) to get rid of the “pestilence” in their bodies. Medical experts speculate that Rush’s treatments killed many of his patients.

The French doctors prescribed rest, fresh air, and lots of fluids. That was the best way to treat the disease. It still is.

-Taken from the appendix of *Fever 1793*

1. According to Anderson, how did Dr. Rush treat yellow fever differently than the French doctors?

I preferred frequent and small, to large bleedings in the beginning of September, but toward the height and close of the epidemic, I saw no inconvenience from the loss of a pint and even 20 ounces of blood at a time. I drew from many persons 70 and 80 ounces in five days, and from a few a much larger quantity. . . . Never before did I experience such a sublime joy as I now felt in contemplating the success of my remedies. It repaid me for all the toils and studies of my life.

- Dr. Benjamin Rush, 1793

2. How did Dr. Rush’s treatment of yellow fever change as the epidemic progressed?

3. What is the point of view of Dr. Rush about the practice of bleeding? In other words, how do you think Dr. Rush responded to critics of this practice? .



- *Yellow fever is an acute viral haemorrhagic disease transmitted by infected mosquitoes. The "yellow" in the name refers to the jaundice that affects some patients. . . . Up to 50% of severely affected persons without treatment will die from yellow fever.*
- *There are an estimated 200 000 cases of yellow fever, causing 30,000 deaths, worldwide each year, with 90% occurring in Africa.*
- *The number of yellow fever cases has increased over the past two decades due to declining population immunity to infection, deforestation, urbanization, population movements and climate change.*
- *There is no specific treatment for yellow fever. Treatment is symptomatic, aimed at reducing the symptoms for the comfort of the patient.*

-World Health Organization, <http://www.who.int/mediacentre/factsheets/fs100/en/>

4. Is yellow fever still around today? Where? Why are cases increasing?
5. Name two things we know now about yellow fever that Americans did not know in 1793.
6. Which of the passages are primary sources and which are secondary sources? What kind of insight do you get from the primary source that you don't get from the secondary sources? What do you learn from the secondary sources that you don't from the primary source?
7. In *Fever 1793*, how is Mother treated for yellow fever? How is Mattie treated?



Analyzing the Theme of Suffering RL8.2, RL8.4

In *Fever 1793*, Anderson masterfully captures the intense suffering that occurred during the yellow fever epidemic in Philadelphia.

1. One of the symptoms of yellow fever are hallucinations where patients cannot distinguish between reality and dreams. Anderson depicts the horror of these hallucinations on pages 96-98. Copy a passage that you think is particularly vivid.
2. Anderson writes these pages to make the reader feel like he/she is hallucinating along with Mattie. Why do you think she took such special care to do that? In other words, why does Anderson vividly depict what this fever was like?
3. Reread pages 105 and 106. Which story did you find the most sad or disturbing? Explain.
4. The following primary source excerpt from page 105 is from a novel, written in 1799, about the yellow fever epidemic. Describe or sketch the image that the passage brings to mind.

Wives were deserted by their husbands, and children by parents. The chambers of disease were deserted, and the sick left to die of negligence. None could be found to remove the lifeless bodies. Their remains, suffered to decay by piecemeal, filled the air with deadly exhalations, and added tenfold to the devastation.

- Charles Brockden Brown/ *Arthur Mervyn; or Memoirs of the Year 1793*



Discovering Symbolism RL8.1

A **symbol** is something (an object, place, or person) that stands for something else. Authors often use symbols to communicate a deeper meaning. Reread these quotes about a mockingbird.

I woke at once, with a sharp breath. Outside the sky was turning pale gold. Mockingbirds were singing. Mother slept, her skin the color of an old weathered barn. At least she was alive. (p. 70)

Grandfather slowly raised a raspberry to his mouth. A mockingbird in the meadow whistled, and King George took off in pursuit. (p. 87)

The mockingbird whistled and I woke with a start. I laid my hand on Grandfather's chest. His heart beat like a battle drum. (p. 88)

1. Which two times does the mockingbird appear to Mattie?
2. Mockingbirds have symbolized peace and protection in other literary works. What might the mockingbird symbolize in this novel?

Writing a Narrative from the Point of View of Mattie W8.3

Imagine that you are Mattie, lying in the hospital bed in Bush Hill, recovering from yellow fever. Write a letter to your mother describing your experience at Bush Hill. Include the following:

- Explain where you are and how you got there.
- Describe in detail what it was like to have yellow fever. Include sensory language that captures your experience with the disease— describe what you felt, heard, dreamed, and smelled.
- Conclude by telling your mother your plans after you have been released from Bush Hill.



Expanding Vocabulary

Chapters 16 – 20 L8.4a; RL8.4

Directions: Use the context to help you choose the best meaning for the underlined word or phrase in each of the following sentences. Circle the letter of the meaning you choose. Then, look up each word to verify its meaning.

1. “It is good you have each other,” said Mrs. Bowles in the same placid voice. (p. 116)

- a. calm b. quiet c. angry

The dictionary says this word means _____.

2. If you are determined to return home with your grandfather, then you must stay there until the fever abates. (p. 116)

- a. worsens b. lessens c. doubles

The dictionary says this word means _____.

