

William and Mary

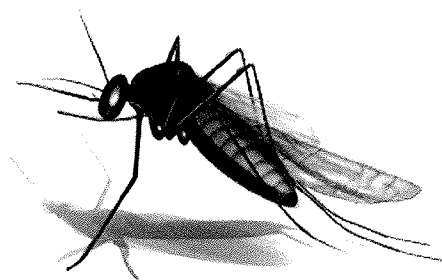
Gr. 4-5

Navigator

A novel study guide for

Fever 1793

by Laurie Halse Anderson

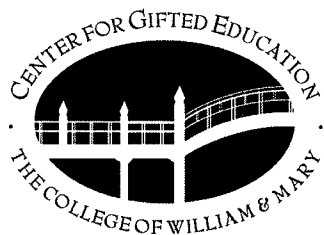


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Acknowledgement

Special recognition and appreciation go to Dr. Joyce VanTassel-Baska, whose leadership and vision have inspired this *Navigator* series.

Special recognition and appreciation also go to the Anne Arundel County Public Schools Office of Advanced Learner Programs and Primary Talent Development, Division of Advanced Studies and Programs.

William and Mary Navigator: Fever 1793
2011

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Introduction



This Navigator is a collection of questions and activities intended to support group or independent study of the book *Fever 1793* by Laurie Halse Anderson. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

What are the goals of the Navigator?

The Navigator addresses the following learning goals:

- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

Who is the audience for the Navigator?

This Navigator is intended for readers of *Fever 1793*, a novel appropriate for strong readers in the upper elementary grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including *rich, complex language; open-endedness, to inspire contemplation; and helpfulness in building problem-solving skills.*

How should the Navigator be used?

The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as “while you read” questions, are specifically intended to be used for reflection and prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after reading.

Additional activities beyond the discussion and reflection questions support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.

What are the prerequisites for students using the Navigator?

Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the **Literature Web**, the **Hamburger Model for Persuasive Writing**, and the **Vocabulary Web**. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.

Teaching Models

The Literature Web

The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:



Key Words: interesting, unfamiliar, striking, or particularly important words and phrases contained within the text



Feelings: the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to evoke



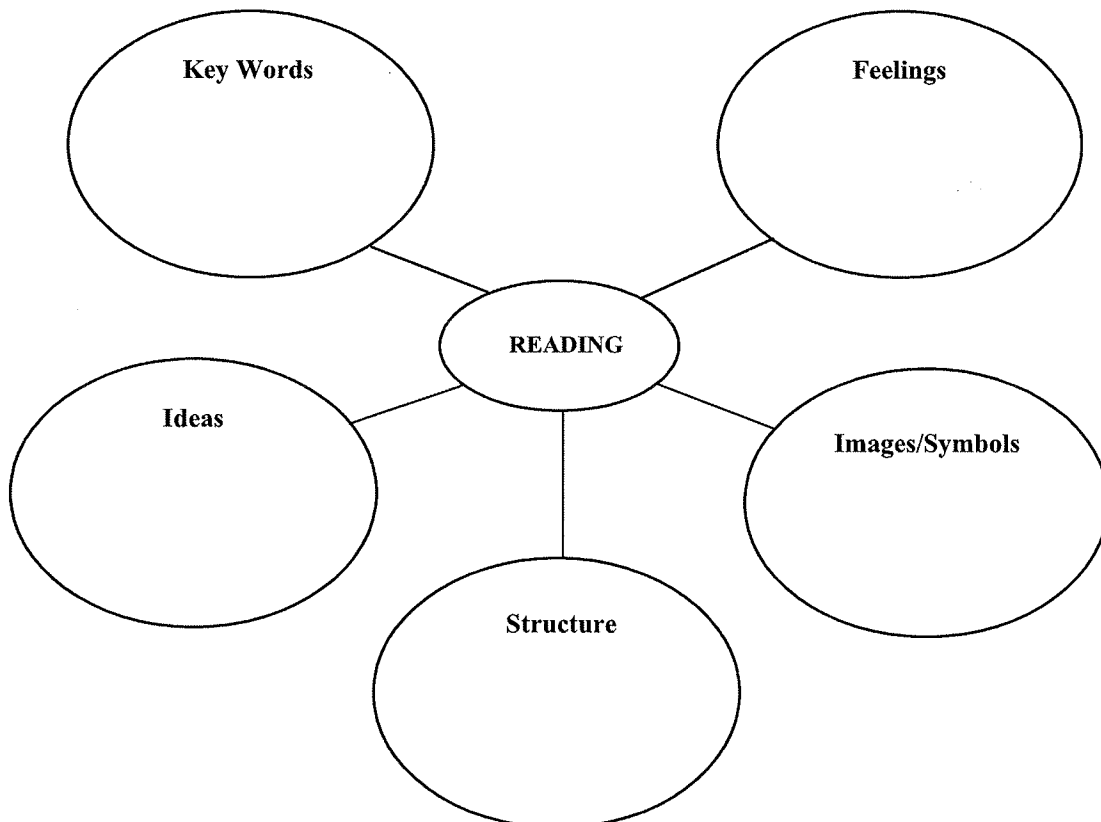
Ideas: major themes and main ideas of the text; key concepts



Images and Symbols: notable sensory images in the text; "pictures" in the reader's mind and the text that inspired them; symbols for abstract ideas

