

# FEVER

## Grade 7 Module 3 Study Guide

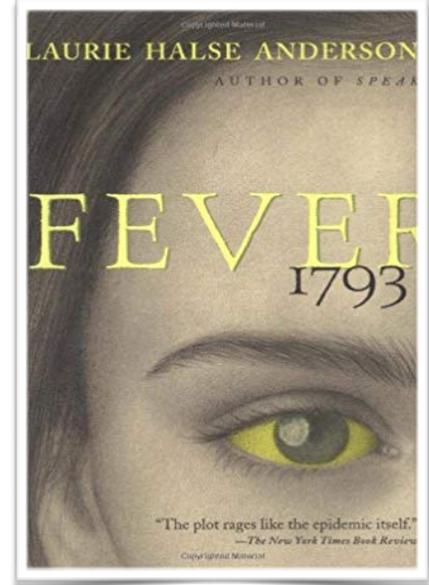
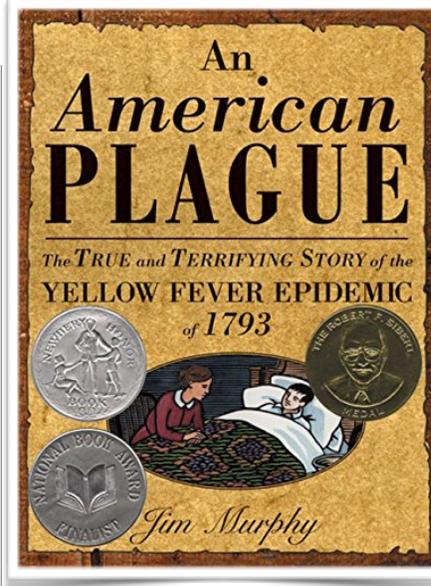
*How do people respond differently to crisis?*

### Fever 1793 by Laurie Halse Anderson

*Fever 1793* is an ALA-award winning historical novel about life during the 1793 yellow fever epidemic of Philadelphia. The story is told from the perspective of Mattie, a teenaged girl whose family runs a coffee shop near the riverfront where the epidemic begins, and whose life is changed when the disease hits first those near to her, and finally herself.

### An American Plague by Jim Murphy

*An American Plague* is a historical account of the yellow fever epidemic, narrated chronologically and including direct quotations from those involved. This Newbery and National Book Award finalist tells the story of the 1793 yellow fever epidemic in Philadelphia and of the African American citizens who helped fight the disease. Intended for adolescent readers, this informational text relates the epidemic to late-18th century socio-political events and medical practices.



Students begin by viewing a short video about early Philadelphia, creating background knowledge about racial tensions and governmental services and their absence that serve as important context. Next, students read the National Book Award finalist, *An American Plague*, by Jim Murphy. This informational text details the events of the plague, incorporating firsthand accounts, maps, and documents from the time. After they are well established in the historical events, students pair *An American Plague* with chapters of the historical fiction text *Fever 1793* by Laurie Halse Anderson. Students continue this paired approach for most of the module, pivoting in later lessons to study the 19th-century poem *Invictus*, written after the poet's recovery from a long illness.



## Skills students learn during this module

- Define words and phrases as used in a text
- Analyze the impact of sound devices on a specific part of the texts
- Compare and contrast fictional portrayals and historical accounts
- Analyze interactions between individuals, ideas, or events
- Analyze text structure for development of ideas
- Analyze the presentation of the same topic in multiple texts.
- Write informative texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.



### How to Help at Home:

Beyond ensuring your student completes any assigned ELA homework, the best way to support your student in ELA is to **discuss the books they are reading in school and at home!**

Your student will be asked to read 2-3 times a week at home. As they read, they should practice naming **who** the text is about, **what happened**, and **why** it happened.

Reading with your student and helping them generate their who, what, and why responses is a great way to support them in class.

### Beyond that, you could also:

- Review important vocabulary from the texts (attached)
- Review Comprehension questions with your students (attached)
- Have students practice writing essays at home!

### Sample Writing Task

Over the course of this module, students will be practicing writing **narratives**. Below, find a sample task. While students benefit from more opportunities to write, they also learn a great deal from **reflecting** on what they wrote and **reviewing and revising** what they wrote with others.

**If you want to support your student's writing, you could have them try this practice task and review their writing together.**

Write an essay to explain how the articles, "Kids exposed to racism have higher risk of depression and sickness," "Campaign insults about weight hurt kids struggling with body image," and "Oregon teens successfully advocate for mental health days for students" help readers understand factors that impact teen's health. Use evidence from each text to support your answer.