3. “Maybe they saw the fever rag and thought there was still an invalid in the house.” (p. 125)

- a. sick person b. doctor c. undocumented immigrant

The dictionary says this word means _____.

4. “We’ve just come through a battle and you need time to recuperate.” (p. 126)

- a. gather supplies b. travel c. recover

The dictionary says this word means _____.

5. “Let’s get Grandfather’s water and see what we can salvage for supper.” (p. 127)

- a. cook b. save c. gather

The dictionary says this word means _____.

6. As the water heated, I scavenged in the garden again. (p. 131)

- a. planted b. dug c. searched

The dictionary says this word means _____.

7. “Filthy little urchin, she is, wearing a grimy dress and a ragged cap.” (p. 134)

- a. youngster b. animal c. shopkeeper

The dictionary says this word means _____.

8. But he needed me back home, not standing in the street in the dead of the night, brandishing a bloody sword like a pirate. (p. 146)

- a. polishing b. slicing c. waving

The dictionary says this word means _____.

9. They lifted Grandfather’s shroud by the top and the bottom and prepared to fling it into the open grave. (p. 152)

- a. burial sheet b. wooden casket c. black suit

The dictionary says this word means _____.



Chapter Response Questions

Chapters 16 - 20

Examining the Plot RL8.1, RL8.2, RL8.9

1. Why does Mrs. Bowles want Mattie to come with her to the orphanage? Do you consider Mattie an orphan? Why or why not?
2. What does the Quaker prophecy on page 113 predict? Why do you think Anderson placed it in this chapter, as Grandfather and Mattie prepare to go home?
3. How has Philadelphia changed in the brief time that Mattie and Grandfather are gone? List three examples.
4. Reread page 137. Why is this particular Bible passage so appropriate to Mattie's situation? Why do you think the author included it?
5. When Mattie returns to the coffeehouse, everything, including the garden, is a mess.

The garden looked dead. Insects had devoured most of the leaves and vegetables, leaving behind skeletons of stems and branches. Weeds had exploded between the neat rows. All those weeks of backbreaking work had been for nothing. Hot tears threatened, but my grumbling stomach was more painful. (p.127)

- What three adjectives come to mind when you read this passage?
 - In what way is the garden symbolic to Mattie? In other words, can the garden be revived? Can Mattie be revived?
6. The day after returning from the countryside, Mattie takes a bath.

The water soon turned brown with weeks of dirt and sweat. I held my breath and dunked my head under the water. I scrubbed my hair with soap and dunked again, over and over until my hair was free of blood and filth. I rubbed the soap on a rag and scrubbed my skin until it burned. When even the soles of my feet were clean, I dried myself by the kitchen fire. (p. 132)

How is this bath like a rebirth for Mattie? Explain.



Analyzing Mattie and Grandfather's Relationship RL8.1, RL8.3

1. Grandfather had been an army officer and had fought in the American Revolution under General George Washington. Throughout the book, Mattie speaks to her Grandfather in military language. Cite two examples of this from Chapter 17 and include the page numbers.

Example 1:

Example 2:

2. Why do you think that Mattie and Grandfather speak to each other this way? In what way does using military language help them cope with the death and destruction around them?
3. So far in the novel, death has been associated with suffering and sorrow. Describe the last moments before Grandfather dies. How does the author make his last moments beautiful?
4. *'Now what? Take inventory, check the pack and powder.'* (p.156)
How does this statement illustrate what Mattie has learned from her Grandfather about survival?

Do you think these lessons will help her now that she is on her own?



Creating Imagery RL8.4, L8.5

The author, Laurie Halse Anderson, is known for her ability to create strong and powerful imagery. Examine the following passages and respond to the accompanying questions.

The moonlight quivered as thin clouds scuttled across the sky. (p. 146)

1. Draw a simple sketch of the image that comes to mind after reading this passage.
2. In this sentence, Anderson incorporates two examples of *personification*, giving non-human objects human qualities. Underline the two objects that are being personified. What human traits does the author give the moonlight and the clouds?

The funeral procession for Captain William Farnsworth Cook should have been loud and long, crowded with friends . . . But the streets were ghosted, colorless, and hushed. (p. 152)

3. Draw a simple sketch of the image that comes to mind after reading this passage.
4. The author could have written “But the streets were empty and quiet.” How is her description more effective?

The sodden wharf planks moaned as the tide pulled the river water toward the open sea. (p.161)

5. Underline the two objects that are being personified. How does the use of personification add to the imagery of the harbor?
6. Reread Chapter 20 and find another example of strong imagery. Copy the passage and explain why it evokes an image in your mind.



Writing a Eulogy for Grandfather W8.9

Had Grandfather not died during the epidemic, he would have had a grand burial procession and funeral. Write a eulogy for Grandfather from the point of view of Mattie. Complete the following voice bubble to capture what Mattie might say. Include details about Grandfather's military service, his work at the coffeehouse, and his love and loyalty to Mattie.

My grandfather, Captain William Farnsworth Cook of the Pennsylvania Fifth Regiment served in the American Revolution under . . .