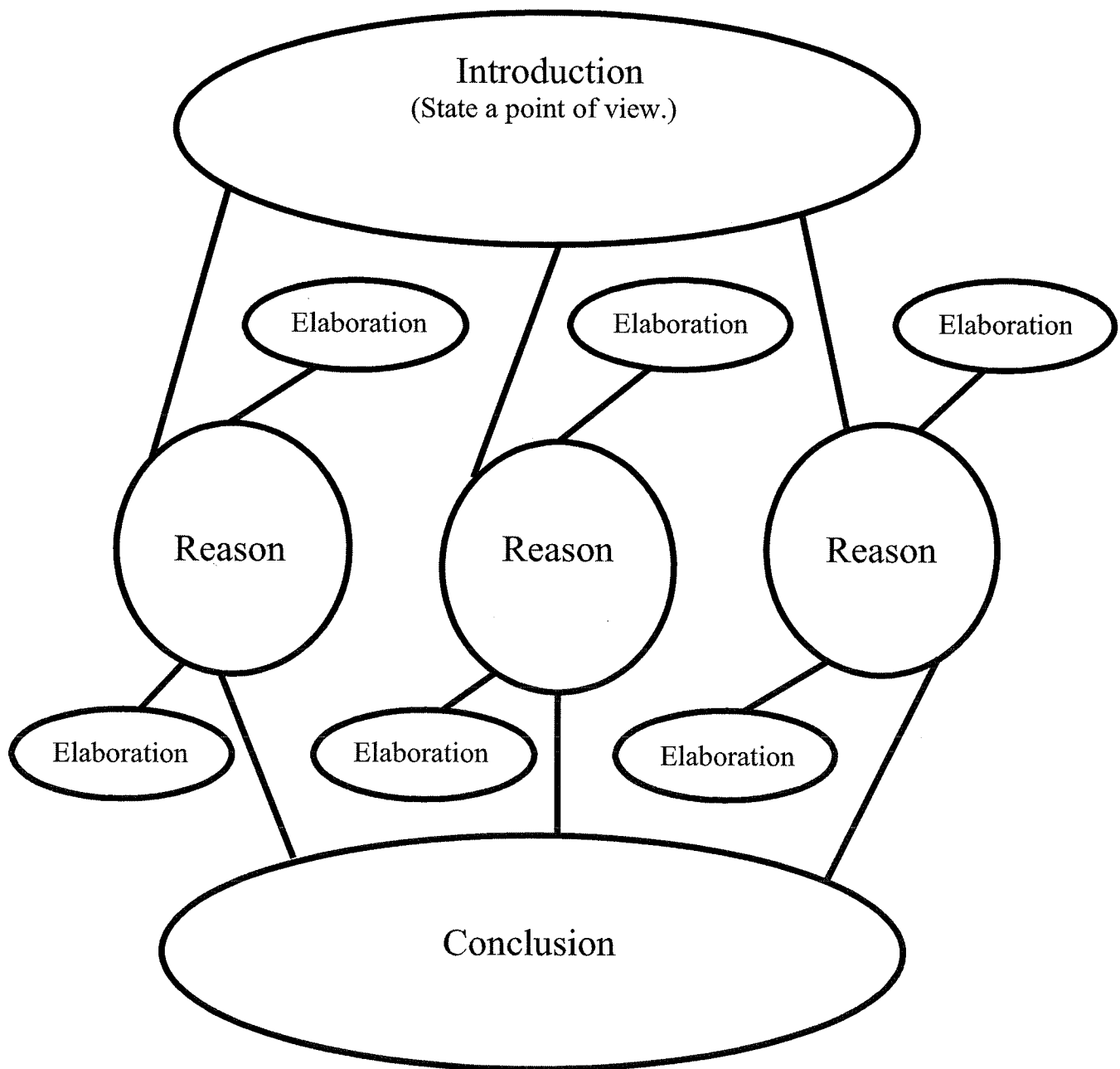


Structure: the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing



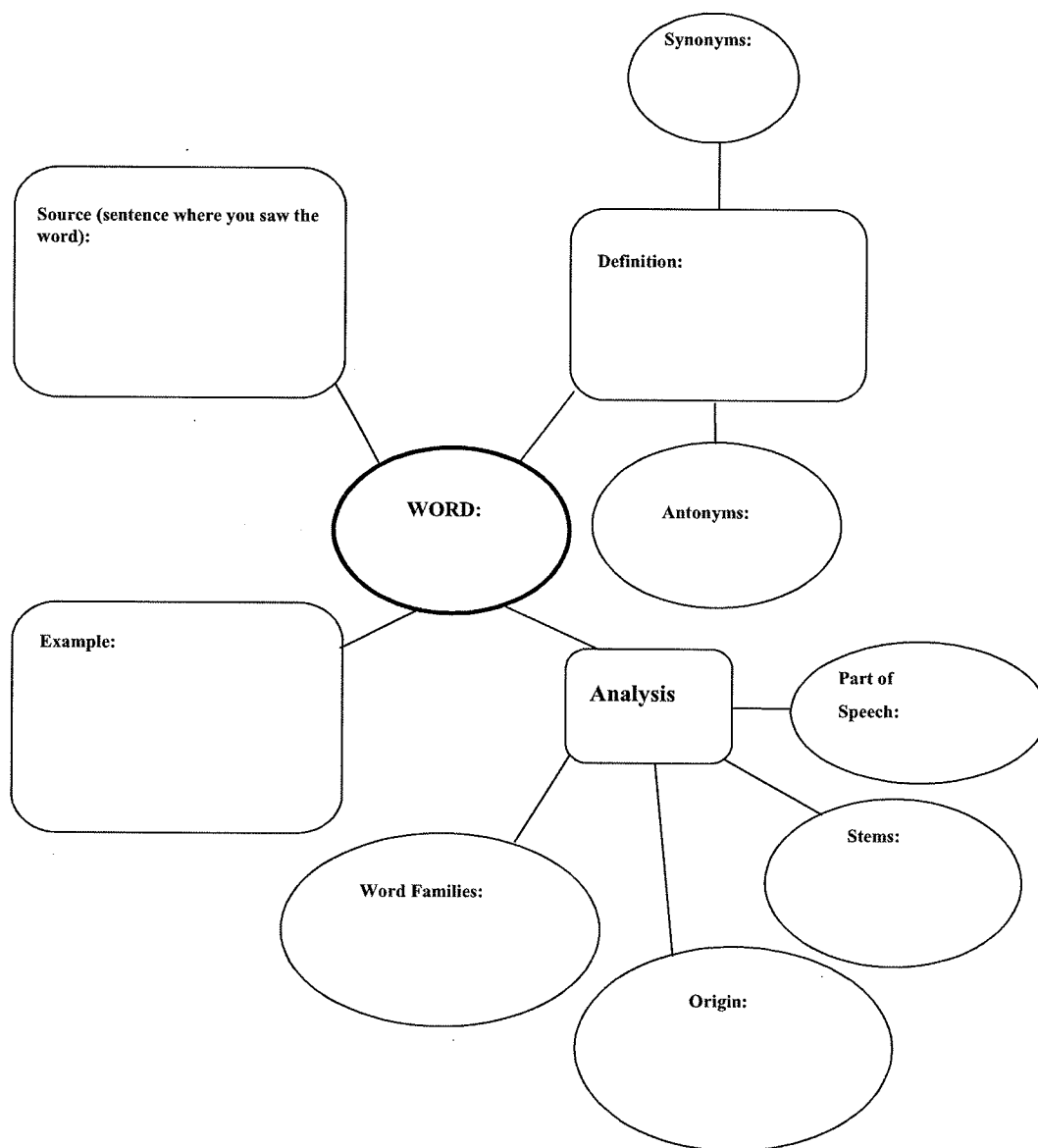
The Hamburger Model for Persuasive Writing

The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).



The Vocabulary Web

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify “word families,” or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.



In addition to the models discussed here, Navigator developers also used Paul's (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: *issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences*. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.

Implementing the Navigator

How long does the Navigator take?

Duration of study depends on teacher preference and number of activities and questions assigned.

How does the Navigator address standards for language arts?

The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

Standards Emphases	Navigator
- Use of strategies to understand, interpret and evaluate text	- Provides the student with an organizer for interpreting text (the Literature Web) and guiding questions to support understanding and critical analysis
- Use of writing strategies and writing process elements	- Provides writing prompts, a writing model, and emphasis on steps of the writing process
- Use of spoken and written language for particular audiences and to accomplish particular purposes	- Incorporates activities for writing and speaking that emphasize persuasive, reflective, informative, and narrative communication
- Knowledge of vocabulary, language structure, and language conventions and analysis of how they are demonstrated in text	- Encourages in-depth word study of advanced vocabulary, including emphasis on etymology and usage of words
- Research on issues and areas of interest, with emphasis on utilizing a variety of technological and informational resources to gather data, interpret results, and communicate findings	- Provides several issue-based research assignments for students, emphasizing data collection from print, non-print, and human resources; analysis and synthesis of data; and written and oral communication of findings
