

Reading and Writing Assignments

Sub-Unit 1: *Fever 1793*

As Matilda and her grandfather return to Philadelphia after a yellow fever outbreak swept through their city, they encounter a place that feels more like a nightmare than their home. Yellow fever touched everyone, as if the disease has infected the city itself.

As you read, you will learn about the ways that authors use details to develop a character and setting throughout a text. The author focuses on how the disease transformed the city’s institutions and dramatically affected all aspects of life for its citizens.

1 Lesson

Lesson	Reading	Writing
Lesson 1: A Nightmare in Philadelphia	<i>Fever 1793</i> Chapter 16: “September 24th, 1793,” paragraphs 21–49 SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> “A Note to the Reader”	Write a postcard from the perspective of Matilda to describe the impact of yellow fever on her hometown of Philadelphia.

Sub-Unit 2: *The Secret of the Yellow Death*

When yellow fever attacked the bustling city of Havana, Cuba, the U.S. Army sent a team of four doctors and researchers on a mission to investigate the cause. Through their research, they identified three theories of transmission, but only through scientific experimentation did they discover the truth. But experiments can have deadly consequences, not only for the patients who are infected, but also for the doctors themselves.

As you read, you will encounter the evidence that Dr. Reed and his team discovered. By carefully identifying, organizing, and evaluating the evidence from the book, you will learn how to use strong evidence to support and prove a theory.

15 Lessons

Lesson	Reading	Writing
Lesson 1: Meeting a Monster	<i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 1, 1–4) SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 1, 1–14)	Would you volunteer to travel to a place with yellow fever to investigate the cause of the disease? Describe two details from the text that impact your decision to go or not go.



Lesson 2: Monsters and Heroes: Introducing Dr. Walter Reed	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch.1, 1–14) (Ch 2, 1–4)</p> <p>SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch.2, 1–12)</p> <p>EXTRA: “See It Through” Edgar Guest</p>	<p>How does the author introduce and describe Dr. Walter Reed? Does he seem like a hero who is ready to defeat the “monster,” yellow fever? Use two details to support your position.</p> <p>EXTRA: Writing Prompt 1 (Informative): What character trait does the speaker of the poem ““See It Through”” want his listener to develop? Use evidence from the poem to support your answer.</p> <p>Writing Prompt 2 (Argumentative): Do you think Dr. Walter Reed is prepared to see through “the biggest, most important challenge of his whole career” (2)? Use evidence from the poem “See It Through” and <i>The Secret of the Yellow Death</i> to support your argument.</p>
Lesson 3: Weigh the Evidence: Yellow Fever Origin Theories	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch.2, 4–9)</p> <p>SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch 3, 1–15)</p>	
Lesson 4: Flex Day	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revisions Assignments, and Writing Prompts determined by student need
Lesson 5: Introducing the Team	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 2, 3) (Ch 3, 1–15)</p> <p>SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch 4, 1–13) (Ch 5, 1–15)</p>	
Lesson 6: Investigating Breakthroughs and Analyzing Evidence	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch 4, 3) (Ch 5, 6–15)</p> <p>SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch 6, 1–21)</p>	<p>Based on the team’s findings, which claim currently appears to be most supported by evidence? Explain two pieces of evidence in your response.</p> <p>Use at least two of these related vocabulary words in your response: contaminated, bacteria, germ(s), hypothesis, infected, yellow fever.</p>