Expanding Vocabulary

Chapters 21 – 25 RL.8.4, L.8.4a, L.8.5c

DIRECTIONS: Read each sentence from *Fever 1793*. Use the context of each sentence, and a dictionary if necessary, to decide which of the definitions in the box makes the most sense to replace the underlined word. Write that definition in the blank. Then, complete the final comprehension question or task.

to take pleasure in, enjoy	pharmacy or drugstore	forbade by law
raised or lifted	a ghost of a living person	person who makes or repairs barrels
abusive, offensive	portending evil, threatening	
a soft, moist mass of cloth, bread, herbs, etc., applied as a medical aide to the body		

1. I didn't **relish** another trip back to the public square. (p. 163)

From this sentence, *relish* might mean _____.

What is an activity you don't relish doing? Why?

2. I **hoisted** her high in my arms and started south.(p. 164)

From this sentence, *hoisted* might mean _____.

Which of the following might be the best antonym for hoisted?

a. dropped b. lowered c. raised

3. "You don't look well," the woman said. "You look like a **wraith**." (p. 166)

From this sentence, a *wraith* might be _____.

Does the word wraith have a positive or a negative connotation? Explain your answer.

4. "Are you from the **apothecary**?" the man asked in a rasping voice. (p. 167)

From this passage, an *apothecary* might be _____.

What might be something you would get from an apothecary?

5. Her brother, Joseph, was a **cooper**. He made barrels, a good trade. (p. 170)

From this passage, a *cooper* might be _____.

Who might need to visit a cooper?



6. Every day more towns **prohibited** travel to or from Philadelphia. (p. 190)

From this sentence, *prohibited* might mean _____.

What is something that your town or state prohibits you from doing? Do you think this is a good idea?

7. "He's a **scurrilous** dog, that man," she muttered. (p. 194)

From this passage, *scurrilous* might mean _____.

Write a sentence of your own using the word scurrilous:

8. On the fourth day—no, it must have been the fifth—an **ominous** silence pressed in on the room as the fever penetrated deeper. (p. 204)

From this passage, *ominous* probably means _____.

Which of these might be an ominous sign?

- a. a knock at the door
- b. dark, black clouds on the horizon
- c. a refrigerator full of food

9. We worked frantically drawing water, washing the burning bodies, and trying every herb, tea and **poultice** to break the fever and banish the infection. (p. 206)

From this sentence, a *poultice* is probably a _____.

Which of the following would a poultice most likely NOT help relieve?

- a. an itchy rash
- b. a swelling bruise
- c. a broken bone



Chapter Response Questions

Chapters 21 - 25

Examining the Plot RL8.1, RL8.2, RL8.9

1. What does Nell think happened to her mother? According to the primary source quote on page 163, is Nell's case unique? Why or why not?
2. How does Mattie react when she sees Eliza? Why do you think Mattie can finally "cry like a river" and let out her emotions?
3. On page 183, Mattie says "*I feel like a turncoat, a traitor*". A turncoat is a historical reference to someone who switches political sides, like Benedict Arnold in the American Revolution who joined the British after serving in the Continental Army. Explain why Mattie feels like a turncoat. Do you think she is being a traitor? Why or why not?
4. Summarize the arguments both Mattie and Eliza make for how to save the children.



Eliza

To save the children we have to . . .

No! We can't do that because . . .



Mattie

5. Do you think the children will survive? Why or why not?

**Understanding History: The Free African Society RH8.1, RH8.2**

Read the following about the Free African Society. Then respond to the accompanying questions on a separate sheet of paper.

We, the free Africans and their descendants, of the City of Philadelphia, in the State of Pennsylvania, or elsewhere, do unanimously agree, for the benefit of each other, to advance one shilling in silver Pennsylvania currency a month; and after one year's subscription from the date hereof, then to hand forth to the needy of this Society...- The Free African Society

At the end of the 18th century, Philadelphia was a city of hope for African Americans. Pennsylvania had passed the first gradual abolition act, and Philadelphia was home by 1790 to some 2,000 free blacks. Some had bought their freedom after working during the Revolutionary War, some had been freed because by slaveholders moved by revolutionary ideals. . . .

A newly freed black man, [Absalom] Jones was relatively prosperous, working as a clerk in his former master's store and purchasing his own home and a second rental property. In 1787, Jones joined forces with Richard Allen and others to create the Free African Society (FAS), the first black mutual aid association in Philadelphia . . . Richard Allen was an enterprising businessman and a leading black Methodist preacher in the city. At 5 a.m. each morning he conducted separate services for African Americans at St. George's Methodist Church, and throughout the week he preached in outdoor locations.

Free African Society's original mission was to care for widows and the poor, but the organization began to encompass religious functions as well. Because of discrimination, African Americans could scarcely find plots to bury their dead. The FAS convinced the city fathers to turn over Potter's Field burial ground for their use, and also started issuing marriage licenses for black couples and keeping birth records. . . .

