



Informational

Make Connections

**An American Plague:
The True and Terrifying Story
of the Yellow Fever Epidemic
of 1793**

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Produced by the Reading Edge Middle Grades 2nd Edition Team

President:	Nancy Madden
Director of Development:	Kate Conway
Rollout Committee:	Kate Conway (Chair), Mia Blom, Wendy Fitchett, Kim Gannon, Claire Krotiuk, Kristal Mallonee-Klier, Terri Morrison, Sheri Mutreja, Kenly Novotny, Peg Weigel
Program Developers:	Wendy Fitchett (Chair), Kate Conway, Victoria Crenson, Ceil Daniels, Terri Morrison
Field Advisory Team:	Kim Gannon (Chair), Jo Duplantis, Kathy McLaughlin
Contributing Developers:	Kathleen Collins, Sarah Eitel, Richard Gifford, Samantha Gussow, Patricia Johnson, Austin Jones, Susan Magri, Kim Sargeant, Becca Slavin
Designers:	Michael Hummel, Austin Jones, Vic Matusak, Susan Perkins, Christian Strama
Illustrators:	Michael Hummel, Susan Perkins
Video Producers:	Jane Strausbaugh (Senior Producer), Angie Hale, Tonia Hawkins
Editors:	Janet Wisner (Supervising Editor), Marti Gastineau, Pam Gray, Jodie Littleton
Publications Coordinator:	Sheri Mutreja
Proofreaders:	Meghan Fay, Susanne Viscarra, Janet Wisner, Michelle Zahler
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Cathy Lawrence, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Online Tools Developers:	Terri Morrison (Chair), Sean Christian, Patrick Coady, Mary Conway Vaughan, Tim D'Adamo, Debi Hammel, Dia Hopp, Mike Knauer, Kristal Mallonee-Klier, Vic Matusak, Christian Strama, Melissa Stroup

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A Nonprofit Education Reform Organization

200 W. Towson Blvd., Baltimore, MD 21204

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

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An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793

The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

Strategy Use	
The Random Reporter:	
100	gives a 90-pt. response and explains how using the strategy helped in better understanding the text.
90	gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.
80	identifies a problem that a team member had understanding the text.

Team Talk (oral and written)	
The Random Reporter:	
100	gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
90	gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
80	uses full sentences to clearly and correctly answer the question.

Word Power	
The Random Reporter:	
100	gives a 90-pt. response and expands on the meaning, for example, identifies <ul style="list-style-type: none"> • related words • a second meaning • a word connotation • an antonym
90	gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.
80	tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).

Fluency	
The Random Reporter:	
100	gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).
90	gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.
80	reads a short passage and pronounces most of the words correctly.

Summary	
The Random Reporter:	
100	gives a 90-pt. response and uses key vocabulary correctly.
90	gives an 80-pt. response and clearly connects relevant ideas in a logical order.
80	presents main ideas and important details in his or her own words and without personal opinion.

Graphic Organizer/Notes	
The Random Reporter:	
100	gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.
90	gives an 80-pt. response and includes main points or events and important details.
80	selects a graphic organizer that is appropriate for the text.

Unit Objectives

Reading: Analyze events, and make cause-and-effect connections.

Writing: Use evidence from informational text to support analysis of causes and effects.

Unit Overview

In this unit, students will discover the cause-and-effect connections that extend through history. History is the recording of cause-and-effect connections among people and events. Serendipity sometimes impacts history, but usually there are causes, often multiple causes, of events. Readers can identify cause and effect by using their reasoning skills and the explanations of events in the text to understand the cause-and-effect connections. A disease like yellow fever is a prime example of cause and effect, both for the medical aspects and for its impacts on history.

In their writing activities, students will use information from the text to support their analysis of causes and effects. Support this analysis as it appears in the Team Talk questions.

Yellow fever

Yellow fever is a viral disease transmitted by infected female *Aedes aegypti* mosquitoes. The virus is the pathogen (causes the disease), the mosquito is the vector (transmits the disease between hosts), and hosts are the animals (humans and primates) that the mosquito bites to get and give the virus. Yellow fever is currently found in parts of Africa and South America. Symptoms include fever, chills, general aches and pains, headache, nausea, vomiting, and fatigue. Most people recover after this initial phase, but some go on to develop more serious symptoms: high fever, jaundice (yellowing of the skin and whites of the eyes), bleeding, shock, and organ failure. The death rate for those with the more serious symptoms can be 20–50 percent. Treatment is supportive care and good nursing, as there is no medical cure at this time. Prevention is control of the mosquito population and the yellow fever vaccine.

Medical knowledge in the eighteenth century

The state of medical knowledge in 1793 was pretty primitive compared to today. People had little concept of proper nutrition, and they knew even less about microorganisms and their role in transmitting infectious disease. Medical training was also limited. Prior to the 1800s, there were only five medical schools in the U.S., and almost anyone could claim to be a doctor—including butchers, barbers, judges, blacksmiths, and tavern keepers. There was little systematic study of disease, and no one knew the value of keeping precise medical records. Without systematic records, there is no way to see patterns that could lead to the discovery of the causes of disease or effective treatments. Many of the medical ideas were

based on very old ideas and observations, incorrect cause-and-effect connections, and *not* on evidence or experimentation.

Because medical care at the time was at best rudimentary, we tend to view their remedies with a healthy dose of skepticism. However, doctors still prescribe a small number of the same treatments today, including Epsom salts, ipecac, and quinine. The chief ingredient in aspirin is a derivative of willow bark, which Native Americans have used for centuries to reduce headache pain.

Recent advances in medical care have greatly reduced the incidence of infectious diseases around the world. In developed countries, degenerative conditions like heart disease have now overtaken infectious diseases as the major cause of death. Unfortunately, the same cannot be said in many undeveloped countries, where primitive health conditions still exist in some areas. Exacerbated by lack of education, poverty, war, natural disasters, and famine, outbreaks of infectious diseases still occur.

Unit Topic/Content

In this unit, students will read *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793* by Jim Murphy. The book chronicles the epidemic, which lasted from August through December 1793. Murphy describes the events and people that played significant roles in the epidemic.

Text and Media Selections

Internet/Media Options

To expand your students' background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793

At a Glance

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–17	
Lesson 2	pages 18–33	(Optional) Background video: “Mosquito Life Cycle” (3 min. 11 sec.) www.youtube.com/watch?v=wFfO7f8Vr9c (Embedded) “Fluency”
Lesson 3	pages 35–50 (paragraph 3)	
Lesson 4	pages 50 (paragraph 4)–65	
Lesson 5	writing in response to reading	
Lesson 6	pages 67–73	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 74–89	
Lesson 2	pages 91–104	
Lesson 3	pages 105–117	
Lesson 4	pages 118–131 (paragraph 5)	(Optional) Background video: “Bubonic Plague” PBS Learning Media: (5 min. 8 sec.) www.pbslearningmedia.org/content/odys08.sci.life.bubonic/
Lesson 5	writing in response to reading	
Lesson 6	pages 131 (paragraph 6)–139	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Make
Connections

Lesson 1

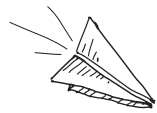
Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

Today's reading describes the general conditions in Philadelphia in 1793, the political situation with the French, the start of the epidemic in August, the initial medical involvement by Dr. Benjamin Rush, the foremost physician of the time, and the symptoms of the disease.

In 1793, Philadelphia was the largest city in the United States, and the temporary capital of the country since its move from New York City on December 6, 1790. Philadelphia remained the capital until 1800, when many of the government buildings were completed in the chosen site, the District of Columbia on the Potomac River.

On page 12, the author mentions laudanum. Laudanum was used as a painkiller prior to the modern medical use of morphine. Laudanum and morphine are derived from opium.

**Active Instruction** 

(22 minutes)

Big Question

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

The Big Question: Think about the last time you had a cold. What were your symptoms? How long did the cold last? What treatment(s) did you use? Was the treatment effective?

Set the Stage

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

Think about the last time you had a cold. What were your symptoms? How long did the cold last? What treatment(s) did you use? Was the treatment effective?

(Answers will vary.) My symptoms were a runny nose, sneezing, and coughing. It lasted about a week. I took some cough medicine, but it didn't help too much.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Students identify the strategies that they use to prepare to read informational text.



Build background about disease.

3. Introduce the text, author, and reading objective.
4. Have teams discuss the strategies that they use when they first pick up a text. Use **Random Reporter** to share team responses.

For example, I scan the text to see if it is informational or literature; look for clues to predict the topic and the author's intent; figure out how the text is set up so I can choose a graphic organizer for notes.

- T:** The yellow fever epidemic of 1793
- I:** To inform the reader about the topic
- G:** T-chart, flowchart, outline, or other

Use **Think-Pair-Share** to ask:

What is an epidemic?

An epidemic is when a large number of people get the same disease.

Point out that the word *plague* also means an epidemic, but that in some instances *plague* refers to a specific disease—bubonic plague. Also point out that the word *pandemic* means a worldwide epidemic. Explain that *epidemic* and *plague* usually refer to highly contagious diseases with high mortality rates.

5. Have teams discuss what they know about the causes of diseases and use **Random Reporter** to share team responses.

Answers will vary.

Point out that some diseases are caused by germs, such as a cold, and some diseases are caused by body parts wearing out, such as arthritis, and that while some diseases are communicable, or “catching,” such as colds, diseases like arthritis or cancer are not communicable. Epidemics and plagues are communicable or contagious diseases.

Tell students that yellow fever was fairly common in colonial America and is still found in parts of South America and Africa.

Use **Think-Pair-Share** to ask:

Can you think of some examples of how diseases have affected the course of history?

Answers will vary. For example, when Europeans first came to the Americas, they brought their disease with them. The introduction of smallpox decimated the native peoples. Many Native American tribes were wiped out by this and other diseases brought from Europe because they had no immunity.

Other examples include:

- In the Middle Ages, the black death (bubonic plague) killed about a third of the world's population. This had a big effect on the economy. The people who survived saw an increase in their standard of living because there were so few survivors, they could demand higher wages.

Build background about Philadelphia, 1793.

- Malaria affects millions of people, especially children. Countries with large numbers of malaria cases usually have lower economic growth because the people have been weakened by malaria.
 - A disease of potatoes, the potato blight, caused many starving Irish to come to the U.S. and Canada in the mid-1800s.
 - According to Hans Zinsser in *Rats, Lice, and History*, “...soldiers have rarely won wars. They more often mop up after the barrage of epidemics. And typhus, with its brothers and sisters—plague, cholera, typhoid, and dysentery—has decided more campaigns than Caesar, Hannibal, Napoleon, and all the inspector generals of history.”
6. Point out that the events students will read about occurred in Philadelphia in 1793. Build background by including the following points as necessary for your students:
- It was the largest U.S. city in 1793.
 - It was the capital of the U.S. until 1800, when the capital was permanently located in the District of Columbia on the Potomac River.
 - Point out the location on a U.S. map and its relation to Washington, D.C., and your location.

Interactive Read Aloud

Refer students to page 1.

1. This cycle our reading objective is: Analyze events, and make cause-and-effect connections.

In this unit, you will analyze historical events for their cause-and-effect connections. Events don’t happen in isolation—events have causes and effects: events are caused by prior events and will affect future events. Human history is full of chains of causes and effects. Many events have more than one cause, and one event may have more than one effect. Reading about a disease and an epidemic will offer opportunities to use your reasoning skills and analyze cause-and-effect relationships.

2. Read page 1 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud
So what events has the author described? The author connects the hot weather to the loss of water in the rivers that reveals the mud banks. The hot weather and the loss of water impact the fish and plants, causing them to die and rot. The outcome of the dead fish and plants is the swarms of insects because the insects now have more to eat. I can analyze the events and, through reasoning, connect the causes and effects to track how one leads to another.

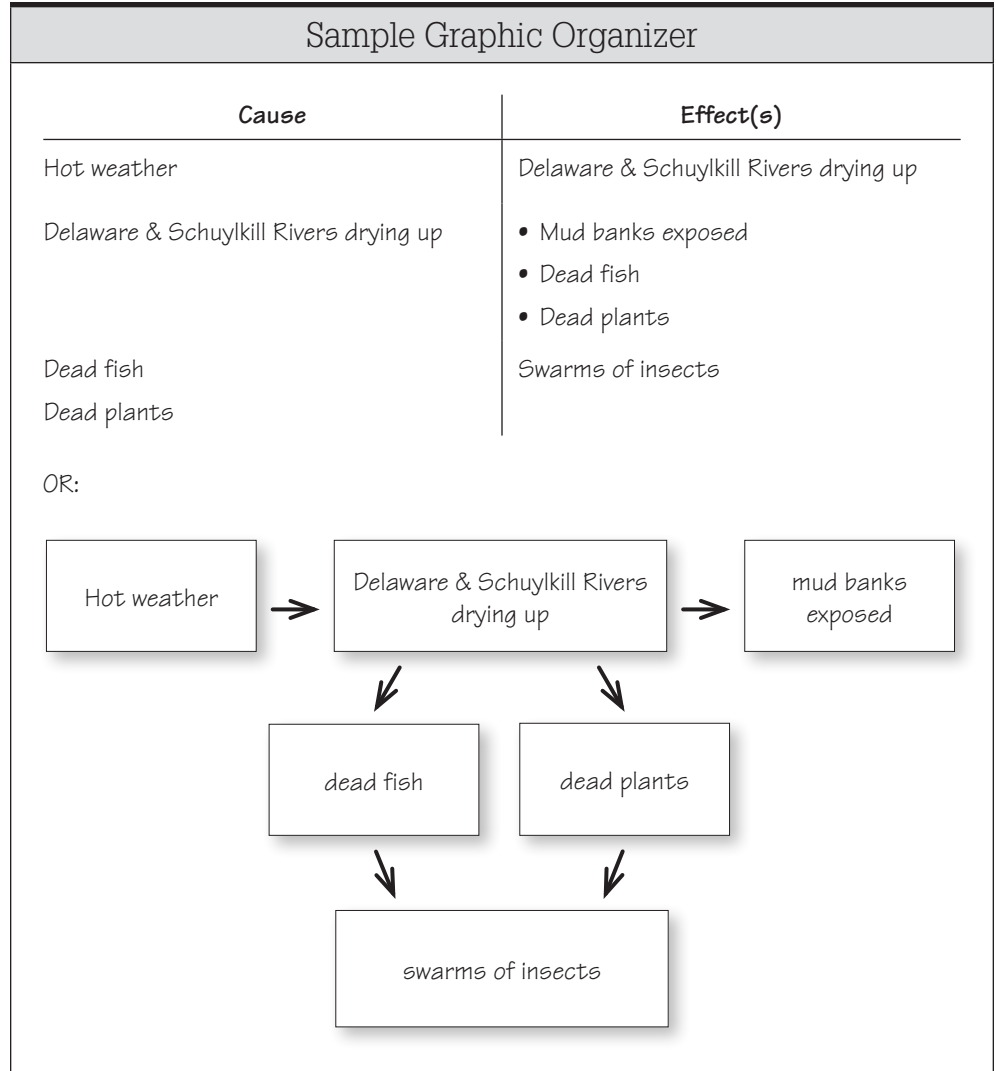
Teacher: Read aloud and think aloud to model the target skill or strategy use within the TIGRRS process.

