



## 7th Grade Humanities Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at [www.dclibrary.org](http://www.dclibrary.org).
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



## 7th Grade Humanities Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a [www.dclibrary.org](http://www.dclibrary.org).
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



## ትምህርታዊ ዝግጁነት ለ 2020 **7th Grade Humanities**

የተከበራችሁ የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ሰራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ደረጃዎች ላይ የሚያተኩር ደህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንዲገናኝ ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ደህንን ስራ መሙላት/መስራት አለበት።

ደህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ደዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የደዘነ ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጅ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ግዚ መቼ እንደሚገኙ እና እንዴት በኢንተርኔት ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ፣ በኢሜል፣ በስልክ ወይም በክፍል ጾጁ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔቱን እና የተለያዩ ጽሁፎችን በ [www.dclibrary.org](http://www.dclibrary.org) ማግኘት ይቻላል።
- ሀሳቦቻቸውን፣ ምልከታዎቻቸውን፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንዲሟራቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ለእትዕግስትዎ እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት አያመንቱ። ደህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጣቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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# Distance Learning Packet for 7th Grade Humanities

## May 2020

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**How will you complete this packet? You have TWO options.**



**Option 1: Design your own experience.**

- ☐ Review the Weekly Goals so you know what to do this week.
- ☐ Choose items from the Weekly Choice Board to complete each day.
- ☐ Write down your plan and total up your points.
- ☐ Make sure your plan meets all of the goals for the week.
- ☐ You need 100 points by the end of the week.
- ☐ You can go over 100 points for extra credit in case you think you won't receive full credit on one of your products. *For example, if there are 5 questions on a quiz and the quiz is worth 5 points, each question you get correct is one point. If you only get 3 questions correct, you get 3 points (not the full 5).*

**Option 2: Follow the daily agenda.**

- ☐ You can use the Week At a Glance page, or you can check off each step as you do it on the daily agenda.
- ☐ The daily agendas have QR codes so that you can watch a video before you read.
- ☐ The daily agendas have directions for listening to the chapters.

## Week 1 Goals and Daily Agenda

Goals for the Week	How will I reach these goals?
1. <b>Learn the meaning of one new vocabulary word.</b>	Complete the <b>Glossary pages</b> and quiz yourself.
2. <b>Learn about key events and people from the yellow fever epidemic of 1793.</b>	Use the <b>QR code</b> to watch a video before you reach each chapter.
3. <b>Read Chapters 1-7</b> of <i>Fever 1793</i> .	You can also <b>listen</b> to the chapters. Use the QR code in the daily agenda.
4. <b>Track your comprehension</b> as you read each chapter.	Complete the <b>CSPS Note-Catcher</b> <u>or</u> <b>annotate</b> in the book.
5. <b>Collect evidence for an essay</b> you will write next week.	Complete the <b>FQT #1 Evidence Collector</b> .
6. <b>Answer questions</b> about each chapter.	Complete the <b>Chapter Questions</b> and/or the <b>Quiz</b> .
7. Complete 30 minutes of <b>online grammar practice</b> .	<b>Log on to Quill.com</b> . Choose the “Sign in with Google” option and use your Clever username and password.




## Choice Board

### Week 1

*You can use the choice board to design your own weekly experience, or you can follow the daily agendas.*

*To use the choice board, choose activities that will **total 100 points** for the week. **Accuracy counts.***

*You can exceed 100 points to increase your chances of a better total score.*

<b>5 points</b>	Complete a CSPS organizer for one chapter.	Use three vocabulary words in your written responses to Chapter Questions.	Log 10 minutes of grammar practiced on Quill.  <i>(Maximum of 30 minutes each week for credit.)</i>	Use evidence from one of the videos in a written response to a Chapter Question.  <i>(Maximum 5 references per week for credit.)</i>
<b>10 points</b>	Complete one Chapter Quiz.	Create a 6 panel comic strip to “explode the moment” of the most important part in the chapter.	<a href="#">Take a tour of Philadelphia in 1793.</a>  <b>SCAN ME</b> Write two paragraphs: Which two landmark would you like to visit and why?	Read “ <a href="#">Fever 1793 Project.</a> ”  <b>SCAN ME</b> Write two paragraphs: What was Philadelphia like in 1793?
<b>15 points</b>	Complete Chapter Questions for one chapter.	Read <a href="#">this article.</a>  <i>Scan me</i> Write two paragraphs: How did the people of Philadelphia respond to the yellow fever epidemic?	Participate in a Zoom session led by your teacher.	Create a TikTok that summarizes the chapter with identifiable characters. Choose a song that matches the <u>tone</u> and events of the chapter.
<b>20 points</b>	Complete the Focusing Question Task #1 Evidence Collector for Chapters 1-7.			

Create a plan for the week that totals to at least 100 points.

**If you follow the daily agenda, you will get all the points you need.**

**If you plan on following the Daily Agenda, you do not need to create a weekly plan.**

**EXAMPLE**

Date	Agenda Item	Points
May 4	Chapter 1 quiz	10

**Week 1 Plan**

Date	Agenda Item	Points

**Total Points: \_\_\_\_\_**

## Week 1 At a Glance

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3	Day 4	Day 5
<p>Preview Vocabulary.</p> <p>Watch “<a href="#">Fever: 1793 - A Virtual Tour with Sam Katz</a>.”</p> <p>Read/listen to Chapters 1-2.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapters 1-2 Questions.</p> <p>Log Grammar Practice online.</p>	<p>Watch “<a href="#">Stop #1: Elfreh’s Ally</a> ” and “<a href="#">Stop #2: Dock Street</a>.”</p> <p>Read/listen to Chapters 3-4.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapters 3-4 Questions OR Complete Chapters 3-4 Quiz.</p> <p>Log Grammar Practice online.</p>	<p>Watch “<a href="#">Stop #3: Rush House</a>.”</p> <p>Read/listen to Chapter 5.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 5 Questions OR Complete Chapter 5 Quiz.</p>	<p>Watch “<a href="#">Stop #4: Mother Bethel Church</a>” and “<a href="#">Stop 5: Christ Church Burial Ground</a>.”</p> <p>Read/listen to Chapter 6.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 6 Questions.</p> <p>Log Grammar Practice online.</p>	<p>Watch “<a href="#">Yellow Fever in Philadelphia 1793</a>.”</p> <p>Read/listen to Chapter 7.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 7 Questions.</p>

## How will you complete the essay during Week 2?



- ☐ Use the Evidence Collector
- ☐ Read and annotate the text each day.
- ☐ Answer questions about the text to check your understanding.
- ☐ **Starting on Day 1 and EACH DAY**, complete the Evidence Collector page for the chapters you read.
- ☐ **There are THREE options. JUST CHOOSE ONE** to complete for Chapters 1-10.
- ☐ When it's time to draft your essay during Week 2, **refer back to the notes you took** on the Evidence Collector to get ideas for your essay.

## Focusing Question Task #1 Evidence Collector

G7 M4

Focusing Question Task 1: Choose **two** characters and compare and contrast their response to the illness over time.

Consider: How did the characters' response to the illness change over the course of the text? What caused the characters to respond differently?

### Character: Mother

Chapter, Page #	Text Evidence of the illness	How did the character respond to the illness? <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	Summarize the character's response to the illness <input type="checkbox"/> Accepting, Denying <input type="checkbox"/> Light-hearted, Serious <input type="checkbox"/> Attribute causes to social factors (i.e. race, economic status, etc.) <input type="checkbox"/> Attribute causes to environmental factors (i.e. location, air quality, etc.)
Chapters 1-3			
Chapters 4-6			
Chapters 7-10			

G7 M4

Focusing Question Task 1: Choose **two** characters and compare and contrast their response to the illness over time.

Consider: How did the characters' response to the illness change over the course of the text? What caused the characters to respond differently?

**Character: Mattie**

Chapter, Page #	Text Evidence of the illness	How did the character respond to the illness? <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	Summarize the character's response to the illness <input type="checkbox"/> Accepting, Denying <input type="checkbox"/> Light-hearted, Serious <input type="checkbox"/> Attribute causes to social factors (i.e. race, economic status, etc.) <input type="checkbox"/> Attribute causes to environmental factors (i.e. location, air quality, etc.)
Chapters 1-3			
Chapters 4-6			
Chapters 7-10			

G7 M4

Focusing Question Task 1: Choose **two** characters and compare and contrast their response to the illness over time.

Consider: How did the characters' response to the illness change over the course of the text? What caused the characters to respond differently?


**Character: Grandfather**

Chapter, Page #	Text Evidence of the illness	How did the character respond to the illness? <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	Summarize the character's response to the illness <input type="checkbox"/> Accepting, Denying <input type="checkbox"/> Light-hearted, Serious <input type="checkbox"/> Attribute causes to social factors (i.e. race, economic status, etc.) <input type="checkbox"/> Attribute causes to environmental factors (i.e. location, air quality, etc.)
Chapters 1-3			
Chapters 4-6			
Chapters 7-10			

Glossary: *Fever, 1793* by Laurie Halse Anderson

Source: <<https://www.haikudeck.com/fever-1793-education-presentation-faf58be044>>.

**Instructions:** Use the vocabulary and definitions below to help you understand the book. After you read, find the sentences that use the vocabulary and record them.

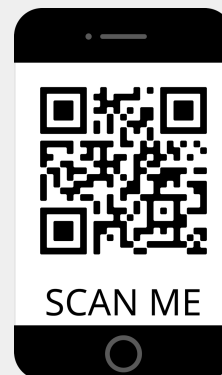
Word	Chapter	Definition	Image	Write a sentence from the book using the word.
Grippe (n)	Chs. 1-4	Old-fashioned term for influenza; flu		

## Day 1

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.

- ☐ 2. **Watch** “[Fever: 1793 - A Virtual Tour with Sam Katz.](#)”

Open the camera app on your phone and scan the QR code to watch.



- ☐ 3. **Read Chapters 1-2.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 4. **Track your comprehension.** Complete CSPS or book annotations.

- ☐ 5. Answer the Chapter Questions.

- ☐ 6. Complete the **Focusing Question Task #1 Evidence Collector** for Chapters 1-2.

- ☐ 7. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_.  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_.  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_.

- ☐ 8. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793 Chapters 1-2

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

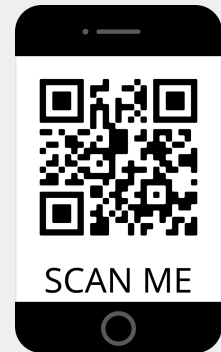
<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

*Fever 1793*  
**Chapters 1-2**

Topic	Notice	Wonder
What did you notice and wonder about the narrator of the story and her family?		
What did you notice and wonder about what it was like to be a girl or a woman in 1793?		
What did you notice and wonder about the way Anderson develops the plot in this chapter 2?		
What did you notice and wonder about what it was like to be an African American in Philadelphia in 1793?		
What did you notice and wonder about the city of Philadelphia and its citizens?		

## Day 2

- ☐ 1. **Watch** “[Stop #1: Elfreth’s Ally](#)” and “[Stop #2: Dock Street](#).”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapters 3-4.**  
Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions **OR** Complete the Quiz.

- ☐ 5. Complete the **Focusing Question Task #1 Evidence Collector** for Chapters 3-4.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793 Chapters 3-4

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

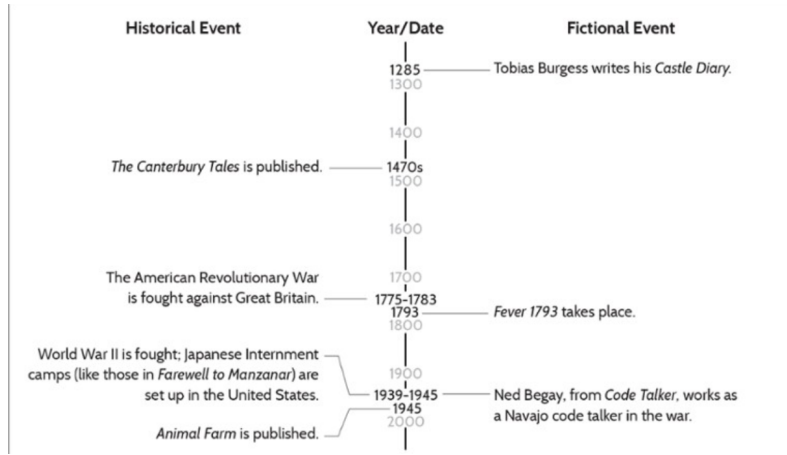
1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

## Fever 1793

### Chapters 3-4

- From reading chapters 1 and 2, what do we know so far about the time of the story, or the events occurring at this time in history, the historical context?




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- What do we learn from chapters 1 and 2 about Philadelphia's citizens and social structure (especially in terms of its organization or hierarchy)—the societal context?

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- How are Mattie and her mother different? What is their relationship like?

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- What does chapter 3 reveal about the illness in *Fever 1793*?

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Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 2

## Chapters 3-4 Quiz

**Directions:** Read the passage and answer each item.

**from *An American Plague*  
by Jim Murphy**

- 1 Eight deaths in the space of a week in two houses on the same street ... but the city did not take notice. Summer fevers were common visitors to all American cities in the eighteenth century, and therefore not headline news....
- 2 So the deaths did not disrupt Philadelphia much at all. Ships came and went; men and women did chores, talked, and sought<sup>1</sup> relief from the heat and insects; the markets and shops hummed with activity; children played; and the city, state, and federal governments went about their business.
- 3 No one noticed that the church bells were tolling<sup>2</sup> more often than usual to announce one death, and then another. They rang for Dr. Hugh Hodge's little daughter, for Peter Aston, for John Weyman, for Mary Shewell, and for a boy named NcNair. No one knew that a killer was already moving through their streets with them, an invisible stalker that would go house to house until it had touched everyone, rich or poor, in some terrible way.

1 **sought:** Looked for

2 **tolling:** Ringing

Murphy, Jim. *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*. Houghton Mifflin Harcourt, 2003, p. 9.

1. Read this sentence from paragraph 2.

“Ships came and went; men and women did chores, talked, and sought relief from the heat and insects; the markets and shops hummed with activity; children played; and the city, state, and federal governments went about their business.”

This description suggests that Philadelphia in 1793 was what kind of a city?

- a. quiet
- b. busy
- c. poor
- d. dangerous

2. This item has two parts. Answer PART A; then answer PART B.

Read this sentence from paragraph 3.

“No one knew that a killer was already moving through their streets with them, an invisible stalker that would go house to house until it had touched everyone, rich or poor, in some terrible way.”

**PART A:** Who or what is the killer moving through Philadelphia?

- a. an invisible person
- b. an unknown citizen of the city
- c. the sickness that caused the deaths
- d. the fear citizens were beginning to feel

**PART B:** What does this sentence suggest about the deaths described in the passage?

- a. Citizens were terrified because there would be more deaths.
- b. The deaths were caused by a criminal who could hide himself.
- c. Everyone was going to die, except for the richest citizens.
- d. All the deaths had the same cause, and everyone would be affected.