The Yellow Fever epidemic that hit Philadelphia in the summer of 1793 was the largest epidemic in the country's history, resulting in more than 4,000 deaths. As the death toll climbed, those with means escaped the city, and those left behind were abandoned to their fate. Benjamin Rush, who stayed to fight the disease, believed (mistakenly) that blacks were immune. He enlisted the aid of Richard Allen and Absalom Jones in recruiting blacks to help the sick and dying. Blacks were now welcomed into the homes of whites, where they performed medical duties and carted away and disposed of the dead

*Blacks had hoped to gain recognition and acceptance for their tireless work. Instead, they were further reviled after the cooler weather in November brought relief from the mosquito-transmitted disease. Publisher Mathew Carey's pamphlet, *A Short Account of the Malignant Fever*, so popular that it went through four editions, accused blacks of profiting from the disaster. Richard Allen and Absalom Jones published a response to the pamphlet, in which the courage and dedication of blacks during the plague was extolled and they showed that proportionally as many blacks as whites had died due to the fever.*

- taken from <http://www.pbs.org/wgbh/aia/part3/3narr1.html>, PBS Series Africans in America

1. Who were the founders of the Free African Society (FAS)? What were their backgrounds?
2. List three things that the FAS did to help African Americans. What was the role of the organization during the Yellow Fever Epidemic?
3. What did some whites, like Matthew Carey, accuse blacks of after the epidemic? Why was this so ridiculous?
4. There are two sources for the information above. Name each source and tell whether it is a primary or secondary source.



Using Punctuation L8.2a

Authors sometimes need to show a break or pause in a narrator's or speaker's thoughts. Sometimes, an effective way to do this is to use either **ellipses** or **em dashes**.

The **ellipses** (. . .) are often used to indicate that a speaker is trailing off, pausing, or stuttering. Reread this sentence from page 6. Notice how the ellipses are used to show Mother's unfinished sentence.

"You should be dosed with fish oil. When I was a girl . . ." she kept talking to herself as she carried a steaming pot of water outside to rinse the butter churn.

An **em dash** (—) can take the place of a comma, parentheses or colon. A pair of em dashes can replace commas or parentheses to enhance the readability of a sentence and set off a descriptive phrase. Note their usage in this sentence from page 204.

On the fourth day—no, it must have been the fifth—an ominous silence pressed in on the room as the fever penetrated deeper.

An em dash can also be used in place of a colon when an author wants to emphasize the conclusion of a sentence. Note its usage in this sentence from page 26.

"Sending her away—your own child?"

Your Turn:

Read the following sentences from *Fever 1793*. An **ellipses** or an **em dash** has been omitted. Fill in the blank with the correct punctuation. Then, turn to the page number given and find the sentence to see if you have made the correct choice.

1. "But Polly _____" Mother started. (page 26)
2. I wanted to own an entire city block _____ a proper restaurant, an apothecary, maybe a school, or a hatter's shop. (page 12)
3. "Thank you, Eliza. Thank you for everything. You've done so much _____" I couldn't choke out anything else. (page 76)
4. As soon as I conceded defeat, Mother turned her attention to the most important issue _____ tea-drinking clothes. (page 42)
5. "There's nothing wrong _____" He broke off coughing again. (page 82)
6. "Food. They took every scrap of foos in the kitchen, even the _____" I froze. "The strongbox!" (page 125)



Expanding Vocabulary

Chapters 26 - Epilogue L.8.4a; L.8.5b

Directions: A synonym is a word that means the same or almost the same as another word. Use a dictionary, thesaurus, or the context provided by the sentence in *Fever 1793* to determine the meanings of the words below. Match the synonym on the right with the vocabulary word on the left.

Vocabulary Terms

Synonyms

- | | |
|----------------------------|---|
| 1. _____ burlap p. 209 | a. a rascal or a rogue |
| 2. _____ fetid p. 210 | b. watchful to detect danger |
| 3. _____ rascalion p. 213 | c. owner of a business |
| 4. _____ vigilant p. 215 | d. plain-woven, coarse fabric |
| 5. _____ arsenic p. 217 | e. thin and bony |
| 6. _____ gaunt p. 219 | f. attendants of an important person |
| 7. _____ proprietor p. 226 | g. having an offensive odor |
| 8. _____ dignified p. 232 | h. element that forms poisonous compounds |
| 9. _____ entourage p. 232 | i. reluctant to give |
| 10. _____ begrudge p. 242 | j. noble or stately |

Now, find a vocabulary term on the left that fits in each sentence below.

- Please don't _____ me this one opportunity to see my son.
- We knew he must be important since he had a large _____ escorting him through the airport.
- Dan looked terribly _____ after spending ten months as a prisoner in a foreign country.
- After we broke the store front window, we spoke to the _____ about paying to repair it.
- Believing her life was in danger, Susan refused to eat anything that she hadn't made herself, in case it was poisoned with _____.
- We dumped all of the apples we'd picked into large _____ sacks.
- My brother's quite a _____; he's always getting into mischief around town.
- Ever since our house was broken into, we have to be very _____ about locking our doors and windows when we leave.
- After the house was abandoned, a horrible, _____ odor began to emanate from it causing the neighbors to call authorities to come check and see what was causing it.
- All through the trial, the old gentleman sat next to lawyer unmoving, proud, and _____; the jury found it hard to believe he could have ever have robbed a bank.