Students: Actively listen.

3. Model using a graphic organizer to record information in the paragraph, pointing out that several types of graphic organizers will work with the information (two are shown below, a T-chart and a flowchart):

A sample graphic organizer follows.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.



Point out that the events in the paragraph make a cause-and-effect chain.

Read pages 1 (paragraph 2)–6 (ending at paragraph 1), stopping to focus students’ attention or ask questions as necessary.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 6 (paragraphs 1–3) and then identify cause-and-effect connections the people of Philadelphia made about disease. Use **Random Reporter** to debrief.

Many people thought that when there were a lot of pigeons, it caused more disease. Benjamin Rush thought that the heat and drought had a bad effect on the human body.

Use **Think-Pair-Share** to ask:

Do you think the number of pigeons really caused more disease? Why or why not?

No. I think people didn't know much about disease at this time, so they thought something was a cause simply because it happened at the same time as another event.

Point out that while it is important to identify cause-and-effect connections, it is also important to know when events aren't really connected by cause and effect—just because events follow one another doesn't mean they are causal. Provide a common example, such as:

- If rain was predicted yesterday, and I carried my umbrella, and it didn't rain, does that mean that carrying an umbrella will cause it not to rain?

Point out that many of the cause-and-effect connections people made in times past were not really causal, but that they did not have enough information to make the right cause-and-effect connections. Explain that having information and using logic, or reasoning skills, helps make appropriate cause-and-effect connections; this is the role of scientific experiments.

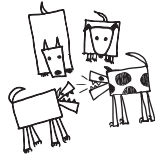
5. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect(s)
People thought that when there was an abundance of pigeons	more disease (not a real connection)
Dr. Rush thought heat & drought	bad effect on human body (not a real connection)

Partner pairs: Review, reread to clarify, and add to the graphic organizer.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: SR
pages 6 (paragraph 4)–17 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. SF
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. What is the cause-and-effect connection that Dr. Foulke makes in paragraph 1 on page 15? Explain why he makes this cause-and-effect connection. [RE] (Team Talk rubric)</p> <p><i>100 = Dr. Foulke thinks that the repulsive smell of the rotting coffee is causing the fevers. The people who died were near Ball’s Wharf. Doctors at this time still followed medical knowledge from 2,500 years ago—the Greek humoral theory that people got sick when their humors (phlegm, choler, bile, and blood) got out of balance. Any number of things was thought to cause imbalance in the humors, including bad smells. Rather than use science, doctors relied on old beliefs to find the “cause” of disease. People didn’t know about germs, so they identified causes based on old ideas.</i></p> <p><i>90 = Dr. Foulke thinks that the repulsive smell of the rotting coffee is causing the fevers. The people who died were near Ball’s Wharf. Doctors at this time still followed medical knowledge from 2,500 years ago—the Greek humoral theory that people got sick when their humors got out of balance. Any number of things was thought to cause imbalance in the humors, including bad smells.</i></p> <p><i>80 = Dr. Foulke thinks that the repulsive smell of the rotting coffee is causing the fevers.</i></p>

continued

Team Talk Questions *continued*

2. Why does Dr. Rush identify the fever as yellow fever? **(Write) [RE]** (Team Talk rubric)

100 = **According to the text**, Dr. Rush thinks the fever is yellow fever because of his experiences in 1762. There was an outbreak of yellow fever in Philadelphia in 1762. At the time, Dr. Rush was only sixteen, but he was studying under Dr. Redman, who would have treated yellow fever victims. Dr. Rush had seen the symptoms of yellow fever before, and the 1793 patients had the same symptoms, so he “boldly announced” that the fever Catherine LeMaigre had was yellow fever.

90 = Dr. Rush thinks the fever is yellow fever because of his experiences in 1762. There was an outbreak of yellow fever in Philadelphia in 1762. At the time, Dr. Rush was only sixteen, but he was studying under Dr. Redman, who would have treated yellow fever victims.

80 = Dr. Rush thinks the fever is yellow fever because of his experiences in 1762.

3. On page 17, how does the author establish a sense of desperation? **[AC, AP]** (Team Talk rubric)

100 = To give a sense of desperation, the author uses certain words and phrases, such as “deaths...at an alarming rate,” “meeting be canceled,” and “fever really so dangerous.” The author chooses **specific** words to give the reader a sense of the desperation the people must have felt.

90 = To give a sense of desperation, the author uses certain words and phrases, such as “deaths...at an alarming rate,” “meeting be canceled,” and “fever really so dangerous.”

80 = To give a sense of desperation, the author uses certain words and phrases.

4. Why does the author include quotes so frequently? Give an example, and explain what it tells you. **[AP, AC]** (Team Talk rubric)

100 = The author includes quotes to personalize the situation. This was a real event that **affected** real people. One example is on page 17: Dr. Rush says, “It not only mocks in most instances the power of medicine, but it has spread thro’ several parts of the city remote from the spot where it originated.” Dr. Rush is saying that the fever is mostly not helped by medicine and that it has spread to distant parts of the city already. I get an idea that he must be upset that people are dying and it is spreading. Having the quotes give me a window into the lives of the people in Philadelphia. I can see the events through their eyes.

90 = The author includes quotes to personalize the situation. This was a real event that acted on real people. One example is on page 17: Dr. Rush says, “It not only mocks in most instances the power of medicine, but it has spread thro’ several parts of the city remote from the spot where it originated.” Dr. Rush is saying that the fever is mostly not helped by medicine and that it has spread to distant parts of the city already. I get an idea that he must be upset that people are dying and it is spreading.

80 = The author includes quotes to personalize the situation.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(18 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

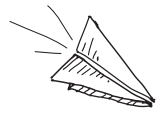
In today's reading, the author gives realistic depictions of people's responses to the epidemic, due to the many primary sources he consulted. People who could leave the city did. The governor left, but the mayor, a few stalwart individuals, and most of the poor stayed behind. The mayor tried to mount a response to the epidemic. Doctors disputed the cause of and the treatments for the epidemic. Everyone remaining in the city was scared.

In Set the Stage, discuss the meaning of the word *quarantine*. Following is background information to share in the discussion.

Quarantine comes from the Latin word *quadraginta*, meaning forty. Beginning in the fourteenth century, the port of Venice prevented the spread of disease by not allowing people or goods on ships from countries with plagues or epidemics to leave a ship for forty days.

- In the past, quarantine was a standard way of preventing the spread of disease, even if it didn't control the spread. Sick people were often restricted to their homes, and the houses were marked to warn others.
- Currently, *quarantine* is used to mean any period of isolation. Healthy people who may have been exposed to a contagious disease are quarantined in addition to sick people.
- The U.S. has twenty quarantine stations at border crossings and ports of entry. They are run by the Division of Global Migration and Quarantine of the CDC (Centers for Disease Control), which "is empowered to detain, medically examine, or conditionally release individuals and wildlife suspected of carrying a communicable disease" (www.cdc.gov/quarantine/HistoryQuarantine.html 6/27/12). The Division focuses on serious infectious diseases, such as yellow fever, cholera, tuberculosis, diphtheria, hemorrhagic viral diseases like Ebola, influenza, bubonic plague, smallpox, and SARS (severe acute respiratory syndrome).

Optional: To build background, show the video "Mosquito Life Cycle" to elaborate on the text on page 28. www.youtube.com/watch?v=wFfO7f8Vr9c (3 min. 11 sec.).



Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
malignant (adjective) page 1	ma-lig-nant (mah-LIG-nent)	dangerous, deadly	Kristen was overjoyed to find out that her mole was not <i>malignant</i> and the surgical spot would heal quickly.
putrefied (verb) page 3	pu-tre-fied (PUTE-rih-fighd)	decayed, rotted	My dog Spot dug up an old hot dog that had <i>putrefied</i> , and boy, did it smell bad!
infested (verb) page 25	in-fes-ted (in-FESS-tid)	overrun in amounts large enough to be dangerous	After a walk in the woods, my dog Spot was <i>infested</i> with ticks, so we had to remove them all.
exorbitant (adjective) page 52	ex-or-bi-tant (eg-ZOR-bih-tent)	excessive, extreme	Because the car cost an <i>exorbitant</i> amount of money, we chose a cheaper model.
admonished (verb) page 53	ad-mon-ished (ad-MAWN-ish-ed)	scolded, cautioned	The principal <i>admonished</i> the students to study hard.
transition (noun) page 65	tran-si-tion (tran-ZISH-un)	change	The <i>transition</i> from middle school to high school is exciting.

continued

Word	Pronunciation	Definition	Sample Sentence
magnitude (noun) page 68	mag-ni-tude (MAG-ni-tude)	immensity, significance	It is important not to downplay the <i>magnitude</i> of the election of a president of any country.
ingenuity (noun) page 72	in-ge-nu-i-ty (in-jih-NEW-ity)	skill, cleverness	Thomas Edison's <i>ingenuity</i> gave us many inventions, like the electric light bulb.

Review Vocabulary Vault.

- Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
- Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Set the Stage

- Ask students to review their team’s goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective. Refer students to today’s reading, pages 18–33 in *An American Plague*.
- Use **Think-Pair-Share** to ask:

Post and present the reading objective.

Refer students to pages 18–33 in the text.



Build background about the word *quarantine*.

What is the meaning of the word *quarantine*? How have you heard this word used?

To quarantine a person means to isolate him or her from others. I've heard about quarantining people when they come into a country if they have a contagious disease.

Point out that in the past, quarantine was a standard way of preventing the spread of disease. Sick people were often restricted to their homes. Their houses were marked to warn others to stay away. Provide any additional information about quarantine using the information in the Teacher Background section.

Build background about mosquito life cycle.

- (Optional) Show the video on the mosquito life cycle. Tell students to remember the life cycle when reading about the observations of “A.B.,” one of the primary sources quoted in the book.

Make Connections

Review the skill as necessary.

Teacher: Read aloud and think aloud to model target skill or strategy use within the TIGRRS process.

Students: Actively listen.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Interactive Read Aloud

1. Refer students to the reading objective.
2. Read pages 18–22 (ending at paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud

I can identify some cause-and-effect connections here. The stories in the newspapers alarmed citizens who then told other people. Everyone was talking about it, which caused more alarm and fear. The result was that people started leaving the city to get away from the disease.

3. Use **Think-Pair-Share** to ask:

How might the people leaving the city affect the city?

(Answers may vary.) If a lot of people left the city, businesses and government offices would close. People who worked in these offices who didn't leave would be out of a job and therefore without income. Without shops to go to, people who stayed in the city would not be able to get what they need. I would think it would have a devastating effect on the city.

4. Read pages 22 (paragraph 1) and 23 aloud, stopping to ask questions and make points as necessary.
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 24 and 25 (paragraph 1). Use **Think-Pair-Share** to ask:

Why does Mayor Clarkson stay?

The mayor stays because he knows he is the “symbolic head” of the city. If he leaves, people will really be scared. He also wants to help. One of the first things he does is to call a meeting of the College of Physicians to discuss what should be done.

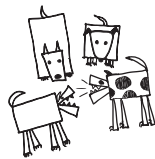
Use **Random Reporter** to debrief.

6. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect(s)
Newspapers publish stories about the disease	People get scared & many leave town, including those who were supposed to guard and clean the city
People saw others leaving	So they left too
People who could leave did	Most of those left behind were the poor
Some felt a sense of duty to city	They stayed
Mayor Clarkson felt he was “symbolic head” of city	He stayed
Mayor stayed	He started to organize response to epidemic



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 25 (paragraph 1)–33 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What were the two competing ideas about the cause of the fevers? Describe the treatments recommended by the proponents of each idea. **[MI]**
(Team Talk rubric)

100 = *Dr. Rush proposed one idea that the fevers were, **in fact**, yellow fever. He felt that the fevers were locally caused by the bad air in Philadelphia. He thought that things like the rotting coffee and the smells from dirty streets could be corrected, even though the summer heat and humidity couldn't be controlled. People could also carry strong-smelling substances like vinegar. Dr. Currie and others thought the fevers weren't yellow fever, but came from the West Indies and were spread by close contact with a sick person. He wanted to quarantine the sick. Because little was really known about disease at this time, doctors often had different ideas about what diseases were and how to treat them.*

90 = *Dr. Rush proposed one idea that the fevers were yellow fever. He felt that the fevers were locally caused by the bad air in Philadelphia. He thought that things like the rotting coffee and the smells from dirty streets could be corrected, even though the summer heat and humidity couldn't be controlled. People could also carry strong-smelling substances like vinegar. Dr. Currie and others thought the fevers weren't yellow fever, but came from the West Indies and were spread by close contact with a sick person. He wanted to quarantine the sick.*

80 = *Dr. Rush proposed one idea that the fevers were yellow fever. Dr. Currie and others thought the fevers weren't yellow fever, but came from the West Indies and were spread by close contact with a sick person.*

2. What effect did the illness have on those who were still healthy? **[RE]**
(Team Talk rubric)

100 = *The behavior of healthy people was **affected** by the **presence** of fever in Philadelphia. People stayed home. When they did go out, they used vinegar, camphor, garlic, or cigar smoke to keep the illness away. People walked in the middle of the streets and **avoided** funerals so they wouldn't be near those with fever. People avoided their friends. **The fear of disease changed people's behavior.***

90 = *Healthy people acted differently because of the fever in Philadelphia. People stayed home. When they did go out, they used vinegar, camphor, garlic, or cigar smoke to keep the illness away. People walked in the middle of the streets and stayed away from funerals so they wouldn't be near those with fever. People stayed away from their friends.*

80 = *Healthy people acted differently because of the fever in Philadelphia.*

continued

Team Talk Questions *continued*

3. What effect did not having true knowledge about the cause of yellow fever have on its treatments? Were the treatments effective? How do you know? **(Write)** **[RE]** (Team Talk rubric)

*100 = Because no one knew what really caused yellow fever, people were willing to try many things to **avoid** getting it or to try curing it. None of these treatments were effective because people continued to die from the fever. Some of the treatments included spreading two inches of fresh dirt in homes, to be changed every day, taking warm baths, inhaling black pepper, using a strong vinegar solution (vinegar of the four thieves), using Peruvian bark, and other mixtures of substances. When people don't have a real answer and are scared, they will try **various techniques** in the hope that something will work.*

90 = Because no one knew what really caused yellow fever, people were willing to try many things to keep from getting it or to try curing it. None of these treatments were effective because people continued to die from the fever. Some of the treatments included spreading two inches of fresh dirt in homes, to be changed every day, taking warm baths, inhaling black pepper, using a strong vinegar solution (vinegar of the four thieves), using Peruvian bark, and other mixtures of substances.

80 = People were willing to try many things to keep from getting it or to try curing it. None of these treatments were effective because people continued to die from the fever.

4. Why do you think quack doctors are willing to take advantage of people? See the picture on page 32. **[RE]** (Team Talk rubric)

*100 = Quack doctors will sell their "cures" to people, and people will buy them because they are afraid they will get sick and die. Fearful people can do some strange things that they might not do under other **circumstances**. **Unfortunately**, in a crisis, some will see that they can make money from the situation and will take advantage of people.*

90 = Quack doctors will sell their "cures" to people, and people will buy them because they are afraid they will get sick and die. Fearful people can do some strange things that they might not do under other situations.

80 = Quack doctors will sell their "cures" to people, and people will buy them because they are afraid they will get sick and die.

5. The vocabulary word *malignant* comes from the Latin word root *mal*, meaning bad. What do you think the word *malformed* means? **[CV]**

Malformed means badly formed or misshaped.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

Cue students to discuss strategy use, graphic organizers, and word power journals.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show the video “Fluency.”

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

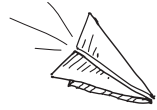
Word	Pronunciation	Definition	Sample Sentence
malignant (adjective) page 1	ma-lig-nant (mah-LIG-nent)	dangerous, deadly	Kristen was overjoyed to find out that her mole was not <i>malignant</i> and the surgical spot would heal quickly.
putrefied (verb) page 3	pu-tre-fied (PUTE-rih-fighd)	decayed, rotted	My dog Spot dug up an old hot dog that had <i>putrefied</i> , and boy, did it smell bad!
infested (verb) page 25	in-fes-ted (in-FESS-tid)	overrun in amounts large enough to be dangerous	After a walk in the woods, my dog Spot was <i>infested</i> with ticks, so we had to remove them all.
exorbitant (adjective) page 52	ex-or-bi-tant (eg-ZOR-bih-tent)	excessive, extreme	Because the car cost an <i>exorbitant</i> amount of money, we chose a cheaper model.
admonished (verb) page 53	ad-mon-ished (ad-MAWN-ish-ed)	scolded, cautioned	The principal <i>admonished</i> the students to study hard.
transition (noun) page 65	tran-si-tion (tran-ZISH-un)	change	The <i>transition</i> from middle school to high school is exciting.
magnitude (noun) page 68	mag-ni-tude (MAG-ni-tude)	immensity, significance	It is important not to downplay the <i>magnitude</i> of the election of a president of any country.
ingenuity (noun) page 72	in-ge-nu-i-ty (in-jih-NEW-ity)	skill, cleverness	Thomas Edison's <i>ingenuity</i> gave us many inventions, like the electric light bulb.

Lesson 3

Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

In today’s reading, the situation worsens. The Pennsylvania state government, including the governor, leaves town. The governor turns over the problem of the epidemic to the mayor, but provides no power or support to do anything. Farmers stop bringing in food. The number of destitute ill increase, filling the almshouses and taking over two other places, but their care is terrible. The federal government begins to shut down, and George Washington prepares to leave, creating a constitutional crisis. The mayor seeks and receives help from the Free African Society.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.

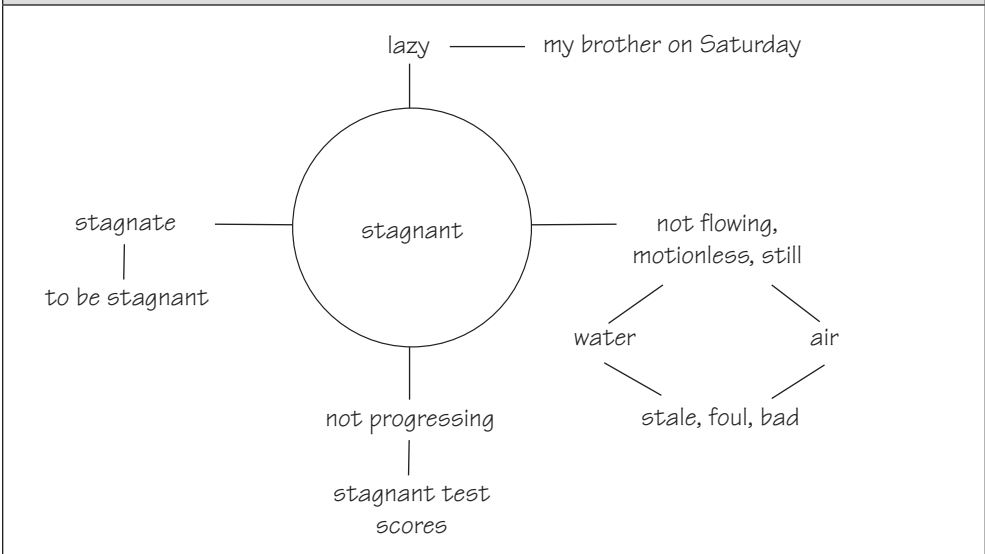


Model exploring a word in the word power journal.

Sample Think Aloud

On page 25, I had to clarify the word *stagnant*. If I keep reading to the end of the paragraph, I think the context is telling me that the air is not moving—it is “oppressive.” Maybe *stagnant* has something to do with moving. I have heard it in “stagnant water.” I get the impression that it is not something good. (Model looking up the word in the dictionary.) The dictionary says that it means not moving or not flowing. Water that is stagnant is stale or foul from being still. Other definitions include not progressing or advancing and lazy. So other things can be stagnant, such as the economy when it doesn’t move or my brother on Saturday afternoons when he doesn’t move from the sofa. I also see a related word in the dictionary—*stagnate*, which also refers to being motionless or not flowing.

Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

Teams review their cycle goal.

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 35–40 (paragraph 3) in *An American Plague*.

Post and present the reading objective.

Refer students to pages 35–50 (paragraph 3) in the text.

Teacher: Read aloud.
Students: Practice the skill or strategy.



Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Interactive Read Aloud

1. Read pages 35–38 (paragraph 3) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What is the significance of the first sentence in paragraph 3 on page 38?

The first sentence alerts you to a new effect of the epidemic.

What is the significance of the rest of the paragraph?

The rest of the paragraph explains the new effect—its impact on the city and the people. Farmers refuse to bring food to the city, so the price of food goes way up.

2. Read pages 38 (paragraph 4)–40 (ending at paragraph 1) aloud, stopping to make points and ask questions as necessary.
3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 40 (paragraphs 1 and 2), and have them analyze paragraph 2 for the significant sentence that sets up the cause-and-effect connection.

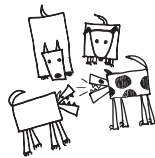
The significance of the first sentence is that it identifies a cause-and-effect connection. The word so in the second part of the sentence tells me that what follows is the effect. The rest of the paragraph supplies additional details about the effect. The effect was that the seriously sick were to be taken to Bush Hill.

Use **Random Reporter** to debrief.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer	
Cause	Effect(s)
Doorkeeper at state house gets sick & dies	<ul style="list-style-type: none"> -Legislators get nervous -Rush through their business -Leave town
Governor leaves town	Hands problem over to mayor but doesn't provide support
Many leave town	<ul style="list-style-type: none"> -Few guards to guard -Less street cleaning done -No one to bury the dead arriving on ships
Many farmers refuse to bring food	Price of food goes way up
Many poor are ill	<ul style="list-style-type: none"> -Almshouses fill up -Need for more places -Seize Ricketts' Circus & a mansion outside of town—Bush Hill -But they receive poor or no care



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 40 (paragraph 3)–50 (paragraph 3) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

Cue students to use their student routines for strategy use and Team Talk discussion.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions	
<p>1. What was the immediate effect of moving sick patients to Bush Hill? [RE] (Team Talk rubric)</p>	<p><i>100 = The immediate effect was getting patients away from residential areas; Bush Hill was more isolated. The immediate effect for the patients was not much of a change. The Guardians who were supposed to take care of them either left town or fell ill themselves and died. Only one volunteer, Charles Caldwell, responded to help. Of the four doctors who were supposed to deliver patient care, two fell sick and the other two only showed up "every so often." In spite of good intentions, the care at Bush Hill fell short of the needs of the patients.</i></p> <p><i>90 = The immediate effect was getting patients away from residential areas; Bush Hill was more isolated. The immediate effect for the patients was not much of a change. The Guardians who were supposed to take care of them either left town or fell ill themselves and died. Only one volunteer, Charles Caldwell, responded to help. Of the four doctors who were supposed to deliver patient care, two fell sick and the other two only showed up "every so often."</i></p> <p><i>80 = It was getting patients away from residential areas; Bush Hill was more isolated.</i></p>
<p>2. How did the epidemic affect local, state, and national government? [RE] (Team Talk rubric)</p>	<p><i>100 = The yellow fever epidemic virtually shut down local, state, and national government. Many government workers fell sick or left the city. The president told remaining department heads to move to Germantown, five miles outside of Philadelphia. With so many sick and absent government workers, government offices either shut down completely or severely cut back on their work.</i></p> <p><i>90 = The yellow fever epidemic almost completely shut down local, state, and national governments. Many government workers fell sick or left the city. The president told remaining department heads to move to Germantown, five miles outside of Philadelphia.</i></p> <p><i>80 = It almost completely shut down local, state, and national governments.</i></p>

continued

Team Talk Questions *continued*

3. See paragraph 1 on page 44. Which sentence states the basic cause and effect in this paragraph? Explain your answer. What was the potential harm to the nation? **(Write) [RE, SA]** (Team Talk rubric)

100 = *The first sentence gives the basic cause and effect: Washington left Philadelphia, which started a constitutional crisis. The rest of the paragraph provides the details. Jefferson, Madison, and others felt that the president couldn't convene Congress outside of Philadelphia. Without Congress to act on funding, operations of the **federal** government would cease. The potential harm is that the United States would fall apart. The yellow fever epidemic caused a chain of effects that could have ended the country.*

90 = *The first sentence gives the basic cause and effect: Washington left Philadelphia, which started a constitutional crisis. The rest of the paragraph provides the details. Jefferson, Madison, and others felt that the president couldn't convene Congress outside of Philadelphia. Without Congress to act on funding, operations of the national government would cease. The potential harm is that the United States would fall apart.*

80 = *The first sentence gives the basic cause and effect. The rest of the paragraph provides the details. The potential harm is that the United States would fall apart.*

4. Why did the Free African Society agree to Dr. Rush's request? **[RE]** (Team Talk rubric)

100 = *The Free African Society agreed to help with the epidemic because they were religious and felt they had a duty to help, even though many whites at the time did not treat them very well. Absalom Jones and Richard Allen were elders of the Society and wrote, "[We were] sensible that it was our duty to do all the good we could to our fellow mortals." Many people felt an obligation to **assist** the sick.*

90 = *The Free African Society agreed to help with the epidemic because they were religious and felt they had a duty to help, even though many whites at the time did not treat them very well. Absalom Jones and Richard Allen were elders of the Society and wrote, "[We were] sensible that it was our duty to do all the good we could to our fellow mortals."*

80 = *The Free African Society agreed to help with the epidemic because they were religious and felt they had a duty to help.*

5. What is an example of something that is putrefied? **[CV]**

An example of something that is putrefied is the old, rotten lettuce I found in the refrigerator.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

Cue students to discuss strategy use, graphic organizers, and word power journals.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

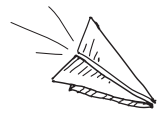
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

In today's reading, we learn that the Free African Society is the only group that volunteers to help. Society members act as nurses and carters, and provide much assistance. There is controversy over how they are being paid. Some Society members get sick themselves. The author also describes some of the standard treatments of the day, such as bloodletting. Dr. Rush falls ill and takes his own cure; he survives, and many of those he treats with his "cure" also survive.



Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Make Connections

Refer students to pages 50 (paragraph 4)–65 in the text.

Build background about purges.

Teacher: Read aloud.



Students: Practice the skill or strategy.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

4. Refer students to today's reading, pages 50 (paragraph 4)–65 in *An American Plague*.

Point out that one of the medical treatments used at the time was a *purge*. Explain that purges were frequently used to cause vomiting and to clean out the colon (large intestine) and were used for just about any medical condition.

Interactive Read Aloud

1. Read pages 50 (paragraph 4) and 51 (paragraph 4) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What was the effect of yellow fever on the economy?

Because of the epidemic, food, goods, and services were in short supply, so prices rose. The poor couldn't afford things.

Point out that there is almost an infinite set of cause-and-effect connections in society, some of which cannot be easily predicted, such as the epidemic causing the price of food to go up.

2. Read pages 51 (paragraph 5)–53 aloud, stopping to ask questions and make points as necessary.
3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 54 and 55 and identify how the Society responded during the crisis.

(Answers may vary.) They nursed the sick, transported the ill and dead, bought lumber, and built coffins. They did whatever was needed.

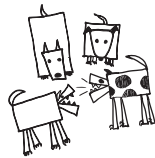
Use **Random Reporter** to debrief.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect(s)
Free African Society members visited fever victims	<ul style="list-style-type: none"> -Were deeply affected by the conditions people were in -Were the only group to volunteer to help -Provided nursing care
Few nurses available	<ul style="list-style-type: none"> -People competed for care by offering more money -Drove up costs
People complained to Mayor	<ul style="list-style-type: none"> -Investigated & found real reason: people outbidding each other -Mayor gives statement of support to nurses
Free African Society members took over major part of care	<ul style="list-style-type: none"> -Went to homes to care for isolated patients -Took people to Bush Hill -Took the dead to graveyards



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 57–65 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

Cue students to use their student routines for strategy use and Team Talk discussion.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions	
<p>1. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes?</p> <p><i>(Answers will vary.) I reread paragraphs 2 and 3 on page 15 to understand the medical beliefs of the time. What is described doesn't make sense to me—that there were four "humors." I know about blood and bile, but what are cholera and phlegm? How do you balance the humors? I think the doctors in 1793 had no other "evidence" to explain disease, so they relied on the old ideas that they knew.</i></p>	
<p>2. How does the author create a sense of desperation in paragraph 1 on page 59? Explain why the author wants to create this mood. [AC, AP] (Team Talk rubric)</p> <p><i>100 = The author creates a sense of desperation with specific words and phrases, such as "alarming," "if his cure failed to save him," "all hope would vanish," and "the fever would march on unobstructed." The author creates this mood so the reader can see the importance of this event during the epidemic and understand how the people of Philadelphia felt. Authors use specific words and phrases to create specific moods in the text.</i></p> <p><i>90 = He chooses words and phrases to make a sense of desperation, such as "alarming," "if his cure failed to save him," "all hope would vanish," and "the fever would march on unobstructed." The author creates this mood so the reader can see the importance of this event during the epidemic and understand how the people of Philadelphia felt.</i></p> <p><i>80 = He chooses words and phrases to make a sense of desperation.</i></p>	
<p>3. What is the sequence of cause and effect that led to using bloodletting to cure headaches? Identify what you think is a problem with this sequence. (Write) [RE] (Team Talk rubric)</p> <p><i>100 = Doctors let blood from people who had headaches. Then the headaches went away. The doctors linked the cause and effect—bloodletting cures headaches. The problem with this linking of cause and effect is that if nothing had been done to the patient, the headache would have gone away by itself. The only connection between bloodletting and curing headaches is coincidence. Doctors at the time did not keep good records and did not have experimental evidence for their cures; they relied on ideas that were 2,500 years old.</i></p> <p><i>90 = Doctors let blood from people who had headaches. Then the headaches went away. The doctors linked the cause and effect—bloodletting cures headaches. The problem with this linking of cause and effect is that if nothing had been done to the patient, the headache would have gone away anyway. The only connection between bloodletting and curing headaches is coincidence.</i></p> <p><i>80 = Doctors let blood from people who had headaches. Then the headaches went away. The doctors linked the cause and effect—bloodletting cures headaches.</i></p>	

continued

Team Talk Questions *continued*

4. Write a summary of the text you read today. **[MI]** (Summary rubric)

100 = Dr. Rush catches yellow fever, but continues to work. He spends time trying various things to cure the fever. He thinks he finds a cure using a special purge and bloodletting. Other doctors disagree with his strong cure, but Rush persists and many of his patients do recover. Rush takes his own cure and recovers. So many people want his cure that he has to train others to do the bloodletting. His reputation grows.

90 = Dr. Rush catches yellow fever, but continues to work. He spends time trying different things to cure the fever. He thinks he finds a cure using a special purge and bloodletting. Rush takes his own cure and recovers. So many people want his cure that he has to train others to do the bloodletting.

80 = Dr. Rush catches yellow fever, but continues to work. He spends time trying different things to cure the fever. Rush takes his own cure and recovers. So many people want his cure that he has to train others to do the bloodletting.

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: If I use my ingenuity, I'm sure I can come up with a plan to surprise my parents on their anniversary.

Cue students to discuss strategy use, graphic organizers, and word power journals.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

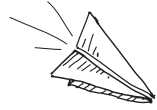
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use evidence from informational text to support analysis of causes and effects.

Teacher Background

Today's writing activity asks students to identify cause-and-effect connections in relation to a specific historical event.



Active Instruction tp

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that the author uses cause-and-effect connections to explain the sequence of historical events surrounding a specific episode in our history. Point out that history can be seen as a very long chain of cause-and-effect connections and that some of the effects of past historical events can still be seen today.

- Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.



Writing Prompt
Use the information from chapter 4 (pages 62–64) to show the cause-and-effect sequence of events surrounding the constitutional crisis.

Use **Think-Pair-Share** to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

The prompt is asking me to explain ideas and information. I know because the prompt says “to show.”

Students identify the purpose for writing.

- Refer students to the following writer’s guide in their student editions. Point out that the writer’s guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

Refer students to the appropriate writer’s guide in their student editions.

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> Clearly introduce the topic. Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> Begin by introducing the topic. In the middle, provide facts, examples, or events that help a reader understand the information. End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

Which guidelines relate to our writing objective: use evidence from informational text to support analysis of causes and effects?

The guidelines for Ideas, develop the topic with relevant details, and Style, include details or examples that help a reader make a mind movie, relate to the writing objective.

- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

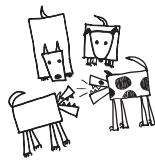
Model planning using a graphic organizer.

Model a Skill

Tell students that you will use information in the text to show the sequence of cause-and-effect connections that led to the closing down of the state government. Use a T-chart to outline the sequence of causes and effects:

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect(s)
Fear of epidemic	-Less than half of the PA state legislature show up to do the state's business on Aug. 27
Doorkeeper of statehouse dies of fever	-Legislators really scared
Senate Speaker asks advice of Dr. Rush	Dr. Rush says stay away from infected people & places
Dr. Rush's advice scares legislators	-Legislators rush through their business -They leave town along with the governor -State government essentially shut down



Teamwork 

(20 minutes)

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing to inform or explain and the writing objective—use evidence from informational text to support analysis of causes and effects.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer include facts and examples of cause-and-effect connections to help a reader understand the information?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

Did you find it easy or difficult to include the cause-and-effect sequence in your writing? What words did you use to make the cause-and-effect connections?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Writing Prompt

Use the information from chapter 4 (pages 62–64) to show the cause-and-effect sequence of events surrounding the constitutional crisis.

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none">• Clearly introduce the topic.• Develop the topic with relevant details.
Organization	<ul style="list-style-type: none">• Begin by introducing the topic.• In the middle, provide facts, examples, or events that help a reader understand the information.• End with a closing statement that supports the information.
Style	<ul style="list-style-type: none">• Use words and phrases that help a reader understand how the facts or events are related.• Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none">• Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

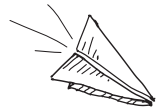
Reading Objective: Analyze events, and make cause-and-effect connections.

Writing Objective: Use evidence from informational text to support analysis of causes and effects.

Teacher Background

Today's cycle test challenges students to Analyze events, and make cause-and-effect connections.

In today's reading, with the city on the verge of collapse, Mayor Clarkson forms a special committee to take over managing the epidemic. Composed mostly of regular citizens and a few wealthy people, the committee's dedication and organization begin to turn the tide.



Active Instruction

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing analyzing events and making cause-and-effect connections and using evidence from informational text to support analysis of causes and effects. Use **Think-Pair-Share** to ask:

How do you find cause-and-effect connections?

(Answers may vary.) I examine the events in the text and use my reasoning to see if they might be connected. Because the text is about the course of an epidemic at a particular time and place, it is easier to see the cause-and-effect connections.

Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #2 and #4 ask about analyzing events and making cause-and-effect connections.
4. Ask students to identify key words or phrases in question #4.

4. In paragraph 1 on page 71, which sentence is important to the understanding of cause and effect? **[RE]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

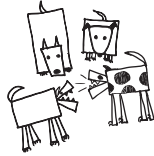
Today you will read more about the epidemic in Philadelphia.



Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



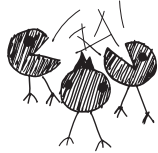
Teamwork tp

(10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

What can dedication and organization accomplish?

When people are dedicated and organized, they can accomplish a lot. Bush Hill was turned around with the guidance of only two individuals—Peter Helm and Stephen Girard.

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Cycle 1 Test

Make Connections

Directions: Read *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*, pages 67–73. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The work done by Mayor Clarkson’s special committee.

What is the author’s intent?

5 points = To relate the next series of events in the course of the epidemic and their effects.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = When the Guardians fail and the work overwhelms the Free African Society, Mayor Clarkson forms a special committee of citizens to take on managing the epidemic. They borrow money and divide up tasks. They organize various aspects of the epidemic, such as what to do with orphans, getting food, transporting the sick to Bush Hill, and Bush Hill itself. Peter Helm and Stephen Girard take over Bush Hill to make it a better place.

2. Discuss two specific effects of the yellow fever epidemic of 1793 from chapters 1–6. **[RE]**

(Answers will vary.)

20 points = The large number of people who died illustrates the terrible effect yellow fever had in 1793. The first death was an unknown sailor, but when the epidemic spread, some whole families were killed. Another effect is that many of the people who could leave Philadelphia, including many government officials like President Washington, left. This caused most of the local, state, and federal governments to shut down. It also left behind many poor who either could not afford to leave or had nowhere to go, so the poor felt the brunt of the disease. The flight almost caused a constitutional crisis. The epidemic of 1793 had many wide-ranging effects, from the death of individuals to the recess of government.

15 points = The obvious effect of yellow fever is the number of people who died. The first death was an unknown sailor, but when the epidemic spread, some whole families were killed. Another effect is that many of the people who could leave Philadelphia, including many government officials like President Washington, left. This

caused most of the local, state, and federal governments to shut down. It also left behind many poor who either could not afford to leave or had nowhere to go, so the poor felt the brunt of the disease. The flight almost caused a constitutional crisis.

10 points = The obvious effect of yellow fever is the number of people who died. Another effect is that many of the people who could leave Philadelphia, including many government officials like President Washington, left.

3. What support does the author give for his statement that Israel “outshine[d] the rest in the range of activities he assumed”?

*20 points = The author includes a description of the types of activities Israel did. For example, he helped set up a home for children orphaned by the epidemic, he **investigated** burial procedures when there were complaints about the foul smells, he arranged to have grain at Bush Hill harvested, and he headed the Committee of Distribution for distributing supplies to needy families. He **also** talked to the angry owner of Bush Hill and arranged for the almshouse to take in more paupers. The mayor was very lucky to have had Israel working for him. Many important tasks were organized and completed because of the work done by Israel.*

15 points = The author includes a description of the types of activities Israel did. He helped set up a home for children orphaned by the epidemic, he studied burial procedures when there were complaints about the foul smells, he arranged to have grain at Bush Hill harvested, and he headed the Committee of Distribution for distributing supplies to needy families. He talked to the angry owner of Bush Hill and arranged for the almshouse to take in more paupers.

10 points = The author includes a description of the types of activities Israel did.

4. In paragraph 1 on page 71, which sentence is important to the understanding of cause and effect? **[RE]**

*20 points = The second sentence is important to understanding cause and effect in this paragraph. The first sentence sets up the situation, and the last sentence uses a **primary** source to support the cause-and-effect connection. Careful reading leads you to see the correct cause-and-effect connections.*

15 points = The second sentence is important to understand cause and effect in this paragraph. The first sentence sets up the situation, and the last sentence uses a source to support the cause-and-effect connection.

10 points = The second sentence is important to understand cause and effect.

5. What is the significance of the work of Peter Helm and Stephen Girard? **[RE]**

*20 points = The work of Helm and Girard was **extremely** important because they volunteered to take on the management of Bush Hill, which had been in a bad state with many patients uncared for. Both Helm and Girard were dedicated and tireless workers with a strong sense of organization. Helm organized services outside the mansion; Girard organized inside the mansion. Under their leadership, management was more efficient, patients got better care, and needed supplies were made available. If it hadn't been for these two men, many more people might have died.*

15 points = The work of Helm and Girard was very important because they volunteered to take on the management of Bush Hill, which had been in a bad state with many patients uncared for. Both Helm and Girard were dedicated and tireless workers with a strong sense of organization. Helm organized services outside the mansion; Girard organized inside the mansion. Under their leadership, management was more efficient, patients got better care, and needed supplies were made available.