3. This item has two parts. Answer PART A; then answer PART B.

**PART A:** Which sentence **best** describes the purpose of paragraph 2?

- a. to argue that people worked hard in Philadelphia
- b. to show that life seemed normal in Philadelphia
- c. to describe how life was for children in Philadelphia
- d. to explain why the deaths disrupted life in Philadelphia

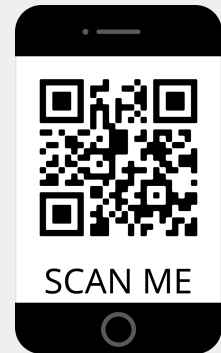
**PART B:** Which sentence **best** describes the purpose of paragraph 3?

- a. to identify and describe the people who had already died
- b. to foreshadow that a bad situation is about to get worse
- c. to describe how and why each of the people died
- d. to explain the fever's typical symptoms

## Day 3

- ☐ 1. **Watch** Watch “[Stop #3: Rush House.](#)”

Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapter 5.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions **OR** Complete the Quiz.

- ☐ 5. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 5.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapter 5

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<div style="text-align: center; font-size: 48pt;">C</div> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<div style="text-align: center; font-size: 48pt;">S</div> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<div style="text-align: center; font-size: 48pt;">P</div> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<div style="text-align: center; font-size: 48pt;">P</div> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<div style="text-align: center; font-size: 48pt;">S</div> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

*Fever 1793*  
**Chapter 5**

1. What did we learn about Mattie in Chapter 5?

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2. What did we learn about the illness in Chapter 5?

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3. What has changed since Chapter 5?

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4. What are the symptoms of this terrifying disease?

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5. What do people think might be causing the disease?

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6. How are people responding to the disease?

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Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 3

## Chapter 5 Quiz

**Directions:** Read the passages and answer each item.

**Passage 1**  
**from *An American Plague***  
**by Jim Murphy**

After Rush left the LeMaigres' home, he made it a point to tell his friends about the reappearance of yellow fever, and he advised them all to leave the city. He visited the mayor of Philadelphia, Matthew Clarkson, and the governor of Pennsylvania, Thomas Mifflin, to inform them as well. Next he went about town to confer with other doctors.

On Monday, August 19, and for several days after this, the fever was still pretty much confined to the Water Street area near Ball's Wharf. Only a handful of doctors had encountered it firsthand. Therefore, most of the city's eighty physicians did not believe that the illness described by Rush was indeed yellow fever. They felt that the disorder must be one of the other common fevers that often struck during warm weather.

Murphy, Jim. *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*. Houghton Mifflin Harcourt, 2003, p. 16.

**Passage 2**  
**from *Fever 1793***  
**by Laurie Halse Anderson**

"I've heard stories of a fever among the Santo Domingan refugees. They live close to Ball's Wharf, you know."

A doctor at the next table looked up from his backgammon board and interrupted the conversation.

"It is not just the refugees," the doctor said. "This morning I spoke with a colleague who was called to the Shewall home. Mary Shewall died soon after of a bilious<sup>1</sup> fever, and one could hardly fault her character. There may well be a disease in the air again. Yellow fever."

The room grew quiet as the entire company listened in.

"A woman dies of some illness and you talk of yellow fever?" the lawyer asked. "We haven't seen yellow fever in Philadelphia for thirty years."

"It is too early to tell," the doctor agreed. "But I know of some who are sending their wives and children up to the country, to healthful air and cool breezes."

"You doctors are all alike, scaring us to earn more business. My family will stay right where they are, thank you," the lawyer replied.

<sup>1</sup> **bilious:** Sickening, nauseating

Anderson, Laurie Halse. *Fever 1793*. Simon & Schuster, 2000, pp. 20–21.

1. This item has two parts. Answer PART A; then answer PART B.

Read this sentence from the second paragraph of Passage 1.

“Only a handful of doctors had encountered it firsthand.”

**PART A:** In the context of the paragraph, what does **firsthand** mean?

- a. in a laboratory
- b. with their own eyes
- c. by testing a blood sample
- d. by talking to doctors from other cities

**PART B:** What does Murphy’s use of the word **firsthand** suggest about how many doctors in Philadelphia formed their opinions?

- a. They thought the sickness was yellow fever because Dr. Rush said it was.
- b. They thought the sickness was yellow fever because they had read about the symptoms.
- c. They did not think the sickness was yellow fever because they had not personally treated any victims.
- d. They did not think the sickness was yellow fever because no laboratory tests had proven it was.

2. Which statement **best** describes a central idea shared by the two passages?

- a. Throughout the fever crisis, many doctors did not like or trust Dr. Rush.
- b. From the start, most doctors agreed about what was causing the sickness.
- c. Early in the crisis, some doctors thought that the sickness was yellow fever, but others questioned this idea.
- d. During the crisis, some doctors tried to get more patients by scaring people into believing the sickness was yellow fever.

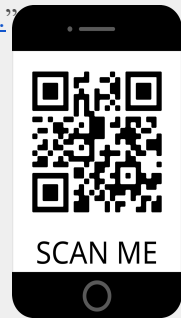
3. Which **two** details from Anderson’s fictional portrayal (Passage 2) are based on the historical facts given in Passage 1?

- a. “I’ve heard stories of a fever among the Santo Domingan refugees. They live close to Ball’s Wharf, you know.”
- b. “A doctor at the next table looked up from his backgammon board and interrupted the conversation.”
- c. “This morning I spoke with a colleague who was called to the Shewall home.”
- d. “We haven’t seen yellow fever in Philadelphia for thirty years.”
- e. “I know of some who are sending their wives and children up to the country, to healthful air and cool breezes.”
- f. “You doctors are all alike, scaring us to earn more business.”

## Day 4

- ☐ 2. **Watch** “[Stop #4: Mother Bethel Church](#)” and “[Stop 5: Christ Church Burial Ground](#).”

Open the camera app on your phone and scan the QR code to watch.



- ☐ 3. **Read Chapter 6.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 4. **Track your comprehension.** Complete CSPS or book annotations.

- ☐ 5. Answer the Chapter Question.

- ☐ 6. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 6.

- ☐ 7. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_

To meet my goal, I should \_\_\_\_\_

I will know I have reached my goal when \_\_\_\_\_

- ☐ 8. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapter 6

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

*Fever 1793***Chapter 6**

1. We know that Nathaniel Benson is a painter's apprentice for a man named Peale; what do we know about what other characters think of him?

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2. What does the way that the other characters think about Nathaniel Benson show about societal divisions in Philadelphia in 1793?

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3. What does the Ogilvies' invitation to tea—and the Cooks' discussion and actions in response to it—show about Philadelphian society in 1793?

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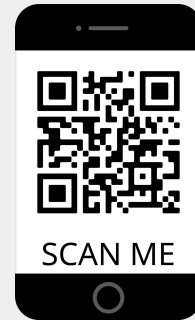
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## Day 5

- ☐ 1. **Watch** “[Yellow Fever in Philadelphia 1793.](#)”

Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapter 7.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions.

- ☐ 5. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 7.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_

\_\_\_\_\_.

To meet my goal, I should \_\_\_\_\_

\_\_\_\_\_.

I will know I have reached my goal when \_\_\_\_\_

\_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapter 7

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

*Fever 1793*

**Chapter 7**

Depict a scene from Chapter 6. Be sure to include the setting, the characters, and the situation.

Option 1: Draw a picture. You can use the space below.

Option 2: Get the people in your house to create a tableau with you. Arrange the setting and the situation. Then, have the characters freeze in place and take a picture. Send the picture to your teacher with a caption.

## Week 2 Goals

Goals for the Week	How will I reach these goals?
1. <b>Write an essay.</b>	Complete the <b>Essay Planning Organizer</b> .
2. <b>Learn the meaning of three new vocabulary words.</b>	Complete the <b>Glossary pages</b> and quiz yourself.
3. <b>Learn about key events and people from the yellow fever epidemic of 1793.</b>	<b>Use the QR code</b> to watch a video before you reach each chapter.
4. <b>Read Chapters 8-12</b> of <i>Fever 1793</i> .	You can also <b>listen</b> to the chapters. Use the QR code in the daily agenda.
5. <b>Track your comprehension</b> as you read each chapter.	Complete the <b>CSPS Note-Catcher</b> <u>or</u> <b>annotate</b> in the book.
6. <b>Collect evidence for an essay</b> you will write this week.	Complete the <b>FQT #1 Evidence Collector</b> .
7. <b>Collect evidence for an essay</b> you will write next week.	Complete the <b>FQT #2 Evidence Collector</b> .
8. <b>Answer questions</b> about each chapter.	Complete the <b>Chapter Questions</b> and/or the <b>Quiz</b> .
9. Complete 30 minutes of <b>online grammar practice</b> .	<b>Log on to Quill.com</b> . Choose the “Sign in with Google” option and use your Clever username and password.




## Choice Board

### Week 2

*You can use the choice board to design your own weekly experience, or you can follow the daily agendas.*

*To use the choice board, choose activities that will **total 100 points** for the week. **Accuracy counts.***

*You can exceed 100 points to increase your chances of a better total score.*

<b>5 points</b>	Complete a CSPS organizer for one chapter.	Use three vocabulary words in your written responses to Chapter Questions.	Log 10 minutes of grammar practiced on Quill. <i>(Maximum of 30 minutes each week for credit.)</i>	Use evidence from one of the videos in a written response to a Chapter Question.  <i>(Maximum 5 references per week for credit.)</i>
<b>10 points</b>	Complete one Chapter Quiz.	Participate in a Zoom session led by your teacher.	<a href="#">Research yellow fever outbreaks in the United States.</a>  <b>SCAN ME</b> Choose an outbreak. Summarize what happened by explaining the causes and effects of the outbreak.	Visit " <a href="#">The Politics of Yellow Fever</a> " exhibition.  <b>SCAN ME</b> Write a paragraph comparing and contrasting Hamilton and Dr. Rush's views of yellow fever.
<b>15 points</b>	Complete Chapter Questions for one chapter.	<a href="#">Research yellow fever.</a>  <b>SCAN ME</b> Write two paragraphs explaining the causes, symptoms, and proposed treatment. Compare what we know today to what people believed in 1793.	Create a 6 panel comic strip to "explode the moment" of the most important part in the chapter.	Create a TikTok that summarizes the chapter with identifiable characters. Choose a song that matches the <u>tone</u> and events of the chapter.
<b>30 points</b>	Complete the Focusing Question Task #1 Evidence Collector for Chapters 8-10. AND Complete the Focusing Task #2 Evidence Collector for Chapters 11-12.		Complete Focusing Question Task #1.	

**Use the items from the Choice Board and the Week 2 Goals.**

**Total Points:** \_\_\_\_\_

## Week 2 At a Glance

Monday	Tuesday	Wednesday	Thursday	Friday
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Watch “<a href="#">Fever: 1793 - Anatomy of An Epidemic</a>.”</p> <p>Read/listen to Chapters 8-9.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 8-9 Questions.</p> <p>Log Grammar Practice.</p>	<p>Watch “<a href="#">Fever: 1793 - The Doctors and the Cures</a>.”</p> <p>Read/listen to Chapter 10.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 10 Questions.</p> <p>Log Grammar Practice.</p>	<p>Watch “<a href="#">Match the Body Paragraph to the Introduction</a>.”</p> <p>Annotate Painted Essay.</p> <p>Complete Essay Planning.</p> <p>Write an introduction.</p> <p>Watch “<a href="#">Explain Cause and Effect Relationships</a>.”</p> <p>Write body paragraphs.</p>	<p>Watch “<a href="#">Add a Logical Conclusion to Informational Writing</a>.”</p> <p>Write a conclusion.</p> <p>Complete self-editing checklist.</p> <p>Revise essay.</p> <p>Log Grammar Practice online.</p>	<p>Preview Vocabulary.</p> <p>Watch “<a href="#">Randal Miller on the Terror of Yellow Fever in 1793</a>.”</p> <p>Read/listen to Chapter 11-12.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapter 11-12 Questions.</p> <p>Log Grammar Practice.</p>

Focusing Question Task 1: Choose **two** characters and compare and contrast their response to the illness over time.

Consider: How did the characters' response to the illness change over the course of the text? What caused the characters to respond differently?

**Character: Mother**

Chapter, Page #	Text Evidence of the illness	How did the character respond to the illness? <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	Summarize the character's response to the illness <input type="checkbox"/> Accepting, Denying <input type="checkbox"/> Light-hearted, Serious <input type="checkbox"/> Attribute causes to social factors (i.e. race, economic status, etc.) <input type="checkbox"/> Attribute causes to environmental factors (i.e. location, air quality, etc.)
Chapters 1-3	<p><b>GO BACK TO WEEK 1 AND CONTINUE COLLECTING EVIDENCE.</b></p>		
Chapters 4-6			
Chapters 7-10			

Glossary: *Fever, 1793* by Laurie Halse Anderson



Source: <<https://www.haikudeck.com/fever-1793-education-presentation-faf58be044>>.

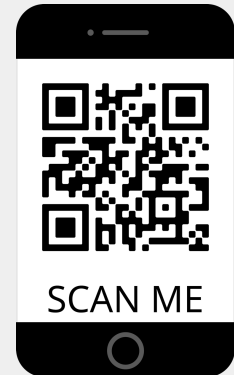
**Instructions:** Use the vocabulary and definitions below to help you understand the book. After you read, find the sentences that use the vocabulary and record them.

Word	Chapter	Definition	Image	Write a sentence from the book using the word.
Skirmish (n)	Chs. 11-12	Irregular fighting; a minor dispute or contest		

## Day 6

- ☐ 1. **Watch** “[Fever: 1793 - Anatomy of An Epidemic.](#)”

Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapters 8-9.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions.

- ☐ 5. Complete the **Focusing Question Task #1 Evidence Collector** for Chapters 8-9.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_.
- To meet my goal, I should \_\_\_\_\_.
- I will know I have reached my goal when \_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793 Chapters 8-9

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

Fever 1793  
Chapters 8-9

How has Mattie changed since the beginning of the novel?

Mattie Before the Fever	Mattie After the Fever

Mattie has become \_\_\_\_\_  
because \_\_\_\_\_.

## Day 7

- ☐ 1. **Watch** “[Fever: 1793 - The Doctors and the Cures.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapter 10.**  
Open the camera app on your phone and scan the QR code to listen.



- ☐ 4. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 5. Answer the Chapter Questions.

- ☐ 6. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 10.

- ☐ 7. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_

- ☐ 8. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapter 10

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

*Fever 1793***Chapter 10**

1. What does Grandfather's response to the crisis reveal about him?

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2. What different emotions does Mattie experience in chapter 10?

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3. Choose a scene that evokes a strong reader reaction and consider what techniques Anderson uses to make the scene so powerful.

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4. What do the developments in chapter 10 show about Eliza and her character?

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## Day 8

- ☐ 1. **Watch** “[Match the Body Paragraph to the Introduction.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Annotate the Exemplar Essay.**
  - ☐ Color-code the Painted Essay Template.
  - ☐ Use the Painted Essay Template to annotate the Exemplar Essay for each part that is in the Painted Essay.
  - ☐ Example: Find the Introduction of the Exemplar Essay and color it red just like you colored the Introduction red on the Painted Essay Template.

- ☐ 2. **Complete Essay Planning.** Review the Focusing Questions #1 Evidence Collector.

- ☐ 3. **Plan and Write the Introduction Paragraph.**  
Use the organizer to plan an answer for your introduction.