Chapter Response Questions

Chapters 26 - Epilogue

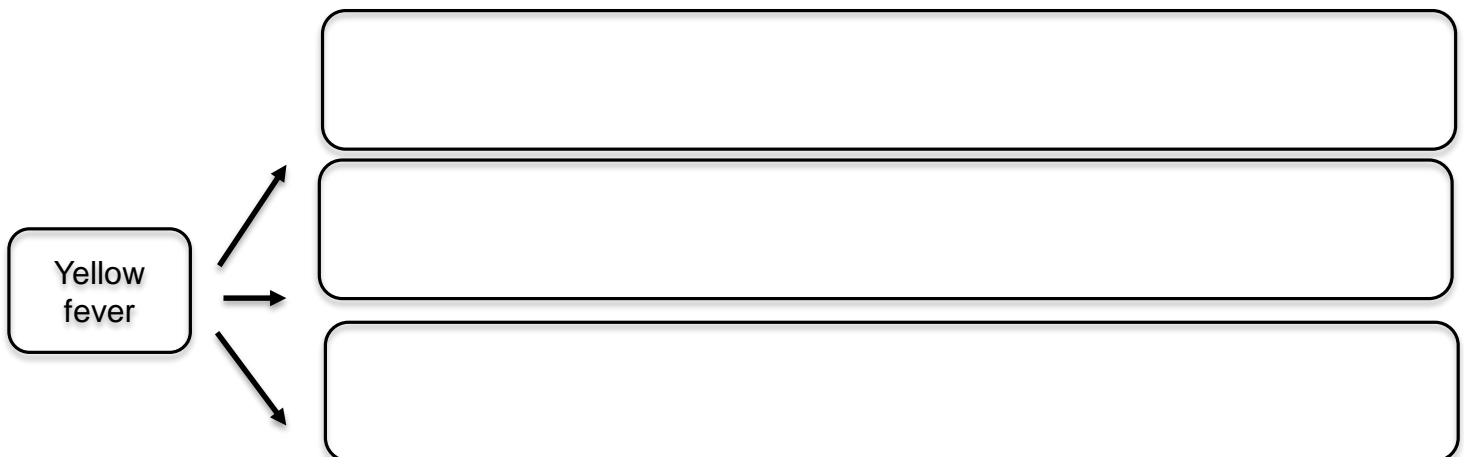
Examining the Plot RL8.1, RL8.2, RL8.9

1. *The entire yard sparkled with diamonds of frost that quickly melted into millions of drops of water with a gentle kiss of the sun.*

- Draw a simple sketch of the image that this passage brings to mind.

- The author could have said “The yard was covered in frost”. Why is this imagery more powerful?

2. *It’s hard to believe it’s really over, ‘I said. “It feels so strange, so sudden. We’re supposed to go back to the way we lived before, but everything has changed” (p.218).* In the flowchart, describe three things that have changed for Mattie as a result of the fever epidemic.



3. *Though we were all healed from the fever, some wounds were inside the heart and would mend slowly (p.222).* What wounds of the heart did Mattie suffer during the epidemic?

4. Why is everyone but Mattie and Mother Smith skeptical of Mattie’s plan to reopen the coffeehouse?

5. List three ways that Mattie improves the coffeehouse. What does this show about how she has changed?



Evaluating the Growth of the Main Character RL8.2, RL8.3

Throughout the novel, we watch Mattie grow from a teenager into an adult. For each quote, decide where it best fits on Mattie’s path to adulthood. Then write a brief justification for your placement.

1. *I wanted to own an entire city block – a proper restaurant, an apothecary, maybe a school or a hatter’s shop. Grandfather said I was a Daughter of Liberty, a real American girl. I could steer my own ship. No one would call me little Mattie. They would call me “Ma’am.*



Mark an X on the scale to indicate where Mattie is at this point in the novel. Then explain your reasoning.

2. *I have a plan, I shouted as I ran back . . . I found a stream of fresh water, like a soldier would, by following the willows. . . Once you restore your strength, we’ll go home and you can rest in your own bed.*



Mark an X on the scale to indicate where Mattie is at this point in the novel. Then explain your reasoning.

3. *My head throbbed to the rhythm of the shovels biting into the earth. My hands decided what to do without consulting the rest of my body. I shoved the man who spoke to me, shoved him so hard he nearly toppled into the grave. . . I ran up to him and clenched the front of his shirt . . . “He was my grandfather. You will not bury him without a prayer.” I spoke slowly, with iron force behind every word” (p. 154).*



Mark an X on the scale to indicate where Mattie is at this point in the novel. Then explain your reasoning.

4. *No,” I said firmly. “I’m not going anywhere. The work will go faster if you have me there, and you shouldn’t walk home alone after dark. “Eliza raised an eyebrow. “Never knew you to look for extra work. Come along then.”*



Mark an X on the scale to indicate where Mattie is at this point in the novel. Then explain your reasoning.



Evaluating the Growth of the Main Character Cont'd

5. *When I had served the stew and filled up the next round of empty cups, I surveyed the room. It was brighter with Nathaniel's paintings on the walls . . . Watson next door was interested in selling his lot, but I couldn't afford to build an addition to the coffeehouse, not yet. Maybe by spring. . .* (p. 230)



Mark an X on the scale to indicate where Mattie is at this point in the novel. Then explain your reasoning.

