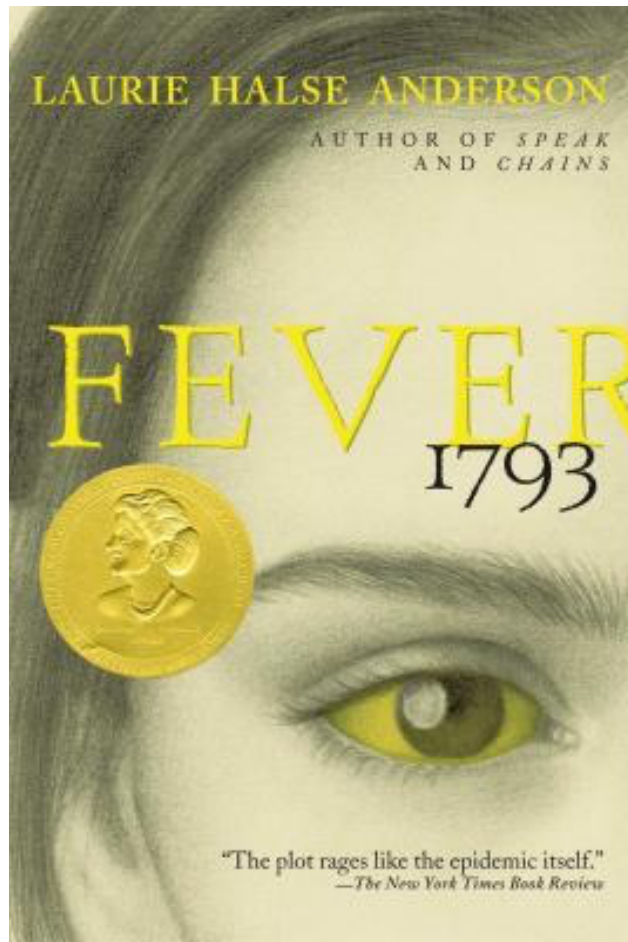


Rising 8<sup>th</sup> grade  
"Fever 1793" Summer Reading Assignment



Name \_\_\_\_\_

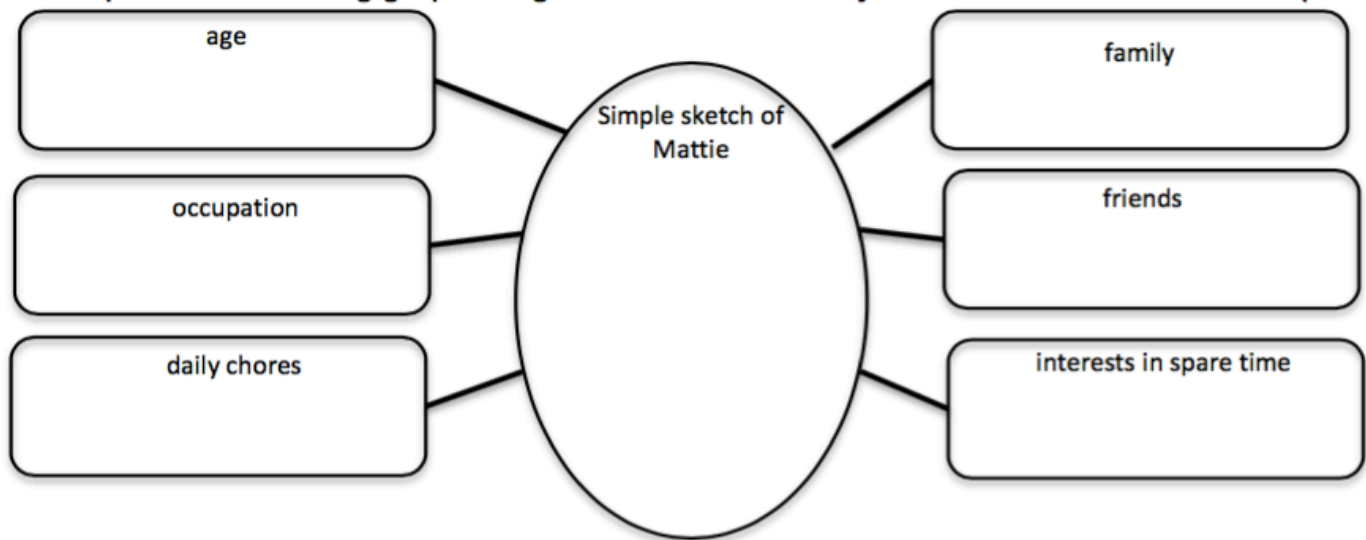
*\* Complete this packet in its entirety and bring it with you on the first day of school to turn in for a grade in English class. Be prepared to discuss the book in class!\**

