

Activity:

Frayer Model of the Yellow Fever

How Long this Activity Should Take: 20 minutes

Overview:

In pairs or groups of 3, students complete a Frayer model worksheet that poses questions about a map and image depicting the Yellow Fever spread in Philadelphia. After allotted time, instructor requests sample responses to each quadrant's prompt.

When is this activity introduced?	Toward the beginning of the Yellow Fever unit
How does this activity tie to the learning goals for this unit?	As we explore questions generated from this activity, students will learn about important factors related to the state of communications, politics, and social organization during the late 18 th century in America.
What directions are given to the students?	With a partner, examine the pictures on the back of your handout (and/or: projected on slide; see attached). In any order, discuss your responses to the questions in the 4 quadrants and jot down notes for each. Decide which of you will share out if your pair is called on. [Paperless: Create a shareable document – Google docs or slides with one page/slide for each pair. Pairs go to their page/slide to complete the questions.]
What expectations are communicated to the students?	Do your best to have responses to each of the quadrants, and be sure both of you are
Time allotted for student interaction or independent work	10 minutes; "It is OK if you do not get to all of the questions, but do your best." Be sure to give students a 2-minute warning.
Time allotted for whole-class share-out	10 minutes (it is unlikely all pairs will be called on; if you would like all pairs' ideas to be noted, have them type in their #1 response for each quadrant on a projected Google document).
How should the instructor wrap up this activity?	Note how some of what they've already learned is informing their responses to certain quadrant questions; indicate where students can listen for answers to their questions (or, even better, find them in their course materials).
How does this activity deepen student learning	This activity prompts students to think more deeply about an artifact from the period in question. Further, it invokes curiosity as they develop their own questions (autonomy), together (relatedness), and they are therefore primed to listen and absorb new information as it is presented.

Note: To make a Frayer model, orient document to "landscape" and add a 2 x 2 table. Widen table cells to fill page. Add an oval shape to place over the center; change background to white and font to black. Add text to boxes and center shape; for bottom boxes, change text margins so text can be seen around the oval.

1. How devastating do you believe the impact of the Yellow Fever was?

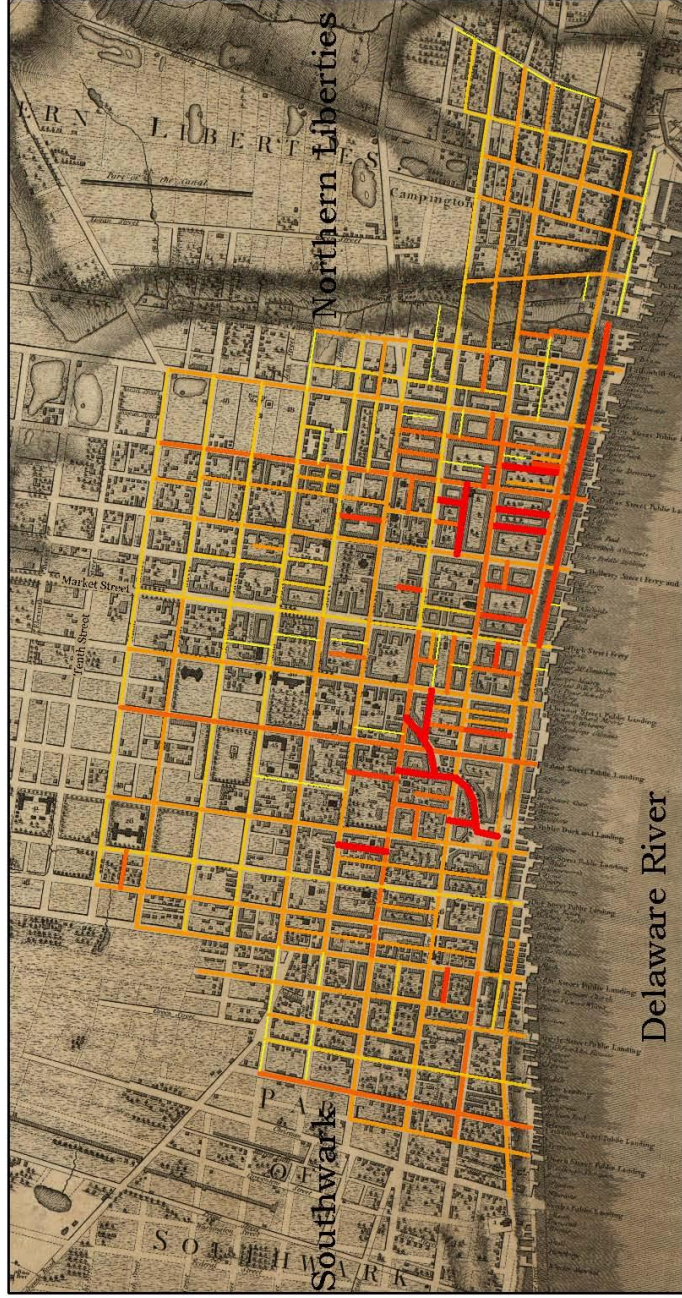
2. What factors might have led to the areas of highest death rates having such high rates?

Yellow Fever
Philadelphia, 1793

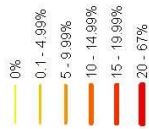
3. What questions about the Yellow Fever does this map raise for you?

4. If you were a politician in Philadelphia, what would you first focus on?

Yellow Fever Deaths 1793



Deaths From Yellow Fever by Street



Principal Investigator: Dr. Billy Smith, Montana State University Dept. of History and Philosophy, bgs@montana.edu
 Background map created by John Hills, 1797, Wheat and Brun no. 468, Library of Congress
 Structure and people data from the 1791 city directory, 1790 federal census, and the 1793 state tax list
 Data assembled and analyzed by Dr. Billy Smith and Paul Svitiz, Montana State University Dept. of History and Philosophy,
 Tara Chesley-Preston, Alex Schwab, and Stuart Challender, Montana State University Dept. of Earth Sciences