6. *I'm fine, I'm fine. Shh. Please don't cry. Everything is better now. I'm home, you're home. . . . I cradled her head in my arms until her sobs quieted.* (p. 238)



Mark an X on the scale to indicate where Mattie is at this point in the novel. Then explain your reasoning.

7. Now, find a quote from the Epilogue that shows that Mattie is thinking and acting like an adult. Copy the quote here:



Explain why you chose this quote and how it shows Mattie thinking and acting like an adult.

8. Which of the quotes reveal the *crisis*, or the turning point, of the book? In other words, which quote captures the moment when Mattie can no longer turn back on her path to adulthood. Explain.

9. Do you think it is possible for someone to change and mature this much in a matter of four months? Why or why not?



Discovering Symbolism RL8.1, RL8.2

In the first chapter, Mattie dreams about Jean Pierre Blanchard's first successful hot air balloon launch that occurred in January 9, 1793. The yellow silk balloon enthralled thousands in Philadelphia on that day, and Mattie returns to that moment over and over again in the novel.

Reread the quotes about this famous hot air balloon launch. Then answer the accompanying questions.

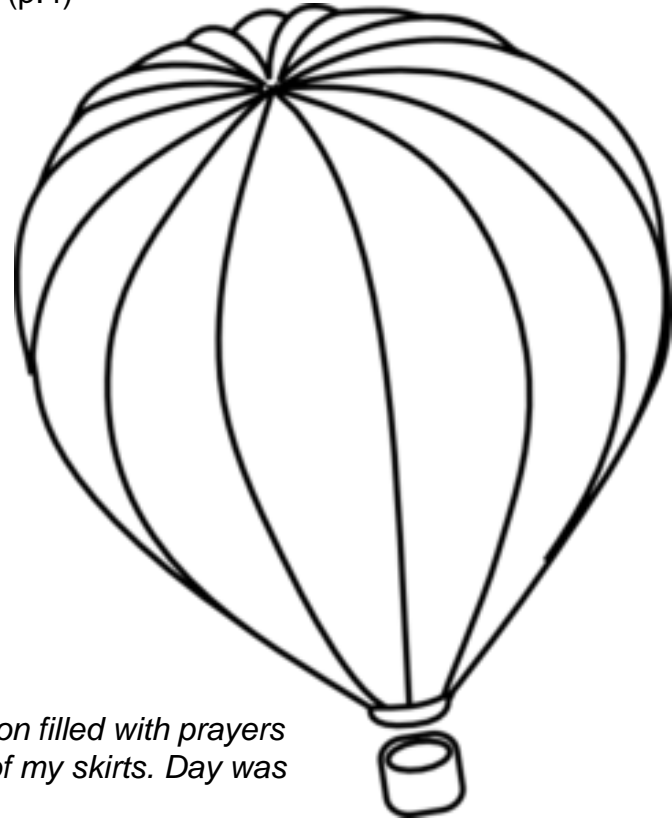
From the prison's courtyard it rose, a yellow silk bubble escaping the earth. I vowed to do that one day, slip free of the ropes that held me. (p.4)

Where was the little girl who planted the bean seeds? Where were Mother and Grandfather and the dead mouse the flew out the window a hundred – a thousand- years ago? And Blanchard's yellow silk balloon that tugged against its ropes, hungry to escape the confines of the prison yard. What became of it all? (p.207)

Mattie – I write you in haste, Master Peale is closing up the house with his family and assistants inside. To protect us from the fever. . . My thoughts race . . . Take good care Mattie. I would not want you sick. We shall watch for balloons again, when this plague has passed.

N.B (p.75)

I smiled as the mist faded. The yellow sun rose, a giant balloon filled with prayers and hopes and promise. I stood and shook the idleness out of my skirts. Day was begun. (p. 243)



1. What does the hot air balloon symbolize to Mattie prior to the fever epidemic?
2. How does the meaning of the hot air balloon change as the fever progresses?
3. What does the balloon symbolize to Mattie at the close of the book?



Interpreting a Theme of a Novel RL.8.3

Fever 1793 touches on many themes. Some of these themes were intentional, developed and well thought-out by the author Laurie Halse Anderson. Other themes may have arisen from *your* interpretation of the novel and represent your take away from the book. Think about the themes of this novel. Then choose a theme (you can pick one from the box below or use one of your own) and complete the graphic organizer.

Possible Themes from Fever			
hope	suffering	family	disease
overcoming hardship		strength	racism

Theme:

scene from book that explores theme

scene from book that explores theme

The message that I took away about this theme:

Vocabulary Answers

Chapters 1 – 5

1. to bring out of sleep
2. made a dull, low monotonous sound
3. abounded or swarmed with, crowded
4. food supplies
5. to faint or lose consciousness
6. strong and heathy, hardy
7. poisonous germs polluting the air
8. causing nausea or bile
9. surrendered, handed over
10. showing a [passionate intensity
11. rudeness, boldness

Chapters 6 – 10

1. constant, continuous
2. to isolate because of disease
3. without attracting attention
4. admitted failure
5. get someone angry
6. boring
7. disgusting
8. cry or yell hoarsely
9. fast-spreading disease
10. brief rest
11. serious, infectious disease
12. irritable and complaining
13. persuading gently
14. small suitcase

Chapters 11– 15

1. c.
2. a.
3. d.
4. j.
5. h.
6. f.