### *New Vocabulary from the texts*

As students read the texts, they will encounter many new words. The more opportunities they get to hear, discuss, and think about these terms, the more likely they are to remember and use them in their own speaking and writing. **You can help your student by reviewing vocabulary from class!**

Term	Definition
<i>prosper</i>	(documentary): to be successful or have good luck; thrive
<i>refuse</i>	(documentary): garbage; trash
<i>epidemic</i>	(subtitle): a widespread infectious disease that travels quickly through a population
<i>unrelenting</i>	(p. 1): not decreasing or weakening
<i>accumulate</i>	(p. 14): to pile up, collect, or gather
<i>delirious</i>	(p. 14): confused from a fever or other cause
<i>contracted</i>	(p. 16): caught or developed
<i>refugees</i>	(p. 20): people who leave their country because of great danger in that country
<i>accommodate</i>	(p. 26): to do a favor for; meet the needs of by changing one's own plans
<i>bode</i>	(p. 25): to serve as a sign about the future; show ahead of time
<i>exodus</i>	(p. 27): the leaving of large numbers of people
<i>administering</i>	(p. 61): giving or dispensing
<i>disputed</i>	( <i>An American Plague</i> , p. 62): argued or debated about
<i>copious</i>	( <i>An American Plague</i> , p. 62): abundant in number or quantity; plentiful
<i>indigent</i>	(p. 38): poor
<i>insufficient</i>	(p. 40): not enough in number, degree, amount, or quality
<i>blighted</i>	(p. 84): ruined or destroyed
<i>recruiting</i>	(p. 88): getting to join
<i>oppressive</i>	(p. 48): harsh, brutal, or cruel
<i>immune</i>	(documentary): protected from a disease, either naturally or by getting a vaccine
<i>indignity</i>	(p. 115): something that offends or injures one's dignity; humiliation or insult
<i>implication</i>	(p. 118): the act of stating something indirectly; the act of implying
<i>endemic</i>	(paragraph 2): common in, native to, or restricted to a given place or population

*Questions about the texts***Question****Answer**

**(be sure to ask students to cite evidence to support their answers :)**

<p>Write a brief paragraph to answer these questions: How did the death of eight people “in the space of a week in two houses on the same street” affect the thinking of the people of Philadelphia? Why is this significant? Directly quote a piece of evidence to support your answer.</p>	<p>The eight deaths did not influence people’s thinking because they did not take notice. This is significant because people did not realize that a “killer was already moving through their streets” and it would affect all the people in Philadelphia in “some terrible way” (9)</p>
<p>Write a brief paragraph to answer this question: How does the structure of the first four paragraphs of <i>An American Plague</i> chapter 2 help develop key ideas? Be sure to state the structure, explain why the author chose this structure, and cite evidence for support.</p>	<p>The author organized these four paragraphs in chronological order to show that Catherine LeMaigre was sick and the doctors were unable to help her. She “was dying horribly and painfully.” Then, her husband called the doctors and they “did what they could” (p. 11). Reading about the step-by-step experience of a yellow fever victim helps readers understand the disease.</p>
<p>In <i>An American Plague</i>, reread from “Essentially, the doctors...” on p. 25 to “quarantining the sick” on p. 26. Write a brief paragraph to answer these questions: What text structure did Murphy use on pp. 25–26? Why did he use this text structure? What ideas are conveyed by this structure? Cite evidence for support.</p>	<p>Murphy used a comparison structure on pp. 25–26 to show the conflict about the illness that developed between Dr. Rush and Dr. Currie. Dr. Rush’s group believed that the disease was yellow fever and it was caused by the “foul-smelling air,” the hot weather, bad coffee, and dirty streets (p. 25). On the other hand, Dr. Currie’s group did not believe it was yellow fever and they thought it was “spread by close contact with an infected person” (p. 26). By organizing the text to compare Dr. Rush’s and Dr. Currie’s ideas, the author helps</p>

**Question**

**Answer**

**(be sure to ask students to cite evidence to support their answers :)**

<p>Write a brief paragraph to answer these questions: How does the point of view toward Dr. Rush’s cure in the fictional text reflect the point of view in the historical account? How do the texts differ in their presentation of this point of view? Cite evidence from both texts for support.</p>	<p>The fictional text has details like the historical account that show not everyone agreed with Dr. Rush’s cures. However, Anderson only hints at the lack of support for the methods through Mattie’s dialogue while Murphy directly explains the disagreement. She suggests that Mattie was worried about her mother and does not fully support Dr. Rush’s cures (pp. 71–72). In the historical account, Murphy says that “doctors disputed Dr. Rush’s cure rate” (p. 62).</p>
<p><i>Explain one way that the yellow fever epidemic influenced people in Philadelphia. Cite evidence for support.</i></p>	<p>Many people responded with fear and did not help meet the needs of the sick. For example, sick people were brought to Ricketts’, but “the only trouble was that no one could be found to care for them” (p. 39).</p>
<p>Write a brief paragraph to answer these questions: What is the literal meaning of <i>broken</i>? What does <i>broken</i> mean as it is used on p. 162? What phrases or words from the text support your understanding?</p>	<p>When something is broken, it does not work anymore. On p. 162 of <i>Fever 1793</i>, <i>broken</i> means “dead.” At first, the little girl said that her doll with “her head shattered, her dress coated with dirt” was broken. Then, she said that “Mama’s broken too,” implying that her mother had died.</p>