- Participation as members of literacy communities	- Encourages discussion within and beyond the classroom about the specified text and invites similar exploration of other texts
- Emphasis on reading a wide range of literature selections to build understanding of the human experience	- Encourages in-depth study of the specified text as well as comparisons to other selected works; suggests specific titles for further reading

How should the Navigator activities be assigned?

Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.

Sample 1 (Teacher-led emphasis):



Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response



Required assignments: Literature Web, book review, one Vocabulary Web, one research assignment



Choice assignments: student choice of THREE remaining activities



Oral presentation of one completed piece

Sample 2 (Small-group emphasis):



Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review



Group assignments: Genre comparison OR concept map, two Vocabulary Webs, one research assignment with group presentation



Individual assignments: Literature Web, persuasive paragraph/essay OR book review, student choice of TWO remaining activities

Sample 3 (Individual emphasis):



Written responses to student choice of 2 to 3 discussion questions per category



Required assignments: one research assignment; student choice of THREE additional activities, of which one must be a completed writing piece or an oral presentation of one assignment

How should the Navigator activities be assessed?

Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

Alignment of Assignments and Activities to Navigator Goals

	Anal./ Interp. Skills	Literary Themes	Ling. Comp.	Writing/ Oral Comm.	Thinking/ Reas. Skills	Research
Discussion/Writing Questions	X	X		X	X	
Literature Web	X	X			X	
Book Review	X	X		X	X	
Persuasive Essay	X			X	X	
Concept Map	X	X			X	
Vocabulary Web			X	X		
Medical techniques				X	X	X
Strange words	X		X	X		
Timeline	X	X		X	X	
Spread of yellow fever	X				X	X
Free African Society				X	X	X
Causes/Symptoms				X		X

What additional resources are required to use the Navigator?

Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a dictionary that includes the etymological information for words. Recommended print dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Recommended online dictionaries are the Merriam-Webster online version (<http://www.merriam-webster.com/>), the Dictionary.com version (<http://dictionary.reference.com/>), and the Oxford English Dictionary (<http://oxforddictionaries.com/>).

Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.











A listing of additional resources and suggestions for additional reading appears at the end of the Navigator.

NOTE: Page numbers used in the Navigator refer to the Aladdin Paperbacks 2002 edition of the text, ISBN: 978-0-689-83858-3.

Technology Integration



Several opportunities for technology integration and development of technical skills are incorporated in the Navigator. Based on the resources available in your classroom or media center, consider the following uses of technology:

-  Use of word processing and/or publishing software for writing assignments. Free internet-based collaborative word processing is available at <http://docs.google.com> .
-  Use of presentation software for presenting research findings and completed activities. Free internet-based presentation software is available at <http://docs.google.com> .
-  Use of *Inspiration* or similar software for creation of concept maps. Free internet-based drawing software is available at <http://docs.google.com> .
-  Use of Audacity, Garage Band or similar software for creation of audio podcasts. Audacity is free, open source software for recording and editing sound available online at <http://audacity.sourceforge.net/> .
-  Use of Movie Maker, iMovie or similar software for creation of video projects. Free internet-based video editing software is available at <http://www.moviemasher.com/> .
-  Use of a free wiki site such as <http://www.wikispaces.com/> , <http://pbworks.com/> or similar site to facilitate creation of a Wiki.
-  Use of a free blogging site such as <http://edublogs.org/> , <http://www.blogger.com> , or similar site to create a student or class blog to facilitate an online discussion.
-  Use of <http://edu.glogster.com/> to create interactive posters.
-  Use of free videoconferencing software such as <http://www.skype.com/> to allow students to interact with authors, students in a different place who have read the same book or an individual with life experiences related to the book content.
-  For additional information about specific pedagogical applications of software for language arts see <http://activitytypes.wmwikis.net/file/view/K-6LiteracyLearningATs-Feb09.pdf> .

Synopsis



Fever 1793 takes place in Philadelphia during the summer of 1793. Mattie Cook lived above the family coffee shop with her widowed mother and grandfather. Mattie spent her days avoiding chores and making plans to turn the family business into the finest Philadelphia has ever seen. 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.

Higher-Level Questions for Discussion and Writing



While You Read...



Explain what the yellow balloon symbolizes throughout the story. Identify and explain other symbols the author uses.



Explain how the information in the epigraph prepares the reader for what happens in chapter 12.



In chapter 13, is Mattie justified in characterizing herself as weak and Eliza as strong while they deal with the epidemic?



Explain how Mrs. Cook's separation from Mattie is an example of either a positive or negative change.

Exploring the Story



How do you think Mattie will feel at the beginning of the spring following the epidemic?



Do the positive consequences of the epidemic outweigh the negative consequences?



“Looking down the peaceful street, it seemed no one could imagine the terror we had all endured. There were many tables with empty places or invalids who had once been as strong as horses, but the sun continued to rise. People filled the street each day. On Sunday the church bells rang. Philadelphia had moved on.” What is the message the author is trying to convey about life in this passage of the novel?



During the story, the people of Philadelphia face many dangers including the risks of disease, starvation, robbery, and assault. Which of Mattie's personality traits was most helpful to her survival during the fever of 1793?



Other than physical impact, how did disease affect a community then? How does it affect a community now?



How did the changes that the citizens of Philadelphia experience during the 1793 fever support one of the following generalizations about the cyclic patterns of change.

- Cycles of change may be constructive, destructive, or neutral.
- Cycles of change may occur naturally, or may be imposed by human behavior or understanding.

Meeting the Characters



How does Mattie grow and change from the beginning of the story until the end? Was there a particular event that caused this change, or a combination of events? How has Mattie grown and changed by the end of the story? Is there a particular event that causes this change or a combination of events?



Why do you think the author chose to have the grandfather die as a result of the robbery, rather than his sickness?



How does the grandfather's death impact Mattie's life?



How would the story be different if it was told from Eliza's point of view?



Throughout the book, Mattie and her mother never say that they love each other yet we know they do. What evidence is there in the story that the two feel deeply for each other?



Mattie was important to Nell's survival. Was Nell important to Mattie's survival? Explain why or why not, providing evidence from the text.

Understanding the Ideas



How is the concept of *survival* important in this story? Explain your reasoning.



Explore the concept of *heroism* in this novel. Identify one person who you thought to be a hero and justify your answer.



What evidence is there in the story that grandfather enjoyed his earlier years as a soldier? How did his experiences during the war influence his actions at this time? How did grandfather's experiences as a soldier during the war influence his actions during the epidemic?



What makes a family? Does everyone in your family need to be blood relatives? What relationships in the story support your point of view?

Connecting to You



Should people risk their own health and that of their families to help people they don't know? Why?