Instructions: For each chapter of the book, complete the vocabulary chart and reading questions..

**Chapter 1: August 16, 1793**

Word	Page Number	Definition
Droned		
Abhorred		
Dawdling		

1. Do a character sketch of Mattie here:



2. The narrator says, "It was the war" (page 2). Which war is she talking about?

3. Why does Mattie's mother's family not talk to them anymore?

4. In 1793, Philadelphia was the capital of the country. The novel does not say this directly, but it is hinted at on page 4. What does the narrator say that lets the reader know that it is the capital?

## Chapter 2: August 16, 1793

Word	Page Number	Definition
Swoon		
Apothecary		

1. Mattie says, "...after the War of Independence ended in 1783. I was four years old." (page 7). How old is Mattie in this chapter?
2. What has happened to Mattie's father?
3. What is ironic about Mattie's mother's last name?
4. Who is Eliza?
5. Why is Eliza vital to the Cook household?
6. What made Philadelphia one of the best cities for freed slaves?
7. Mattie says on page 9, "They both supped sorrow with a big spoon that's what Mother said." Who is she talking about (two names)? Explain this quotation in your own words.
8. What has happened to Polly?

### Chapter 3: August 16, 1793

Word	Page Number	Definition
<b>Robust</b>		

1. How has Mattie's mother changed since her father's death?

2. Mattie's mother refuses to let her go to Polly's to deliver food or go to the funeral. Why? What is she afraid of?

3. Mattie says, "Life was a battle..." (page 17). What type of poetic device is used here? Explain the meaning of this quotation.

### Chapter 4: August 16, 1793

Word	Page Number	Definition
<b>Delectables</b>		
<b>Instill</b>		
<b>Miasma</b>		
<b>Stench</b>		
<b>Noxious</b>		

1. What has Mattie's grandfather been his whole life?

2. Who did he serve under?

3. Who is King George and what does he repeat?

4. What is Mr. Carris's theory of what is causing the sickness?

5. What is unusual about the currency in 1973?

6. What did Mother accidentally say when Mattie offered to put away the dishes?

**Chapter 5: August 24, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Imp</b>		
<b>Demure</b>		
<b>Ninny</b>		

1. What is Mattie's mother's name?

2. Where is Mattie's mother thinking of sending Mattie?

3. What was Grandfather's opinion of Polly? What word does he use that implies this opinion?

4. What does Mrs. Epler think is the cause of the fever? How can people, according to Mrs. Epler, avoid getting the fever?

5. Who does Mattie meet on the way back from the Market?

6. What are her feelings toward this person? Be sure to provide evidence from the novel to support your answer.

7. What does each ringing of the bell represent?

8. Girls in 1793 would be shocked by girls' clothing today. What lines in the story prove that? Include at least two examples.

**Chapter 6: August 30, 1793**

Word	Page Number	Definition
Horde		
Quarantine		
Detest		

1. What is a fond memory Mattie has of winter?

2. What did Grandfather hear that causes Mattie's embarrassment?

3. Why has the business of the coffeehouse improved so much lately?

4. What ideas does Grandfather have for extra money?

5. What is Mattie's idea for extra money?

6. Why does Grandfather not want to go anywhere?

7. What message is delivered?

8. Why does Mattie decide to go to the Ogilvies?



**Chapter 7: August 30, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Dilemma</b>		
<b>Tedious</b>		
<b>Dregs</b>		
<b>Gala</b>		

1. What visible signs of wealthy are present in the Ogilvie mansion?
2. Jeannine behaves like a brat. What does she do to prove this?
3. Jeannine is a snob and insults Mattie and her mother. Explain how.
4. What causes the argument at the end of the chapter?
5. What prevents the fight or argument from continuing?

