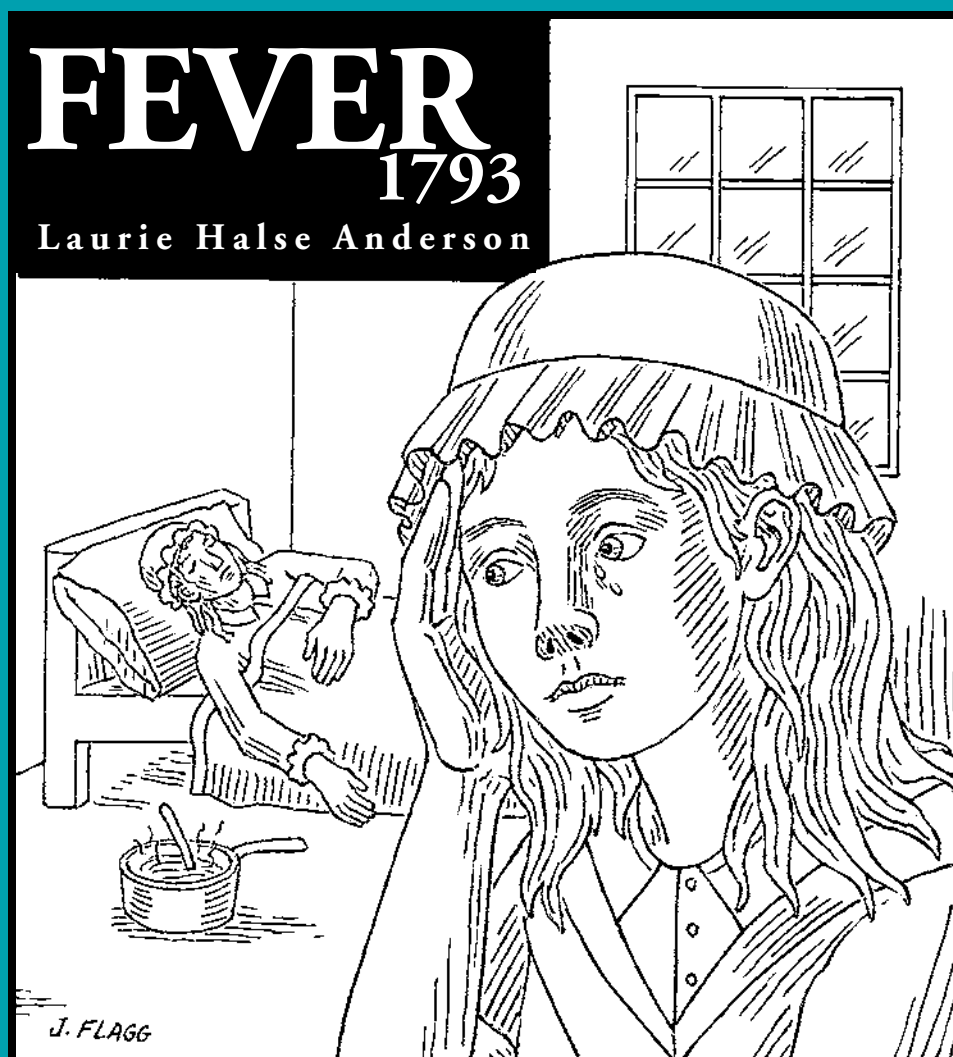


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide to use in conjunction with the novel *Fever 1793* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING QUESTIONS AND ACTIVITIES

1. Preview the book by reading the title and author's name and by looking at the illustration on the cover. What can you predict about this story? Will it be serious or humorous? Have you read any other books by Laurie Halse Anderson?
2. In the appendix at the back of the book, the author provides background information. Read this information and make a list of any questions you have about the material. Then, as you read the novel, see if you can find the answers to these questions. Also, do some research to learn about the city of Philadelphia from the time of the original settlement of the colony of Pennsylvania to the year 1793, the time of this novel.
3. **Social Studies Connection:** You have already read about the yellow fever epidemic of 1793 in the appendix. Do some additional research on the topic. Then brainstorm with a small group of classmates to fill in the first two columns of a K-W-L chart, such as the one below. When you finish the book, return to the chart to fill in the third column.

Yellow Fever Epidemic – 1793		
What I Know – K –	What I Want To Know – W –	What I Learned – L –

4. To look at a map of “Historic Philadelphia in the Late 18th Century,” go to <http://teachingamericanhistory.org/convention/map/> on the Internet. As you read the novel, use the map to find various locations mentioned in the novel.
5. **Science Connection:** With a small group of classmates, do some research to find out about yellow fever. What causes the disease? How does it spread? What are the symptoms? What is the prognosis for someone who has the disease? What are the treatments? What impact did Dr. Walter Reed's work have on controlling the disease? How can it be prevented?
6. *Fever 1793* is a book of historical fiction—one that uses history as a background for imagined events. The characters in such a work may be fictional or historical or both. In the appendix, you read about some of the historical figures in the novel. As you read the book, try to discover more. Make a list of which characters you think were real people. When you finish the novel, compare your list with those of your classmates. Then research the names to see if you were correct.

## CHAPTERS 1 – 4

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |             |                                     |
|-------------|-------------------------------------|
| 1. frayed   | a. late                             |
| 2. abhorred | b. die                              |
| 3. tardy    | c. sturdy; strong                   |
| 4. victuals | d. worn down so as to become ragged |
| 5. expire   | e. very harmful to life or health   |
| 6. robust   | f. food or provisions               |
| 7. noxious  | g. granted; allowed to have         |
| 8. conceded | h. regarded with disgust; hated     |

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- Many people became ill when \_\_\_\_\_ fumes from the factory spread to the nearby village.
- The cook for the wagon train made sure he had plenty of \_\_\_\_\_ for the long trip.
- Believing that all cats \_\_\_\_\_ water, we were surprised when our cat followed us into the pool.
- The usually \_\_\_\_\_ girl looked weak and pale after her illness.
- The \_\_\_\_\_ rope broke as soon as the woman tried to use it to bring up water from the well.
- Taking the minutes of the meeting was one duty that the secretary \_\_\_\_\_ to the assistant secretary.
- That plant will \_\_\_\_\_ if you keep forgetting to water it.
- The \_\_\_\_\_ dinner guest missed the first course of the meal.

Read to find out why Matilda and her mother have to work harder than usual at the coffeehouse.