Mattie is separated from her mother for several months. What do you think would be your greatest challenge if you were separated from your parents or guardians for an extended period of time? Explain.



The postal service was shut down during the yellow fever epidemic in this story; this changed their lives in significant ways. Think about how communication has changed from 1793 to now. How would you survive today if all means of communication, including the internet and telephone, were eliminated? Explain.



If you were living in Philadelphia during this time would you leave or would you stay in the city? (Chapter 8) Explain your rationale.



Other than physical impact, how did disease affect a community then? How does it affect a community now?

Differentiated Activities for Gifted Learners



Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

Key Words: What were some words and phrases in the novel that were especially interesting or important?

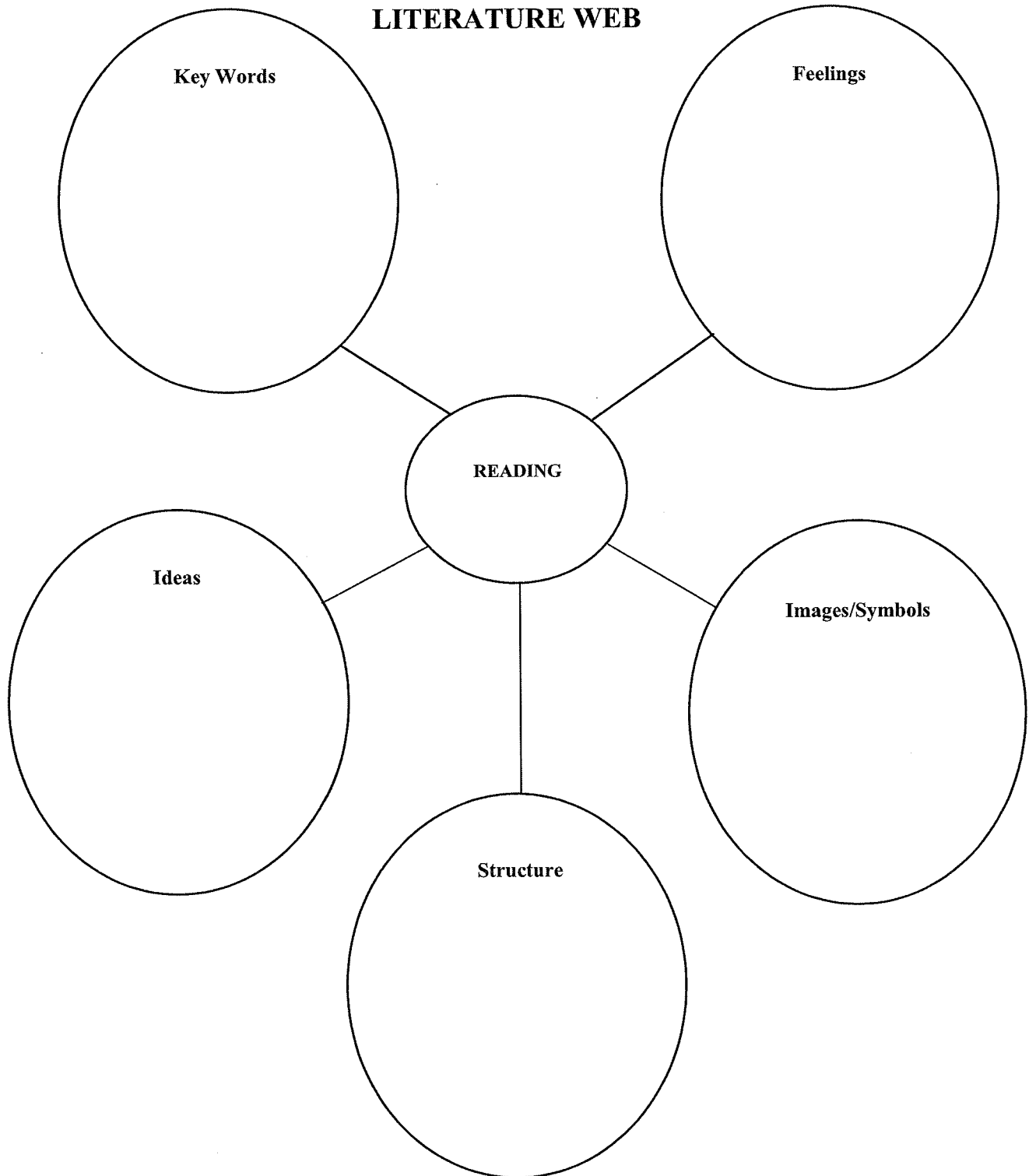
Feelings: What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

Ideas: What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

Images/Symbols: How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

Structure: What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?

