



OR



10:00

5

MATCH the MEANINGS

Base
Word:

use

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Highlight the word in each sentence that contains the base word. Read the sentence. Determine which meaning best defines the word you underlined. Drag the letter to each box.

B

It was a clear misuse of the sewing machine when baby Luke climbed on it and pretended it was a horse.

C

The crayons were small, but they were still usable.

A

The cup with a hole in the bottom was completely useless.

A. without use

B. to use something in the wrong way

C. able to be used

DAILY DOSE OF EDITING

#10

1 EDIT



Draw a line under each of the FIVE mistakes.

we ate turkey, mash potatoes and creamed spinach but we need a nap

2 FIX



Rewrite the sentence with the corrections made.

We ate turkey, mashed potatoes, and creamed spinach, and now we need a nap.

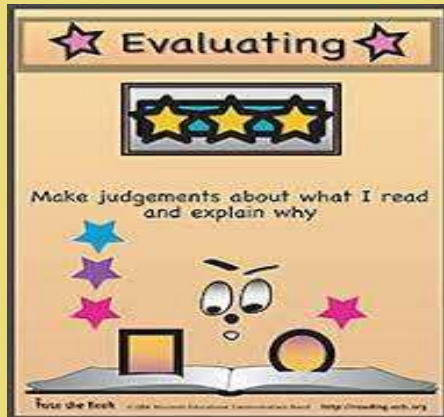
3 STRENGTHEN & ELABORATE !

Use part of the sentence, but make some changes. Use more detail to make it stronger.



Lesson 6: Investigating Breakthroughs and Analyzing Evidence

 Printable Lesson Guide



Students will read, organize, and use evidence from the text to analyze the theories about yellow fever transmission and evaluate which claims are supported by evidence and which claims are not.

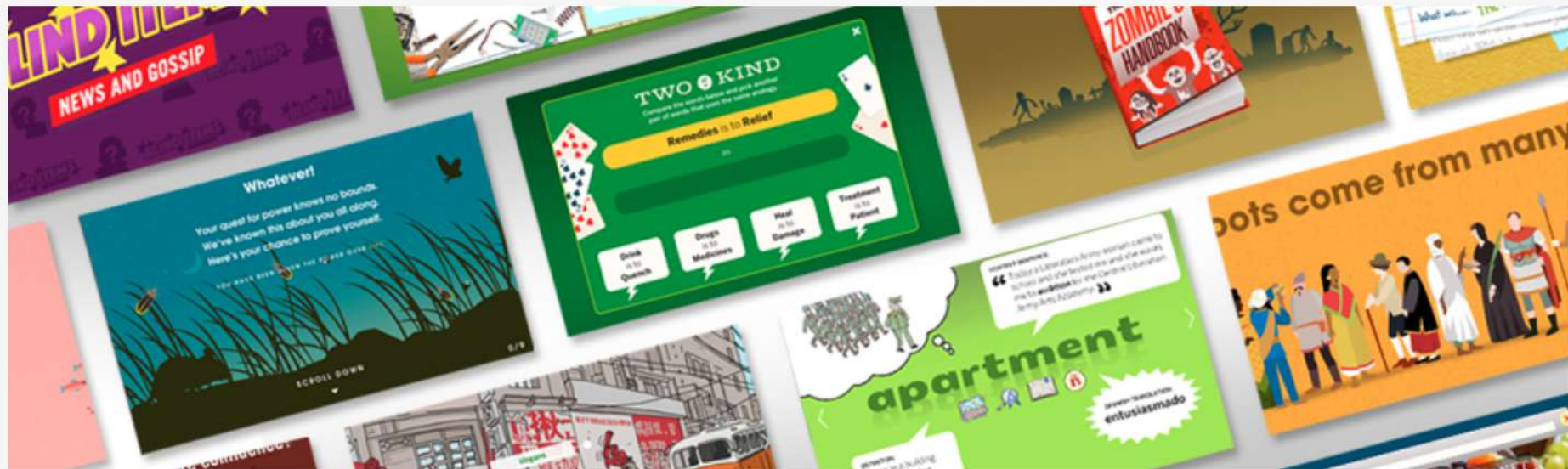
Definition of Analyze/Analyze

To examine something in detail in order to discover more about it.