10 points = The work of Helm and Girard was very important because they volunteered to take on the management of Bush Hill, which had been in a bad state with many patients uncared for.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Use information from chapter 7 (pages 67–73) to show the cause-and-effect sequence of events surrounding Clarkson’s committee.

In the middle of September, Mayor Clarkson, faced with the possible collapse of the city, formed a committee of middle class and a few wealthy citizens to take over governing duties. Most of the regular government offices were either closed or unable to deal with the epidemic. Although Clarkson chose twenty-six committee members, only twelve were able to carry out their duties. The committee was very effective; it borrowed money for needed supplies, divided the duties among the members, and went to work. One member, Israel Israel, took on a variety of tasks, from caring for orphans to organizing the distribution of supplies. Two other members, Peter Helm and Stephen Girard, volunteered to take over Bush Hill. They were able to organize the management of Bush Hill and kept it running through the epidemic, even as the death rate climbed. The epidemic caused Clarkson to set up the citizen committee, and the committee had wide-ranging effects throughout Philadelphia.

The following guide is used to score part II of the cycle test.

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Use evidence from informational text to support analysis of causes and effects. 	0–15 pts.

Part III. Vocabulary (100 points)

1. The vocabulary word *transition* comes from the Latin word root *trans*, meaning across or beyond. How does the meaning of *trans* relate to the meaning of *transition*? **[CV]**

The word transition means to change. To change could mean to go across, as in change position. So the root trans relates to transition.

2. Which of the following is NOT an example of something that is *exorbitant*? Explain why. **[CV]**
- A. the price of penny candy
 - B. the price of diamonds
 - C. a fancy dinner
 - D. an expensive car

Penny candy costs a penny; this is very little money. The other answer choices cost a lot of money—beyond what most people would normally spend.

3. Write a meaningful sentence using the word *admonished*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: My mom admonished me to stand up straight.

4. The vocabulary word *magnitude* comes from the Latin word root *magn*, meaning great or big. How does the meaning of *magn* relate to the meaning of *magnitude*? **[CV]**

The word magnitude means greatness, and the root means great. So the root magn relates directly to magnitude.

5. What is a synonym for the word *malignant*? What is an antonym for the word *malignant*? **[CV]**

(Accept reasonable responses.) A synonym for malignant is harmful. An antonym for malignant is benign.

6. Write a meaningful sentence using the word *infested*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Because there is nothing that kills it, the valley has become infested with kudzu vine that grows over everything.

7. What is a synonym for the word *putrefied*? What is an antonym for the word *putrefied*? **[CV]**

(Accept reasonable responses.) A synonym for putrefied is spoiled. An antonym for putrefied is fresh or unspoiled.

8. Which of the following is an example of something that shows ingenuity? Explain why. **[CV]**

- A. solving a problem
- B. copying a paragraph
- C. sitting still
- D. reading a sentence

Ingenuity is being clever or having skill. To solve a problem, you need to be clever or have problem-solving skills.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

We clarified the word amass. From the context, amass means to get. Terry wants to amass a large baseball card collection.

10. As used in the sentence “Even those who were initially hesitant about leaving read the list and joined the exodus,” *exodus* most nearly means— **[CV]**

- A. hospital.
- B. departure.
- C. army.
- D. committee.

Explain how you figured out the meaning of *exodus*.

Students will explain their thinking. For example, I used the context. The passage talks about people leaving Philadelphia “in droves,” so exodus must mean departure.

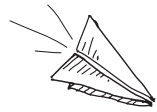
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author’s craft; literary devices

Lesson 7

Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



Active Instruction tp

(20 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

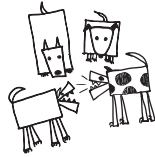
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



Class Discussion tp

(15 minutes)

Team responses
and feedback



Teams report on their
review of the texts and Read
and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

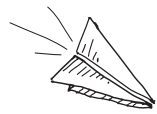
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



Active Instruction tp

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

How will use of this skill improve your success in other classes?

Cycle 2:

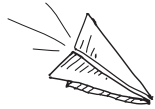
Make
Connections

Lesson 1

Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

In today's reading, Bush Hill becomes a much better place and the committee's work helps calm the citizens. However, people are still dying and being taken advantage of. Surrounding areas try to keep sick people, mail, and other goods from infecting their areas, sometimes using extreme measures.

**Active Instruction** tp

(22 minutes)

Big Question

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

The Big Question: Many people, including government officials, left Philadelphia during the epidemic, but some stayed and helped the sick. What do you think it is about people that caused them to flee or stay and help? What would you have done?

Set the Stage tp

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

Many people, including government officials, left Philadelphia during the epidemic, but some stayed and helped the sick. What do you think it is about people that caused them to flee or stay and help? What would you have done?

(Answers may vary.) I think people who have courage and a sense of compassion would stay and help. Many of the people who stayed were religious. But many of the people that fled took their families, so they were protecting them.

What would you have done?

(Answers will vary.) If I had children, I would have left the city so they wouldn't get sick.

Can you think of other people who expose themselves to risk to help others?

(Answers may vary.) Policemen, firemen, and soldiers take risks to help others.

Students write responses to the Big Question.

Discuss the Big Question.



What would society be like if no one took risks to help?

(Answers may vary.) If no one was willing to take risks, more people would die. I think society would be a very poor place if people did not help each other in times of need.

- 2. Use **Think-Pair-Share** to ask:

Who are “first responders” today?

Firemen, EMTs, policemen.

Point out that hospitals, fire departments, and police departments periodically run “disaster drills” where they practice responding to a major crisis, such as an earthquake, major fire, or disease outbreak, to keep up their skills in dealing with crisis situations. (If you know of a local disaster drill, discuss it with students. In some situations, volunteers are needed to be “victims.”)

- 3. Ask students to review their team’s goal for this cycle and assess their progress.
- 4. Review the Team Celebration Points poster, and challenge teams to build on their successes.
- 5. Remind students of the text, author, and reading objective.

Interactive Read Aloud

- 1. Refer to the reading objective, and review the skill if necessary.
- 2. Read pages 74 and 75 (paragraph 3) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What effect did Helm and Girard have on Bush Hill?

Within days of taking charge, Bush Hill began to improve, and with the addition of a new doctor, Dr. Devèze, it became a beacon of hope, so much so that sick people wanted to be taken there.

Read pages 75 (paragraph 4) and 76 (paragraph 1) aloud, stopping to make points or ask questions as necessary.

- 3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 79 and 80, and use **Think-Pair-Share** to ask:

How did the work of the committee affect the public’s attitude?

The work of the committee calmed the public. People had more confidence in Bush Hill.

Use **Random Reporter** to debrief.

- 4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 74–89 in the text.

Teacher: Read aloud.

Students: Practice the skill or strategy.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

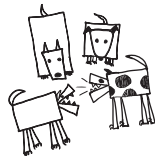


Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect(s)
<i>citizen committee & subcommittees were working smoothly to solve all kinds of problems</i>	<i>people's panic about the fever lessened</i>
<i>Still numerous fever deaths</i>	<i>-people shunned each other on the streets to avoid catching the disease -people shuttered their houses -red flags posted on houses that had fever -many homes empty</i>
<i>lamplighters weren't working (left, sick, or died)</i>	<i>streets dark</i>
<i>terrible conditions in city</i>	<i>Rev. Helmuth to believe that it was because the city was sinful and the fever was God's judgment</i>



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 81–89 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions
<p>1. What does the fact that the people knew that cold weather "had always been fatal to the infection" tell you about the possible cause or source of the yellow fever? [DC, SA] (Team Talk rubric) (Answers may vary.)</p> <p><i>100 = This clue tells me that maybe the yellow fever came from insects. The author makes a point in the beginning of the book about the hot, humid weather, dead fish and plants, and the swarms of insects, especially mosquitoes. When cold weather comes, the cold temperatures kill the insects, and the spread of yellow fever stops. If people had studied the situation carefully and made complete observations, they might have figured out that insects were the cause or source of yellow fever.</i></p> <p><i>90 = This clue tells me that maybe the yellow fever came from insects. The author makes a point in the beginning of the book about the hot, humid weather, dead fish and plants, and the swarms of insects, especially mosquitoes. When cold weather comes, the cold kills the insects, and the spread of yellow fever stops.</i></p> <p><i>80 = It tells me that maybe the yellow fever came from insects.</i></p> <p>2. What was the impact of yellow fever on some people's moral sense (sense of right and wrong)? Explain why you think this happened. (Write) [RE, DC, SA] (Team Talk rubric) (Answers may vary.)</p> <p><i>100 = After more than a month of the epidemic, the crime rate increased. Some people rioted. Instances of theft, smuggling, and looting arose. Unscrupulous landlords and others took advantage of people's fear for their survival. As a result, the city's reputation declined even further. I think some people figured that they could die at any time, so why not do whatever you can to survive, even if it means breaking the law or taking advantage of others. Times of crisis seem to bring out the best in some people and the worst in others.</i></p> <p><i>90 = After more than a month of the epidemic, the crime rate increased. Some people rioted. Theft, smuggling, and looting arose. Dishonest landlords and others took advantage of people's fear for their survival. The city's reputation got worse. I think some people figured that they could die at any time, so why not do whatever you can to survive, even if it means breaking the law or taking advantage of others.</i></p> <p><i>80 = After more than a month of the epidemic, the crime rate increased. Some people rioted.</i></p>

continued

Team Talk Questions *continued*

3. What do you think is the author's purpose for including information about the impact of the fever on the crime rate in Philadelphia? **[AP]** (Team Talk rubric)
(Answers may vary.)

*100 = The author includes the **impact** of the fever on the crime rate to show the wide-ranging effects of the epidemic. The author has been building the case for this since the beginning—from explaining the direct effects on people (illness and death), the effect on government (decreasing government), and the effects on people's choices (to leave or stay, to help or plunder). The author unfolds the events in the epidemic in a time sequence, but also **illustrates** how all **aspects** of life in Philadelphia were affected.*

90 = The author includes the effect of the fever on the crime rate to show the wide-ranging effects of the epidemic. The author has been building the case for this since the beginning—from explaining the direct effects on people (illness and death), the effect on government (decreasing government), and the effects on people's choices (to leave or stay, to help or plunder).

80 = To show the wide-ranging effects of the epidemic.

4. How was Philip Freneau's view of the epidemic different from most people's? **[RE]** (Team Talk rubric)

*100 = Most people were scared and panicked, but Freneau used humor and denial when **discussing** the epidemic. Freneau was the editor of the newspaper the National Gazette. Instead of reporting specific information about the fevers, he made fun of people. People **respond** to crises in very different ways sometimes.*

90 = Most people were scared and panicked, but Freneau used humor and denial when talking about the epidemic. Freneau was the editor of the newspaper the National Gazette. Instead of reporting specific information about the fevers, he made fun of people.

80 = Most people were scared and panicked, but Freneau used humor and denial when talking about the epidemic.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(18 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

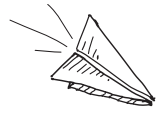
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

In today’s reading, President Washington tries to find out what is happening in Philadelphia and delays his return. Without his papers, and unable to call Congress into session outside of Philadelphia, he is limited in what he can do. The arrival of cold weather slows the disease, and the number of deaths drops. People begin returning.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Word	Pronunciation	Definition	Sample Sentence
emaciated (adjective) page 101	e-ma-ci-ated (ee-MAY-she-ated)	thin, weak	The stray dog was <i>emaciated</i> , so we gave it good food to build it up.
virulent (adjective) page 111	vir-u-lent (VEER-you-lent)	deadly, extremely infectious	The <i>virulent</i> flu spread quickly, and many people fell ill.
irrational (adjective) page 112	ir-ra-tion-al (ih-RASH-shun-ul)	not logical, not reasonable	Your excuse of your dog eating your homework is <i>irrational</i> because you don't have a dog.

continued

Word	Pronunciation	Definition	Sample Sentence
indignity (noun) page 115	in-dig-ni-ty (in-DIG-nih-tee)	humiliation, abuse	The final <i>indignity</i> was when Diego lost the race after bragging he would win.
articulate (verb) page 118	ar-tic-u-late (ar-TIK-you-late)	express, state	If you <i>articulate</i> your wishes clearly, I will understand what you want.
preposterous (adjective) page 129	pre-pos-ter-ous (pree-POS-tur-us)	ridiculous, outrageous	I read a <i>preposterous</i> story about people who lived at the center of the earth and used rocket elevators to get to the surface.
unethical (adjective) page 129	un-eth-i-cal (un-ETH-ih-kul)	immoral, wrong	The governor's <i>unethical</i> behavior of stealing money from the citizens landed him in jail.
susceptible (adjective) page 137	sus-cep-ti-ble (seh-SEP-tih-ble)	likely to be affected	Sherry's weakened condition made her <i>susceptible</i> to colds.

Review Vocabulary Vault.

- Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
- Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

Teams review their cycle goal.

- Ask students to review their team's goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective.

Post and present the reading objective.

Interactive Read Aloud

Teacher: Read aloud.
Students: Practice the skill or strategy.



- Read pages 91–93 (paragraph 3) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What effect did the continuing fever have on President Washington?

Washington liked to be kept informed, but there were few in Philadelphia who could do that. Because he didn't have his papers, he couldn't make decisions, and there was a question about whether he could call Congress.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 93 (paragraph 4) and 94. Use **Think-Pair-Share** to ask:

Why were Jefferson and Madison in disagreement with Washington on Congress?