- ☐ 4. **Watch** “[Explain Cause and Effect Relationships.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 5. **Plan and Write the Body Paragraphs.** Use the organizer to plan an answer for your body paragraphs.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

**Directions:**

- 1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
- 2. Use the key below to color code.
  - a. Introduction: RED
  - b. Thesis: GREEN
  - c. Point 1: YELLOW
  - d. Point 2: BLUE
  - e. Conclusion: GREEN

Painted Essay® Template

Introduction	
Thesis	
point 1	point 1

Supporting Paragraph	
----------------------	--

transition	
Supporting Paragraph	

Conclusion	
------------	--

**Directions:**

1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
2. Be sure to include the all parts of the explanatory essay when you write your essay.

## Exemplar Explanatory Essay

The maxim “when one door closes, another door opens” applies to people’s experiences during the Great Depression, a period lasting from 1929 until World War II. Many Americans during the Great Depression experienced some type of hardship, whether that meant a lost job, a lost farm or home, or an inability to feed or take care of their families. Because of these hardships, Americans had to adapt to loss and difficulty by finding a way to make something positive come from something negative. The communities built in Hooverilles and the unions formed in factories show how the people of the Great Depression opened doors for themselves.

Unemployment and homelessness, two “closing” doors of the Great Depression, created shantytowns called Hooverilles, which became home to many people. During this period, some “13 [million] to 15 million Americans were unemployed,” (“Hooverilles”) and unemployment often caused homelessness. Because people could no longer pay their rent or mortgage, people were turned out of their homes with nowhere to go. Often young teenagers would leave their homes and become homeless, hoping to ease the burden they placed on their families. For some, Hooverilles became their new home. Hooverilles were “shantytowns that cropped up across the nation, primarily on the outskirts of major cities” (“Hooverilles”). However, despite the conditions at the camps (for example, many people slept in shelters made out of cardboard boxes), Hooverilles opened doors for people. Hooverilles offered a sense of community; a migrant could find food and shelter, and most important, a sympathetic ear: “The one place where the young hobo was assured a welcome was the ‘jungle,’ as the hobo camps were called” (Uys). People helping people defined these “hobo camps” or Hooverilles. In a time when everything was scarce, Hooverilles offered people a place where generosity and compassion were practiced. Even though the door of a home had closed for some people, the door of community help had opened.

Poor labor conditions closed another door for people during the Great Depression, resulting in a door opening with the formation of unions. Manufacturer workers had “no rights” and could be fired for any reason (“GM Strike Video”). For example, people did not have job security if they got hurt at work; if they could not perform their job, a worker would simply be let go without pay. If a worker lost his job, often he would face additional hardships, like losing his home. Protected employment was a necessity for people so that they could depend on their wages to pay their bills and feed their families. As a result of this closed door, workers banded together to form unions, an action that resulted in opening doors for countless people. The union’s purpose was for workers to help other workers. They helped each other by organizing “sit-downs” and bravely standing up to injustice, eventually securing workplace rights as a result of their protests and strikes. Because of their actions, “the auto worker became a different human being” (“GM Strike Video”). The people who formed unions and organized protests successfully opened doors for all future workers to have legal rights that could not be taken away by an employer.

Few periods in American history have been as catastrophic as the Great Depression was for so many millions. It closed doors for many, sometimes doors that would stay slammed shut. Yet for some, even with those closed doors of homelessness and unemployment, doors were opened. Sometimes, people found community and joined unions. For these people, the Great Depression was a positive and negative experience, where hardship was countered by the strength of the human spirit.

**ToSEEC Explanatory Essay Model**

Introduction			
Hook			
Introduce			
Thesis & Preview			
Body Paragraph 1 (Supporting Point 1)		Body Paragraph 2 (Supporting Point 2)	
Topic Statement:		Topic Statement:	
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Concluding Statement:		Concluding Statement:	
Conclusion			

Instructions: Your end goal will be to construct a 4-paragraph essay answering the prompt:

**Choose two characters and compare and contrast their response to the illness over time.**

**How did the characters' response to the illness change over the course of the text?**

**Refer back to the "Focusing Question Task #1 Evidence Collector" you have been completing for each chapter of the novel.**

Character	How did the character respond to the illness at the beginning for the novel?	How did the character's response to the illness change?	Why did the character's response to the illness change?

☐ In what ways are the characters' responses to the illness similar?

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☐ In what ways are the characters' responses different?

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☐ Review your **"Focusing Question Task #1 Evidence Collector"** notes. Do you need to add more detail to these sections before you start writing? **Yes or No** (Circle one.)

Today, you will write your introductory paragraph.



Remember! An introductory paragraph should include the following:

- Hook: Catch your audience’s attention.
- Introduce: Introduce your audience to the topic.
- Thesis: State your essential idea about the topic, and preview your supporting points. This is like the topic sentence of the entire essay.

Use the organizer below to outline your introduction. Outlines don’t need to be in complete sentences; just get your ideas down.

Introductory Paragraph Outline



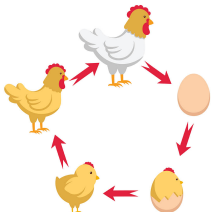
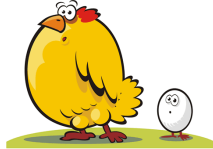
<p><u>Hook</u> What can you say to immediately make your reader interested in the topic? (For example, ask a question, give a quotation, give a surprising statistic, etc.)</p>	
<p><u>Introduce</u> Summarize background information (think of the who, what, where, when, and why).</p>	
<p><u>Thesis</u> Restate the prompt and preview the main points of your essay (you can go back and revise this after writing your essay).</p>	<p>As time passed and _____,</p> <p>_____’s response to the illness changed by _____</p> <p>(character)</p> <p>_____</p> <p>_____.</p>

Using your outline, write your introductory paragraph below:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Instructions: Today, you will outline your body paragraphs, but first, you need to decide if you are organizing your essay in chronological order or compare/contrast.

Essay Structure Choices

Chronological Order	Compare/Contrast
 <p>Chronological order means to explain events in the time sequence that they happened.</p>	 <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

Consider the essay question: **Choose two characters and compare and contrast their response to the illness over time. How did the characters' response to the illness change over the course of the text?**

<p>What would you put in chronological order for this essay?</p> <hr/> <hr/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/> <hr/>
--	--

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

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Instructions: Now you will outline your body paragraphs either based on chronological order or compare/contrast. Ask yourself: what are the two main ideas that support your thesis?

**Prompt:** Choose two characters and compare and contrast their response to the illness over time. How did the characters' response to the illness change over the course of the text?

Two main ideas that you support thesis, in chronological order or in compare/contrast:

1. \_\_\_\_\_ and \_\_\_\_\_ responded to  
(character #1) (character #2)

\_\_\_\_\_ (similarly/differently)

at the beginning of the novel.

2. \_\_\_\_\_ and \_\_\_\_\_ responded to  
(character #1) (character #2)

\_\_\_\_\_ (similarly/differently)

after \_\_\_\_\_.

These two main ideas will become the topic sentences (ToS) for each of your body paragraphs.

Remember! A body paragraph follows ToS.EE.EEC:



- ToS: Topic sentence introduces what the paragraph is about.
- Point #1 answers the prompt.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- Point #2 answers the prompt.
- E.E: A second set of evidence and elaboration further develops your idea.
- C: Conclusion summarizes the idea of your paragraph.

Body paragraph 1	
<b>ToS</b>	<p>_____ and _____ responded to            (character #1) (character #2)</p> <p>_____</p> <p>(similarly/differently)</p> <p>at the beginning of the novel.</p>
<b>Point #1</b>	<p>_____ believed _____            (character #1)</p> <p>because _____.</p>
<b>Evidence 1</b>	<p>According to _____, “ _____</p> <p>_____.”</p>
<b>Elaboration</b>	<p>_____ thought that if _____,            (character #1)</p> <p>then _____.</p>
<b>Point #2</b>	<p>_____ believed _____            (character #2)</p> <p>because _____.</p>
<b>Evidence 2</b>	<p>According to _____, “ _____</p> <p>_____.”</p>
<b>Elaboration</b>	<p>_____ thought that if _____,            (character #2)</p> <p>then _____.</p>

<b>Conclusion</b>	_____ and _____ responded to (character #1) (character #2)
	_____ by _____
	_____.

Write your first body paragraph below:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Body paragraph 2	
<b>ToS</b>	<p>_____ and _____ responded to</p> <p>(character #1) (character #2)</p> <p>_____</p> <p>(similarly/differently)</p> <p>after _____.</p>
<b>Point #1</b>	<p>_____ realized _____</p> <p>(character #1)</p> <p>when _____.</p>
<b>Evidence 1</b>	<p>According to _____, " _____</p> <p>_____."</p>
<b>Elaboration</b>	<p>_____ decided to _____,</p> <p>(character #1)</p> <p>which _____.</p>
<b>Point #2</b>	<p>_____ realized _____</p> <p>(character #2)</p> <p>when _____.</p>
<b>Evidence 2</b>	<p>According to _____, " _____</p> <p>_____."</p>
<b>Elaboration</b>	<p>_____ decided to _____,</p> <p>(character #2)</p> <p>which _____.</p>

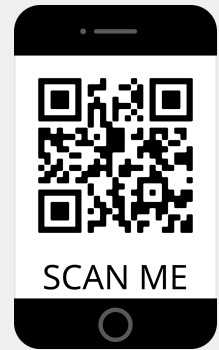
<b>Conclusion</b>	_____ and _____ responded to (character #1) (character #2)
	_____ by _____ _____.

Write your second body paragraph below:

[illegible]

## Day 9

- ☐ 1. **Watch** “[Add a Logical Conclusion to Informational Writing.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Plan and Write the Body Paragraphs.**  
Use the organizer to plan an answer for your introduction.

- ☐ 3. **Plan and Write the Conclusion Paragraph.** Use the organizer to plan an answer for your body paragraphs.

- ☐ 4. **Complete the Self-Editing Checklist.** Revise Essay.

- ☐ 5. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_

- ☐ 6. **Reflect.** Did you meet your goal? \_\_\_\_\_

Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

#### Concluding Paragraph Outline

<u>Re-state</u> Remind your reader of the purpose of the essay (in other words, restate the thesis).	
<u>Closure</u> Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.	
<u>Bigger picture</u> Give a reason why your reader should care about this topic. Did it change the world? Does it affect us today?	

[illegible]

Instructions: Today, you will bring your essay together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

Editing Checklist

Capitalization

- ☐ Are all proper names capitalized?
- ☐ Is the first letter of every sentence capitalized?
- ☐ Is everything else in lower case?

Spelling

- ☐ Did you run spell check or look up words you aren't sure of?
- ☐ Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- ☐ Did you double-check the spelling of names (spell check can miss these!)?

Punctuation

- ☐ Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- ☐ Do all possessives have an apostrophe? (ex. the students' books, John's idea)

Citations

- ☐ Is all directly cited text evidence in quotation marks?
- ☐ Do all citations have the page number in parentheses at the end of the sentence?

Transitions

- ☐ Are the transitions doing the right job? (Ex. The conclusion starts with a conclusion transition like "Ultimately.")
- ☐ Are all ideas clearly linked for the reader?

Word Bank of Transition Phrases

Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

## Grades 7-8 Informational Writing

	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (Partially Meets Expectations)	1 (Does Not Yet Meet Expectations)
Struc	<ul style="list-style-type: none"> <li>- Responds thoroughly to all elements of prompt.</li> <li>- Maintains focus on topic throughout piece.</li> <li>- Introduces topic clearly and thoroughly, previewing what is to follow.</li> <li>- Organizes ideas clearly and effectively.</li> <li>- Provides a strong conclusion that follows from, supports, and expands on the focus.</li> <li>- Uses appropriate transitions to create cohesion and clarify relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to all elements of prompt.</li> <li>- Maintains focus on topic throughout piece, with occasional minor departures.</li> <li>- Introduces topic clearly, previewing what is to follow.</li> <li>- Organizes ideas clearly and effectively.</li> <li>- Provides a conclusion that follows from and supports the focus.</li> <li>- Uses appropriate transitions to create cohesion and clarify relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to some elements of prompt.</li> <li>- Often departs from focus on topic.</li> <li>- Introduces topic in an incomplete or unclear way.</li> <li>- Organizes ideas inconsistently.</li> <li>- Provides a conclusion that is incomplete or may not follow from the focus.</li> <li>- Inconsistently uses transitions to connect ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not respond to prompt; off topic.</li> <li>- Piece lacks focus on topic.</li> <li>- Does not introduce topic.</li> <li>- Ideas are disorganized.</li> <li>- Does not provide a conclusion.</li> <li>- Does not use transitions to connect ideas.</li> </ul>
Dev	<ul style="list-style-type: none"> <li>- Develops topic with relevant and sufficient evidence from text(s).</li> <li>- Elaborates upon evidence thoroughly, with accurate, insightful analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with sufficient, relevant evidence from text(s).</li> <li>- Elaborates upon evidence with accurate analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with insufficient relevant evidence from text(s).</li> <li>- Elaborates upon evidence vaguely or superficially.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with insufficient relevant evidence from text(s).</li> <li>- Elaborates upon evidence vaguely or superficially.</li> </ul>
Style	<ul style="list-style-type: none"> <li>- Varies sentence patterns for clarity, interest, emphasis, and style.</li> <li>- Uses precise language and domain-specific vocabulary.</li> <li>- Consistently expresses ideas precisely and concisely.</li> <li>- Establishes and maintains a consistent, formal, and engaging style.</li> <li>- Writing shows exceptional awareness and skill in addressing audience's needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Varies sentence patterns for clarity and interest.</li> <li>- Uses domain-specific vocabulary.</li> <li>- Mostly expresses ideas precisely and concisely.</li> <li>- Establishes a formal style, with occasional minor lapses.</li> <li>- Writing is appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Varies sentence patterns occasionally for clarity or interest.</li> <li>- Uses general vocabulary with a few domain-specific words.</li> <li>- Language is occasionally precise and may be unnecessarily wordy.</li> <li>- Attempts to use a formal style but with many lapses.</li> <li>- Writing is somewhat appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence patterns are basic and repetitive.</li> <li>- Uses limited vocabulary inappropriate to the content.</li> <li>- Language is imprecise and lacks concision, often wordy or redundant.</li> <li>- Uses an inappropriately informal style.</li> <li>- Writing is inappropriate to audience.</li> </ul>
Conv	<ul style="list-style-type: none"> <li>- Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few</li> </ul>	<ul style="list-style-type: none"> <li>- Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow</li> </ul>

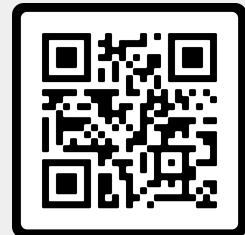
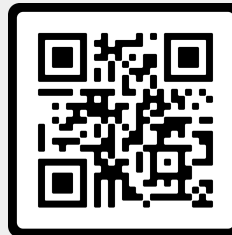
## Day 10

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.

- ☐ 2. **Watch** “[Randal Miller on the Terror of Yellow Fever in 1793.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 3. **Read Chapters 11-12.**  
Open the camera app on your phone and scan the QR code to listen.



- ☐ 4. **Track your comprehension.** Complete CSPS or book annotations.

- ☐ 5. Answer the Chapter Questions **OR** Complete the Quiz.

- ☐ 6. Complete the **Focusing Question Task #2 Evidence Collector** for Chapters 11-12.

- ☐ 7. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_.  
To meet my goal, I should \_\_\_\_\_.  
I will know I have reached my goal when \_\_\_\_\_.