7. k.
8. b.
9. e.
10. g.
11. i.
12. kin
13. mutton
14. destitute
15. recuperate
16. odiferous
17. famished
18. slovenly
19. melodious
20. skirmish
21. indulgence
22. impoverished

Chapters 20 – 25

1. take pleasure in, enjoy
2. raised or lifted
3. a ghost of a living person
4. pharmacy or drugstore
5. a person who makes or repairs barrels
6. abusive, offensive
7. portending evil, threatening
8. a soft, moist mass of cloth, bread, herbs, etc., applied as a medical aide to the body

Chapters 26 – Epilogue

1. d.
2. g.
3. a.
4. b.
5. h.
6. e.
7. c.
8. j.

9. f.
10. i.
11. begrudge
12. entourage
13. gaunt
14. proprietor
15. arsenic
16. burlap
17. rascalion
18. vigilant
19. fetid
20. dignified



Performance Task: Examining Yellow Fever

RL8.1, RI8.1, W8.8, W8.9

TASK In *Fever 1793*, Anderson does a thorough job of describing the effects of the yellow fever, including the impact it had on the individuals who contracted it as well as Philadelphia as a whole. In this Performance Task, you will examine how the epidemic affected the city of Philadelphia, focusing on the residents of the city who were stricken with the disease, those who were left to care for them, as well as the city as a whole.

In Part 1, you will review each source and answer the questions that follow. Then, in Part 2, you will assume the role of a reporter in Philadelphia 1797, when a second epidemic hit the city. Use the various sources to describe how the epidemic in 1793 affected the city and its residents. End your article by offering your readers ideas of how they might use the experience of 1793 to better prepare for what they are facing.

Part 1

Sources for Performance Task: Read each source carefully, thinking about what information it gives you regarding the causes and effects of yellow fever. Answer the questions that follow.

Source A: Passages from *Fever 1793*

“His wife is ill and he has closed his shop. My business dwindles daily. I have already lost one of my lads, gone with his family to Washington. (p. 60)

Mother shivered so hard, her teeth rattled. Even with all the blankets in the house on her, she could not get warm. She lay under the faded bedding like a rag doll losing its stuffing, her hair a wild collection of snakes on the pillow, her cornflower blue eyes poisoned with streaks of yellow and red. (p. 67)

“But you should not leave your house once you arrive. The streets of Philadelphia are more dangerous than your darkest nightmare. Fever victims lay in the gutters, thieves and wild men lurk on every corner. The markets have little food.” (p. 116)

Some houses were barred against intruders. Yellow flags fluttered from railings and door knockers—pus yellow, fear yellow—to mark the homes of the sick and the dying. (p. 118)

The grave diggers had dug trenches as deeply as they could, then planted layer after layer of fever victims. Some of the dead were decently sewn into their winding sheets, but most were buried in the clothes they died in. (p. 120)

The prices of jalap and tea has climbed to the clouds since the fever has struck. . . . Pharmacists and coffin makers are the only people who profit from this plague. (p. 194)

According to the passages, list at least three effects of yellow fever.



Source B: Yellow Fever Deaths



*Yellow Fever broke out in epidemic proportion in 1793, 1797, 1798, and 1799. The most severe, and one of the most deadly in American history, occurred in 1793, when an estimated 5,000 inhabitants died. This map records the intensity of the fever, with darker colored lines marking the streets with highest mortality. Yellow fever was most deadly near the northern wharves, where poorer people lived, and where Hell Town was located. It also took a heavy toll along Dock Creek. Both areas furnished breeding places for the *Aedes aegypti*, the type of mosquitoes that transmit the disease. Wealthier people fled the city while the less affluent stayed behind. As a result, the affliction was class specific, killing the middle and lower classes more often than the elite. Map produced by Billy G. Smith and Paul Sivitz at Montana State University.*

According to the map and caption, what was one effect of yellow fever in 1793?



Source C: Letter from Thomas Jefferson to Thomas Mann Randolph

PHILADELPHIA,
September 2, 1793

DEAR SIR,—

I wrote to you on the 26th ult.; since which I have received yours of the 14th ult. Maria [17] is well, and is with me on the Schuylkill. A malignant fever has been generated in the filth of the docks of Philadelphia which has given great alarm. It is considerably infectious. At 1st 3. out of 4. died, at present not more than one out of three. Several days ago (my latest information), about 70. had died and about that number were ill of it. It is called commonly a yellow fever, but by the physicians Typhus gravior. Begins with a pain in the head, sickness in the stomach, with a slight rigor, fever, black vomitings and fæces, and death from the 2nd to the 8th day. At first it was confined to Water street, but is now in many parts of the city. It is still spreading, tho' become less mortal. Everybody, who can, is flying from the city, and the country people, being afraid to come to the market, there is fear of a want of supplies. Tho' there is some degree of danger, yet, as is usual, there is much more alarm than danger; and knowing it to be usual also to magnify these accounts in proportion to distance, I have given you the particulars, that you may know exactly, what the case is.

According to Jefferson's writings, what are at least three effects of the fever as of September 2nd?