Jefferson and Madison disagreed with Washington because they remembered their history with Britain. When the king wanted his way about something, he convened Parliament in a distant place so many of the members couldn't get there to do business. The king then could do what he wanted. Jefferson and Madison didn't want any one person to have too much power.

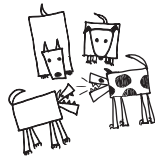
Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect(s)
Henry Knox leaves Philadelphia	-Can't keep Washington informed -Refused entry into Manhattan -Stayed in quarantine for 2 wks. in NJ
Washington not informed	Gets frustrated
Washington lacks his papers	Can't make some decisions
Jefferson's & Madison's concern over power of British kings	Argue with Washington that he can't call Congress outside of Philadel.
Presence of fever	slows mail delivery because mail is being dipped in vinegar & allowed to dry



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 95–104 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. Did yellow fever have any lingering effects on those who recovered from it? Describe these effects. [RE] (Team Talk rubric)</p> <p><i>100 = Yes, people who recovered from a bout of yellow fever had some lingering effects. To those returning to the city, the recovered patients looked exhausted and haggard. Their skin remained yellow, and those who had taken the mercury purge had blackened teeth and a foul taste in their mouths. In this time, people who recovered from illness often retained some effects of the illness, the cure, or both.</i></p> <p><i>90 = Yes, people who got better from a bout of yellow fever had some lingering effects. To those returning to the city, the recovered patients looked tired and haggard. Their skin remained yellow, and those who had taken the mercury purge had blackened teeth and a foul taste in their mouths.</i></p> <p><i>80 = Yes, people who got better after having yellow fever had some lingering effects.</i></p>

continued

Team Talk Questions *continued*

2. What aspect of yellow fever was Thomas Jefferson worried about? Explain the cause of his worry. **[RE]** (Team Talk rubric)
- 100 = *Thomas Jefferson was worried that if yellow fever **persisted**, it would “discourage the growth of great cities in the nation.” At the time, the prevailing idea was that yellow fever was caused by “bad air and smells.” Large cities of this time period usually had areas that were not clean and where garbage and sewage accumulated. This accumulating uncleanliness was **believed** to be the cause of the bad air that caused yellow fever. If this was true, then every time a city grew large enough to produce enough “bad air,” yellow fever would follow, killing many of the inhabitants. Jefferson worried that the connection between the “bad air” and yellow fever would keep cities small, which could **impact** the economy.*
- 90 = *Thomas Jefferson was worried that if yellow fever continued, it would “discourage the growth of great cities in the nation.” At the time, the prevailing idea was that yellow fever was caused by “bad air and smells.” Large cities of this time period usually had areas that were not clean and where garbage and sewage accumulated. This accumulating uncleanliness was thought to be the cause of the bad air that caused yellow fever. If this was true, then every time a city grew large enough to produce enough “bad air,” yellow fever would follow, killing many of the inhabitants.*
- 80 = *Thomas Jefferson was worried that if yellow fever continued, it would “discourage the growth of great cities in the nation.”*
3. What is the value of personal diaries such as the one that Elizabeth Drinker kept? See page 100 for an example. **[DC]** (Team Talk rubric)
- 100 = *The value of personal diaries is that they are eyewitness accounts of events in the past. The author used several entries from Elizabeth Drinker’s diary in the book and probably used the diary as a source of information when writing the book. Diaries can give facts about events, but they also give us a window into people’s ideas and feelings at the time. **Personal diaries can reveal information about people’s lives that is not usually found in formal historical accounts.***
- 90 = *The value of personal diaries is that they are eyewitness accounts of events in the past. The author used several entries from Elizabeth Drinker’s diary in the book and probably used the diary as a source of information when writing the book. Diaries can give facts about events, but they also give us a window into people’s ideas and feelings at the time.*
- 80 = *The value of personal diaries is that they are eyewitness accounts of events in the past.*

continued

Team Talk Questions *continued*

4. What was the impact of falling death rates at the end of October? **(Write) [RE]**
(Team Talk rubric)

100 = *With falling death rates, people became more **optimistic**. The governing committee recommended that people could start returning in November, and people did start to return. People started going out again. Stores reopened, and more goods were available for sale. Local, state, and federal governments picked up where they left off in September. **Falling death rates caused a rise in optimism and normal activity.***

90 = *With falling death rates, people became more **hopeful**. The governing committee recommended that people could start returning in November, and people did start to return. People started going out again. Stores reopened, and more goods were available for sale. Local, state, and federal governments picked up where they left off in September.*

80 = *With falling death rates, people became more **hopeful**.*

5. What is a synonym for the word *irrational*? What is an antonym for the word *irrational*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**
(Accept reasonable responses.) *The word irrational means not reasonable, so a synonym is the word silly. An antonym for irrational is wise.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Make Connections

Word	Pronunciation	Definition	Sample Sentence
emaciated (adjective) page 101	e-ma-ci-ated (ee-MAY-she-ated)	thin, weak	The stray dog was <i>emaciated</i> , so we gave it good food to build it up.
virulent (adjective) page 111	vir-u-lent (VEER-you-lent)	deadly, extremely infectious	The <i>virulent</i> flu spread quickly, and many people fell ill.
irrational (adjective) page 112	ir-ra-tion-al (ih-RASH-shun-ul)	not logical, not reasonable	Your excuse of your dog eating your homework is <i>irrational</i> because you don't have a dog.
indignity (noun) page 115	in-dig-ni-ty (in-DIG-nih-tee)	humiliation, abuse	The final <i>indignity</i> was when Diego lost the race after bragging he would win.
articulate (verb) page 118	ar-tic-u-late (ar-TIK-you-late)	express, state	If you <i>articulate</i> your wishes clearly, I will understand what you want.
preposterous (adjective) page 129	pre-pos-ter-ous (pree-POS-tur-us)	ridiculous, outrageous	I read a <i>preposterous</i> story about people who lived at the center of the earth and used rocket elevators to get to the surface.
unethical (adjective) page 129	un-eth-i-cal (un-ETH-ih-kul)	immoral, wrong	The governor's <i>unethical</i> behavior of stealing money from the citizens landed him in jail.
susceptible (adjective) page 137	sus-cep-ti-ble (seh-SEP-tih-ble)	likely to be affected	Sherry's weakened condition made her <i>susceptible</i> to colds.

Lesson 3

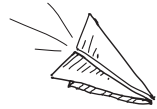
Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

In today's lesson, we learn of the impacts of the epidemic on future presidential and governmental affairs. One important effect of the epidemic was the creation of a better water supply system. We also learn the fate of several of the major players in the epidemic.

Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.



Active Instruction tp

(15–25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

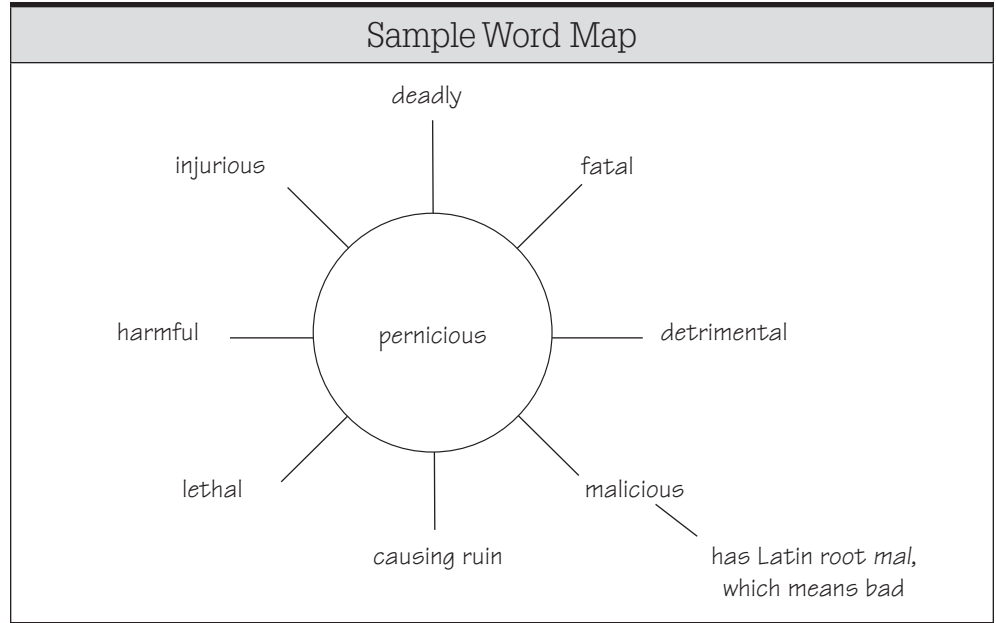
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

I see the word *pernicious* in a quote on page 74, "pernicious treatment." From the context, I think *pernicious* must mean something bad—Girard "condemned the extreme bleeding and purging." I don't think bleeding and purging is good for you. (Model looking up the word.) The dictionary says that *pernicious* is harmful, damaging, tending to cause severe injury or death.



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Post and present the reading objective.

Interactive Read Aloud

1. Read page 105 (paragraphs 1–3) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

How did the yellow fever epidemic affect history?

Because of the epidemic and the virtual shut-down of state and federal government, laws were passed to give special powers to the governor during crises and to clarify how, when, and where Congress could be convened.

2. Read pages 105 (paragraph 4)–107 (ending at paragraph 1), stopping to make points and ask questions as necessary.

Teacher: Read aloud.
Students: Practice the skill or strategy.



Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 107 (paragraph 1) and 108. Use **Think-Pair-Share** to ask:

How did the epidemic affect the city water supply?

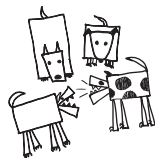
The people used to get their water from wells or the Delaware River. Both of these sources were often contaminated. A new water supply system was developed using water from the Schuylkill River, where the water was cleaner.

Use **Random Reporter** to debrief.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer	
Cause	Effect(s)
Dolley Madison lost her husband to the fever	Later married James Madison & created role of first lady to the president
Closure of PA government during epidemic	Legislature gave governor special authority in crises
Closure of federal government during epidemic	Congress passed law giving president ability to call Congress outside capital when necessary
Experiences during epidemic	-People kept streets cleaner -New water system gave cleaner water
Lack of money of city government	Cleanliness went only so far
Washington enjoyed his stay in Germantown	Tradition of having a summer "White House" began



Teamwork tp

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr

pages 109–117 aloud with partners.

(if skipping over Interactive Read Aloud, pages 105–117)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. Remember from the beginning of the book that France was at war with Great Britain at this time and wanted help from the United States. Citizens and government officials were split on supporting France or remaining neutral. According to John Adams, how did the yellow fever epidemic impact this controversy? (Write) [RE] (Team Talk rubric)</p> <p><i>100 = Adams felt that the U.S. could have had another revolution over the issue of supporting France or remaining neutral and that the only reason it didn’t happen was that the federal government, for all intents and purposes, was not functioning at the time a decision had to be made. Washington had left Philadelphia and left his important papers behind. He couldn’t call Congress into session in a place other than Philadelphia, so in effect, on this issue, the government wasn’t functioning. The yellow fever epidemic may have changed the course of history.</i></p> <p><i>90 = Adams felt that the U.S. could have had another revolution over supporting France or remaining neutral and that it didn’t happen because the government was not working at the time a decision had to be made. Washington had left Philadelphia and left his important papers behind. He couldn’t call Congress into session in a place other than Philadelphia, so in effect, on this issue, the government wasn’t working.</i></p> <p><i>80 = Adams felt that the U.S. could have had another revolution over supporting France or remaining neutral and that it didn’t happen because the government was not working at the time a decision had to be made.</i></p>

continued

Team Talk Questions *continued*

2. What was the effect of the dispute among doctors on summing up the yellow fever epidemic? **[RE]** (Team Talk rubric)

100 = *The doctors' dispute prevented real discussion of the disease when the epidemic **ceased**. The doctors had their own unchanging opinions and were not open to hearing evidence or the views of other doctors. The report **summarizing** the epidemic said that the yellow fever was imported simply because there were more doctors that held this opinion. The dispute also created a lot of bad feelings and criticism among the doctors and especially aimed at Dr. Rush. This debate continued through the additional outbreaks in 1794, 1796, 1797, and 1798 and probably interfered with any real progress in curing the disease.*

90 = *The doctors' dispute prevented real discussion of the disease when the epidemic stopped. The doctors had their own unchanging opinions and were not open to hearing evidence or the views of other doctors. The report said that the yellow fever was imported simply because there were more doctors that held this opinion. The dispute also created a lot of bad feelings and criticism among the doctors and especially aimed at Dr. Rush.*

80 = *The doctors' dispute prevented real discussion of the disease when the epidemic stopped.*

3. Some people criticized Mayor Clarkson's citizen committee for "seizing power so arrogantly." Do you think this is true? Explain. **[RE]** (Team Talk rubric)

100 = *No, I don't think the criticism is **warranted**. The author **states** that many did praise the committee. Most committee members went back to their old lives; only Israel Israel ran for a government office. They also paid back the outstanding debt of over three thousand dollars. It is a good idea to look at all the **evidence** before passing judgment.*

90 = *No, I don't think the criticism is deserved. The author says that many did praise the committee. Most committee members went back to their old lives; only Israel Israel ran for a government office. They also paid back the outstanding debt of over three thousand dollars.*

80 = *No, I don't think the criticism is deserved because they were praised by many for their actions.*

continued

Team Talk Questions *continued*

4. What was the effect of Mathew Carey's book on the Free African Society? **[RE]**
(Team Talk rubric)

100 = Carey's book was mostly critical of the black nurses and accused them of charging high fees for their work, even though Mayor Clarkson had already cleared up the **issue**. At the end of the criticism, Carey did say that they had been helpful, but in **context** it seemed too little too late. Jones and Allen wrote their own book in answer to Carey's criticism. *One can only wonder at Carey's motivation for the criticism.*

90 = Carey's book was mostly critical of the black nurses and accused them of charging high fees for their work, even though Mayor Clarkson had already cleared it up. At the end of the criticism, Carey did say that they had been helpful, but it seemed too little too late. Jones and Allen wrote their own book in answer to Carey's criticism.