- ☐ 8. **Reflect.** Did you meet your goal? \_\_\_\_\_

## How will you complete the essay during Week 4?



- ☐ Use Evidence Collector
- ☐ Read and annotate the text each day.
- ☐ Answer questions about the text to check your understanding.
- ☐ **Starting on Day 10 and EACH DAY**, complete the Evidence Collector page for the chapters you read.
- ☐ **There are TWO options. You only need to complete ONE option for each chapter each day.**
- ☐ When it's time to draft your essay during Week 4, **refer back to the notes you took** on the Evidence Collector to get ideas for your essay.

**How will you complete the second essay?**  
**You have TWO options.**



**1. Choose ONE of the prompts below.**

- ☐ **Option 1:** What person or event had the greatest impact on Mattie's growth as a person as she navigated a hostile environment?
- ☐ **Option 2:** What person or event had the greatest impact on Mattie's growth as a person as she navigated a hostile environment?

**2. Choose the Focusing Question Task (FQT) Evidence Collector that MATCHES the prompt you chose.**

**3. You only need to complete the FQT Evidence Collector for ONE of the essay prompts.**

## Focusing Question Task #2 Evidence Collector

### Focusing Question Task 2:

**OPTION 1:** Choose **one** group of Philadelphians and explain whether the group's response to the yellow fever was helpful, harmful, or both.

Possible groups include: upper class/wealthy, working class/tradesmen, Free African Society, doctors/nurses

Chapter, Page #	Text Evidence of the illness	How did the group respond to the illness? <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	Was the response <u>helpful</u> , <u>harmful</u> , or <u>both</u> ? Explain your reasoning.
Chapters 11-12			
Chapters 13-15			
Chapters 16-17			

## Focusing Question Task 2:

**OPTION 1:** Choose **one** group of Philadelphians and explain whether the group's response to the yellow fever was helpful, harmful, or both.

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Chapters 18-20			
Chapters 21-23			
Chapters 24-25			

## Focusing Question Task 2:

**OPTION 1:** Choose **one** group of Philadelphians and explain whether the group's response to the yellow fever was helpful, harmful, or both. Possible groups include: upper class/wealthy, working class/tradesmen, Free African Society, doctors/nurses

Chapter, Page #	Text Evidence of the illness	How did the group respond to the illness? <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	Was the response <u>helpful</u> , <u>harmful</u> , or <u>both</u> ? Explain your reasoning.
Chapters 26-27			
Chapters 28-29			
Epilogue			

Focusing Question Task 2:**OPTION 2:** What person or event had the greatest impact on Mattie's growth as a person as she navigated a hostile environment?

Chapter, Page #	Text Evidence of hostile environment	Evidence Mattie grew as a person <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	What person or event caused this growth in Mattie?
Chapters 11-12			
Chapters 13-15			
Chapters 16-17			

Focusing Question Task 2:**OPTION 2:** What person or event had the greatest impact on Mattie's growth as a person as she navigated a hostile environment?

Chapter, Page #	Text Evidence of hostile environment	Evidence Mattie grew as a person <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	What person or event caused this growth in Mattie?
Chapters 18-20			
Chapters 21-23			
Chapters 24-25			

Focusing Question Task 2:**OPTION 2:** What person or event had the greatest impact on Mattie's growth as a person as she navigated a hostile environment?

Chapter, Page #	Text Evidence of hostile environment	Evidence Mattie grew as a person <input type="checkbox"/> Feelings <input type="checkbox"/> Actions <input type="checkbox"/> Sayings <input type="checkbox"/> Thoughts	What person or event caused this growth in Mattie?
Chapters 26-27			
Chapters 28-29			
Epilogue			

**Fever 1793**  
**Chapters 11-12**

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

Fever 1793  
Chapters 11-12

1. What does the author reveal about Mattie in Chapters 11-12?

Mattie	What does this reveal about her?
<input type="checkbox"/> Feelings	
<input type="checkbox"/> Actions	
<input type="checkbox"/> Sayings	
<input type="checkbox"/> Thoughts	

Ask your teacher for the answers to the quiz. Make corrections if needed.

**Day 10**

## Chapters 11-12 Quiz

**Directions:** Read this passage in which Mattie describes her wagon ride with Grandfather when they leave the city to try to escape the fever. Then answer each item.

**from *Fever 1793*  
by Laurie Halse Anderson**

“There,” he sighed. “That’s better. It’s time to review your soldiering lessons.”

I groaned. From my crawling days, Grandfather had taught me all the tricks of the American and the British armies, and quite a few from the French. Again and again and again. It would do no good to argue. I was his captive.

“A soldier needs three things to fight,” he continued. He held up three fingers and waited for my response.

“One, a sturdy pair of boots,” I said. “Two, a full belly. Three, a decent night’s sleep.”

Grandfather thunked his boots on the floorboards.

“Hey,” protested the farmer.

“My boots are sound.”

Grandfather belched.

“Tsk, tsk,” said the farmer’s wife.

“Eliza fed me breakfast enough for two blacksmiths.”

He pulled the brim of his hat down over his eyes and settled back against a rolled-up mattress.

“And now I’m going to get some sleep before our coachman delivers us unto the joys of the Ludington family barnyard and their odiferous<sup>1</sup> pigs.”

...

I settled in alongside him so my head rested on his chest. The rhythmic turning of the wagon wheels, the hum of insects in the barley fields along the road, and the beat of Grandfather’s heart blended into a lullaby.

<sup>1</sup> **odiferous:** Strong-smelling

Anderson, Laurie Halse. *Fever 1793*. Simon & Schuster, 2000, pp. 79–80.

1. Repeating the word **again** in the second paragraph shows that
  - a. Mattie has learned these lessons so many times she is tired of them.
  - b. Mattie needs to do something more than once so that she can learn it.
  - c. Grandfather is getting older and so he sometimes says the same thing.
  - d. Grandfather and Mattie are on a long journey and have a lot of time.
2. Why does Grandfather thunk his boots, talk about how much food he has eaten, and take a nap?
  - a. He is trying to make Mattie laugh.
  - b. He is trying to make the long journey go quickly.
  - c. He is showing that he is a good soldier who is ready to fight.
  - d. He has developed the fever himself and is not thinking clearly.
3. This item has two parts. Answer PART A; then answer PART B.

**PART A:** In this passage, how does the setting affect Grandfather?

- a. Leaving the city makes Grandfather feel that they are safe and have nothing to worry about.
- b. The wagon ride through the country makes Grandfather remember his good times in the war.
- c. Being on a wagon headed out of town is a fun adventure, making Grandfather feel playful.
- d. Fleeing the fever makes Grandfather want to show Mattie he is ready to protect her.

**PART B:** In this passage, the setting of the wagon ride makes Mattie

- a. draw close to her grandfather for comfort.
- b. worry she is starting to get sick with fever.
- c. feel alone in the world without the rest of her family.
- d. become annoyed spending so much time with Grandfather.

## Week 3 Goals

Goals for the Week	How will I reach these goals?
1. <b>Learn the meaning of one new vocabulary word.</b>	Complete the <b>Glossary pages</b> and quiz yourself.
2. <b>Learn about key events and people from the yellow fever epidemic of 1793.</b>	<b>Use the QR code</b> to watch a video before you reach each chapter.
3. <b>Read Chapters 13-25</b> of <i>Fever 1793</i> .	You can also <b>listen</b> to the chapters. Use the QR code in the daily agenda.
4. <b>Track your comprehension</b> as you read each chapter.	Complete the <b>CSPS Note-Catcher</b> <u>or</u> <b>annotate</b> in the book.
5. <b>Collect evidence for an essay</b> you will write next week.	Complete the <b>FQT #2 Evidence Collector</b> .
6. <b>Answer questions</b> about each chapter.	Complete the <b>Chapter Questions</b> and/or the <b>Quiz</b> .
7. Complete 30 minutes of <b>online grammar practice</b> .	<b>Log on to Quill.com</b> . Choose the “Sign in with Google” option and use your Clever username and password.
8. <b>Write an essay.</b>	Complete the <b>Essay Planning Organizer</b> .




## Choice Board

### Week 3

*You can use the choice board to design your own weekly experience, or you can follow the daily agendas.*

*To use the choice board, choose activities that will **total 100 points** for the week. **Accuracy counts.***

*You can exceed 100 points to increase your chances of a better total score.*

<b>5 points</b>	Complete a CSPS organizer for one chapter.	Use three vocabulary words in your written responses to Chapter Questions.	Log 10 minutes of grammar practiced on Quill.  <i>(Maximum of 30 minutes each week for credit.)</i>	Use evidence from one of the videos in a written response to a Chapter Question.  <i>(Maximum 5 references per week for credit.)</i>
<b>10 points</b>	Complete one Chapter Quiz.	Participate in a Zoom session led by your teacher.	Read the letters written to Dr. Rush from his friends. Write a paragraph: Why did Irwin and More write to Rush?  	Read the letters written to Dr. Rush from his friends. Write a two sentence summary for each letter.  
<b>15 points</b>	Complete Chapter Questions for one chapter.	Read the letters written to Dr. Rush from his friends.   Write two paragraphs: Were Irwin and More convinced that Dr. Rush was right in how he treated his patients?	Create a 6 panel comic strip to “explode the moment” of the most important part in the chapter.	Create a TikTok that summarizes the chapter with identifiable characters. Choose a song that matches the <u>tone</u> and events of the chapter.
<b>30 points</b>	Complete the Focusing Question Task #2 Evidence Collector for Chapters 13-25.			

## Create a plan for the week.

**Use the items from the Choice Board and the Week 3 Goals.**

[illegible]

**Total Points:** \_\_\_\_\_

### Week 3 At a Glance



Monday	Tuesday	Wednesday	Thursday	Friday
Day 11	Day 12	Day 13	Day 14	Day 15
<p>Watch “<a href="#">Fever 1793: Citizen Girard.</a>”</p> <p>Read/listen to Chapters 13-15.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapters 13-15 Questions <b>OR</b> Complete Chapter 13-15 Quiz.</p> <p>Log Grammar Practice online.</p>	<p>Watch “<a href="#">Fever: 1793 - Burying the Dead.</a>”</p> <p>Read/listen to Chapters 16-17.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapters 16-17 Questions.</p> <p>Log Grammar Practice online.</p>	<p>Read/listen to Chapters 18-20.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapters 18-20 Questions <b>OR</b> Complete Chapter 18-20 Quiz.</p>	<p>Watch “<a href="#">Fever: 1793 - Richard Allen: Apostle of Freedom.</a>”</p> <p>Read/listen to Chapters 21-23.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapters 21-23 Questions <b>OR</b> Complete Chapter 21-23 Quiz.</p>	<p>Watch “<a href="#">Randall Miller on African American Volunteers in The Yellow Fever Epidemic.</a>”</p> <p>Read/listen to Chapters 24-25.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapters 24-25 Questions <b>OR</b> Complete Chapter 24-25 Quiz.</p>

Glossary: *Fever, 1793* by Laurie Halse Anderson



Source: <<https://www.haikudeck.com/fever-1793-education-presentation-faf58be044>>.

**Instructions:** Use the vocabulary and definitions below to help you understand the book. After you read, find the sentences that use the vocabulary and record them.

Word	Chapter	Definition	Image	Write a sentence from the book using the word.
Placid (adj)	Chs. 16-17	Calm, peaceful; not easily upset or excited		
Scurrilous (adj)	Chs. 24-25	Given to coarse language; vulgar; spreading claims to damage reputation		

## Day 11

- ☐ 1. **Watch** “[Fever 1793: Citizen Girard](#).”

Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapters 13-15.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPS or book annotations.

- ☐ 4. Answer the Chapter Questions **OR** Complete the Quiz.

- ☐ 5. Complete the **Focusing Question Task #2 Evidence Collector** for Chapters 13-15.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_.
- To meet my goal, I should \_\_\_\_\_.
- I will know I have reached my goal when \_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapters 13-15

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

Fever 1793  
Chapters 13-15

1. What symptoms do Mattie and Grandfather show in Chapters 13-14?

Grandfather's Symptoms	Mattie's Symptoms

2. What does Mattie's discussion with the "frowning clerk" reveal?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 11

## Chapter 14 Quiz

**Directions:** Read the passages and answer each item.

**Passage 1**  
**from *Fever 1793***  
**by Laurie Halse Anderson**

There were no refrigerators in 1793, no freezers, no twenty-four-hour grocery stores, and no canned hams. Most city dwellers bought their food at the marketplace. Farmers from the countryside would pack their wagons with produce, meat, eggs, cheese, milk, and bread, and drive before sunup into Philadelphia. The people in the city counted on them.

With the government shut down and farmers afraid to come into the city, getting enough food to eat during the epidemic was a problem. It was made worse by the lack of money in the city. In the early days of the epidemic many wealthy people and business owners fled. The people they employed were out of work. It didn't take long until they were out of cash.

All over the East Coast other communities imposed quarantines<sup>1</sup> on people from Philadelphia. That meant that Philadelphians were not allowed to come into their towns, not even to buy food.

We do not have any records that tell us whether or not people starved during the epidemic. We do know that people, especially the poor, were hungry.

**1 quarantines:** Orders to prevent entry

Anderson, Laurie Halse. *Fever 1793*. Simon & Schuster, 2000, pp. 249–250.

**Passage 2**  
**from *An American Plague***  
**by Jim Murphy**

Mayor Clarkson's greatest concern was the mounting<sup>2</sup> number of penniless people in Philadelphia. As well-off citizens closed their businesses and fled the city, they left behind thousands of individuals without any source of income. When these people became ill, they had no money to pay for food, medicine, a physician, or a nurse....

Adding to Philadelphia's woes was a new problem. Many nearby farmers were refusing to bring food into the diseased city; the little food that did make it to market was extremely expensive, sometimes costing two or three times as much as it had before the fever struck.

**2 mounting:** Increasing

Murphy, Jim. *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*. Houghton Mifflin Harcourt, 2003, p. 38.

1. This item has two parts. Answer PART A; then answer PART B.

Read this sentence from the first paragraph of Passage 1.

“The people in the city counted on them.”

**PART A:** In the context of the passage, what does the phrase **counted on them** mean?

- a. made money from them
- b. depended upon them
- c. saw fewer of them
- d. thought less of them

**PART B:** Which piece of evidence **best** supports the answer to PART A?

- a. “Most city dwellers bought their food at the marketplace.”
- b. “[Farmers would] drive before sunup into Philadelphia.”
- c. “It was made worse by the lack of money in the city.”
- d. “It didn’t take long until they were out of cash.”

2. Which answer **best** describes how each author, Anderson (Passage 1) and Murphy (Passage 2), emphasizes different evidence in writing about the 1793 crisis in Philadelphia?

- a. Anderson focuses on the lack of food; Murphy focuses on the lack of money.
- b. Anderson focuses on the lack of farmers; Murphy focuses on the lack of doctors.
- c. Anderson emphasizes how people helped themselves; Murphy emphasizes how the government helped.
- d. Anderson emphasizes problems with transportation; Murphy emphasizes problems with the government.