Source D: An Expert Discusses the Fever's Impact

By Simon Finger, a Ph.D. from Princeton University and the author of *The Contagious City: The Politics of Public Health in Early Philadelphia* (Ithaca, N.Y.: Cornell University Press, 2012)

Source: <http://philadelphiaencyclopedia.org/archive/yellow-fever/>

1793: Yellow Fever Returns

After some three decades absent, yellow fever returned to Philadelphia with a vengeance in 1793, during the period that it served as the capital of both Pennsylvania and the United States. Beginning from a cluster of infections near the Delaware waterfront, the fever spread rapidly through the summer and autumn, fueling panic throughout the city. Those who could fled the city to destinations in healthier countryside, like Germantown and Gray's Ferry, an exodus numbering in the thousands. Among those who remained, the fever claimed an estimated 5,000 lives. Other American cities embargoed the nation's capital, fearful that traffic from Philadelphia could introduce the infection. . . .

1793: The Model Response

Notwithstanding the new measures, the fever returned seven times in the following twelve years, and 1793 set the model for how Philadelphians responded to subsequent outbreaks. Each episode spurred similar patterns of evacuation, isolation, and scapegoating, and stoked the ongoing controversy within the medical community and motivated broader, though futile, efforts to ameliorate the effects of the disease. Nursing may have offered some comfort, but only winter frost—and its extermination of the mosquitoes—brought an end to each fever year.

The ordeal of fever had a profound effect on the city and the country. It was one of several factors in Philadelphia's decline relative to rising ports like New York City. It inspired literary and journalistic development as writers and printers discussed, described, and debated the disease. The urban nature of the fever fueled the agrarian romanticism of the Jeffersonian era. And throughout the country, and the broader Atlantic World, medical men struggled to understand a foe that thwarted their best efforts.

1. According to Dr. Finger, what are some of the effects that yellow fever had on Philadelphia? Underline at least two phrases from the passage above that illustrate what the city was going through.

2. Using what you've underlined to help you, list at least three effects that yellow fever had on Philadelphia.



Source D: A Poem Written During the Epidemic

***Pestilence:
Written During the Prevalence of a Yellow Fever***

Hot, dry winds forever blowing,
Dead men to the grave-yards going:
Constant hearses,
Funeral verses;
Oh! what plagues--there is no knowing!

Priests retreating from their pulpits!--
Some in hot, and some in cold fits
In bad temper,
Off they scamper,
Leaving us--unhappy culprits!

Doctors raving and disputing, death's pale army still recruiting--
What a pother
One with t'other!
Some a-writing, some a-shooting.

Nature's poisons here collected,
Water, earth, and air infected--
O, what a pity,
Such a City,
Was in such a place erected!
---Philip Freneau Philadelphia, 1793

Source: <http://xroads.virginia.edu/~cAP/WW/feverlit.html>

1. What is Freneau's description of Philadelphia during this epidemic? Underline at least four words or phrases from the poem above that provide clear descriptions of what the city was going through.
2. Using what you've underlined to help you, list at least three effects that the "pestilence" had on Philadelphia as described in this poem.



Part 2

You will now review your sources, take notes, plan, write, and edit your essay.

Your Assignment: You are a reporter, living in Philadelphia in 1797, four years after this horrific epidemic decimated your city. Yellow fever has once again descended on the residents of Philadelphia. Write an article in which you detail the many effects that yellow fever had on Philadelphia and its residents in 1793. End your article by offering your readers ideas of how they might use the experience of 1793 to better prepare for what they are facing. Your article should include examples from all of the sources provided.

Your article will be graded on the following:

Accuracy and Strength of Content: How well did you incorporate information from the sources into your essay? Did you present enough evidence to fully detail how the city was affected by this horrific epidemic?

Organization: Is your article organized clearly? Did you conclude with suggestions about how this epidemic might be better handled?

Conventions: How well did you follow the rules of grammar usage, capitalization, punctuation, and spelling?



List of Common Core State Standards

Grade Level	Reading of Literature	Reading of Informational Text	Writing	Language Conventions	ELA: History and Social Studies
Grade 6	RL.6.1	RI.6.1	W.6.3	L.6.2a	RH.6-8.1
	RL.6.2	RI.6.2	W.6.8	L.6.4a,c	RH.6-8.2
	RL.6.3	RI.6.6	W.6.9	L.6.5a,c	RH.6-8.6
	RL.6.4				RH.6-8.7
	RL.6.5				
	RL.6.6				
Grade 7	RL.7.1	RI.7.1	W.7.3	LS.7.4a,c	RH.6-8.1
	RL.7.2	RI.7.2	W.7.8	LS.7.5b	RH.6-8.2
	RL.7.4	RI.7.6	W.7.9		RH.6-8.6
	RL.7.6				RH.6-8.7
Grade 8	RL.8.1	RI.8.1	W.8.3	L.8.2a	RH.6-8.1
	RL.8.2	RI.8.2	W.8.8	L.8.4a	RH.6-8.2
	RL.8.3	RI.8.6	W.8.9	L.8.5b, c.	RH.6-8.6
	RL.8.4	RI.8.9			RH.6-8.7
	RL.8.9				