

# **Fever 1793: Thematic Unit Supporting English Language Learners**

*Created by Hillary Miles*

## **Lesson Background:**

Environment: Middle school general education inclusive classroom or ELL classroom.

Formatted for a team teaching environment. Glog is to be used before, during, and after reading Laurie Halse Anderson's *Fever 1793*. The glog extensions provide means to activate background knowledge and offers meaningful opportunities for language and content instruction.

*WIDA CAN DOs are taken from Grade Level Cluster 6-8 for Level 3 Developing.*

<p><b>Reading Comprehension Center:</b> WIDA CAN DO: Developing <i>-Answer questions about explicit information in texts</i> <i>-Use context clues</i></p> <p>Focus: Language Arts</p>	<p><i>Students will be able to:</i> -Read <i>Fever 1793</i> in small literature circle groups and whole class reading over an extended period of time using explicit reading strategies to complete a comprehension graphic organizer. -Use context clues to create a Character Collection of traits, actions, and events of main characters using a graphic organizer [attachment]. - Make predictions about the fate of main characters in <i>Fever 1793</i> based on illustrated supports of text.</p>
<p><b>Listening Center:</b> WIDA CAN DO: Developing <i>-Match main ideas of familiar text read aloud to visuals</i> <i>-Associate oral language with different time frames</i></p> <p>Focus: Science &amp; Social Studies</p>	<p><i>Students will be able to:</i> -Listen to a partner reading an excerpt from Benjamin Rush's essays through cooperative learning in pairs [observations book icon]. -Listen to "Benjamin Rush Statesman and Scientist" on youtube [video icon]. -After listening to the essay, and the video, students will compare and contrast the historical Benjamin Rush with the character Benjamin from 1793 in small groups.</p>
<p><b>Writing Center:</b> WIDA CAN DO: Developing <i>-Produce short paragraphs with main ideas and some details</i> <i>-Explain steps in problem-solving</i></p> <p>Focus: Science &amp; Social Studies</p>	<p><i>Students will be able to:</i> -Research epidemics from history to modern times using the World Health Organization website [hazard icon]. -Write a public service announcement explaining the history, cause, symptoms, and possible solutions to an epidemic of their choice in short, concise paragraphs and using graphic design following the modeled template [PSA graphic].</p>

<p><b>Speaking Center:</b>  WIDA CAN DO: Developing  <i>-Use different registers inside and outside class</i>  <i>-Give brief oral content based presentations</i></p> <p>Focus: Language Arts</p>	<p><b>Speaking 18th century in the Cook Coffeehouse</b></p> <p><i>Students will be able to:</i>  -Participate in informal conversations using 18th century words and dialects with a partner [18th century speech bubble icon].  -Create and perform spoken poems using 18th century words in small groups using Phyllis Wheatley as a model [audio icon].  -Record and publish spoken poems in small groups using podcast software.</p>
<p><b>Technology Extension:</b>  WIDA CAN DO: Developing  Writing:  -Compare/Contrast information, events, characters  -Give opinions, preferences, and reactions along with reasons  Speaking:  -Express time through multiple tenses</p>	<p><b>Google Lit Trip</b></p> <p><i>Students will be able to:</i>  -Create a diary comparing and contrasting historical sites and fictional settings from Fever 1793, and record opinions and reactions using the Google Lit Trip.</p>

**Interactive Features:**

Interactive Feature	Link
Historical Fiction	Library list of other YA works of Historical Fiction
Fever 1793 book	Author's webpage
Benjamin Rush Video	Philadelphia: The Great Experiment- "Benjamin Rush Statesman and Scientist" video
Hazard icon	World Health Organization Health Topics Research database
Book icon	Reading list of YA books about epidemics
Yellow Fever PSA	PDF of Teacher model of Public Service Announcement assignment