I need to **analyze** these results before writing my paper.

Open the **Vocab App**.



Discredited- verb-That discredited the idea that yellow fever was somehow spread by touch.

When she showed up to school the next day, the rumor that she moved was discredited.

Prefix- dis



We'll read chapter 4 together, and then you will partner read chapter 5. Continue to answer the questions with the people in your row while you are reading.

2

READING
Select Text: Some Answers,
More Questions



Use information from the text to help you complete the following statements. Drag each answer option into the correct blank.

⌘ A. prisoner

⌘ B. yellow fever

⌘ C. U.S. soldiers

⌘ D. Columbia

⌘ E. Pinar del Rio

⌘ F: *Bacillus icteroides*

Dr. Reed's team puts together a working laboratory at Camp

Dr. Reed's team searches for

in blood and tissue samples from yellow fever patients and victims.

The team is told that U.S. soldiers are dying of a mysterious illness at

Dr. Agramonte autopsies a U.S. soldier and discovers that he died of

Dr. Reed and Dr. Agramonte diagnose 35

with yellow fever.

One

in a locked guardhouse dies of yellow fever.

10:00

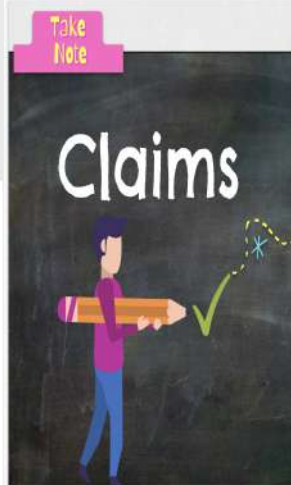


We just read a complex section of text. As medical detectives, it is vital that we keep our ideas organized to understand how claims and/or arguments are supported. Now we will slow down, zoom in, and figure out exactly what we know based on the facts.

1. What specific claim is being presented in the text? Select the sentence that explains the yellow fever theory that Dr. Reed's team is testing.

(From *The Secret of the Yellow Death: A True Story of Medical Sleuthing*, Ch. 4 "Going Nowhere," paragraph 3)

"The problem seemed simple. ^A If *Bacillus icteroides* caused yellow fever, it ought to be found in the bodies of yellow fever victims. All Reed and his colleagues had to do was look. ^B So, as the warm July days sped past, the four doctors searched for *Bacillus icteroides* in blood samples that had been taken from live yellow fever patients. ^C They also tried to find the bacteria in blood and bits of tissue that had been taken from the dead. ^D With delicate hoops made from platinum wire they streaked infected blood onto gelatin-filled plates and popped these cultures in the incubator to see if warmth and the gelatin food would make Dr. Giuseppe Sanarelli's mysterious bacteria grow. ^E They tried to grow the bacteria by placing tiny samples of the livers, spleens, kidneys, intestines, and hearts of yellow fever victims in the test tubes filled with bouillon that bacteria liked to eat. ^F But nothing much grew in the tubes or on the plates. And no matter how carefully the men looked through their microscopes, they couldn't find a single sample of *Bacillus icteroides*. (4, 3)



Take Note

Claims

The author's **main point**.

This is a **statement** the author believes is true.

It **must** be a statement that can be **argued**.

3

PARTNER

Select Text: Investigation at
Camp Columbia

1



1. How did the team investigate their theory? What did they learn? Use the information from the passage to trace how the resulting evidence supports or opposes the claim that *Bacillus icteroides* causes yellow fever.

What the Team Did (Investigation)	What the Team Learned (Result)
"...the four doctors searched for <i>Bacillus icteroides</i> in blood samples that had been taken from live yellow fever patients."	No <i>Bacillus icteroides</i>

Assessing Evidence

- How credible is the source of this information?
- Is the information based on facts or opinions?
- How important is this information to add support for this idea?