3. What are **two** central ideas developed in **both** passages? Choose **two** answers.

- a. Because of the lack of technology in 1793, most people bought food directly from farmers.
- b. To get to the city in time for the market, farmers would drive early before the sun came up.
- c. Because farmers were afraid to enter the city, people in the city did not have as much food to buy.
- d. Since the wealthy left the city, many who stayed lacked money to buy food that was for sale.
- e. To protect their own citizens, other cities on the East Coast would not let Philadelphians in.
- f. As mayor, Clarkson worried about increasing numbers of poor unable to pay for food and care.
- g. Because they could, farmers who did bring in food charged two to three times as much as usual.

## Chapter 15 Quiz

**Directions:** Read this passage about a special committee that Philadelphia’s mayor established to respond to the crisis. Then answer each item.

**from *An American Plague*  
by Jim Murphy**

One of the first decisions made by the committee was to borrow \$1,500 for the purchase of medicine, coffins, and a variety of other necessary items, as well as to pay for doctors, nurses, and gravediggers. All told, the committee would spend \$37,647.19 to combat the sickness that infested their city. This is a great deal of money even today, but in 1793 it was a fortune. What is more, the members of the committee could be held personally responsible for all of this money because they had no legal authority to borrow or spend it.

The magnitude<sup>1</sup> of this responsibility and the courage of the committee members become clear when we learn that the majority of them were not wealthy. They were, as the mayor himself put it, “mostly taken from the middle walks of life.” One of them was an umbrella maker; another built cabinets; another, chairs. Two carpenters volunteered, as did a teacher, a mechanic, a coach builder, and a playing-card maker. If they were compelled<sup>2</sup> to repay even a portion of the debt, it would ruin most of them financially. Yet they overcame their fears and took on the responsibility in order to save their stricken city and its people.

1 **magnitude:** Large extent

2 **compelled:** Forced

Murphy, Jim. *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*. Houghton Mifflin Harcourt, 2003, p. 68.

1. Read this sentence from the second paragraph.

“They were, as the mayor himself put it, ‘mostly taken from the middle walks of life.’”

In this context, **the middle walks of life** means that the committee members were

- a. from the center of the city.
- b. neither old nor young.
- c. average citizens, not brave or special.
- d. not rich and had to work for a living.

2. What are **two** central ideas of this passage? Choose **two** of the answers below.
- a. The committee first borrowed \$1,500 to pay for needed supplies and help.
  - b. Because so many were sick and dying, the city had to pay doctors and gravediggers.
  - c. The committee ended up spending \$37,647.19 in response to the crisis.
  - d. The members spent the money even though they could have had to pay it back.
  - e. Some of the jobs of members of the committee included teaching and carpentry.
  - f. Even though they were not wealthy, the members did what was needed to help the city.
3. This item has two parts. Answer PART A; then answer PART B.

**PART A:** What idea does the first paragraph develop?

- a. It summarizes how the committee members made the decision to borrow the money.
- b. It argues that the committee members borrowed more money than they needed to.
- c. It emphasizes the amount of money and the risk taken by committee members.
- d. It discusses the problems that the fever caused and how the committee solved them.

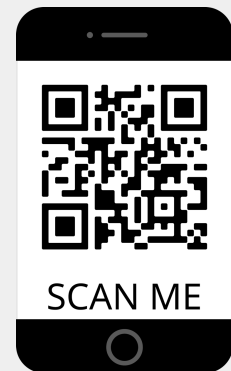
**PART B:** What idea does the second paragraph develop?

- a. It describes the kinds of jobs that were typical in early America and why they were important.
- b. It emphasizes the financial risk taken by the committee members who were not wealthy.
- c. It explains what would have happened if the committee had not borrowed the money.
- d. It profiles individual members of the committee and what made each so generous.

## Day 12

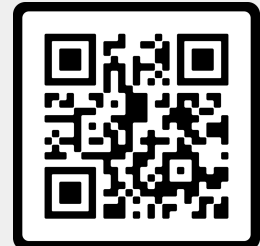
- ☐ 1. **Watch** “[Fever: 1793 - Burying the Dead.](#)”

Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapters 16-17.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions.

- ☐ 5. Complete the **Focusing Question Task #2 Evidence Collector** for Chapters 16-17.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_.

To meet my goal, I should \_\_\_\_\_.

I will know I have reached my goal when \_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

**Fever 1793**  
**Chapters 16-17**

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

*Fever 1793*  
**Chapters 16-17**

1. Support each statement with evidence from the text.

Summary statement from Chapters 16-17.	Evidence from the text.
The crisis is continuing to cause Mattie to change and grow.	
Mattie’s relationship with her grandfather is changing.	
The crisis is affecting other Philadelphians and their relationships in addition to Mattie and her grandfather.	

2. What has Mattie discovered about herself as a result of the crisis?

## Day 13

☐ 1. **Read Chapters 18-20.**

Open the camera app on your phone and scan the QR code to listen.



☐ 2. **Track your comprehension.** Complete CSPS or book annotations.

☐ 3. Answer the Chapter Questions **OR** Complete the Quiz.

☐ 4. Complete the **Focusing Question Task #2 Evidence Collector** for Chapters 18-20.

☐ 5. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_

To meet my goal, I should \_\_\_\_\_

I will know I have reached my goal when \_\_\_\_\_

☐ 6. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapters 18-20

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 13

## Chapter 20 Quiz

**Directions:** Read the passage and answer each item.

**from *An American Plague*  
by Jim Murphy**

Philip Freneau chose to combat the plague with denial and humor. As editor of the *National Gazette*, Freneau struggled as much to keep his paper in operation as he did to avoid the fever. Because supplies had become scarce after week two of the plague, Freneau had a hard time finding paper. Instead of the usual four to eight pages, he was often forced to publish a single sheet.

His *National Gazette* was also short on fever news. It avoided publishing most obituaries, never mentioned the rise in crime, and was vague about the spread of the disease. For real news, people turned to Andrew Brown's *Federal Gazette*, the only daily that operated without interruption throughout the crisis.

Even so, Freneau did have an impact. He poked fun at those who fled the city, at the power of opium<sup>1</sup> to banish<sup>2</sup> pain, and at the cruelty and indifference of those outside the city. His weapons of choice were brief dialogue and verse.<sup>3</sup> The construction of his verse was often clumsy, possibly because strict deadlines meant he had to work so quickly.

1 **opium:** An addictive drug used as a painkiller

2 **banish:** Get rid of

3 **verse:** Poetry

Murphy, Jim. *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*. Houghton Mifflin Harcourt, 2003, p. 87.

1. This item has two parts. Answer PART A; then answer PART B.

Read this sentence from the third paragraph.

“He poked fun at those who fled the city, at the power of opium to banish pain, and at the cruelty and indifference of those outside the city.”

**PART A:** What does **indifference** mean?

- a. intelligent actions
- b. generous actions
- c. lack of concern
- d. lack of knowledge

**PART B:** Which word provides the **best** context for the meaning of **indifference**?

- a. “fun”
- b. “banish”
- c. “cruelty”
- d. “city”

2. This item has two parts. Answer PART A; then answer PART B.

**PART A:** Based on the passage, how did Freneau respond to the epidemic?

- a. He used his paper to publish fever facts and keep people informed.
- b. He used his paper to provide some distraction to the horror.
- c. He tried to publish his paper but had to quit when materials became scarce.
- d. He fled the city when he realized that was the best way to avoid the fever.

**PART B:** Which **two** pieces of evidence **best** support the answer to PART A?

- a. “Philip Freneau chose to combat the plague with denial and humor.”
- b. “Freneau struggled as much to keep his paper in operation as he did to avoid the fever.”
- c. “Because supplies had become scarce after week two of the plague, Freneau had a hard time finding paper.”
- d. “For real news, people turned to Andrew Brown’s *Federal Gazette*, the only daily that operated without interruption throughout the crisis.”
- e. “His weapons of choice were brief dialogue and verse.”
- f. “The construction of his verse was often clumsy, possibly because strict deadlines meant he had to work so quickly.”

3. This item has two parts. Answer PART A; then answer PART B.

**PART A:** Which statement **best** captures Murphy’s point of view toward Freneau?

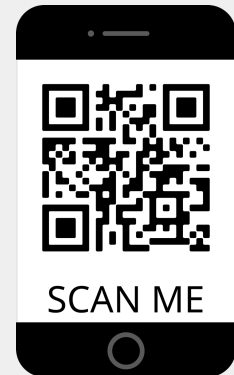
- a. Freneau’s paper was useless during the epidemic when people needed facts and help.
- b. Freneau selfishly took advantage of people’s pain to sell papers.
- c. Freneau’s paper should have been more serious, like that of Andrew Brown.
- d. Freneau published a paper that played a valuable role during the epidemic.

**PART B:** Which piece of evidence **best** conveys Murphy’s point of view?

- a. “His *National Gazette* was also short on fever news.”
- b. “It avoided publishing most obituaries, never mentioned the rise in crime, and was vague about the spread of the disease.”
- c. “For real news, people turned to Andrew Brown’s *Federal Gazette*, the only daily that operated without interruption throughout the crisis.”
- d. “He poked fun at those who fled the city, at the power of opium to banish pain, and at the cruelty and indifference of those outside the city.”

## Day 14

- ☐ 1. **Watch** “[Fever: 1793 - Richard Allen: Apostle of Freedom.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapters 21-23.**  
Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions **OR** Complete the Quiz.

- ☐ 5. Complete the **Focusing Question Task #2 Evidence Collector** for Chapters 21-23.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapters 21-23

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

Fever 1793  
Chapters 18-20

1. What does the author reveal about Mattie in Chapters 18-19?

Mattie	What does this reveal about her?
<input type="checkbox"/> Feelings	
<input type="checkbox"/> Actions	
<input type="checkbox"/> Sayings	
<input type="checkbox"/> Thoughts	

2. On page 157, Mattie discusses her city with Mr. Brown. What does Brown reveal?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 14

## Chapters 22-23 Quiz

**Directions:** Read the passage and answer each item.

**Invictus<sup>1</sup>**  
**by William Ernest Henley**

Out of the night that covers me,  
    Black as the pit from pole to pole,  
I thank whatever gods may be  
    For my unconquerable soul.

In the fell<sup>2</sup> clutch<sup>3</sup> of circumstance  
    I have not winced nor cried aloud.  
Under the bludgeonings<sup>4</sup> of chance  
    My head is bloody, but unbowed.<sup>5</sup>

Beyond this place of wrath and tears  
    Looms but the Horror of the shade,<sup>6</sup>  
And yet the menace<sup>7</sup> of the years  
    Finds and shall find me unafraid.

It matters not how strait<sup>8</sup> the gate,  
    How charged with punishments the scroll,  
I am the master of my fate,  
    I am the captain of my soul.

1 **Invictus:** Undefeated

2 **fell:** Cruel

3 **clutch:** Tight grip

4 **bludgeonings:** Beatings

5 **unbowed:** Not defeated

6 **the shade:** Death

7 **menace:** Something or someone dangerous

8 **strait:** Narrow

Henley, William Ernest. "Invictus." Poetry Foundation, Web. Accessed 6 Dec. 2016.

1. This item has two parts. Answer PART A; then answer PART B.

Read these lines from the poem.

“In the fell clutch of circumstance / I have not winced nor cried aloud.”

**PART A:** What does **wincing** mean?

- a. calmly confronted danger
- b. tried to accomplish a goal
- c. moved back to avoid pain
- d. had trouble or hardship

**PART B:** What does the speaker’s use of the word **wincing** suggest?

- a. Instead of remaining calm, the speaker has run away from difficulty.
- b. Instead of showing distress, the speaker has calmly confronted challenges.
- c. Instead of staying determined, the speaker has lost motivation to try.
- d. Instead of struggling, the speaker has never experienced painful circumstances.

2. Read these lines from the poem.

“Under the bludgeonings of chance / My head is bloody, but unbowed.”

What does the speaker mean?

- a. He is hurt due to bad luck, but he is not defeated.
- b. He is not affected by any situation and is unbeatable.
- c. He is thankful for his good luck, but he accepts that he may be defeated.
- d. He has been attacked by violent people but refuses to bow to them.

3. Which statement **best** describes the poem’s theme?

- a. Life can be easy if you work hard enough and believe in yourself.
- b. You may have to fight with others to get what you want in life.
- c. Weakness is forgivable because one cannot always be strong.
- d. A strong spirit can help one to endure challenges.

## Day 15

- ☐ 1. **Watch** “[Randall Miller on African American Volunteers in The Yellow Fever Epidemic.](#)”

Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Read Chapters 24-25.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions **OR** Complete the Quiz.

- ☐ 5. Complete the **Focusing Question Task #2 Evidence Collector** for Chapters 24-25.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_.  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_.  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapters 24-25

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

*Fever 1793*  
**Chapters 24-25**

1. Reread chapter 24's epigraph about black volunteers' medical response to the crisis. What does this example of Anderson using a historical document reveal about the status of black citizens during the epidemic?

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2. How does Eliza respond when her patient pays her on page 196, and what does this reveal about Eliza's work as a nurse?

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3. On page 205, how does Anderson characterize Dr. Rush?

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Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 15

## Chapters 24-25 Quiz

**Directions:** Read this passage in which Mattie joins Eliza on her rounds with the Free African Society. Then answer each item.

**from *Fever* 1793  
by Laurie Halse Anderson**

"You go on home, Mattie, you need a good meal and a rest," Eliza said. "I only have one more house on this list. Tell Joseph that I'll be along just as soon as I'm finished."

"No," I said firmly. "I'm not going anywhere. The work will go faster if you have me there, and you shouldn't walk home alone after dark."

Eliza raised an eyebrow.

"Never knew you to look for extra work. Come along then."

We walked in silence, east first, then north. I followed closely, not wanting to lose Eliza in the confusion of alleys and shortcuts.

"I haven't been here before," Eliza said. "Another member of the Society asked that I stop in before retiring.<sup>1</sup> These women are seamstresses, they live alone." She knocked politely on the peeling door, then entered.

The Gundy sisters were both mending. They silently drank their broth and nibbled on the bread. Eliza helped each woman walk to the necessary<sup>2</sup> and back while I aired out their mattresses. We washed the sisters' thin bodies and pulled clean shifts over their heads. One of the women tried to press coins into Eliza's hand, but Eliza politely refused and put the money back in the sisters' shabby purse.

<sup>1</sup> **retiring:** Stopping work for the day

<sup>2</sup> **the necessary:** The bathroom

Anderson, Laurie Halse. *Fever* 1793. Simon & Schuster, 2000, pp. 196–197.

1. This item has two parts. Answer PART A; then answer PART B.

**PART A:** What does this passage show about Eliza?

- a. She is heroic because she helps fever victims out of the goodness of her heart.
- b. She is loyal because she is completely focused on her loved ones.
- c. She is clever because she figures out a way to make money.
- d. She is secretive because she does not want to tell Mattie where she is going.

**PART B:** What piece of evidence **best** supports the answer to PART A?

- a. “Tell Joseph that I’ll be along just as soon as I’m finished.”
- b. “I followed closely, not wanting to lose Eliza in the confusion of alleys and shortcuts.”
- c. “Another member of the Society asked that I stop in before retiring.”
- d. “One of the women tried to press coins into Eliza’s hand, but Eliza politely refused and put the money back in the sisters’ shabby purse.”

2. This item has two parts. Answer PART A; then answer PART B.

**PART A:** How does Eliza feel about Mattie’s actions in this passage?

- a. Eliza is pleased to see that Mattie has not changed.
- b. Eliza is confused that Mattie does not know her way.
- c. Eliza is impressed Mattie is so knowledgeable about the fever.
- d. Eliza is surprised to see Mattie volunteer for a hard task.