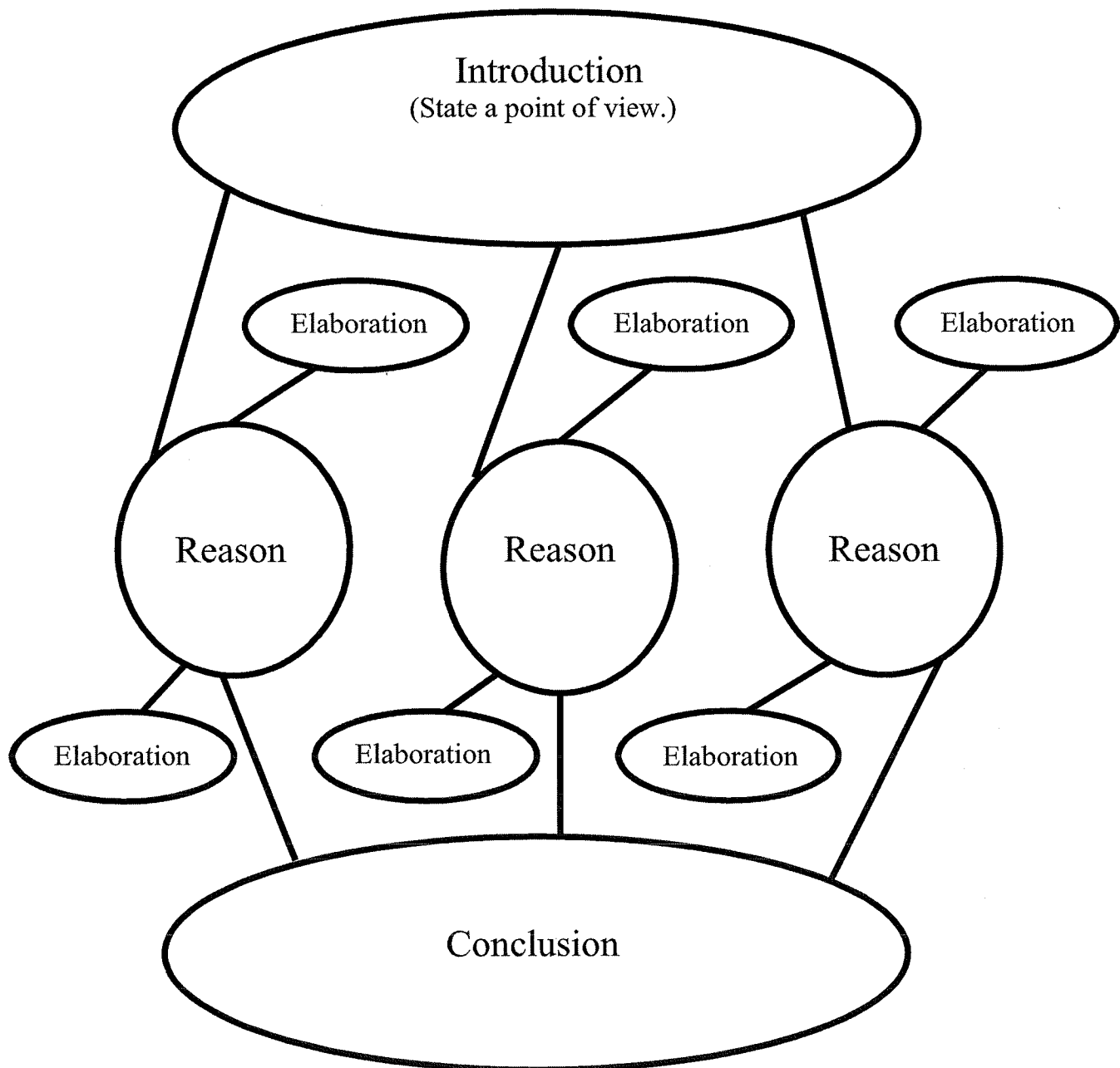
LITERATURE WEB





Use the Hamburger Model as a guide to help you organize your responses to the activities on the following pages.

THE HAMBURGER MODEL FOR PERSUASIVE WRITING



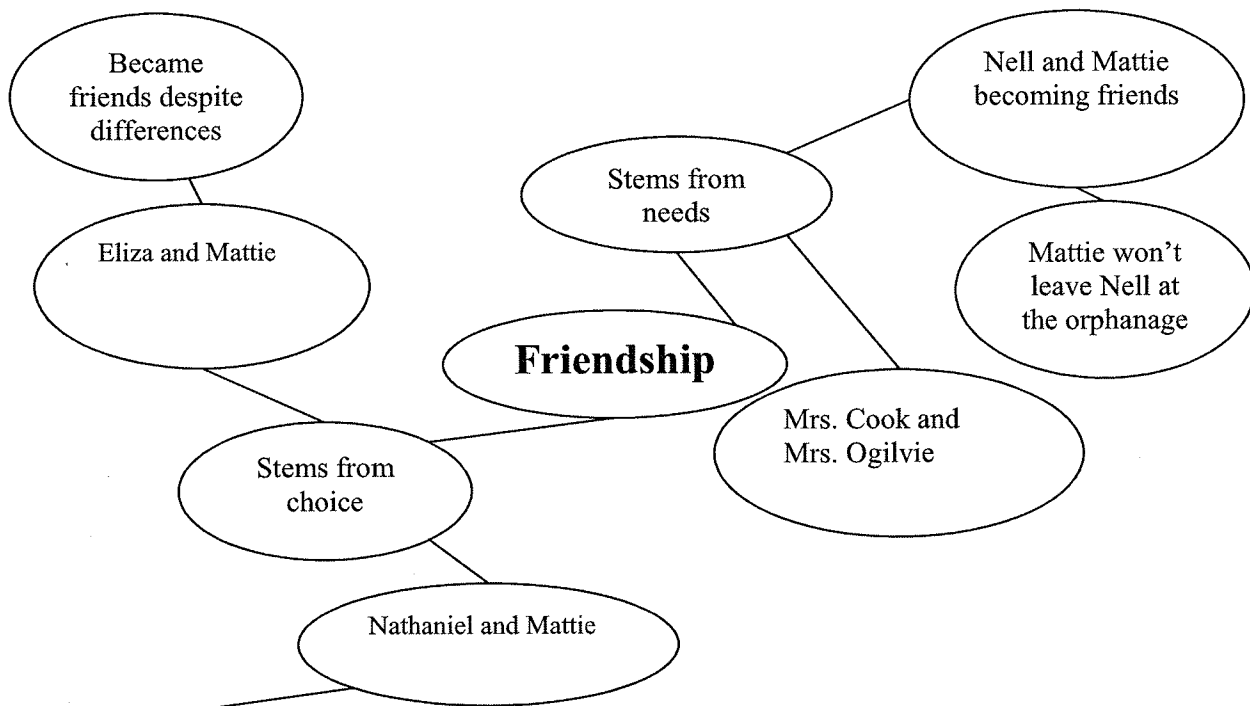
✦ Write a book review about *Fever 1793*. In your review, state and explain your point of view about the quality of the story, and provide specific details about why you would or would not recommend this book to other students your age. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.