**Chapter 8: September 2, 1793**

Word	Page Number	Definition
<b>Vehemently</b>		

1. Why is a “cannon blasted” in the front square? (page 54)

2. What does Eliza ask Mattie to collect to “discourage the flies”?

3. Review the list of the Mayor’s orders on page 58. Which do you believe is the most helpful advice? Which do you believe is the most useless advice?

4. As Mattie and Grandfather return to the coffeehouse, they see a man with a cart. What is the man doing? Who is in the cart?

## Chapter 9: September 2, 1793

Word	Page Number	Definition
Dumb		
Pestilence		
Taut		

1. What happens to make Mattie have a bad day?
2. Why does Mattie have doubts about Mr. Rowley?
3. What felt upside down to Mattie?
4. Describe Mother's illness. What does she do that frightens Mattie at the end of the chapter?
5. Why does Mother throw a book at Mattie?

**Chapter 10: September 6, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Lancet</b>		
<b>Valise</b>		

1. What does Dr. Kerr perform on Mother in an attempt to help her with her sickness?

2. What reason does Dr. Kerr give for why Mother cannot go with Mattie when she leaves town?

3. What package does Mattie receive?

4. What is Nathaniel Benson doing to protect himself from the fever?

**Chapter 11: September 7, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Commotion</b>		
<b>Lurched</b>		

1. What is Mattie's theory for why they are being attacked by so many insects?

2. According to her grandfather, what does a soldier need to fight?

3. What do the four horsemen want when they stop the carriage upon entering Pembroke?

4. What happens to Mattie and Grandfather?

## Chapter 12: September 8, 1793

Word	Page Number	Definition
Recuperate		
Withered		
Skirmish		

1. What is the “soldier trick” that Mattie uses?

2. Why does Grandfather think he has been a fool?

3. What did George Washington say was Grandfather’s only fault?

### Chapter 13: September 10, 1793

Word	Page Number	Definition
Parched		

1. What method does Mattie develop for fishing?
2. What causes Mattie to be unsuccessful catching fish?
3. What happens to Mattie at the end of the chapter?

**Chapter 14: September 12-20, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Scabbard</b>		
<b>Reeking</b>		
<b>Slovenly</b>		
<b>Topsy-turvy</b>		

1. What job does Barney have?

2. What is Mattie's nightmare?

3. Where is Mattie when she wakes up?

4. What did Stephen Girard do?

5. What is Mrs. Flagg's opinion of Dr. Rush's and Dr. Kerr's methods of blood-letting and purging?

6. What did Grandfather find when he returned to tell Mother where they were?



**Chapter 15: September 22, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Destitute</b>		
<b>Famished</b>		

1. What three people does Mattie worry about? Why?

2. What did the clerk want to do with Mattie?

**Chapter 16: September 24, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Lurk</b>		
<b>Placid</b>		

1. What does Mrs. Bowles try to get Mattie to do?

2. What daydream does Mattie have about how everything would go once she returned to the coffeehouse?

3. How has Philadelphia changed since Mattie has left? Use specific references from the text to support your answer.

4. What caused the fever to slow for a few days?

5. How are the dead being buried?

**Chapter 17: September 24, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Helter-skelter</b>		
<b>Lingered</b>		
<b>Invalid</b>		
<b>Recuperate</b>		
<b>Edible</b>		

1. How do (in what condition) Mattie and her grandfather find the coffeehouse?

2. What hadn't the robbers taken?

3. What is the condition of the garden?

**Chapter 18: September 25, 1793**

Word	Page Number	Definition
<b>Dote</b>		

1. How often does Mattie usually bathe?

2. Whose clothes does Mattie put on?

3. What does Mattie find for them to eat?

4. When Mattie leaves the shutters open, what is she worried about?

## Chapter 19: September 26, 1793

Word	Page Number	Definition
<b>Brandish</b>		

1. What was Mattie dreaming of?
2. What wakes Mattie from her dream?
3. What did Mattie learn to do before she learned to read?
4. After the crooks capture Mattie, what do they want to know?
5. How does Mattie know the Grandfather is not fooling around when he aims the gun at the crooks?
6. What does the crook do to Grandfather?
7. What does Mattie do to the crook?
8. What does she do to the chair?