80 = Carey's book was mostly critical of the black nurses and accused them of charging high fees for their work.

5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**

Please _____ your demands clearly so they may be addressed.

Articulate. *The context implies stating or giving demands, so articulate is the best choice.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.



Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

In today's reading, the Free African Society responds in print to criticism of its role in the epidemic. Yellow fever epidemics continue to occur, and people act out of fear of the disease because its cause remains unknown. France abandons its expansion in the New World because yellow fever killed so many soldiers in Haiti trying to put down a slave rebellion. Several years later, France sells its North American territory to the U.S.—the Louisiana Purchase. The author also describes attempts to find the cause of yellow fever.

(Optional) To build background, show a video on the 1900 and 1906 outbreaks of bubonic plague in San Francisco and have students compare information in the video with the text.

www.pbslearningmedia.org/content/odys08.sci.life.bubonic/ (5 min. 8 sec.)

Germ Theory of Disease

Until the middle of the 1800s, no one understood that microorganisms, such as bacteria and viruses, were the cause of many infectious diseases. Dutch amateur naturalist Anton von Leeuwenhoek (1632–1723) was the first to see bacteria, after he invented an early version of the microscope. But people didn't really understand what they were, what they did, or where they came from. The real breakthrough wouldn't come for another 140 years, when people at last began making the connection between bacteria and infection.

French chemist and microbiologist Louis Pasteur (1822–1895) discovered that bacteria were present in the air and that when air was allowed to come in contact with a food supply, the bacteria would grow. Pasteur also proved that it was possible to prevent bacterial growth simply by sterilizing the air before it came in contact with the food. In doing so, he laid the foundation for the germ theory of disease: the idea that some infectious diseases are caused by bacteria (and other diseases by viruses, as we now know) and that these bacteria can be transmitted from one person to another.

Extending Pasteur's work was Robert Koch (1843–1910). Koch was the first to develop a painstaking procedure for linking a specific bacterium to the disease of anthrax.

We owe our present standards of sanitation, food preservation and preparation, personal hygiene, and sterile medical techniques to the work of scientists like Pasteur, Koch, and others.

Vector-borne diseases

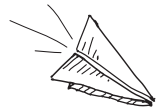
Some diseases are caused by microorganisms but are transmitted by a vector, often an insect or arachnid (ticks). Vector-borne diseases include:

Vector	Disease(s)
Ticks	Lyme, Rocky Mt. spotted fever
Mosquitoes	yellow fever, dengue fever, malaria, encephalitis
Fleas	bubonic plague, typhus

Prevention lies in the control of vector populations, vaccines, and medical cures. Unfortunately, not all of these methods are available for all diseases.

Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.



Active Instruction

(15–25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.

Review Vocabulary Vault.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective.

Build background about bubonic plague.



Teacher: Read aloud.

Students: Practice the skill or strategy.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Point out that Philadelphia was not the only city to be affected by a serious infectious disease.

(Optional) Show the video on the San Francisco 1900 and 1906 outbreaks of bubonic plague. “Bubonic Plague” PBS Learning Media: www.pbslearningmedia.org/content/odys08.sci.life.bubonic/.

Have teams discuss how the outbreak of bubonic plague was similar to and different from the 1793 yellow fever epidemic they have been reading about. Use **Random Reporter** to have teams report.

The two outbreaks were similar in that they thought the diseases were brought in by immigrants. Quarantine and cleaning measures were used in both. Differences were that they were different diseases, and when the 1906 outbreak occurred, doctors knew how it was being transmitted so they could target the correct source—rats and their fleas.

Interactive Read Aloud

1. Read pages 118–121 (ending at paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What was the effect of the book by Jones and Allen on Carey?

Carey was offended by their criticism, but made only a few minor changes about the Free African Society in future editions of his book.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 121 (paragraph 1) and 122 (ending at paragraph 1) and identify the impact of Carey’s book on Jones and Allen.

Jones and Allen were upset and felt they had to answer all charges aimed at keeping blacks down.

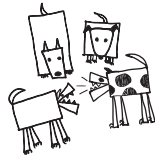
Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect(s)
The book by Jones & Allen criticized Carey's book	Carey was offended



Teamwork tp

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 122 (paragraph 1)–131 (paragraph 5) aloud with partners. (if skipping Interactive Read Aloud, pages 118–131 [paragraph 5])
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes?

(Answers will vary.) I reread the section (page 129, paragraph 4) about Louis Pasteur and Robert Koch to make sure I understood their contribution to the search for the cause of yellow fever. The important thing they did was to link specific microorganisms to specific diseases. Once you can do that, then you can start on curing and preventing the disease.

2. What can be the impact when people don't have the real answers to a crisis, such as a fearful disease like yellow fever? **[RE]** (Team Talk rubric)

*100 = When people are operating under **misinformation**, they can make disastrous decisions. This happened in New York when people fearful of spreading yellow fever attacked the Quarantine Hospital because they thought the Irish patients there were the source of the disease. In the past, ordinary people sometimes did violent things during a crisis because they didn't have the real answers or causes.*

90 = When people have bad information, they can make bad decisions. This happened in New York when people fearful of spreading yellow fever attacked the Quarantine Hospital because they thought the Irish patients there were the source of the disease.

80 = When people have bad information, they can make bad decisions.

3. What finally caused the rejection of the centuries-old humoral theory of disease? **(Write) [RE]** (Team Talk rubric)

*100 = Doctors finally gave up the idea of an imbalance in the body's "humors" as the cause of disease after the work in the late 1800s of Louis Pasteur, Robert Koch, Friederich Löffler, and Paul Frosch. Their work showed that bacteria and viruses, too small to see with the naked eye, caused diseases. Even though none of the four scientists worked on yellow fever, other scientists felt that yellow fever could be caused by a **similar** organism.*

90 = Doctors finally gave up the idea of an imbalance in the body's "humors" as the cause of disease after the work in the late 1800s of Louis Pasteur, Robert Koch, Friederich Löffler, and Paul Frosch. Their work showed that bacteria and viruses, too small to see with the naked eye, caused diseases.

80 = Doctors finally gave up the idea of the body's "humors" as the cause of disease after the work in the late 1800s of Louis Pasteur, Robert Koch, Friederich Löffler, and Paul Frosch.

continued

Team Talk Questions *continued*

4. Write a summary of the text you read today. **[MI]** (Summary rubric)
- 100 = *Jones and Allen end their book with words of support from the mayor. Yellow fever epidemics continue to strike U.S. cities and other countries, creating havoc in many places. The first to suggest a link between yellow fever and mosquitoes is Dr. Josiah Nott who notices that when swamps are drained and mosquito populations fall, outbreaks of yellow fever also decline. Work done by Pasteur, Koch, Löffler, and Frosch shows that bacteria and viruses cause disease. In 1900, Dr. Lazear continues studying yellow fever in Cuba, focusing on mosquitoes. When he dies during his research, his work comes to the attention of Dr. Walter Reed.*
- 90 = *Jones and Allen end their book with words of support from the mayor. Yellow fever epidemics continue to strike U.S. cities and other countries. The first to suggest a link between yellow fever and mosquitoes is Dr. Josiah Nott. Work done by Pasteur, Koch, Löffler, and Frosch shows that bacteria and viruses cause disease. In 1900, Dr. Lazear continues studying yellow fever in Cuba, focusing on mosquitoes. When he dies during his research, his work comes to the attention of Dr. Walter Reed.*
- 80 = *Jones and Allen end their book with words of support from the mayor. Yellow fever epidemics continue to strike U.S. cities. The first to suggest a link between yellow fever and mosquitoes is Dr. Josiah Nott. Dr. Lazear continues studying yellow fever in Cuba, focusing on mosquitoes. When he dies during his research, his work comes to the attention of Dr. Walter Reed.*
5. “Benjamin Rush emerged from the epidemic emaciated, feeble, and haunted.” In this sentence, the word *emaciated* most nearly means— **[CV]**
- bright.
 - energetic.
 - weakened*.
 - thoughtful.

Cue students to discuss strategy use, graphic organizers, and word power journals.

- Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
- Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
- If some teams finish ahead of others, have them practice their fluency.
- Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(20 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

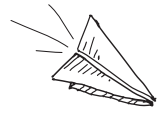
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use evidence from informational text to support analysis of causes and effects.

Teacher Background

Today's writing activity offers students another opportunity to identify cause-and-effect connections in relation to a specific historical event.



Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that the author uses cause-and-effect connections to explain the sequence of historical events surrounding a specific episode in our history. Point out that infectious diseases often have a single cause—a single type of microorganism that causes the disease.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.



Students identify the purpose for writing.

Refer students to the appropriate writer's guide in their student editions.

Highlight the writing objective.

Writing Prompt

What caused the French to abandon their expansion in the New World, and what were the effects?

Use **Think-Pair-Share** to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

The prompt is asking me to explain ideas and information. I know because the prompt asks me to answer "what were the effects?"

- Refer students to the following writer's guide in their student editions. Point out that the writer's guide for writing to inform or explain is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> Clearly introduce the topic. Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> Begin by introducing the topic. In the middle, provide facts, examples, or events that help a reader understand the information. End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

Which guidelines relate to our writing objective: use evidence from informational text to support analysis of causes and effects?

The guidelines for Ideas and Style relate to the writing objective.

- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model planning using a graphic organizer.

Model planning using cause-and-effect words.

Model a Skill

1. Have students suggest signal words for *cause* and words for *effect*; write responses on the board. If necessary, include additional words from the chart below:

Cause	Effect
because	as a result
why	for this reason
if	then
since	that
when	led to
whenever	results in
after	in order to
while	reason why
due to	consequently
on account of	therefore
	thus
	impact
	outcome
	so

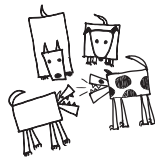
2. Display the following as a model of using signal words. Point out the how the signal words help writers clarify cause-and-effect connections.

What caused people to return to Philadelphia, and what were the effects?

People began returning to Philadelphia when the number of people getting sick and dying decreased. This happened in mid- to late October 1793.

As a result of the decline in the sickness, George Washington and other government officials made plans to return to the city. Other consequences of the decline in the fever were that shipping started up again, farmers began bringing more produce to the city, and the streets were once again filled with people going about their business. Due to the decline of the fever, people returned to the city, and this led to a renewal of normal life in Philadelphia.

Blackline master provided.



Teamwork tp

(20 minutes)

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Display and evaluate randomly selected writing projects using the writer's guide.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



Class Discussion

(30 minutes)

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing to inform or explain and the writing objective—use evidence from informational text to support analysis of causes and effects.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer clearly show cause-and-effect connections?**
- **Does the writer include facts and examples to help a reader understand the information?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

Did you find it easy or difficult to include cause-and-effect words in your writing? Which words did you include?

Answers will vary.

Celebrate

Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

Remind students of the Read and Respond homework assignment.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Writing Prompt

What caused the French to abandon their expansion in the New World, and what were the effects?

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none">• Clearly introduce the topic.• Develop the topic with relevant details.
Organization	<ul style="list-style-type: none">• Begin by introducing the topic.• In the middle, provide facts, examples, or events that help a reader understand the information.• End with a closing statement that supports the information.
Style	<ul style="list-style-type: none">• Use words and phrases that help a reader understand how the facts or events are related.• Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none">• Use correct punctuation, capitalization, spelling, and grammar.

What caused people to return to Philadelphia, and what were the effects?

People began returning to Philadelphia when the number of people getting sick and dying decreased. This happened in mid- to late October 1793. As a result of the decline in the sickness, George Washington and other government officials made plans to return to the city. Other consequences of the decline in the fever were that shipping started up again, farmers began bringing more produce to the city, and the streets were once again filled with people going about their business. Due to the decline of the fever, people returned to the city, and this led to a renewal of normal life in Philadelphia.

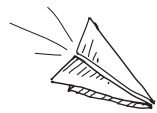
Lesson 6

Reading Objective: Analyze events, and make cause-and-effect connections.

Writing Objective: Use evidence from informational text to support analysis of causes and effects.

Teacher Background

In today's reading, Walter Reed confirms the infected *Aedes aegypti* mosquito as the source of yellow fever. Mosquito control methods are developed, and the author describes the pros and cons of these methods. The ever-changing vectors and pathogens will continue to test our methods and cure now and in the future.



Active Instruction tp

(5 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they reread their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing analyzing events and making cause-and-effect connections and using evidence from informational text to support analysis of causes and effects. Use **Think-Pair-Share** to ask:

How does identifying cause-and-effect connections help you understand text?

If I know the cause-and-effect connections, then I can figure out how events are linked and what is important.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.



Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #2 and #3 ask about analyzing events and making cause-and-effect connections.
4. Ask students to identify key words or phrases in question #3.

3. What caused Dr. Walter Reed to connect yellow fever to mosquitoes? **[RE]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

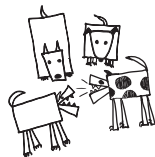
Today you will read more about yellow fever.



Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



Teamwork tp

(10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.

Teams discuss the answers to the test questions.

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

What do you think is the best way to control insect-borne diseases?

(Answers may vary.) I think the best way to control these diseases is to invent inexpensive vaccines and vaccinate everyone in the infected areas.

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Make Connections

Directions: Read *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*, pages 131 (paragraph 6)–139. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic is finding the cause of yellow fever and how we have to fight diseases like this.

What is the author’s intent?