✦ Choose one of the following quotations from the novel. Write a persuasive essay in which you discuss whether or not you agree with the ideas expressed, using examples from the novel, other books you have read, or your experience. Use the Hamburger Model as a guide for your writing, and follow the steps of the writing process to review and revise.

- (Chapter 1): "I groaned. Mother had been a perfect girl. Her family was wealthy then, but that didn't stop her from stitching entire quilts before breakfast, or spinning miles of wool before tea. It was the War, she liked to remind me. Children did what was asked of them. And she never complained. Oh, no, never. Good children were seen and not heard. How utterly unlike me."
- (Chapter 5, Epigraph): "A low voice and soft address are the common indications of a well-bred woman." By Hannah More, *The Young Lady Abroad or Affectionate Advice on the Social and Moral Habits of Females*, 1777
- (Chapter 7, Epigraph): "Wit is the most dangerous talent you can possess. It must be guarded with great discretion and good-nature, otherwise it will create you many enemies." By John Gregory, *A Father's Legacy to His Daughters*, 1774
- (Chapter 23): Mattie says, "What can be worse than dying?"



Create a concept map about how one of these ideas is explored in the novel: *friendship, family, survival, bravery, heroism, acceptance, fear, growth, or change*. Use specific characters and events from the novel to demonstrate how the concept is developed. Then write at least two generalizations you can make about the concept. A sample concept map is started for you below.

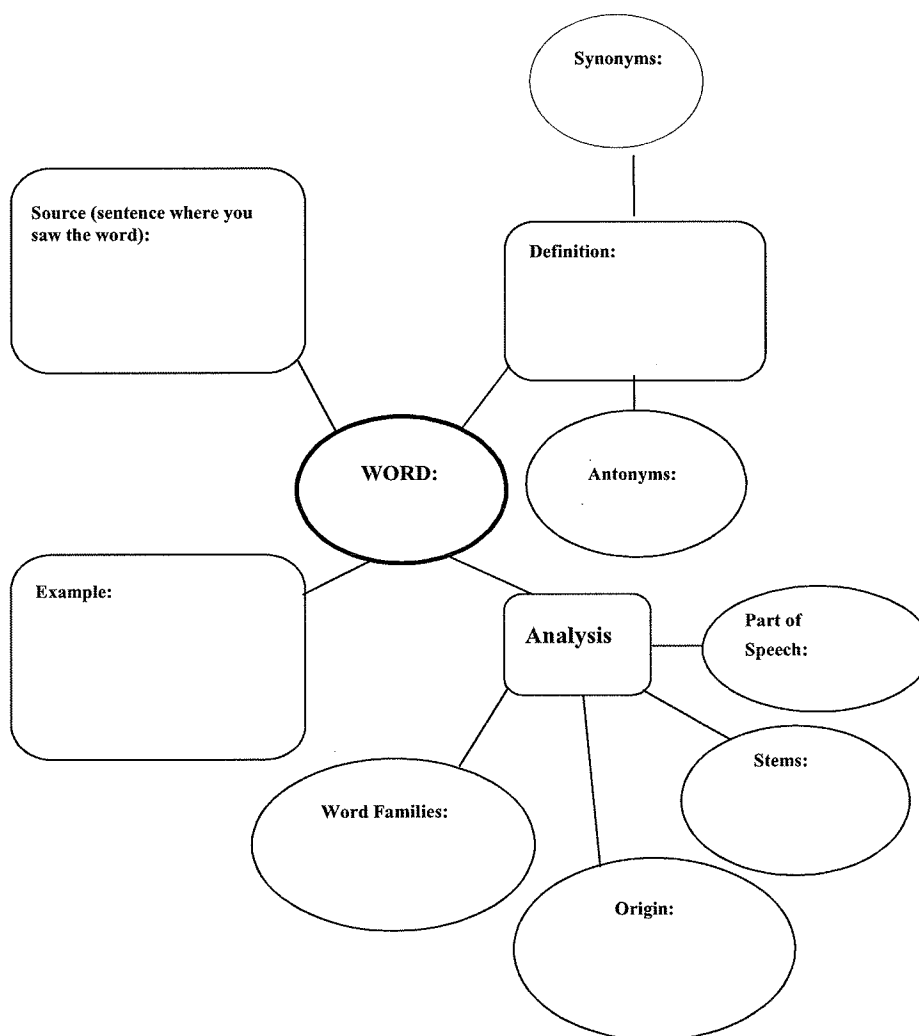




Do a “word study” of one or more of the vocabulary words (listed below) from the novel. Find out the definition of the word, synonyms and antonyms, and word stems and origin. Then find at least three other words that use one or more of your word’s stems, and create an example to explain your word (a sentence, an analogy, a visual representation, etc.) Use the Vocabulary Web to organize your responses.