**Chapter 20: September 27, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Queasy</b>		
<b>Exorbitant</b>		
<b>Pestilence</b>		

1. What is the man with the cart doing?
2. What does Mattie grab to bury with Grandfather? Why?
3. What does Mattie demand happens at the gravesite?
4. Explain the problems Mr. Brown has and why he cannot print an advertisement for Mattie.
5. Outside Warner's house, what does the old lady do to Mattie?
6. What is wrong with the girl with the broken doll?

**Chapter 21: September 27, 1793**

Word	Page Number	Definition
Save		

1. What is the girl's name?
2. What does Mattie decide to do with the girl?
3. Why does the little girl bite the hand of the sailor?
4. Who does Mattie find while walking around?

## Chapter 22: September 27, 1793

Word	Page Number	Definition
Disentangle		

1. Where does Eliza take Mattie?

2. What does Eliza tell her about her mother?

3. How does Mattie blame herself for Grandfather's death?

4. What does Eliza suggest Mattie should do? Why does Mattie dislike this suggestion?

5. What does Dr. Rush ask of the Free African Society?

6. In what way is Dr. Rush wrong?



**Chapter 23: September 28, 1793**

Word	Page Number	Definition
Weary		

1. Why does Nell smell badly?

2. Why does Mother Smith call Mattie cruel?

3. What happens at the orphanage?

4. What happened to Colette Ogilvie?

5. Why were daises falling from the sky?

**Chapter 24: October 1, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Jalap</b>		
<b>Scurrilous</b>		

1. According to Mattie, what is more difficult than cleaning up the sick?

2. What has happened at the Sharp residence?

3. What has happened to the children? Where will they take them?

**Chapter 25: October 14, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Purge</b>		
<b>Putrid</b>		
<b>Ominous</b>		

1. Why does Eliza think it will be safe this time to leave the shutters open?

2. In the dark, what does Mattie kick with her foot?

3. What does Mattie convince Eliza not to do?

**Chapter 26: October 23, 1793**

Word	Page Number	Definition
Fetid		

1. Who wakes Mattie up?

2. What does Mattie find when she wakes-up?

3. What dropped as quickly as the temperature?

4. Besides food, what does she find at the market?

**Chapter 27: October 30, 1793**

<b>Word</b>	<b>Page Number</b>	<b>Definition</b>
<b>Gaunt</b>		
<b>Feign</b>		

1. “Like a wilted flower stuck in a bowl of water, it drew strength and blossomed...” (page 220). What poetry device is being used? What comparison is being made?

2. What reason does Mattie give for why it might be better that Grandfather is buried in a mass grave?

3. What is Mattie’s plan for the future?

4. Why do they need to get a lawyer?

**Chapter 28: November 10, 1793**

Word	Page Number	Definition
Entourage		

1. What clever business trick has Mattie developed to sell more food?

2. What does Nathaniel offer to do to help out the coffeehouse?

3. What made the coffeehouse “brighter”?

4. What surprise does the arrival of President Washington bring to Mattie?

Word	Page Number	Definition
Epilogue		
Wince		

1. Why must mother live a life of leisure?

2. What is Mattie's morning routine?

## After-reading reflection

*Now that you have finished the novel, select two of these questions to reflection on the book and show your understanding. Answer them each on their own sheet of paper and use quotes from the text support your points. A complete answer to each question will be at least 10 sentences.*