5 points = I think the author is telling us that even though we now know the cause of yellow fever, there are other similar diseases, and they are not so easily prevented or cured. Humans will have to be continually on the lookout for new versions of these diseases, and probably new diseases too.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = Dr. Walter Reed confirms that the infected female Aedes aegypti mosquito is the source of yellow fever. Mosquito control measures were developed, such as using screens, getting rid of standing water, and pesticides. Yellow fever control was instrumental in getting the Panama Canal built. DDT was used until 1972 to kill mosquitoes. It was effective but also affected other wildlife. Pesticide use has limitations because after a while, mosquitoes become resistant to it, and it no longer works. There will be an ongoing battle between ever-changing mosquitoes and pesticides. Mosquitoes have had a terrible impact on humans by transmitting a variety of diseases like yellow fever and malaria. There is no cure for many of these diseases, and with mosquito control in some areas, people have lost immunity to them.

2. We tend to think that history is the result of human activities and that great leaders shape the course of history. What evidence does the author give that indicates that disease can cause a change in history? **[RE]**

(Answers may vary.)

*20 points = The author gives several examples of how yellow fever caused changes in history. The **presence** of yellow fever in Philadelphia in 1793 eventually caused a change in both state and federal laws to allow for conditions of crisis. It also may have interrupted a possible revolution based on the disagreement over supporting France against Great Britain. Yellow fever did **disrupt** the French*

involvement in the Haiti slave rebellion. After several thousand French soldiers died from yellow fever, the French left the Americas and, a few years later, sold us the Louisiana Purchase. Thus, you could say, the United States is what it is today because of yellow fever.

15 points = The author gives several examples of how yellow fever caused changes in history. Yellow fever in Philadelphia in 1793 eventually caused a change in both state and federal laws to allow for conditions of crisis. It also may have interrupted a possible revolution based on the disagreement over supporting France against Great Britain. After several thousand French soldiers died from yellow fever in Haiti, the French left the Americas and, a few years later, sold us the Louisiana Purchase.

10 points = The author gives several examples of how yellow fever caused changes in history such as killing French soldiers in Haiti so the French left the Americas.

3. What caused Dr. Walter Reed to connect yellow fever to mosquitoes? **[RE]**

20 points = Dr. Reed continued the **experiments** done by Lazear by putting volunteers in two conditions: one group was exposed to infected mosquitoes, and the other group was exposed to yellow fever-soiled blankets. The first group did come down with yellow fever, but the second group did not. Reed **announced** that yellow fever was carried by the female *Aedes aegypti* mosquito. Careful, controlled experiments can give real answers to a mystery and solve big problems.

15 points = Dr. Reed continued the work done by Lazear by putting volunteers in two conditions: one group was exposed to infected mosquitoes, and the other group was exposed to yellow fever-soiled blankets. The first group did come down with yellow fever, but the second group did not. Reed said that yellow fever was carried by mosquitoes.

10 points = Dr. Reed continued the work done by Lazear by putting volunteers in two conditions: one group was exposed to infected mosquitoes, and the other group was exposed to yellow fever-soiled blankets.

4. How do human activities affect mosquito populations and thus incidences of yellow fever? Explain how yellow fever was finally controlled. **[RE]**

20 points = Mosquitoes lay eggs in standing water, where they develop into larvae and then into adults. If people leave containers of water standing around, more mosquitoes will be born. If there are more mosquitoes, more will become infected and then bite healthy people, giving them yellow fever. Once you know about the mosquito's life cycle, you can get rid of standing water so the mosquitoes don't have places to breed. Once yellow fever was connected to the mosquito, a study of the mosquito's **life cycle** caused people to develop a plan to reduce the **population**.

15 points = Mosquitoes lay eggs in standing water, where they develop into larvae and then into adults. If people leave containers of water standing around, more mosquitoes will be born. If there are more mosquitoes, more will become infected and then bite healthy people, giving them yellow fever. Once you know about the mosquito's life cycle, you can get rid of standing water so the mosquitoes don't have places to breed.

10 points = Mosquitoes lay eggs in standing water. If people leave containers of water standing around, more mosquitoes will be born. If there are more mosquitoes, more will become infected and then bite healthy people, giving them yellow fever.

5. What is the author's final message? **[AP, RE]**

20 points = The author's final message is that there will always be versions of mosquito-borne diseases, and we must be **prepared** to fight them. The author describes the effect of pesticides on mosquitoes. While pesticides kill many, if not most, mosquitoes, some will survive the pesticide, and those mosquitoes will become pesticide-resistant. So, in the long run, there will still be mosquitoes **capable** of infecting people with diseases like yellow fever and malaria. The author is **of the opinion** that nature will keep changing and that we need to keep changing as well.

15 points = The author's final message is that there will always be versions of mosquito-borne diseases, and we must be ready to fight them. The author describes the effect of pesticides on mosquitoes. While pesticides kill many, if not most, mosquitoes, some will survive the pesticide, and the population of mosquitoes will become pesticide-resistant. So, in the long run, there will still be mosquitoes that can infect people with diseases like yellow fever and malaria.

10 points = The author's final message is that there will always be versions of mosquito-borne diseases, and we must be ready to fight them.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

What causes the "modern-day time bomb," and what will its effects be?

One effect of controlling mosquito populations is, of course, a decline in mosquito-borne diseases such as yellow fever. But mosquitoes will become resistant to pesticides, and even the disease-causing organisms can become resistant to drugs used to treat them. Over time, the "new" mosquitoes and the "new" disease-causing organisms will reestablish themselves and can attack the human population. The effect will be devastating because humans will have lost the immunity they may have had to the disease-causing organisms. So now many millions of people are susceptible to getting these diseases. This is an ongoing problem with ever-changing mosquitoes and disease-causing organisms.

The following guide is used to score part II of the cycle test.

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Use evidence from informational text to support analysis of causes and effects. 	0–15 pts.

Part III. Vocabulary (100 points)

- The vocabulary word *virulent* comes from the Latin word root *virus*, meaning poison. How does the meaning of *virus* relate to the meaning of *virulent*? **[CV]**
Something that is virulent is extremely infectious. If you are infected with a disease, it is similar to being poisoned. The Latin root virus relates directly to virulent.
- “Before the yellow fever epidemic, even the doctors who disagreed with Rush on medical matters would have defended him against Cobbett’s irrational assaults.” In this sentence, *irrational* means— **[CV]**
 - mindful.
 - rational.
 - unreasonable*.
 - justified.
- What is a synonym for the word *articulate*? What is an antonym for the word *articulate*? **[CV]**
(Accept reasonable responses.) A synonym for the word articulate is tell. An antonym for the word articulate is the word inarticulate.
- Write a meaningful sentence using the word *preposterous*.
Accept responses that show the student knows the meaning of the word and can use it correctly. For example: I know this sounds preposterous, but I really did see a circle around the moon.

5. What is a synonym for the word *susceptible*? What is an antonym for the word *susceptible*? **[CV]**

(Accept reasonable responses.) A synonym for the word susceptible is receptive. An antonym for the word susceptible is the word immune.

6. After being stranded on a desert island for two weeks with nothing to eat, the sailor was _____ when he was finally rescued.

Choose the word that belongs in the blank. **[CV]**

- A. short
- B. emaciated
- C. tall
- D. overweight

7. It is _____ to cheat on a test.

Choose the word that belongs in the blank. **[CV]**

- A. unethical
- B. undone
- C. universal
- D. unpaid

8. Write a meaningful sentence using the word *indignity*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Jack suffered much indignity when he failed to keep his promise.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

We explored the word eradicated. Eradicated means gotten rid of. We used flea powder on our dog and eradicated his fleas.

10. As used in the sentence "The drug-resistant type of malaria began to appear among U.S. troops during the Vietnam War, in which more soldiers were incapacitated by the disease than by battle wounds," *incapacitated* most nearly means— **[CV]**

- A. shot.
- B. helped.
- C. cured.
- D. disabled.

Explain how you figured out the meaning of *incapacitated*.

Students will explain their thinking. For example, I used the context. The passage talks about soldiers affected with malaria, a disease, so incapacitated must mean disabled.

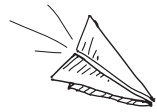
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author's craft; literary devices

Lesson 7

Reading Objective: Analyze events, and make cause-and-effect connections.

Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



Active Instruction tp

(20 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

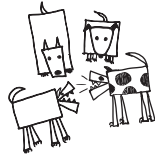
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



Class Discussion tp

(15 minutes)

Team responses
and feedback



Teams report on their
review of the texts and Read
and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

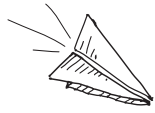
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.

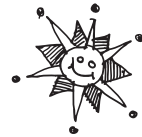


Active Instruction tp

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

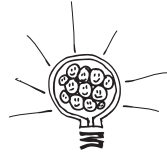
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

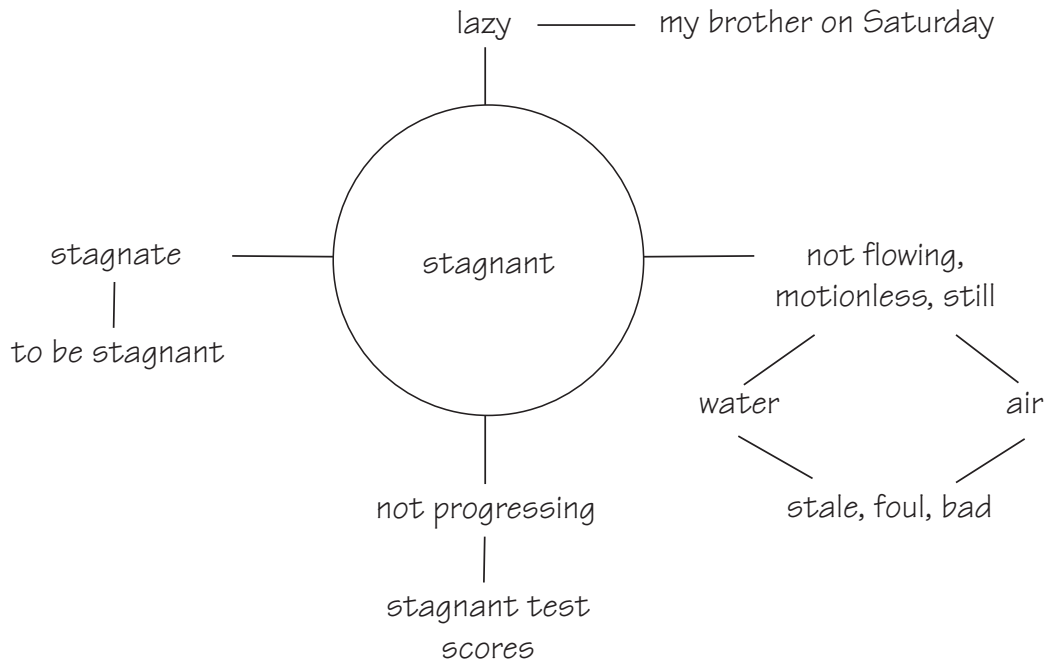
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

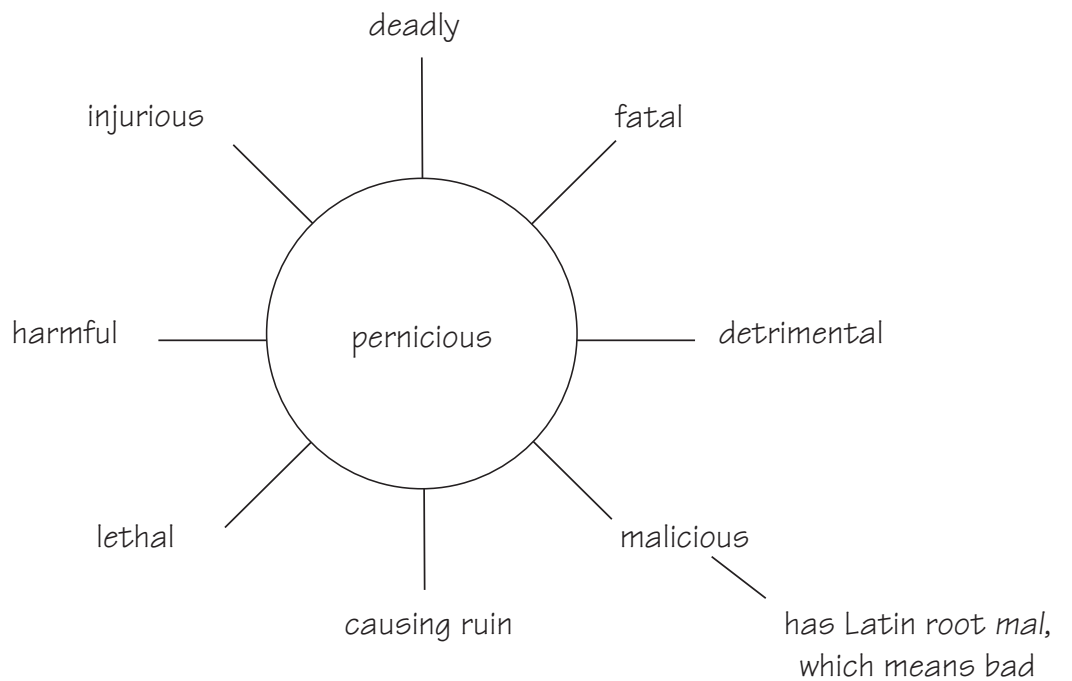
How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

Sample [Word Map]
Cycle 1



Sample [Word Map]
Cycle 2



Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

Level 8H Make Connections

English Language Arts Standards: Reading: Informational Text

Key Ideas and Details

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

English Language Arts Standards: History/Social Studies

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

English Language Arts Standards: Writing

Text Types and Purposes

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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WNET

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