**PART B:** What piece of evidence **best** supports the answer to PART A?

- a. “You go on home, Mattie, you need a good meal and a rest”
- b. “Eliza raised an eyebrow. ‘Never knew you to look for extra work.’”
- c. “I followed closely, not wanting to lose Eliza in the confusion of alleys and shortcuts.”
- d. “Eliza helped each woman walk to the necessary and back while I aired out their mattresses.”

3. Which statement **best** describes the theme of this passage?

- a. It is important to look out for oneself and one’s family during times of crisis.
- b. Times of crisis can bring out people’s best and most generous natures.
- c. People sometimes make selfish and desperate choices during times of crisis.
- d. Everyone’s life will include both good times and times of crisis and challenge.

## Week 4 Goals

Goals for the Week	How will I reach these goals?
1. <b>Learn the meaning of two new vocabulary words.</b>	Complete the <b>Glossary pages</b> and quiz yourself.
2. <b>Learn about key events and people from the yellow fever epidemic of 1793.</b>	<b>Use the QR code</b> to watch a video before you reach each chapter.
3. <b>Track your comprehension</b> as you read each article.	Complete the <b>Note-Catcher</b> <u>or</u> <b>annotate</b> on the article.
4. <b>Collect evidence for an essay</b> you will write this week.	Complete the <b>FQT #2 Evidence Collector</b> .
5. <b>Answer questions</b> about each article.	Complete the <b>Quiz</b> .
6. <b>Write an essay.</b>	Complete the <b>Essay Planning Organizer</b> .
7. Complete 30 minutes of <b>online grammar practice</b> .	<b>Log on to Quill.com</b> . Choose the “Sign in with Google” option and use your Clever username and password.



## Choice Board

### Week 4

*You can use the choice board to design your own weekly experience, or you can follow the daily agendas.*

*To use the choice board, choose activities that will **total 100 points** for the week. **Accuracy counts.***

*You can exceed 100 points to increase your chances of a better total score.*

<b>5 points</b>	Complete a CSPS organizer for one chapter.	Use three vocabulary words in your written responses to Chapter Questions.	Log 10 minutes of grammar practiced on Quill.  <i>(Maximum of 30 minutes each week for credit.)</i>	Use evidence from one of the videos in a written response to a Chapter Question.  <i>(Maximum 5 references per week for credit.)</i>
<b>10 points</b>	Complete one Article Quiz.	Create a 6 panel comic strip to “explode the moment” of the most important part in the chapter.	Write a script and create a video that teaches someone your age or younger about yellow fever or the epidemic of 1793 in Philadelphia.	Write a paragraph: Imagine that you and your family lived in Philadelphia in summer, 1793. What might you have done to protect yourselves from the Yellow Fever epidemic and/or care for sick family members?
<b>15 points</b>	<p>Read the “<a href="#">Reports on the yellow fever epidemic, 1793.</a>”</p>  <p><b>SCAN ME</b></p> <p>Write two paragraphs: How did the lack of medical and scientific knowledge about yellow fever contribute to the spread of the disease?</p>	<p>Read “<a href="#">Yellow Fever Attacks Philadelphia, 1793.</a>”</p>  <p><b>SCAN ME</b></p> <p>Write two paragraphs: How is the account of the fever similar and different from the Mattie’s experience in <i>Fever 1793</i>?</p>	Write a catchy song with dance movements that teaches someone your age or younger about yellow fever or the epidemic of 1793 in Philadelphia.	
<b>20 points</b>	Complete the Focusing Question Task #2.		<p><u>Create a Podcast:</u> Pretend that you are being interviewed on a Podcast as an expert on the Yellow Fever epidemic of 1793. Create a list of questions you might be asked and draft the answers to the questions. Be sure to include the name of the podcast and the name of the host.</p>	

**Create a plan for the week.**  
**Use the items from the Choice Board and the Week 3 Goals.**

Date	Agenda Item	Points

**Total Points:** \_\_\_\_\_

## Week 4 At a Glance


Monday	Tuesday	Wednesday	Thursday	Friday
Day 16	Day 17	Day 18	Day 19	Day 20
<p>Preview Vocabulary.</p> <p>Read/listen to Chapters 26-27.</p> <p>Complete CSPS or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapters 26-27 Questions.</p> <p>Log Grammar Practice online.</p>	<p>Watch “<a href="#">1793 Philadelphia and Yellow Fever</a>.”</p> <p>Read/listen to Chapters 28, 29, and Epilogue.</p> <p>Complete CSPS or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapters 28, 29, and Epilogue Questions <b>OR</b> Complete Chapters 28, 29, and Epilogue Quiz.</p> <p>Log Grammar Practice online.</p>	<p>Watch “<a href="#">Match the Body Paragraph to the Introduction</a>.”</p> <p>Annotate Painted Essay.</p> <p>Complete Essay Planning.</p> <p>Write an introduction.</p> <p>Watch “<a href="#">Explain Cause and Effect Relationships</a>.”</p> <p>Write body paragraphs.</p>	<p>Watch “<a href="#">Add a Logical Conclusion to Informational Writing</a>.”</p> <p>Write a conclusion.</p> <p>Complete self-editing checklist.</p> <p>Revise essay.</p> <p>Log Grammar Practice online.</p>	<p>Choose activities from the Week 4 Choice Board that total 20 points. Be sure not to repeat activities that you have already chosen this week.</p>

Glossary: *Fever, 1793* by Laurie Halse Anderson



Source: <<https://www.haikudeck.com/fever-1793-education-presentation-faf58be044>>.

**Instructions:** Use the vocabulary and definitions below to help you understand the book. After you read, find the sentences that use the vocabulary and record them.

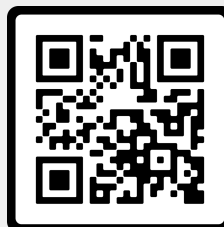
Word	Chapter	Definition	Image	Write a sentence from the book using the word.
Fetid (adj)	Ch. 26	Foul-smelling; stinky; offensive odor		

## Day 16

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.

- ☐ 2. **Read Chapters 26-27.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions.

- ☐ 5. Complete the **Focusing Question Task #2 Evidence Collector** for Chapters 26-27.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_.

To meet my goal, I should \_\_\_\_\_.

I will know I have reached my goal when \_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapters 26-27

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

*Fever 1793*  
**Chapters 26-29**

1. What were the results of the crisis in Philadelphia?

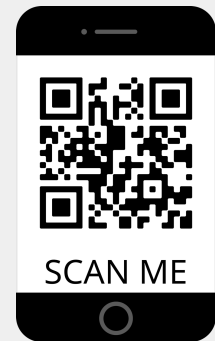
Positive Outcomes	Negative Outcomes

2. Based on the crisis’s effects, what themes does the novel convey?

## Day 17

- ☐ 1. **Watch** “[1793 Philadelphia and Yellow Fever](#).”

Open the camera app on your phone and scan the QR code to listen.



- ☐ 2. **Read Chapters 28, 29, and Epilogue.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete CSPA or book annotations.

- ☐ 4. Answer the Chapter Questions. GO BACK TO THE PREVIOUS DAY TO ADD TO THE PAGE.

- ☐ 5. Complete the **Focusing Question Task #2 Evidence Collector** for Chapters 28, 29, and Epilogue.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_.
- To meet my goal, I should \_\_\_\_\_.
- I will know I have reached my goal when \_\_\_\_\_.

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

## Fever 1793

### Chapters 28-29, Epilogue

Guiding Questions	Strategy	Response
<input type="checkbox"/> <b>Who</b> is the main character? <input type="checkbox"/> <b>What</b> is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the <b>other characters</b> ?	<b>C</b> Characters	
<input type="checkbox"/> <b>Where</b> <u>in the world</u> does the story take place? <input type="checkbox"/> <b>Where</b> <u>in the plot</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in time</u> does the story take place? <input type="checkbox"/> <b>When</b> <u>in the plot</u> does the story take place?	<b>S</b> Setting	
<input type="checkbox"/> What is the <b>major conflict</b> in the text?	<b>P</b> Plot	
<input type="checkbox"/> What <b>challenge</b> are the characters currently facing <u>related to the major conflict</u> ?	<b>P</b> Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters <b>successful</b> ?	<b>S</b> Solution	

**Summarize the text.**

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

<b>Somebody</b>	
<b>Wanted...</b>	
<b>But...</b>	
<b>So...</b>	
<b>Summary</b>	

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 17

## Chapters 27, 28 and Epilogue Quiz

**Directions:** Read the passage in which Mattie reflects on her changed situation. Then answer each item.

**from *Fever 1793*  
by Laurie Halse Anderson**

Looking down the peaceful street, it seemed no one could imagine the terror we had all endured. There were many tables with empty places or invalids<sup>1</sup> who had once been strong as horses, but the sun continued to rise. People filled the street each day. On Sunday the church bells rang. Philadelphia had moved on.

Early morning was the only time I felt as if there were ghosts nearby, memories of the weeks of fear. That's when I found myself listening for Polly's giggle or Grandfather's voice. Sometimes they felt so close. Close enough to tell me I should stop dawdling<sup>2</sup> and get to work.

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

Day was begun.

1 **invalids:** People who are physically weak from an illness or injury

2 **dawdling:** Wasting time

Anderson, Laurie Halse. *Fever 1793*. Simon & Schuster, 2000, p. 243.

1. Read this sentence from the second paragraph.

“Early morning was the only time I felt as if there were ghosts nearby, memories of the weeks of fear.”

What does this sentence show about Mattie's feelings about the fever?

- a. She remembers those she lost and still feels haunted by the fever sometimes.
- b. She must work so hard to survive she can barely even remember the fever.
- c. She feels so tired from lack of sleep; she feels afraid that the fever will return.
- d. She starts each day feeling grateful that the fever taught her to be strong.

2. This item has two parts. Answer PART A; then answer PART B.

**PART A:** According to the passage, how has the city changed because of the fever?

- a. The fever's impact is visible everywhere; Philadelphians have not moved on.
- b. There are reminders of the fever, but life in Philadelphia is moving on.
- c. It is obvious that the city has changed, but citizens barely remember the fever.
- d. The city has become an unpleasant place, and citizens feel anxious and stressed.

**PART B:** What piece of evidence **best** supports the answer to PART A?

- a. "There were many tables with empty places or invalids who had once been strong as horses, but the sun continued to rise."
- b. "People filled the street each day. On Sunday the church bells rang."
- c. "That's when I found myself listening for Polly's giggle or Grandfather's voice."
- d. "I stood and shook the idleness out of my skirts. Day was begun."

3. This item has two parts. Answer PART A; then answer PART B.

**PART A:** What do Mattie's thoughts in this passage reveal about her?

- a. She is fearful.
- b. She is optimistic.
- c. She is exhausted.
- d. She is generous.

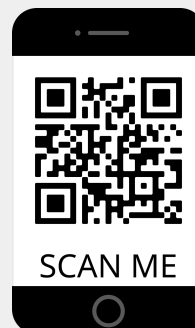
**PART B:** What evidence **best** supports the answer to PART A?

- a. "Looking down the peaceful street, it seemed no one could imagine the terror we had all endured."
- b. "I felt as if there were ghosts nearby, memories of the weeks of fear."
- c. "Close enough to tell me I should stop dawdling and get to work."
- d. "The yellow sun rose, a giant balloon filled with prayers and hopes and promise."

# If you are using OPTION 2, go to page 147.

## Day 18 OPTION 1

- ☐ 1. **Watch** “[Match the Body Paragraph to the Introduction.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Annotate the Exemplar Essay.**
  - ☐ Color-code the Painted Essay Template.
  - ☐ Use the Painted Essay Template to annotate the Exemplar Essay for each part that is in the Painted Essay.
  - ☐ Example: Find the Introduction of the Exemplar Essay and color it red just like you colored the Introduction red on the Painted Essay Template.

- ☐ 2. **Complete Essay Planning.** Review the Focusing Questions #2 Evidence Collector.

- ☐ 3. **Plan and Write the Introduction Paragraph.**  
Use the organizer to plan an answer for your introduction.

- ☐ 4. **Watch** “[Explain Cause and Effect Relationships.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 5. **Plan and Write the Body Paragraphs.** Use the organizer to plan an answer for your body paragraphs.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

**Directions:**

- 1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
- 2. Use the key below to color code.
  - a. Introduction: RED
  - b. Thesis: GREEN
  - c. Point 1: YELLOW
  - d. Point 2: BLUE
  - e. Conclusion: GREEN

Painted Essay® Template

Introduction

Thesis

point 1

point 1

Supporting Paragraph

transition

Supporting Paragraph

Conclusion

**Directions:**

1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
2. Be sure to include the all parts of the explanatory essay when you write your essay.

## Exemplar Explanatory Essay

The maxim “when one door closes, another door opens” applies to people’s experiences during the Great Depression, a period lasting from 1929 until World War II. Many Americans during the Great Depression experienced some type of hardship, whether that meant a lost job, a lost farm or home, or an inability to feed or take care of their families. Because of these hardships, Americans had to adapt to loss and difficulty by finding a way to make something positive come from something negative. The communities built in Hoovervilles and the unions formed in factories show how the people of the Great Depression opened doors for themselves.

Unemployment and homelessness, two “closing” doors of the Great Depression, created shantytowns called Hoovervilles, which became home to many people. During this period, some “13 [million] to 15 million Americans were unemployed,” (“Hoovervilles”) and unemployment often caused homelessness. Because people could no longer pay their rent or mortgage, people were turned out of their homes with nowhere to go. Often young teenagers would leave their homes and become homeless, hoping to ease the burden they placed on their families. For some, Hoovervilles became their new home. Hoovervilles were “shantytowns that cropped up across the nation, primarily on the outskirts of major cities” (“Hoovervilles”). However, despite the conditions at the camps (for example, many people slept in shelters made out of cardboard boxes), Hoovervilles opened doors for people. Hoovervilles offered a sense of community; a migrant could find food and shelter, and most important, a sympathetic ear: “The one place where the young hobo was assured a welcome was the ‘jungle,’ as the hobo camps were called” (Uys). People helping people defined these “hobo camps” or Hoovervilles. In a time when everything was scarce, Hoovervilles offered people a place where generosity and compassion were practiced. Even though the door of a home had closed for some people, the door of community help had opened.

Poor labor conditions closed another door for people during the Great Depression, resulting in a door opening with the formation of unions. Manufacturer workers had “no rights” and could be fired for any reason (“GM Strike Video”). For example, people did not have job security if they got hurt at work; if they could not perform their job, a worker would simply be let go without pay. If a worker lost his job, often he would face additional hardships, like losing his home. Protected employment was a necessity for people so that they could depend on their wages to pay their bills and feed their families. As a result of this closed door, workers banded together to form unions, an action that resulted in opening doors for countless people. The union’s purpose was for workers to help other workers. They helped each other by organizing “sit-downs” and bravely standing up to injustice, eventually securing workplace rights as a result of their protests and strikes. Because of their actions, “the auto worker became a different human being” (“GM Strike Video”). The people who formed unions and organized protests successfully opened doors for all future workers to have legal rights that could not be taken away by an employer.