1. The exposition and initial rising action events take place in the Cook Coffeehouse. Describe the activities that go on there before, during, and after the guests arrive.
2. Throughout the book, Matilda and her mother never say they love each other, yet the readers know they do. What evidence is there in the novel to support that the two love one another?
3. What was Philadelphia like in 1793? What were the advantages and disadvantages of living in the countryside outside of Philadelphia? In good times, how are the farmers outside the city dependent on the city dwellers of Philadelphia? (around pages 116, 155-156, 211??)
4. Matilda changes a great deal from the beginning of the novel until its end. Give three specific examples of those changes and relate them to the types of conflicts she has faced.
5. During the story, the people of Philadelphia face many dangers, including the risks of disease, starvation, robbery, and assault. Describe a dramatic incident in which Matilda faced one of these dangers and point out the personal qualities that help her survive.
6. How might the story be different if Mattie's mother had stayed healthy and remained with her daughter at all times during the novel?
7. How was the life of a fourteen-year-old in 1793 different from the life of a fourteen-year-old today? In which time period would you rather live? Why?
8. The color yellow is used throughout the story. What does it symbolize? What other symbols are used in the book?
9. During the Revolutionary War, women took on tasks that were traditionally performed by men. After the War, they were expected to go back to their spinning wheels and kitchens. How are Mattie's dreams in conflict with her society's expectations of young women? Why does Mattie's mother want a different life for her daughter?







## Performance Task

In *Fever 1793*, Anderson does a thorough job of describing the effects of the yellow fever, including the impact it had on the individuals who contracted it as well as Philadelphia as a whole.

In this Performance Task, you will examine how the epidemic affected the city of Philadelphia, focusing on the residents of the city who were stricken with the disease, those who were left to care for them, as well as the city as a whole.

In Part 1, you will review each source and answer the questions that follow. Then, in Part 2, you will assume the role of a reporter in Philadelphia 1797, when a second epidemic hit the city. Use the various sources to describe how the epidemic in 1793 affected the city and its residents. End your article by offering your readers ideas of how they might use the experience of 1793 to better prepare for what they are facing.

### Part 1

#### Source A: Passages from *Fever 1793*

“His wife is ill and he has closed his shop. My business dwindles daily. I have already lost one of my lads, gone with his family to Washington. (p. 60)

Mother shivered so hard, her teeth rattled. Even with all the blankets in the house on her, she could not get warm. She lay under the faded bedding like a rag doll losing its stuffing, her hair a wild collection of snakes on the pillow, her cornflower blue eyes poisoned with streaks of yellow and red. (p. 67)

“But you should not leave your house once you arrive. The streets of Philadelphia are more dangerous than your darkest nightmare. Fever victims lay in the gutters, thieves and wild men lurk on every corner. The markets have little food.” (p. 116)

Some houses were barred against intruders. Yellow flags fluttered from railings and door knockers—pus yellow, fear yellow—to mark the homes of the sick and the dying. (p. 118)

