



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Fever 1793

based on the book by
Laurie Halse Anderson

Written by
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A FEW NOTES ABOUT THE AUTHOR

Laurie Halse Anderson was born in upstate New York. Her maiden name, Halse, is often mispronounced; it rhymes with waltz.

Laurie was turned on to writing in the second grade during a haiku lesson. She read all the time, enjoying historical fiction, science fiction, and fantasy more than any other genres. She also had an interest in foreign cultures and languages. In high school, Laurie moved out of her parent's house and lived on a pig farm in Denmark where she was an exchange student.

After her high school graduation, Laurie worked for minimum wage in a clothing store, where she quickly discovered she needed to go college. She attended Onondaga Community College for two years, working on a dairy farm milking cows during that time. She later transferred to Georgetown University and graduated with a degree in Languages and Linguistics. Laurie got married after graduating from college; she and her husband then had two daughters.

Laurie never thought of writing as a career, but later became a freelance reporter. Though she was sent several rejection letters, she eventually published some nonfiction and children's storybooks.

In 1999, Laurie published *Speak*, which won several awards. She then published *Fever 1793*, several books that are part of the *Wild at Heart* series, *Prom*, *Catalyst*, a companion novel to *Speak*, and *Twisted*, which was published in 2007.

Recently, Laurie and her husband divorced; she is now remarried and part of a great extended family.

INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Fever 1793*. It includes twenty-two lessons, supported by extra resource materials.

The **introductory lesson** creates a coffeehouse simulation in the classroom, getting students to think about the purposes they serve. This introduces students to a primary setting in the novel. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately 35-40 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **project** in this unit. This project requires students to keep a journal modeled after the format of the novel.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. The first writing assignment asks students to talk about their dreams, like Matilda often does in the novel. The second writing assignment gives students several roles from which to write, all informing someone about the situation in Philadelphia during the outbreak of yellow fever. The third writing assignment asks students to persuade someone to get involved with a humanitarian organization and help others like Matilda does in the novel.

There is a nonfiction **reading assignment**. Students must read nonfiction articles, books, etc. to gather information about their themes in our world today.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES – *Fever 1793*

1. Through reading Laurie Halse Anderson’s novel *Fever 1793*, students will analyze growth in an individual while thinking about principles in both modern and historic societies.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will make connections with the material in the text and apply the lessons learned to their lives.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Fever 1793* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET – *Fever 1793*

Date Assigned	Pages Assigned	Completion Date
	<i>Assignment #1</i> Chapters 1-5	
	<i>Assignment #2</i> Chapters 6-10	
	<i>Assignment #3</i> Chapters 11-16	
	<i>Assignment #4</i> Chapters 17-21	
	<i>Assignment #5</i> Chapters 22-25	
	<i>Assignment #6</i> Chapters 26-Epilogue	

UNIT OUTLINE - *Fever 1793*

<p>1 Introduction Activity</p> <p>Project Assignment</p> <p>PVR1</p>	<p>2 Study Quest. 1</p> <p>Appendix Guided Notes</p>	<p>3 Learning about the time period</p> <p>PVR2</p>	<p>4 Study Quest. 2</p> <p>Oral Reading Evaluation</p> <p>PVR3</p>	<p>5 Writing Assignment #1</p>
<p>6 Study Quest. 3</p> <p>Dealing with tough times</p>	<p>7 Nonfiction Assignment</p> <p>PVR4</p>	<p>8 Study Quest. 4</p> <p>“The Masque of the Red Death”</p>	<p>9 “The Masque of the Red Death” Cont.</p> <p>Venn Diagram</p> <p>PVR5</p>	<p>10 Study Quest. 5</p> <p>Economic Disparity</p> <p>PVR6</p>
<p>11 Study Quest. 6</p> <p>Writing Assignment #2</p>	<p>12 Exploring character</p>	<p>13 Time line of Matilda’s growth</p> <p>Modern Tragedies</p>	<p>14 Speaker</p>	<p>15 Humanitarian Group Research</p>
<p>16 Writing Assignment #3</p>	<p>17 Group work for humanitarian organization</p> <p>Extra Discussion Questions</p>	<p>18 Extra Discussion Questions Cont.</p> <p>Finish group work for humanitarian organization</p>	<p>19 Letter to the Author</p> <p>Unit Reaction</p>	<p>20 Vocabulary Review</p>
<p>21 Unit Review</p> <p>Project Due</p>	<p>22 Unit Test</p>			

Key: P = Preview Study Questions V = Vocabulary Work R= Read

LESSON ONE

Objectives

1. To introduce the *Fever 1793* unit
2. To distribute books, study questions, and other related materials
3. To preview the vocabulary and study questions for Assignment #1
4. To begin Assignment #1

Activity #1

Have a few tables in the front of the room with small snacks and coffee. Allow students to get a cup of coffee and a snack as they enter the room. Once everyone has a cup of coffee and something to snack on, begin asking students what the purpose of coffee shops are. Push them to think about what activities take place at coffee shops like Starbucks, Bernie's Coffee, Seattle's Best, or other coffee shops in your community (internet usage, community/group meetings, friends gathering to catch up, music/entertainment, etc). Talk about how those places are regular meeting spots or hangouts for a lot of people at various times in the morning, day, and night.

Transition: Once you have discussed the purposes and functions of coffee shops, tell students they are about to begin reading *Fever 1793*. Tell students that the novel takes place in Philadelphia when that was the capitol of America. Talk about how the main character, Matilda, works at the coffeehouse her family owns. Discuss the importance of coffeehouses during that time, pointing out that they were a place of great popularity. Inform students that coffeehouses were a place where prestigious people gathered to discuss politics and news. Show students the front of the novel, pointing out that there is a girl with yellow eyes. Explain to them that the yellow eyes are a symptom of yellow fever, a deadly disease that plagued Philadelphia. You may also want to explain that the novel is classified as historical fiction, meaning that the names and story are made up, but based on facts and real events in that time.

Activity #2

Show students how each chapter in the novel begins with a quote from someone famous in that time. Talk about how the quote is a lead-in to the material discussed in that chapter. Next, distribute the Words of Wisdom project. Tell students they will be keeping a journal like Matilda does, and starting it off with a quote as well. Discuss the directions in detail.

Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test. **Preview the study questions for chapters 1-5 while students have their guides out.**

WRITING ASSIGNMENT #1 - *Fever 1793*
Writing to express personal opinions

PROMPT

Matilda dreams of traveling to France where she will bring back fabric, combs, and jewelry that everyone will want to buy from her dry goods store. She then wants to expand her business to include a restaurant, apothecary, school, and hatter's shop, allowing her to own a whole block of businesses. Your assignment is to write about *your* dreams in life.

PREWRITING

Think about all the things you want to do with your life. Be sure to think about your plans after graduation from high school, your choice of career, family expectations, travel, lifestyle, etc. Make a list of all the things you want to do in your life. Remember, your dreams should be specific and cover more than one aspect of your life.

DRAFTING

This essay should be written in first person. It will have an introductory paragraph where you will want to give a vague outline of your dreams.

The body of your essay should include several paragraphs explaining all the details of your dreams for your life. Try to separate your dreams into different categories. Each new aspect of your dream should be a separate body paragraph. Remember to include specific details about your dream like Matilda does in the novel.

Your essay should have a conclusion that wraps up your dreams in life. This could include how you plan on achieving your dreams or how you would feel if you could accomplish all you have dreamed about.

PROMPT

When you finish the rough draft of your composition, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Ask your classmate what he/she thought of each of the characters/events you chose for your assignment.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.