Abhorred (p. 3)	Abide (p. 94)	Fatigue (p. 58)	Gaunt (p. 219)
Victuals (p. 8)	Billowed (p. 97)	Brandish (p. 142)	Skirmish (p. 87)
Miasma (p. 9)	Destitute (p. 106)	Cajoling (p. 74)	Feign (p. 220)
Disreputable (p. 11)	Famished (p. 107)	Dogged (p. 180)	Parched (p. 88)
Impudence (p. 31)	Pallet (p. 136)	Odiferous (p. 80)	Pestilence (p. 221)

VOCABULARY WEB



Interdisciplinary and Research Connections



✦ Make a list of words that people used in 1793 that are not used today, such as “balderdash” and “bunkum”. Explain what those words mean. What words do you use today that might sound strange and old-fashioned in the year 2200?

✦ Research the medical techniques of either Dr. Benjamin Rush, Dr. Jean Deveze, or another doctor from that time period, including their treatments for yellow fever. Impersonate the doctor and present your opinion on how yellow fever patients should have been treated during that time period.

Resources: www.pbs.org/wgbh/amex/fever
www.geocities.com/bobarnebeck/deveze.html
www.uua.org/uuhs/duub/articles/benjaminrush.html
http://etcweb.princeton.edu/campuswww/companion/rush_Benjam

✦ Create a sequential timeline using pictures that represent ideas or themes in the novel. Interpret and explain what the pictures represent.

✦ Research the spread of yellow fever in the United States from 1793 – 1905. Identify the at least 5 locations where there were major outbreaks. Compare the mortality rates of yellow fever in 1793 to other outbreaks in the United States (for example: New Orleans 1853). Construct a line graph to compare the mortality rates, along with a description of each outbreak.

Resources: <http://www.pbs.org/wgbh/amex/fever/map/index.html>
<http://nutrias.org/facts/feverdeaths.htm>

✦ Research the Free African Society. Explain what it is and what it was used for during the yellow fever epidemic. Choose one of the following to explain what you learned in your research: a PowerPoint presentation, an essay, or a brochure.

Resources: www.pbs.org/wgbh/aia/part3/3p97.html
www.earlyamerica.com/review/spring97/allen.html

✦ Research the causes and symptoms of yellow fever. Pretend there is a yellow fever outbreak in your community today. You will need to inform your community of the symptoms of the disease and how to protect themselves. You may create a poster, brochure, newspaper article, or public service announcement to inform the public about what they need to know about yellow fever.

Resources



Teacher resources

- Baskin, B. H., & Harris, K. H. (1980). *Books for the gifted child*. New York: Bowker.
- Boyce, L. N. (1997). *A guide to teaching research skills and strategies in grades 4-12*. Williamsburg, VA: Center for Gifted Education.
- Center for Gifted Education. (2009). *Guide to teaching a language arts curriculum for high-ability learners*, 2nd Ed. Dubuque, IA: Kendall/Hunt.
- Miller-Lachmann, L. (1992). *Our family, our friends, our world: An annotated guide to significant multicultural books for children and teenagers*. New Providence, NJ: R. R. Bowker.
- National Council of Teachers of English & International Reading Association. (1996). *Standards of learning for the English language arts*. Urbana, IL: Author.
- Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world*. Rohnert Park, CA: Foundation for Critical Thinking.
- VanTassel-Baska, J., & Little, C.A. (Eds.). (2010). *Content-based curriculum for high-ability learners* (2nd Ed.). Waco, TX: Prufrock Press.

For further reading - some other books by Laurie Halse Anderson

- Anderson, L.H. (1996). *Ndito runs*. New York: Henry Holt and Company
- Anderson, L.H. (2009). *Speak*. New York: Penguin Group.

For further reading – some other books you might read

- Brodsky, A. (2004). *Benjamin rush: Patriot and physician*. New York: St. Martin's Press.
- Murphy, J. (2003). *An American plague: The true and terrifying story of the yellow fever Epidemic of 1793*. New York: Houghton Mifflin.
- Powell, J.H. (1993). *Bring out your dead: The great plague of yellow fever in Philadelphia in 1793*. Philadelphia, PA: University of Pennsylvania Press.

Useful websites

- www.pbs.org/wgbh/amex/fever
- www.pbs.org/wgbh/aia/part3/3p97.html
- www.earlyamerica.com/review/spring97/allen.html
- <http://nutrias.org/facts/feverdeaths.htm>
- www.geocities.com/bobarnebeck/deveze.html
- www.uua.org/uuhs/duub/articles/benjaminrush.html
- http://etcweb.princeton.edu/campuswww/companion/rush_Benjamin.html