



Yellow Fever Secondary



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Boat Tours • Gift Shop • Restaurant



Standards

Standards as developed by the Louisiana Department of Education. Available online at <http://www.vermilionville.org/vermilionville/educate/lesson-plans>.

Grade 7

Social Studies

Historical Thinking Skills

- **GLE #45:** Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)
- **GLE #50:** Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)

Grade 8

Social Studies

Places and Regions

- **GLE #7:** Explain how or why specific regions are changing as a result of physical phenomena (e.g. changes in the coastal wetlands) (G-1B-M3)

Environment and Society

- **GLE #14:** Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)

High School - United States History

Standard 1 - Historical Thinking Skills

- **GLE US.1.1:** Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - Conducting short and sustained research
 - Evaluating conclusions from evidence (broad variety, primary and secondary sources)
 - Evaluating varied explanations for actions/events
 - Determining the meaning of words and phrases from historical texts
 - Analyzing historians' points of view
- **GLE US.1.5:** Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

Objectives

1. Students will read, comprehend, and analyze relationships among American literature, history, and culture.
2. Students will read and analyze a variety of nonfiction texts. Students will use information from texts to clarify understanding of concepts.
3. Students will evaluate an educational film.
4. Students will collaborate and report on small-group learning activities.



Pre-Visit Activity

Materials needed: television, DVD player, *The Great Fever* film, primary and secondary sources

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them [here](#), by clicking on

- Introduction to Vermilionville and
- Vermilionville PowerPoint

Ask students some of the following questions and record answers on the board.

- What do you think medicine was like in the 1800s? How did doctors treat diseases?
- What was sanitation like in medical facilities? What was sanitation like in major cities?
- What does the term infectious disease mean to you? Give some examples of infectious diseases that you have learned about in the past.

LPB has a wealth of resources on the film *The Great Fever* that you can access on their website [here](#). Information includes but is not limited to American history including the history of medicine and yellow fever, the story of Walter Reed, and the science and future of yellow fever. Play this film in class to allow students to gain background knowledge on the topic. The film can be bought on amazon for less than \$20 and it is also available here at Vermilionville. Call us and we'll get it to you.

Have students break into four groups and assign each one to read one of the following articles (links are below).

- *"The Yellow Fever Epidemic", "A short Account of the Malignant Fever", and "A Narrative of the Proceedings of the Black People"*.
- Eyewitness accounts by Samuel Breck
- *"Philadelphia Under Siege: The Yellow Fever of 1793"*
- *"The Diseased City"*

Once the groups have read the assigned articles, have them discuss the following questions.

- What were some of the suggested causes for the Yellow Fever outbreak?
- How did the people of Philadelphia react?

After the groups have had adequate time to discuss these questions, have them perform a jigsaw. (A jigsaw is an instructional strategy that helps facilitate the summarization of reading or ideas. In this case, students will begin in one of four groups, and each group will be responsible for reading a certain article. When the groups switch, all new groups should be composed of a member from each of the original groups. In the new groups, ask students to summarize their articles for the new group and discuss the answers to the same questions as above).

Anchor Lesson

During your tour of Vermilionville, remind students that approximately one third of the 12,000 Acadians died during deportation due to diseases and drowning. Diseases such as small pox and typhus spread quickly aboard the ships that transported the Acadians from Acadie to their new location.



Post-Visit Activity

Materials needed: primary and secondary sources, paper

Students will read on the yellow fever epidemic in New Orleans. Then, they will imagine they are living in New Orleans during that time. Have them write a journal entry on how it might have been like living in those conditions.

Teacher is encouraged to discuss disease outbreaks that plague the world to this day (e.g. ebola).

Evaluation

The teacher will read and grade the post-visit writing activity on grammar and spelling.

Differentiation of Instruction

The teacher will monitor and help facilitate learning during the group jigsaw activity.

Learners who have visual disabilities will be seated toward the front of the classroom, closer to the board.

Students will be given the option to work in groups or individually when necessary.

Students with individual needs will be partnered with a strong buddy.

Cross-Curricular Connections

This lesson could be tied to English Language Arts where students could read "*The Masque of the Red Death*".

Other informative books include:

- Outbreak: Disease Detectives At Work by Mark P. Friedlander
- The Plague by Holly Cefrey
- The Black Plague by Stephanie True Peters
- The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History by Molly Caldwell Crosby
- When Plague Strikes: The Black Death, Smallpox, AIDS by James Cross Giblin
- Outbreak: Plagues That Changed History by Bryn Barnard

This lesson could also be tied to biology and/or anatomy. Students could learn about the symptoms and the impact that these diseases have on the human body.



Here are the links for the articles mentioned in the Anchor Lesson.

[The Yellow Fever Epidemic](#)

[A Short Account of the Malignant Fever](#)

[A Narrative of the Proceedings of the Black People](#)

[Eyewitness accounts by Samuel Breck](#)

[Philadelphia Under Siege: The Yellow Fever of 1793](#)

[The Diseased City](#)