Few periods in American history have been as catastrophic as the Great Depression was for so many millions. It closed doors for many, sometimes doors that would stay slammed shut. Yet for some, even with those closed doors of homelessness and unemployment, doors were opened. Sometimes, people found community and joined unions. For these people, the Great Depression was a positive and negative experience, where hardship was countered by the strength of the human spirit.

ToSEEC Explanatory Essay Model

Introduction			
Hook			
Introduce			
Thesis & Preview			
Body Paragraph 1 (Supporting Point 1)		Body Paragraph 2 (Supporting Point 2)	
Topic Statement:		Topic Statement:	
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Concluding Statement:		Concluding Statement:	
Conclusion			

Introductory Paragraph

Instructions: Your end goal will be to construct a 4-paragraph essay answering the prompt:

**Choose one group of Philadelphians and explain whether the group's response to the yellow fever was helpful, harmful, or both.**

Possible groups include: wealthy, working class/tradesmen, Free African Society, doctors/nurses

- ☐ **Refer back to the "Focusing Question Task #2 Evidence Collector" you have been completing for each chapter of the novel.**
- ☐ **Do you need to add more detail to your evidence collector before you start writing?**  
**Yes or No (Circle one.)**



Remember! An introductory paragraph should include the following:

- Hook: Catch your audience's attention.
- Introduce: Introduce your audience to the topic.
- Thesis: State your essential idea about the topic, and preview your supporting points. This is like the topic sentence of the entire essay.

Use the organizer below to outline your introduction. Outlines don't need to be in complete sentences; just get your ideas down.



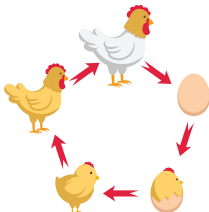
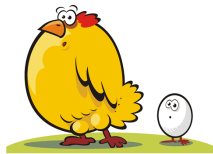
### Introductory Paragraph Outline

<p><u>Hook</u> What can you say to immediately make your reader interested in the topic? (For example, ask a question, give a quotation, give a surprising statistic, etc.)</p>	
<p><u>Introduce</u> Summarize background information (think of the who, what, where, when, and why).</p>	
<p><u>Thesis</u> Restate the prompt and preview the main points of your essay (you can go back and revise this after writing your essay).</p>	<p>During _____,</p> <p>_____’s response to the illness was _____</p> <p>(goup) (hurtful and/or harmful)</p> <p>_____ because _____</p> <p>_____.</p>

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Instructions: Today, you will outline your body paragraphs, but first, you need to decide if you are organizing your essay in chronological order or compare/contrast.

Essay Structure Choices

<p>Chronological Order</p>  <p>Chronological order means to explain events in the time sequence that they happened.</p>	<p>Compare/Contrast</p>  <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

Consider the essay question: **Choose one group of Philadelphians and explain whether the group's response to the yellow fever was helpful, harmful, or both.**

<p>What would you put in chronological order for this essay?</p> <hr/> <hr/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/> <hr/>
--	--

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

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Instructions: Now you will outline your body paragraphs either based on chronological order or compare/contrast. Ask yourself: what are the two main ideas that support your thesis?

**Prompt:** Choose one group of Philadelphians and explain whether the group's response to the yellow fever was helpful, harmful, or both.

Two main ideas that you support thesis, in chronological order or in compare/contrast:

1. \_\_\_\_\_'s response to \_\_\_\_\_  
(group)  
  
was \_\_\_\_\_ because \_\_\_\_\_  
(hurtful or harmful)  
  
\_\_\_\_\_.
2. \_\_\_\_\_ also responded to \_\_\_\_\_  
(group)  
by \_\_\_\_\_,  
  
which was \_\_\_\_\_ to \_\_\_\_\_.  
(hurtful or harmful)

These two main ideas will become the topic sentences (ToS) for each of your body paragraphs.

Remember! A body paragraph follows ToS.EE.EEC:



- ToS: Topic sentence introduces what the paragraph is about.
- Point #1 answers the prompt.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- Point #2 answers the prompt.
- E.E: A second set of evidence and elaboration further develops your idea.
- C: Conclusion summarizes the idea of your paragraph.

Body paragraph 1	
<b>ToS</b>	<p>_____’s response to _____</p> <p>(group)</p> <p>was _____ because _____</p> <p>(hurtful or harmful)</p> <p>_____.</p>
<b>Point #1</b>	<p>_____ believed _____</p> <p>(group)</p> <p>because _____.</p>
<b>Evidence 1</b>	<p>According to _____, “ _____</p> <p>_____.”</p>
<b>Elaboration</b>	<p>_____ thought that if _____,</p> <p>(group)</p> <p>then _____.</p>
<b>Point #2</b>	<p>Additionally, _____ decided to _____</p> <p>(group)</p> <p>because _____.</p>
<b>Evidence 2</b>	<p>According to _____, “ _____</p> <p>_____.”</p>
<b>Elaboration</b>	<p>_____ thought that if _____,</p> <p>(group)</p>

	then _____.
<b>Conclusion</b>	<p>_____</p> <p>(group) (harmed or helped) (the sick, the poor, etc.)</p> <p>by _____.</p>

Write your first body paragraph below:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Body paragraph 2	
<b>ToS</b>	<p>_____ also responded to _____</p> <p>(group)</p> <p>by _____,</p> <p>which was _____ to _____.</p> <p>(hurtful or harmful)</p>
<b>Point #1</b>	<p>_____ believed _____</p> <p>(group)</p> <p>because _____.</p>
<b>Evidence 1</b>	<p>According to _____, " _____</p> <p>_____."</p>
<b>Elaboration</b>	<p>_____ thought that if _____,</p> <p>(group)</p> <p>then _____.</p>
<b>Point #2</b>	<p>Additionally, _____ decided to _____</p> <p>(group)</p> <p>because _____.</p>
<b>Evidence 2</b>	<p>According to _____, " _____</p> <p>_____."</p>
<b>Elaboration</b>	<p>_____ thought that if _____,</p> <p>(group)</p>

	then _____.
<b>Conclusion</b>	<div>_____</div> <div>(group) (harmed or helped) (the sick, the poor, etc.)</div> <div>by _____.</div>

Write your second body paragraph below:

\_\_\_\_\_

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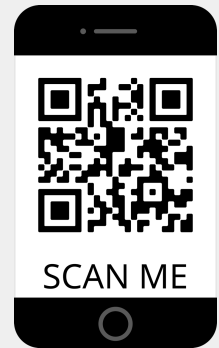
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Day 19 OPTION 1

- ☐ 1. **Watch** “[Add a Logical Conclusion to Informational Writing.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Plan and Write the Body Paragraphs.**  
Use the organizer to plan an answer for your introduction.

- ☐ 3. **Plan and Write the Conclusion Paragraph.**  
Use the organizer to plan an answer for your body paragraphs.

- ☐ 4. **Complete the Self-Editing Checklist.** Revise Essay.

- ☐ 5. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_.

- ☐ 6. **Reflect.** Did you meet your goal? \_\_\_\_\_

Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

#### Concluding Paragraph Outline

<u>Re-state</u> Remind your reader of the purpose of the essay (in other words, restate the thesis).	
<u>Closure</u> Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.	
<u>Bigger picture</u> Give a reason why your reader should care about this topic. Did it change the world? Does it affect us today?	

[illegible]

Instructions: Today, you will bring your essay together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

### Editing Checklist

#### Capitalization

- ☐ Are all proper names capitalized?
- ☐ Is the first letter of every sentence capitalized?
- ☐ Is everything else in lower case?

#### Spelling

- ☐ Did you run spell check or look up words you aren't sure of?
- ☐ Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- ☐ Did you double-check the spelling of names (spell check can miss these!)?

#### Punctuation

- ☐ Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- ☐ Do all possessives have an apostrophe? (ex. the students' books, John's idea)

#### Citations

- ☐ Is all directly cited text evidence in quotation marks?
- ☐ Do all citations have the page number in parentheses at the end of the sentence?

#### Transitions

- ☐ Are the transitions doing the right job? (Ex. The conclusion starts with a conclusion transition like "Ultimately.")
- ☐ Are all ideas clearly linked for the reader?

#### Word Bank of Transition Phrases

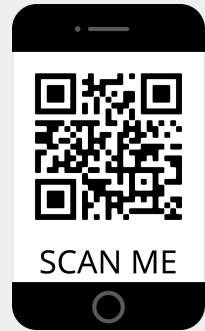
Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

## Grades 7-8 Informational Writing

	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (Partially Meets Expectations)	1 (Does Not Yet Meet Expectations)
Struc	<ul style="list-style-type: none"> <li>- Responds thoroughly to all elements of prompt.</li> <li>- Maintains focus on topic throughout piece.</li> <li>- Introduces topic clearly and thoroughly, previewing what is to follow.</li> <li>- Organizes ideas clearly and effectively.</li> <li>- Provides a strong conclusion that follows from, supports, and expands on the focus.</li> <li>- Uses appropriate transitions to create cohesion and clarify relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to all elements of prompt.</li> <li>- Maintains focus on topic throughout piece, with occasional minor departures.</li> <li>- Introduces topic clearly, previewing what is to follow.</li> <li>- Organizes ideas clearly and effectively.</li> <li>- Provides a conclusion that follows from and supports the focus.</li> <li>- Uses appropriate transitions to create cohesion and clarify relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to some elements of prompt.</li> <li>- Often departs from focus on topic.</li> <li>- Introduces topic in an incomplete or unclear way.</li> <li>- Organizes ideas inconsistently.</li> <li>- Provides a conclusion that is incomplete or may not follow from the focus.</li> <li>- Inconsistently uses transitions to connect ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not respond to prompt; off topic.</li> <li>- Piece lacks focus on topic.</li> <li>- Does not introduce topic.</li> <li>- Ideas are disorganized.</li> <li>- Does not provide a conclusion.</li> <li>- Does not use transitions to connect ideas.</li> </ul>
Dev	<ul style="list-style-type: none"> <li>- Develops topic with relevant and sufficient evidence from text(s).</li> <li>- Elaborates upon evidence thoroughly, with accurate, insightful analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with sufficient, relevant evidence from text(s).</li> <li>- Elaborates upon evidence with accurate analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with insufficient relevant evidence from text(s).</li> <li>- Elaborates upon evidence vaguely or superficially.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with insufficient relevant evidence from text(s).</li> <li>- Elaborates upon evidence vaguely or superficially.</li> </ul>
Style	<ul style="list-style-type: none"> <li>- Varies sentence patterns for clarity, interest, emphasis, and style.</li> <li>- Uses precise language and domain-specific vocabulary.</li> <li>- Consistently expresses ideas precisely and concisely.</li> <li>- Establishes and maintains a consistent, formal, and engaging style.</li> <li>- Writing shows exceptional awareness and skill in addressing audience's needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Varies sentence patterns for clarity and interest.</li> <li>- Uses domain-specific vocabulary.</li> <li>- Mostly expresses ideas precisely and concisely.</li> <li>- Establishes a formal style, with occasional minor lapses.</li> <li>- Writing is appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Varies sentence patterns occasionally for clarity or interest.</li> <li>- Uses general vocabulary with a few domain-specific words.</li> <li>- Language is occasionally precise and may be unnecessarily wordy.</li> <li>- Attempts to use a formal style but with many lapses.</li> <li>- Writing is somewhat appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence patterns are basic and repetitive.</li> <li>- Uses limited vocabulary inappropriate to the content.</li> <li>- Language is imprecise and lacks concision, often wordy or redundant.</li> <li>- Uses an inappropriately informal style.</li> <li>- Writing is inappropriate to audience.</li> </ul>
Conv	<ul style="list-style-type: none"> <li>- Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few</li> </ul>	<ul style="list-style-type: none"> <li>- Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow</li> </ul>

## Day 18 OPTION 2

- ☐ 1. **Watch** “[Match the Body Paragraph to the Introduction.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Annotate the Exemplar Essay.**
  - ☐ Color-code the Painted Essay Template.
  - ☐ Use the Painted Essay Template to annotate the Exemplar Essay for each part that is in the Painted Essay.
  - ☐ Example: Find the Introduction of the Exemplar Essay and color it red just like you colored the Introduction red on the Painted Essay Template.

- ☐ 2. **Complete Essay Planning.** Review the Focusing Questions #2 Evidence Collector.

- ☐ 3. **Plan and Write the Introduction Paragraph.**  
Use the organizer to plan an answer for your introduction.

- ☐ 4. **Watch** “[Explain Cause and Effect Relationships.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 5. **Plan and Write the Body Paragraphs.** Use the organizer to plan an answer for your body paragraphs.

- ☐ 6. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_

- ☐ 7. **Reflect.** Did you meet your goal? \_\_\_\_\_

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

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

**Directions:**

- 1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
- 2. Use the key below to color code.
  - a. Introduction: RED
  - b. Thesis: GREEN
  - c. Point 1: YELLOW
  - d. Point 2: BLUE
  - e. Conclusion: GREEN

Painted Essay® Template

Introduction	
Thesis	
point 1	point 1

Supporting Paragraph	
----------------------	--

transition	
Supporting Paragraph	

Conclusion	
------------	--

**Directions:**

- 1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
- 2. Be sure to include the all parts of the explanatory essay when you write your essay.

Name _____	
Date _____	Class _____

## Exemplar Explanatory Essay

The maxim “when one door closes, another door opens” applies to people’s experiences during the Great Depression, a period lasting from 1929 until World War II. Many Americans during the Great Depression experienced some type of hardship, whether that meant a lost job, a lost farm or home, or an inability to feed or take care of their families. Because of these hardships, Americans had to adapt to loss and difficulty by finding a way to make something positive come from something negative. The communities built in Hoovervilles and the unions formed in factories show how the people of the Great Depression opened doors for themselves.

Unemployment and homelessness, two “closing” doors of the Great Depression, created shantytowns called Hoovervilles, which became home to many people. During this period, some “13 [million] to 15 million Americans were unemployed,” (“Hoovervilles”) and unemployment often caused homelessness. Because people could no longer pay their rent or mortgage, people were turned out of their homes with nowhere to go. Often young teenagers would leave their homes and become homeless, hoping to ease the burden they placed on their families. For some, Hoovervilles became their new home. Hoovervilles were “shantytowns that cropped up across the nation, primarily on the outskirts of major cities” (“Hoovervilles”). However, despite the conditions at the camps (for example, many people slept in shelters made out of cardboard boxes), Hoovervilles opened doors for people. Hoovervilles offered a sense of community; a migrant could find food and shelter, and most important, a sympathetic ear: “The one place where the young hobo was assured a welcome was the ‘jungle,’ as the hobo camps were called” (Uys). People helping people defined these “hobo camps” or Hoovervilles. In a time when everything was scarce, Hoovervilles offered people a place where generosity and compassion were practiced. Even though the door of a home had closed for some people, the door of community help had opened.

Poor labor conditions closed another door for people during the Great Depression, resulting in a door opening with the formation of unions. Manufacturer workers had “no rights” and could be fired for any reason (“GM Strike Video”). For example, people did not have job security if they got hurt at work; if they could not perform their job, a worker would simply be let go without pay. If a worker lost his job, often he would face additional hardships, like losing his home. Protected employment was a necessity for people so that they could depend on their wages to pay their bills and feed their families. As a result of this closed door, workers banded together to form unions, an action that resulted in opening doors for countless people. The union’s purpose was for workers to help other workers. They helped each other by organizing “sit-downs” and bravely standing up to injustice, eventually securing workplace rights as a result of their protests and strikes. Because of their actions, “the auto worker became a different human being” (“GM Strike Video”). The people who formed unions and organized protests successfully opened doors for all future workers to have legal rights that could not be taken away by an employer.