Summarize findings:

Hypothesis • **If (restate theory), then (expected results).**

Results • **(Statement of actual results); therefore, the scientists will probably conclude (restatement of the theory as true or false).**

- What do you think is the most relevant evidence that the team learned from their investigation?
- You can use this format to help you explain how the resulting evidence supports or does not support the claim that *Bacillus icteroides* causes yellow fever.

1. What observations did the scientists make about the prisoner who died of yellow fever at Pinar del Rio? What did the team learn from this new evidence?

What does the evidence suggest about the following theories?

2. The evidence

the theory of *Bacillus icteroides* as the source of yellow fever.

3. The evidence

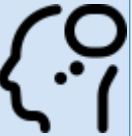
the theory of contaminated clothing as the source of yellow fever.

4. The evidence

the theory of mosquitoes as the source of yellow fever.

Assessing Evidence

- How credible is the source of this information?
- Is the information based on facts or opinions?
- How important is this information to add support for this idea?



What They Observed: The dead prisoner had not been near yellow fever patients before or during his imprisonment.

What They Learned: A person could catch yellow fever even if they had not been near someone who was already infected.

What They Observed: The dead prisoner had never touched contaminated materials.

What They Learned: A person could catch yellow fever even if they had not had contact with contaminated materials.

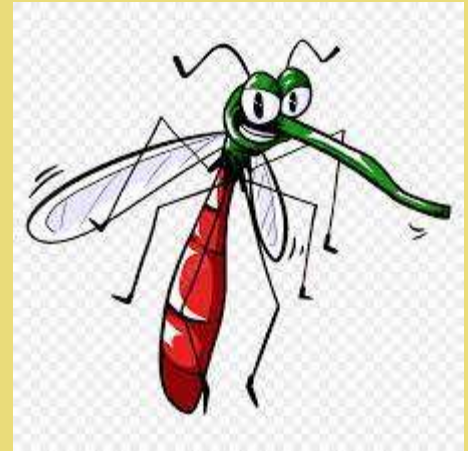
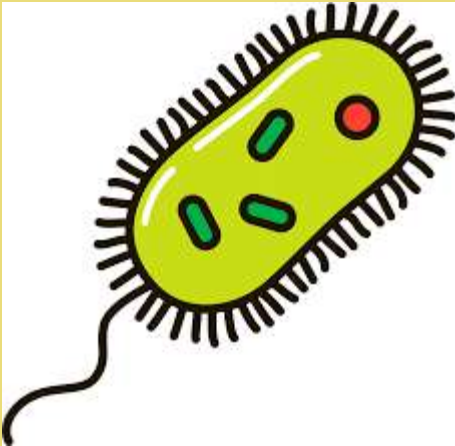
What They Observed: None of the eight cellmates who breathed the same air as the dead prisoner caught yellow fever.

What They Learned: Yellow fever did not pass from person to person through the air.

Consider the evidence you and the team have collected to support or refute each theory of yellow fever transmission.

Raise your hand...

- if you have found some strong evidence that the bacteria *Bacillus icteroides* is (or is not) the source of yellow fever transmission.
- if you have found some strong evidence that contaminated clothing is (or is not) the source of yellow fever transmission.
- if you have found some strong evidence that mosquitoes are the source of yellow fever transmission.



Which theory of yellow fever transmission is most supported by the evidence?

A The bacteria *Bacillus icteroides* is the source of yellow fever transmission.

B Contaminated clothing is the source of yellow fever transmission.

C Mosquitoes are the source of yellow fever transmission.

Explain two pieces of evidence that show which claim is most supported by the evidence.

Use at least two of these related vocabulary words in your response: contaminated, bacteria, germ(s), hypothesis, infected, yellow fever.

You may choose to use one or two of the following sentence starters to help you get started writing.

- The claim ____ is most supported by the evidence because ____.
- The evidence about ____ shows ____.
- The text says ____ which shows ____.