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Lesson 7: Rumors and Reality: Introducing Dr. Finlay	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch 2, 7) (Ch 6, 7–16)</p> <p>SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch 7, 1–18) (Ch 8, 1–24)</p>	
Lesson 8: Flex Day	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revisions Assignments, and Writing Prompts determined by student need
Lesson 9: The Monster, Mosquito, and Motivation	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch.1, 2) (Ch. 7, 1–18)</p> <p>SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch.8, 16- 25) (Ch.9, 1- 12) (Ch. 10, 1-30)</p> <p>EXTRA: “Outwitting Nature’s Greatest Killer,” by Mark Johnson, Mark Hoffman, and Devi Shastri</p>	<p>Select one question from the options below and use evidence and details from the text to develop your claim: 1. If he had known the results, would Dr. Lazear have allowed the mosquito to bite Dr. Carroll? 2. If he had known the results, would Dr. Carroll have let the mosquito bite him?</p> <p>EXTRA: Writing Prompt 1 (Argumentative): Does the article “Outwitting Nature’s Greatest Killer” suggest that breeding mosquitoes in order to decrease their population is ethical or unethical? Use evidence from the text to support your argument.</p> <p>Writing Prompt 2 (Argumentative): Compare and contrast the actions of Dr. Lazear and Dr. Carroll with the experiments occurring at MosquitoMate. Which experiment do you think involves the most risk? Support your answer using evidence from both texts.</p>
Lesson 10: Heroic or Reckless?	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 10, 1–25)</p> <p>Letter from Mabel H. Lazear to Dr. James Carroll</p> <p>SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 11, 1–28) (Ch. 12, 1–15) (Ch. 13, 1–11)</p>	<p>Now that you have weighed the evidence to determine whether Dr. Lazear accidentally or intentionally became infected with yellow fever, write a letter from his perspective to his wife, Mabel Lazear.</p> <ol style="list-style-type: none"> 1. Write in Dr. Lazear’s voice. Use “I” and “my” as if you are Dr. Lazear. 2. Describe exactly what happened on September 13, 1900. 3. Include at least two details from the text that support your version of events.



Lesson 11: A Soldier's Chance	<i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 11, 1–28) (Ch. 12, 1–15) Yellow Fever Volunteer Consent Form (Ch 13) SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 14, 1–8) (Ch. 15, 1–24)	
Lesson 12: Flex Day	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revisions Assignments, and Writing Prompts determined by student need
Lesson 13: Do You Consent? The Volunteers of Camp Lazear	<i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch 13, 12–14) (Ch. 14, 1–8) (Ch. 15, 7–24) SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 16, 1–14)	Explain your building's experiment. Use at least three of these key vocabulary words connected to this theory: bacteria, contamination, germ(s), hypothesis, infected, transmission, yellow fever.
Lesson 14: Did Dr. Reed Violate the Hippocratic Oath?	<i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> (Ch. 14, 1–8) (Ch. 15, 1–24) "Chapter Notes" (par. 72 & 56) Hippocratic Oath SOLO "Yellow Fever Circles Brazil's Huge Cities"	
Lesson 15 :The Yellow Fever Challenge Today	"Yellow Fever Circles Brazil's Huge Cities" SOLO <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> ("Epilogue," par. 1–12.)	EXTRA: Writing Prompt (Informative): More than a century passed between the time described in <i>The Secret of the Yellow Death</i> and the time described in "Yellow Fever Circles Brazil's Huge Cities." Describe how the work of those trying to prevent or treat the disease has changed or stayed the same. Use evidence from both texts to support your thinking.

Sub-Unit 3: "The Speckled Band" by Sir Arthur Conan Doyle

Do you see what Sherlock sees? Probably not—because Sherlock Holmes is the superhero of detectives. Read along as he finds clues that no one else notices and untangles mysteries that no one else can solve. Don't worry if you can't keep up with him. Neither can his best friend and crime-fighting partner, the loyal Dr. Watson!

6 Lessons

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Lesson	Reading	Writing
1: "...there are widespread rumours..."	<i>The Adventures of Sherlock Holmes:</i> "The Speckled Band" (1–94) Solo: "The Speckled Band" (1–94)	
2: "I am all attention, madam."	<i>The Adventures of Sherlock Holmes:</i> "The Speckled Band" (1–194) Solo: "The Speckled Band" (95–194)	What details about Helen and her story does Holmes think might be suspicious? How do you know he finds them suspicious? Use your notes from the previous activity and textual evidence to support your answer.
3: "We shall see if the inside throws any light..."	<i>The Adventures of Sherlock Holmes:</i> "The Speckled Band" (95–251) Solo: "The Speckled Band" (195–251)	
4: What Does the Furniture Say?	<i>The Adventures of Sherlock Holmes:</i> "The Speckled Band" Solo: "The Speckled Band" (33–55)	
5: Which Clues Does Holmes Use?	<i>The Adventures of Sherlock Holmes:</i> "The Speckled Band" SOLO: <i>The Adventures of Sherlock Holmes</i> : "The Red-Headed League" (1–93) EXTRA: "Young Goodman Brown" by Nathaniel Hawthorne	Write about two details: 1. Pick one detail and describe how it turns out to be a useful clue for Holmes. 2. Pick another detail that you or someone else once thought might be important, but turns out not to be. Then explain why it seemed important and how it was shown not to be. EXTRA: Writing Prompt 1 (Informative): Select two or three details from "Young Goodman Brown" that seem to provide clues about what will happen later in the story. Explain how each detail may offer a hint of what's to come. Writing Prompt 2 (Informative): Compare the beginning of "Young Goodman Brown" to the beginning of "The Speckled Band." Explain how the opening of each story creates a sense of mystery for the reader. Use details from both texts to support your answer.



