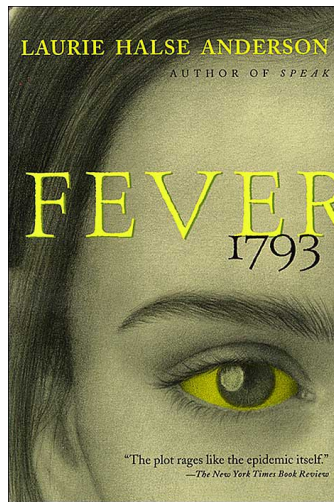


Fever 1793



By

Laurie Halse Anderson

A Novel Study
by Nat Reed

Fever 1793

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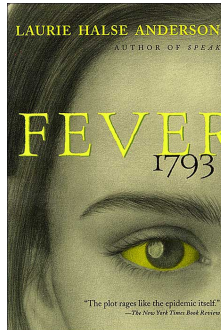


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About the author: Nat Reed has been a member of the teaching profession for more than 30 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on three chapters of *Fever 1793* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include personal growth, family and friendship, endurance, suffering, racism, loyalty.

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

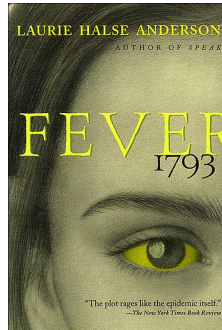
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

During the summer of 1793, Mattie Cook lives above the family coffee shop with her widowed mother and grandfather. Mattie spends her days avoiding chores and making plans to turn the family business into the finest Philadelphia has ever seen. But then the fever breaks out.

Disease sweeps the streets, destroying everything in its path and turning Mattie's world upside down. At her feverish mother's insistence, Mattie flees the city with her grandfather. But she soon discovers that the sickness is everywhere, and Mattie must learn quickly how to survive in a city turned frantic with disease. [The Publisher]

A Sharp and graphic picture of another world. – School Library Journal, starred review.

A complete synopsis and other helpful reviews can be found online at such sites as the following:
<http://www.amazon.com/Fever-1793-Laurie-Halse-Anderson/product-reviews/0689848919>

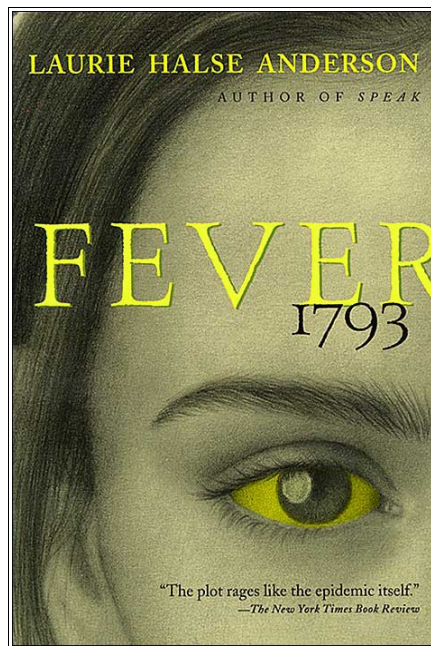
Author Biography

Laurie Halse Anderson

Laurie Halse Anderson began work on *Fever 1793* in 1993 after she came across an article in her local newspaper commemorating the epidemic that devastated Philadelphia two centuries before. She is a New York Times Bestselling author of many novels and picture books. Known for tackling tough subjects with humor and sensitivity, her work has earned numerous ALA and state awards. Her books *Speak* and *Chains* were National Book Award Finalists. *Chains* also received the 2009 Scott O'Dell Award for Historical Fiction, and Laurie was chosen for the 2009 Margaret A. Edwards Award. She lives in northern New York. Follow her adventures on Twitter at twitter.com/halseanderson and on her website at madwomanintheforest.com



Fever 1793



By Laurie Halse Anderson

Name: _____

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Chapters 1-3



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Fever 1793* is fourteen-year-old Matilda (Mattie) Cook, who is about to embark on a tumultuous few months that will change her life forever. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

hearth	disreputable	apothecary	robust
peckish	specialties	respectable	tardy

1. We stopped in at the _____ to pick up some cough medicine.
2. Gerri was _____ for her dentist's appointment.
3. Bert made sure that there was no fire burning in the _____ before going out.
4. For someone who had been so ill, Martha certainly appeared to be quite _____.
5. His _____ seem to be fly fishing and bird-watching.
6. Unfortunately, Joe has a rather _____ reputation when it comes to being honest.
7. When Starr was unable to eat or sleep for two days she began feeling quite _____.
8. Most people consider medicine to be a _____ career choice.

Questions

1. What is the **setting** of the story at the beginning of Chapter One?

2. What seems to be Mattie's mother's impression of Mattie in Chapter One?

3. The business owned by Mattie's family was called _____. It was built by Mattie's _____ after the War for _____ ended in _____.

4. Why was Eliza so vital to Mattie and her family's success?

5. According to Eliza, what was the **best** and **worst** day of her life?

Best Day	
Worst Day	

6. Why was the news of Polly's death so shocking to Mattie and her family?

7. Briefly describe your initial impression of the following characters:

Mattie	
Mrs. Cook	
Eliza	

Good to Know ~ American War of Independence

Mattie mentions the War for Independence in these chapters – a war in which her grandfather served as captain. This war lasted from 1775 until 1783 and was fought between the American settlers of the United States and the British government, which wished to keep the colonies under their control. The war began over taxes levied by the British on Americans, which the colonists regarded as unconstitutional. General George Washington led the American troops to victory after years of conflict and about 8,000 deaths.



Language Activities

A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

- read the clue in the right-hand column.
- Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first three chapters of *Fever 1793*.

Word	Anagram	Clue
rinse		Get up from a lying, sitting or kneeling position.
lather		A strap placed around the head of a horse.
sweat		Garbage.
lumps		Collapse; flop.
ropes		Minute openings of the skin.
garden		Their ages _____ from 13 to 18.
time		An article or object.

Now find two additional words from the first three chapters which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

B. Even Shakespeare liked to write Quatrain Poems.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following famous quatrain was written by the great writer, William Shakespeare, and is taken from *Sonnet 18*.

*Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – B – A – B**. Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first three chapters of our novel.

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

C. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter Two: ... *filled most of the first floor...*

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A raging fire.	
A monarch butterfly's wings.	
Your own choice.	

D. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is, *I'd float back to sleep, drifting like Blanchard's giant yellow balloon.*
~ What is being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) the roar of a lion

--

b) the movement of a grasshopper

--

c) your choice

--

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene – or the entire novel. Complete the story-board below illustrating the events described in the first chapter of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6