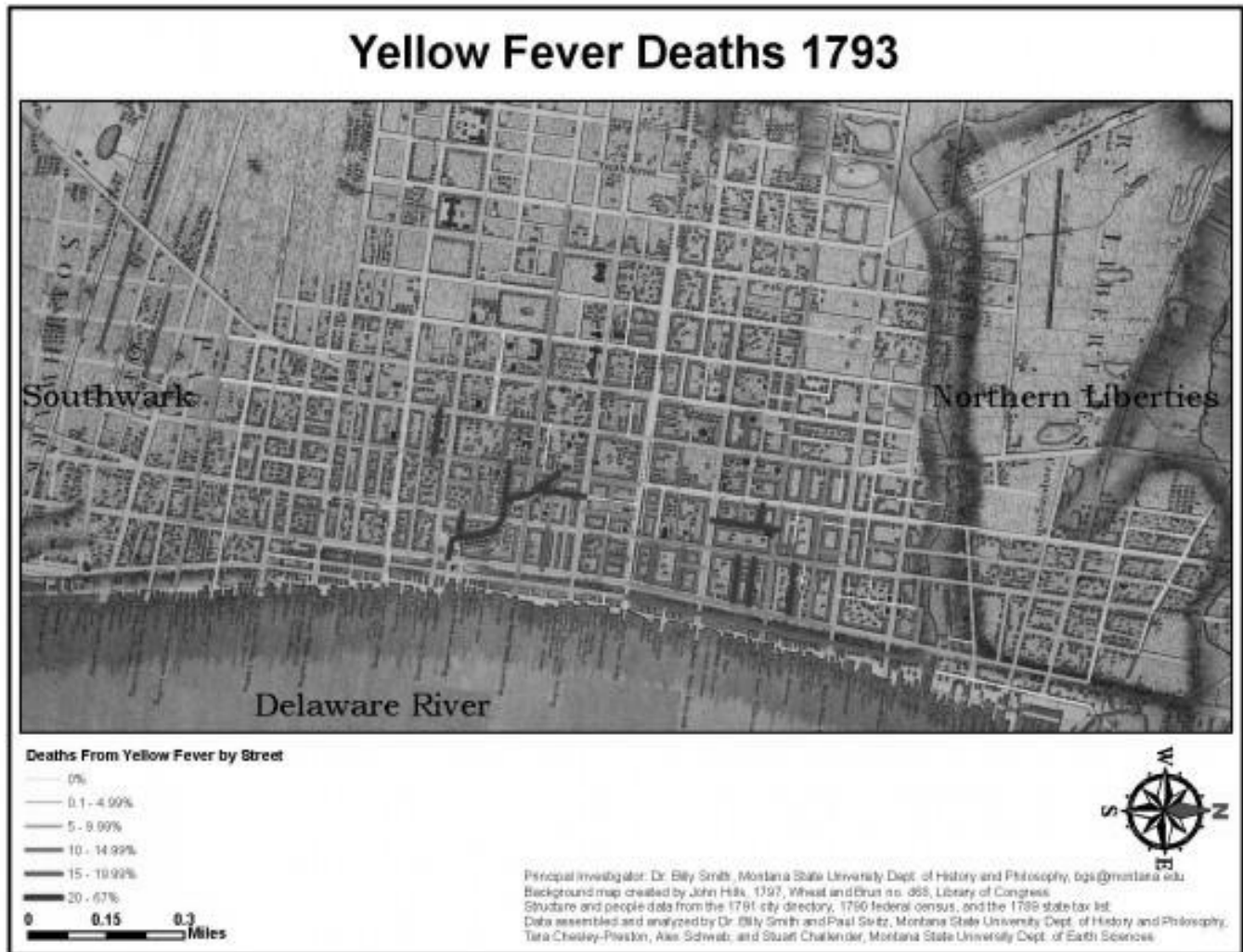
The grave diggers had dug trenches as deeply as they could, then planted layer after layer of fever victims. Some of the dead were decently sewn into their winding sheets, but most were buried in the clothes they died in. (p. 120)

The prices of jalap and tea has climbed to the clouds since the fever has struck. . . . Pharmacists and coffin makers are the only people who profit from this plague. (p. 194)

According to the passages, list at least three effects of yellow fever.

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## Source B: Yellow Fever Deaths



Yellow Fever broke out in epidemic proportion in 1793, 1797, 1798, and 1799. The most severe, and one of the most deadly in American history, occurred in 1793, when an estimated 5,000 inhabitants died. This map records the intensity of the fever, with darker colored lines marking the streets with highest mortality. Yellow fever was most deadly near the northern wharves, where poorer people lived, and where Hell Town was located. It also took a heavy toll along Dock Creek. Both areas furnished breeding places for the *Aedes aegypti*, the type of mosquitoes that transmit the disease. Wealthier people fled the city while the less affluent stayed behind. As a result, the affliction was class specific, killing the middle and lower classes more often than the elite. Map produced by Billy G. Smith and Paul Sivitz at Montana State University.

According to the map and caption, what was one effect of yellow fever in 1793?