Few periods in American history have been as catastrophic as the Great Depression was for so many millions. It closed doors for many, sometimes doors that would stay slammed shut. Yet for some, even with those closed doors of homelessness and unemployment, doors were opened. Sometimes, people found community and joined unions. For these people, the Great Depression was a positive and negative experience, where hardship was countered by the strength of the human spirit.

Name

DateClass

ToSEEC Explanatory Essay Model

Introduction			
Hook			
Introduce			
Thesis & Preview			
Body Paragraph 1 (Supporting Point 1)		Body Paragraph 2 (Supporting Point 2)	
Topic Statement:		Topic Statement:	
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Concluding Statement:		Concluding Statement:	
Conclusion			

Instructions: Your end goal will be to construct a 4-paragraph essay answering the question:

**What person or event had the greatest impact on Mattie’s growth as a person as she navigated a hostile environment?**

**Refer back to the “Focusing Question Task #2 Evidence Collector” you have been completing for each chapter of the novel.**

Person/ Event	Describe Mattie’s hostile environment.	<input type="checkbox"/> How did this person or event impact Mattie? <input type="checkbox"/> What lesson did Mattie learn?	<input type="checkbox"/> How did Mattie grow as a person? <input type="checkbox"/> What new character traits did she develop?



Remember! An introductory paragraph should include the following:

- Hook: Catch your audience's attention.
- Introduce: Introduce your audience to the topic.
- Thesis: State your essential idea about the topic, and preview your supporting points. This is like the topic sentence of the entire essay.

Use the organizer below to outline your introduction. Outlines don't need to be in complete sentences; just get your ideas down.

### Introductory Paragraph Outline



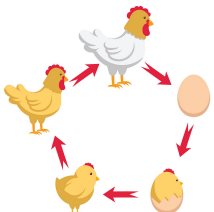
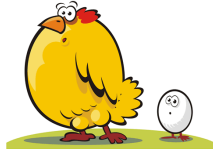
<p><u>Hook</u> What can you say to immediately make your reader interested in the topic? (For example, ask a question, give a quotation, give a surprising statistic, etc.)</p>	
<p><u>Introduce</u> Summarize background information (think of the who, what, where, when, and why).</p>	
<p><u>Thesis</u> Restate the prompt and preview the main points of your essay (you can go back and revise this after writing your essay).</p>	<p>_____ had the greatest impact on <b>Mattie's</b> growth and change while she was _____.</p>

[illegible]

Body Paragraphs

Instructions: First, you need to decide if you are organizing your response in chronological order or compare/contrast.

Written Response Structure Choices

<p>Chronological Order</p>  <p>Chronological order means to explain events in the time sequence that they happened.</p>	<p>Compare/Contrast</p>  <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

**Reread the prompt. What person or event had the greatest impact on Mattie’s growth as a person as she navigated a hostile environment?**

<p>What would you put in chronological order for this essay?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What would you be comparing and contrasting for this essay?</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Instructions: Now you will outline your body paragraphs either based on chronological order or compare/contrast. Ask yourself: what are the two main ideas that answer the prompt?

Two main ideas that answer the prompt, in chronological order or in compare/contrast:

1. When **Mattie** was \_\_\_\_\_,  
(hostile environment/situation)  
  
\_\_\_\_\_  
(person/event)      (impact on **Mattie**)
2. Additionally, \_\_\_\_\_  
(person/event)      (impact on **Mattie**)  
when **Mattie** was \_\_\_\_\_  
(hostile environment/situation)

These two main ideas will become the topic sentences (ToS) for each of your body paragraphs.

Remember! A body paragraph follows ToS.E.E.E.C:



- ToS: Topic sentence introduces what the paragraph is about.
- Point #1 answers the prompt.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- Point #2 answers the prompt.
- E.E: A second set of evidence and elaboration further develops your idea.
- C: Conclusion summarizes the idea of your paragraph.

Instructions: Draft your body paragraphs in the organizers on the next pages.

Body paragraph 1	
<b>ToS</b>	<p>When Mattie was _____,</p> <p>_____</p> <p>_____.</p>
<b>Point #1</b>	<p>In chapter _____, Mattie _____,</p> <p>which _____.</p>
<b>Evidence 1</b>	<p>According to _____, " _____</p> <p>_____."</p>
<b>Elaboration</b>	<p>As a result of _____,</p> <p>Mattie decided to _____.</p>
<b>Point #2</b>	<p>_____ teaches Mattie to _____</p> <p>_____.</p>
<b>Evidence 2</b>	<p>According to _____, " _____</p> <p>_____."</p>
<b>Elaboration</b>	<p>_____ allows Mattie to grow as a person.</p>
<b>Conclusion</b>	<p>Without _____,</p>

	Mattie never would have _____.
--	--------------------------------

Day 18

Body paragraph 2	
<b>ToS</b>	<p>Additionally, _____</p> <p style="text-align: center;">(person/event)      (impact on Mattie)</p> <p>when Mattie was _____.</p> <p style="text-align: center;">(hostile environment/situation)</p>
<b>Point #1</b>	<p>Once Mattie _____,</p> <p>she understands _____.</p>
<b>Evidence 1</b>	<p>According to _____, " _____</p> <p>_____."</p>
<b>Elaboration</b>	<p>As a result of _____,</p> <p>Mattie becomes _____.</p>
<b>Point #2</b>	<p>_____ creates _____</p> <p>_____.</p>
<b>Evidence 2</b>	<p>According to _____, " _____</p> <p>_____."</p>
<b>Elaboration</b>	<p>Had _____,</p> <p>Mattie would have _____.</p>
<b>Conclusion</b>	<p>Learning _____,</p>

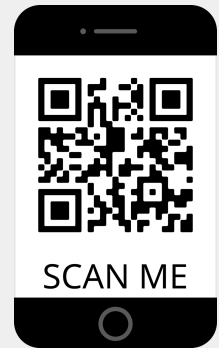
	radically changed Mattie's life.
--	----------------------------------

Write your body paragraphs below:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Day 19 OPTION 2

- ☐ 1. **Watch** “[Add a Logical Conclusion to Informational Writing.](#)”  
Open the camera app on your phone and scan the QR code to watch.



- ☐ 2. **Plan and Write the Body Paragraphs.**  
Use the organizer to plan an answer for your introduction.

- ☐ 3. **Plan and Write the Conclusion Paragraph.**  
Use the organizer to plan an answer for your body paragraphs.

- ☐ 4. **Complete the Self-Editing Checklist.** Revise Essay.

- ☐ 5. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_.

- ☐ 6. **Reflect.** Did you meet your goal? \_\_\_\_\_

Concluding Paragraph

Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

Concluding Paragraph Outline

<u>Re-state</u> Remind your reader of the purpose of the essay (in other words, restate the thesis).	
<u>Closure</u> Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.	
<u>Bigger picture</u> Give a reason why your reader should care about this topic. Did it change the world? Does it affect us today?	

Publishing the Essay

Instructions: Today, you will bring your written response together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

Editing Checklist

Capitalization

- ☐ Are all proper names capitalized?
- ☐ Is the first letter of every sentence capitalized?
- ☐ Is everything else in lower case?

Spelling

- ☐ Did you run spell check or look up words you aren't sure of?
- ☐ Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- ☐ Did you double-check the spelling of names (spell check can miss these!)?

Punctuation

- ☐ Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- ☐ Do all possessives have an apostrophe? (ex. the students' books, John's idea)

Citations

- ☐ Is all directly cited text evidence in quotation marks?
- ☐ Do all citations have the page number in parentheses at the end of the sentence?

Transitions

- ☐ Are the transitions doing the right job? (Ex. The conclusion starts with a conclusion transition like "Ultimately.")
- ☐ Are all ideas clearly linked for the reader?

Word Bank of Transition Phrases

Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

## Grades 7-8 Informational Writing

	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (Partially Meets Expectations)	1 (Does Not Yet Meet Expectations)
Struc	<ul style="list-style-type: none"> <li>- Responds thoroughly to all elements of prompt.</li> <li>- Maintains focus on topic throughout piece.</li> <li>- Introduces topic clearly and thoroughly, previewing what is to follow.</li> <li>- Organizes ideas clearly and effectively.</li> <li>- Provides a strong conclusion that follows from, supports, and expands on the focus.</li> <li>- Uses appropriate transitions to create cohesion and clarify relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to all elements of prompt.</li> <li>- Maintains focus on topic throughout piece, with occasional minor departures.</li> <li>- Introduces topic clearly, previewing what is to follow.</li> <li>- Organizes ideas clearly and effectively.</li> <li>- Provides a conclusion that follows from and supports the focus.</li> <li>- Uses appropriate transitions to create cohesion and clarify relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to some elements of prompt.</li> <li>- Often departs from focus on topic.</li> <li>- Introduces topic in an incomplete or unclear way.</li> <li>- Organizes ideas inconsistently.</li> <li>- Provides a conclusion that is incomplete or may not follow from the focus.</li> <li>- Inconsistently uses transitions to connect ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not respond to prompt; off topic.</li> <li>- Piece lacks focus on topic.</li> <li>- Does not introduce topic.</li> <li>- Ideas are disorganized.</li> <li>- Does not provide a conclusion.</li> <li>- Does not use transitions to connect ideas.</li> </ul>
Dev	<ul style="list-style-type: none"> <li>- Develops topic with relevant and sufficient evidence from text(s).</li> <li>- Elaborates upon evidence thoroughly, with accurate, insightful analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with sufficient, relevant evidence from text(s).</li> <li>- Elaborates upon evidence with accurate analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with insufficient relevant evidence from text(s).</li> <li>- Elaborates upon evidence vaguely or superficially.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops topic with insufficient relevant evidence from text(s).</li> <li>- Elaborates upon evidence vaguely or superficially.</li> </ul>
Style	<ul style="list-style-type: none"> <li>- Varies sentence patterns for clarity, interest, emphasis, and style.</li> <li>- Uses precise language and domain-specific vocabulary.</li> <li>- Consistently expresses ideas precisely and concisely.</li> <li>- Establishes and maintains a consistent, formal, and engaging style.</li> <li>- Writing shows exceptional awareness and skill in addressing audience's needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Varies sentence patterns for clarity and interest.</li> <li>- Uses domain-specific vocabulary.</li> <li>- Mostly expresses ideas precisely and concisely.</li> <li>- Establishes a formal style, with occasional minor lapses.</li> <li>- Writing is appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Varies sentence patterns occasionally for clarity or interest.</li> <li>- Uses general vocabulary with a few domain-specific words.</li> <li>- Language is occasionally precise and may be unnecessarily wordy.</li> <li>- Attempts to use a formal style but with many lapses.</li> <li>- Writing is somewhat appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence patterns are basic and repetitive.</li> <li>- Uses limited vocabulary inappropriate to the content.</li> <li>- Language is imprecise and lacks concision, often wordy or redundant.</li> <li>- Uses an inappropriately informal style.</li> <li>- Writing is inappropriate to audience.</li> </ul>
Conv	<ul style="list-style-type: none"> <li>- Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few</li> </ul>	<ul style="list-style-type: none"> <li>- Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow</li> </ul>

## Day 20

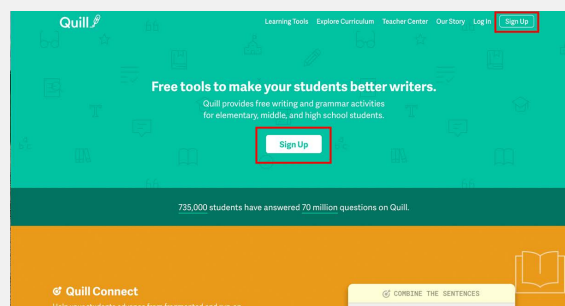
☐ 1. **Review the Week 4 Choice Board.**

☐ 2. Choose activities from the Choice Board to complete that **total 20 points**.

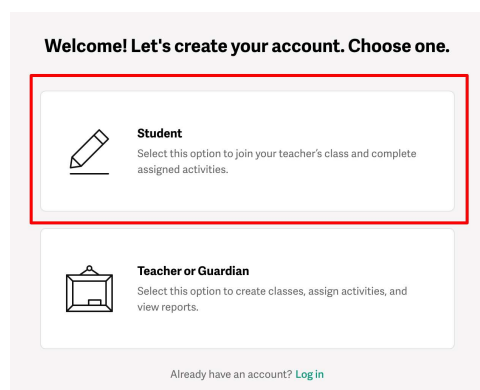
☐ 3. **Set a Goal.** Today, I will be successful if I \_\_\_\_\_  
\_\_\_\_\_.  
To meet my goal, I should \_\_\_\_\_  
\_\_\_\_\_.  
I will know I have reached my goal when \_\_\_\_\_  
\_\_\_\_\_.

☐ 4. **Reflect.** Did you meet your goal? \_\_\_\_\_

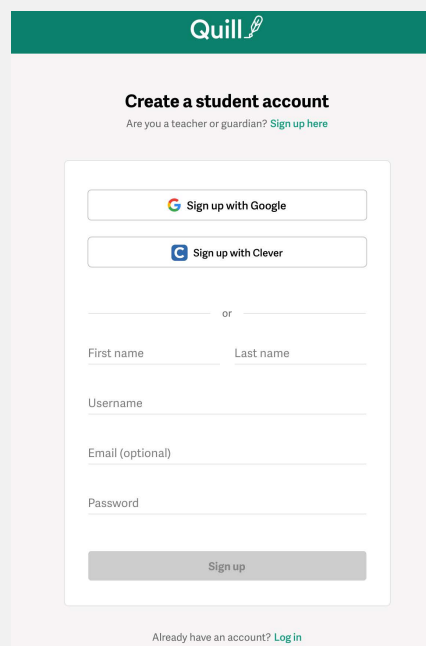
1. Go to [www.quill.org](http://www.quill.org).
2. Click the "Sign Up" button. There is one located in the middle of the screen and one located in the upper right corner of the screen.



3. To sign up as a student, click the "Student" button.



4. Next, fill in all of the boxes below (email is optional). If your teacher requested you sign up with Google or Clever, see the next step.



5. If your teacher has requested you to sign up with Google, press the "Sign Up with Google" button and select the Google account you would like to use.

If your teacher has requested you sign up with Clever, press the "Sign Up with Clever" button and search for your school.

6. To join a class, enter the class code that your teacher gave you into the box.

7. To get started on your first activity, go to "To-do activities" and press the "Start Activity" button to the right of the activity name.

8. The colorful squares indicate completed activities. Green means you've mastered the skill, yellow means you're almost there, and red means you need some more practice with the skill.

Quill Activity Pack				
Completed activities				
Activity	Score	Tool	Due date	
Starter Diagnostic	Unscored	🔍	Completed	
New York City Ballet	Proficient	🎵	Replay	
Compound Subjects, Objects, and Predicates 1	Proficient	🔍	Replay	
Oedipus and the Sphinx	Proficient	🎵	Replay	
Compound Subjects	Nearly proficient	🔍	Replay	
Since, Because 1 (Started)	Nearly proficient	🔍	Replay	
Why Sun and Moon Live in the Sky?	Nearly proficient	🎵	Replay	