Yellow Fever book page	Excerpts of Benjamin Rush and other writes of the era on Yellow Fever. Primary Sources.
Google Map	Link to Google Lit Trip. Can be accessed or downloaded from website. Need Google Earth already downloaded.
Drawing of Philadelphia	Paintings of the Americas from MFA boston.
Read 18th century words bubble	PDF. "A Guide to Eighteenth-Century English Vocabulary" A dictionary translation of common 18th century lingo.
Play button	Audio of a reading of Phillis Wheatley's "On Imagination."
Yellow Fever, Revolution, Philadelphia, Epidemic	Vocab links to encyclopedia entries of each word. Gives definition and history.
Attachment: Yellow Fever PSA	PSA example, for writing center
Attachment: Character Collection Handout	For reading comprehension

# HISTORICAL FICTION

## FEVER 1793

Lesson  
Plan

Fever 1793  
by Laurie Halse  
Anderson

1. Explore Laurie Halse Anderson's author page!

2. In your literature groups, read Laurie Halse Anderson's *Fever 1793* and discuss predictions.

### READING COMPREHENSION

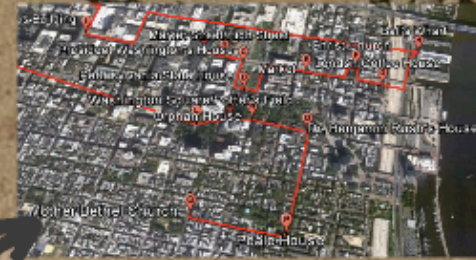
Read your assigned chapter of *Fever 1793*. Then, use context clues from *Fever 1793* to create a Character Collection of traits, actions, and events of main characters using the attached handout.

Yellow Fever



### GOOGLE LIT TRIP

1. In your literature journal, compare and contrast historical Philadelphia sites & fictional *Fever 1793* settings while exploring the Google Lit Trip.
2. Log opinions & reactions to the Google Lit trip in your journals, then discuss experiences in small groups.



### LISTENING CENTER

1. Listen to a partner read an excerpt from Benjamin Rush's essay on yellow fever.
2. Listen to the "Benjamin Rush Statesman and Scientist" video.
3. After listening to the essay and video, compare and contrast the historical Benjamin Rush with the character Benjamin Rush from *Fever 1793* in small groups.



Philadelphia

### WRITING CENTER

1. Research epidemics from history to modern times using resources from the World Health Organization.
2. Write a public service announcement explaining the history, cause, symptoms, and possible solutions to an epidemic of your choice in short paragraphs using graphic designs. View the attached example.

Revolution

### SPEAKING CENTER

1. Participate in informal conversations using 18th century words and dialects with a partner.
2. Create and perform spoken poems using 18th century words in small groups using Phyllis Wheatley as a model.
3. Record and publish spoken poems in small groups using podcast software.

Read some 18th century words!

Listen to "On Imagination" an 18th Century poem by Phyllis Wheatley



Epidemic

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## FEVER 1793 Character Collection

Directions: Read a chapter of *Fever 1793*. Collect and write in the box characteristics, events, details, and information about each character as you encounter them in your reading. You may collect direct quotes if you provide the page number.

<b>Main Character</b>	<b>Character Artifacts</b>
<b>King George</b>	<b>EXAMPLE:</b> -Grandfather's green parrot -won by Grandfather in a card game -constantly squaks inappropriate statements and echos people. -““Dash it all, dash it all!’ King George echoed” (39).
<b>Mattie Cook</b>	
<b>Grandfather (Captain William Farnsworth Cook)</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Mother (Lucille Cook)</b></p>	
<p><b>Eliza</b></p>	
<p><b>Nathaniel Benson</b></p>	
<p><b>Joesph</b></p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Benjamin Rush</b>	
<b>Polly Logan</b>	

PUBLIC SERVICE ANNOUNCEMENT

# YELLOW FEVER



CHILDREN IN ST. VINCENT'S INFANT ASYLUM, NEW ORLEANS, ATTENDED BY SISTERS OF CHARITY.

## WARNING!

Directions: Research epidemics from history to modern times using the World Health Organization website. Write a public service announcement using this template explaining the history, cause, symptoms, and possible solutions to an epidemic of your choice in short paragraphs. Be creative in your graphic design.

Include eye-catching images and warnings.