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**Source C: Letter from Thomas Jefferson to Thomas Mann Randolph**

PHILADELPHIA,

September 2, 1793

DEAR SIR,—

I wrote to you on the 26th ult.; since which I have received yours of the 14th ult. Maria [17] is well, and is with me on the Schuylkill. A malignant fever has been generated in the filth of the docks of Philadelphia which has given great alarm. It is considerably infectious. At 1st 3. out of 4. died, at present not more than one out of three. Several days ago (my latest information), about 70. had died and about that number were ill of it. It is called commonly a yellow fever, but by the physicians Typhus gravior. Begins with a pain in the head, sickness in the stomach, with a slight rigor, fever, black vomitings and fæces, and death from the 2nd to the 8th day. At first it was confined to Water street, but is now in many parts of the city. It is still spreading, tho' become less mortal. Everybody, who can, is flying from the city, and the country people, being afraid to come to the market, there is fear of a want of supplies. Tho' there is some degree of danger, yet, as is usual, there is much more alarm than danger; and knowing it to be usual also to magnify these accounts in proportion to distance, I have given you the particulars, that you may know exactly, what the case is.

**According to Jefferson's writings, what are at least three effects of the fever as of September 2nd?**

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## Source D: An Expert Discusses the Fever's Impact

By Simon Finger, a Ph.D. from Princeton University and the author of *The Contagious City: The Politics of Public Health in Early Philadelphia* (Ithaca, N.Y.: Cornell University Press, 2012)

### 1793: Yellow Fever Returns

After some three decades absent, yellow fever returned to Philadelphia with a vengeance in 1793, during the period that it served as the capital of both Pennsylvania and the United States. Beginning from a cluster of infections near the Delaware waterfront, the fever spread rapidly through the summer and autumn, fueling panic throughout the city. Those who could fled the city to destinations in healthier countryside, like Germantown and Gray's Ferry, an exodus numbering in the thousands. Among those who remained, the fever claimed an estimated 5,000 lives. Other American cities embargoed the nation's capital, fearful that traffic from Philadelphia could introduce the infection. . . .

### 1793: The Model Response

Notwithstanding the new measures, the fever returned seven times in the following twelve years, and 1793 set the model for how Philadelphians responded to subsequent outbreaks. Each episode spurred similar patterns of evacuation, isolation, and scapegoating, and stoked the ongoing controversy within the medical community and motivated broader, though futile, efforts to ameliorate the effects of the disease. Nursing may have offered some comfort, but only winter frost—and its extermination of the mosquitoes—brought an end to each fever year.

The ordeal of fever had a profound effect on the city and the country. It was one of several factors in Philadelphia's decline relative to rising ports like New York City. It inspired literary and journalistic development as writers and printers discussed, described, and debated the disease. The urban nature of the fever fueled the agrarian romanticism of the Jeffersonian era. And throughout the country, and the broader Atlantic World, medical men struggled to understand a foe that thwarted their best efforts.

**1. According to Dr. Finger, what are some of the effects that yellow fever had on Philadelphia? Underline at least two phrases from the passage above that illustrate what the city was going through.**

**2. Using what you've underlined to help you, list at least three effects that yellow fever had on Philadelphia.**

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**Source E: A Poem Written During the Epidemic**

*Pestilence:*

*Written During the Prevalence of a Yellow Fever*

Hot, dry winds forever blowing,  
Dead men to the grave-yards going:  
Constant hearses,  
Funeral verses;  
Oh! what plagues--there is no knowing!  
Priests retreating from their pulpits!--  
Some in hot, and some in cold fits  
In bad temper,  
Off they scamper,  
Leaving us--unhappy culprits!  
Doctors raving and disputing, death's pale army still recruiting--  
What a pother  
One with t'other!  
Some a-writing, some a-shooting.  
Nature's poisons here collected,  
Water, earth, and air infected--  
O, what a pity,  
Such a City,  
Was in such a place erected! --

*--Philip Freneau Philadelphia, 1793*

**1. What is Freneau's description of Philadelphia during this epidemic? Underline at least four words or phrases from the poem above that provide clear descriptions of what the city was going through.**

**2. Using what you've underlined to help you, list at least three effects that the "pestilence" had on Philadelphia as described in this poem.**

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