6: Flex Day	Teacher choice: Activities to support a range of skills, determined by student need <i>The Adventures of Sherlock Holmes</i> :* Solo: "The Red-Headed League" (1–93)	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need
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Sub-Unit 4: "The Red-Headed League" by Sir Arthur Conan Doyle

Now that you have experience reading a real Sherlock Holmes story and know how Sir Arthur Conan Doyle sets up his mysteries, see if you can figure out what is really going on with "The Red-Headed League."

4 Lessons

Lesson	Reading	Writing
1: "Share my love of all that is bizarre."	<i>The Adventures of Sherlock Holmes</i> : "The Red-Headed League" (27–93) Solo: "The Red-Headed League" (89–162)	
2: Case Notes	<i>The Adventures of Sherlock Holmes</i> : "The Red-Headed League" (89–163) Solo: "The Red-Headed League" (155–215) EXTRA: "A Mysterious Visit" by Mark Twain	What details from the text seem ordinary but actually might be suspicious? Using textual evidence, explain why. EXTRA Writing Prompts Writing Prompt 1 (Informative): Explain which details from "A Mysterious Visit" seem ordinary but might actually be suspicious. Use evidence from the text to support your thinking. Writing Prompt 2 (Informative): Sometimes authors provide subtle clues to increase the reader's suspicion. Compare or contrast how the author of "The Red-Headed League" and the author of "A Mysterious Visit" provide clues to the reader. Use evidence from both texts to support your ideas.
3: Red-Headed	<i>The Adventures of Sherlock Holmes</i> :<"The Red-Headed League" (163–211) SOLO: <i>The Adventures of Sherlock Holmes</i> :<"The Red-Headed League" (1–215)	

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4: Flex Day	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need
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Sub-Unit 5: Write an Essay

People—like scientists, detectives, health workers—take many approaches to solving problems. They act boldly and bravely; they work methodically; they think carefully and logically; they collaborate with others; they try new approaches. In your essay, you will explore what the characteristics are that investigators rely on to solve problems.

5 Lessons

Lesson	Reading	Writing
1: Making a Claim and Gathering Evidence	<i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> by Suzanne Jurmain “Yellow Fever Circles Brazil’s Huge Cities” [excerpt] <i>The New York Times</i> “The Red-Headed League” by Sir Arthur Conan Doyle “The Speckled Band” by Sir Arthur Conan Doyle	Essay Prompt: Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator? Include two examples of individuals demonstrating this characteristic in your response.
2: Writing Body Paragraphs	<i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> by Suzanne Jurmain “Yellow Fever Circles Brazil’s Huge Cities” [excerpt] <i>The New York Times</i> “The Red-Headed League” by Sir Arthur Conan Doyle “The Speckled Band” by Sir Arthur Conan Doyle	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
3: Essay Flex Day	<i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> by Suzanne Jurmain “Yellow Fever Circles Brazil’s Huge Cities” [excerpt] <i>The New York Times</i> “The Red-Headed League” by Sir Arthur Conan Doyle “The Speckled Band” by Sir Arthur Conan Doyle	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.



4: Revising and Writing an Introduction	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> by Suzanne Jurmain</p> <p>"Yellow Fever Circles Brazil's Huge Cities" [excerpt] <i>The New York Times</i></p> <p>"The Red-Headed League" by Sir Arthur Conan Doyle</p> <p>"The Speckled Band" by Sir Arthur Conan Doyle</p>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
5: Concluding and Polishing the Essay	<p><i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i> by Suzanne Jurmain</p> <p>"Yellow Fever Circles Brazil's Huge Cities" [excerpt] <i>The New York Times</i></p> <p>"The Red-Headed League" by Sir Arthur Conan Doyle</p> <p>"The Speckled Band" by Sir Arthur Conan Doyle</p>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.