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These plans were developed by Chen Chang as a Drexel University Capstone MLIS project in conjunction with Christ Church Preservation Trust and the CLIR funded Digitizing Philadelphia’s Historic Congregations project: [www.philadelphiacongregations.org](http://www.philadelphiacongregations.org).

# **Yellow Fever 1793 Lesson Plan**

# Subjects/Courses

Social Studies, US History

# Grade Level

9th grade

# Standards/Eligible Content

**Historical Analysis and Skills Development:**

8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

**Pennsylvania History:**

8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.

**United States History:**

8.3.9.A Contrast the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to U.S. history.

**Reading Informational Text:**

8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

8.5.9-10.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

8.5.9-10.D Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

8.5.9-10.F Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.

# Vocabulary

(Definitions from [www.dictionary.com](http://www.dictionary.com))

Abolitionist – (especially prior to the Civil War) a person who advocated or supported the abolition or end of slavery in the U.S.

Bloodletting – the act or practice of letting or drawing blood by opening a vein; phlebotomy

Epidemic – a temporary prevalence of a disease

Palliative treatment – treatment to alleviate symptoms without curing the disease

Refutation – an act of refuting or proving false a statement, charge, etc.; disproof

# Objectives

Students will…

* Explore and analyze various views about yellow fever through primary and secondary sources
* Use numbers and statistics from primary sources to figure out when yellow fever happened
* Compare and contrast yellow fever of 1793 and COVID-19 of today
* Understand the lives of African Americans and discuss how they were treated
* Write a response to a historical figure’s allegations by using critical and creative skills
* Analyze a refutation and the evidence it provides and discuss its accomplishment
* Examine the roles of various historical figures during the yellow fever

# Lesson Essential Question(s)

* What role does the analysis of primary and secondary sources have in historical construction?
* How do multiple viewpoints of the same event help construct your view of the yellow fever epidemic?
* What document best summarizes the yellow fever epidemic and why?
* How does viewing the past help you make connections with the present?

# Duration

45 min x 7 days

# Materials

Day 1:

* Day 1 Primary Sources PPT
* Primary Sources Worksheet
* Gloria Dei Church (Philadelphia, Pa.), “Marriages, baptisms, and burials, 1793-1795,” Philadelphia Congregations Early Records, <https://philadelphiacongregations.org/records/items/show/381>.

Day 2:

* Day 2 Yellow Fever and Burial Stats PPT
* “Fever: 1793 – A Virtual Tour with Sam Katz” at <https://www.youtube.com/watch?v=hYqNCzeHcqI>
* Stokes, George and United Churches of Christ-Church and St. Peter's (Philadelphia, Pa.), “Burial account book, St. Peter's Burial Ground, 1789-1793,” Philadelphia Congregations Early Records, <https://philadelphiacongregations.org/records/items/show/280>.
* United Churches of Christ-Church, St. Peter's, and St. James's (Philadelphia, Pa.), “Register of burials, Christ Church and St. Peter's Church, 1763-1831,” Philadelphia Congregations Early Records, <https://philadelphiacongregations.org/records/items/show/293>.
* Second Presbyterian Church (Philadelphia, Pa.), “Burial records, v. 1, Sexton's account book, 1785-1910,” Philadelphia Congregations Early Records, <https://philadelphiacongregations.org/records/items/show/392>.
* Monthly Meeting of Friends of Philadelphia for the Northern District, “Record of Births and Deaths, 1772-1806,” Philadelphia Congregations Early Records, <https://philadelphiacongregations.org/records/items/show/580>.
* Monthly Meeting of Friends of Philadelphia for the Southern District, “Record of Births and Interments Volume 1, 1772-1806,” Philadelphia Congregations Early Records, <https://philadelphiacongregations.org/records/items/show/589>.
* “Fever: 1793 – Burying the Dead” at <https://www.youtube.com/watch?v=cAY7rjsvr2c>
* *(Additional worksheets from History Making Productions at* [*https://www.historymakingproductions.com/webisode*](https://www.historymakingproductions.com/webisode)*)*

Day 3:

* Day 3 Yellow Fever and COVID-19 PPT
* “Fever: 1793 – Anatomy of an Epidemic” at <https://www.youtube.com/watch?v=uwPWgZJDdGE>
* [www.census.gov](http://www.census.gov)
* [www.nytimes.com/interactive/2020/us/pennsylvania-coronavirus-cases.html](http://www.nytimes.com/interactive/2020/us/pennsylvania-coronavirus-cases.html)
* Mathew Carey’s “A Brief Account of the Malignant Fever Which Prevailed in Philadelphia in the Year 1793” at <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-0140550-bk>
* The History of Vaccinesat <https://www.historyofvaccines.org/timeline/yellow-fever>
* CDC at <https://www.cdc.gov/yellowfever/index.html>
* “Fever: 1793 – The Doctors and the Cures” at <https://www.youtube.com/watch?v=W9tjV2h5jao>
* *(Additional worksheets from History Making Productions at* [*https://www.historymakingproductions.com/webisode*](https://www.historymakingproductions.com/webisode)*)*

Day 4:

* Day 4 Yellow Fever and African Americans, Part 1 PPT
* “Fever: 1793 – Richard Allen: Apostle of Freedom” at <https://www.youtube.com/watch?v=9Zd-PuQZVFE>
* “When the Yellow Fever Outbreak of 1793 Sent the Wealthy Fleeing Philadelphia” at <https://www.history.com/news/yellow-fever-outbreak-philadelphia>
* Mathew Carey’s “A Short Account of the Malignant Fever, Lately Prevalent in Philadelphia” at <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-8710344-bk>
* “Randall on Mathew Carey’s Allegations” at <https://www.youtube.com/watch?v=aXVU_s_-TeY>

Day 5:

* Day 5 Yellow Fever and African Americans, Part 2 PPT
* Absalom Jones and Richard Allen’s “A Narrative of the Proceedings of the Black People, During the Late Awful Calamity in Philadelphia, in the Year 1793” at <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-2559020R-bk>

Day 6:

* Day 6 Yellow Fever and Leadership PPT
* Yellow Fever Bingo Worksheet
* “Fever (1793-1820) – Philadelphia: The Great Experiment” at <https://www.youtube.com/watch?v=P7L5olIfYcI>

Day 7:

* Day 7 Compare and Contrast Essay PPT

# Instructional Procedures

**Day 1: Yellow Fever and Primary Sources**

1. Begin by showing a PPT about primary and secondary sources: what they are, why they are important, and reasons to explore them. Quickly go over the who, whom, what, where, when, why, and how questions in analyzing a primary source.
2. Then provide your students with Gloria Dei Church’s “Marriages, baptisms, and burials, 1793-1795” at <https://philadelphiacongregations.org/records/items/show/381>.
3. You may choose one of the following group activities, depending on your class size:
   * *Small Groups*: Divide your class into small groups. Give each group the “Primary Sources Worksheet.” Have them explore, discuss, and answer questions about the primary source.
   * *Jigsaw Groups*: Divide your class into 7 groups. Give each group a different set of questions (cut out from the “Primary Sources Worksheet”). 1st group gets **who (author)**, 2nd group gets **whom (audience)**, 3rd group gets **what**, 4th group gets **where**, 5th group gets **when**, 6th group gets **why**, and 7th group gets **how**. Have them explore, discuss, and answer questions about the primary source. Then divide your class into groups of 7 so each new group has all 7 questions. Have them discuss their findings.
4. Come back together as a class and have your students discuss their experience examining a primary source. Ask your students the following questions:
   * What interesting things did you find in the document?
   * What were some of the causes of deaths?
     + (Hint: the burial section starts on p. 14 or image 22)
5. When your students mention “yellow fever,” end the lesson by telling them what they will learn in the coming days about yellow fever: the significance of this historical event, the burial stats, the comparison to COVID-19, the role of African Americans, and the leadership (church, civic, and governmental).

**Day 2: Yellow Fever and Burial Stats**

1. Begin by showing the video “Fever: 1793 – A Virtual Tour with Sam Katz” at <https://www.youtube.com/watch?v=hYqNCzeHcqI>. Afterwards, ask your students the following questions:
   * What is yellow fever?
   * How is it spread?
   * What did people in the past believe was the cause of yellow fever?
   * Who were some of the important figures? What roles did they play during yellow fever?
   * When did this devastating event happen?
   * *(You may use the worksheet by History Making Productions that goes along with this video at* [*https://www.historymakingproductions.com/webisode*](https://www.historymakingproductions.com/webisode)*.)*
2. To investigate further into the dates, divide your class into 5 groups. Each group is assigned a different primary source:
   * George and United Churches of Christ-Church and St. Peter's “Burial account book, St. Peter's Burial Ground, 1789-1793,” <https://philadelphiacongregations.org/records/items/show/280> (hint: start on p. 13 or image 16)
   * United Churches of Christ-Church, St. Peter's, and St. James's “Register of burials, Christ Church and St. Peter's Church, 1763-1831,” <https://philadelphiacongregations.org/records/items/show/293> (hint: start on p. 149 or image 153)
   * Second Presbyterian Church’s “Burial records, v. 1, Sexton's account book, 1785-1910,” <https://philadelphiacongregations.org/records/items/show/392> (hint: start on p. 7 or image 11)
   * Monthly Meeting of Friends of Philadelphia for the Northern District’s “Record of Births and Deaths, 1772-1806,” <https://philadelphiacongregations.org/records/items/show/580> (hint: start on p. 84 or image 88)
   * Monthly Meeting of Friends of Philadelphia for the Southern District’s “Record of Births and Interments Volume 1, 1772-1806,” <https://philadelphiacongregations.org/records/items/show/589> (hint: start on image 63)
3. Each group explores their primary source, recalling what they have learned about primary sources in the previous lesson. Have them count the number of deaths/burials for each month from 1790-1795 and create a table and/or graph. Afterwards, ask your students the following questions:
   * Based on the data, when did yellow fever in Philadelphia happen?
   * How do you know?
   * Do these numbers corroborate the official dates?
4. Show more information about the burials and the numbers.
5. End the lesson by showing the video “Fever: 1793 – Burying the Dead” at <https://www.youtube.com/watch?v=cAY7rjsvr2c>. Ask your students the following questions:
   * What role did churches play during yellow fever?
   * Why did you look at church records today?
   * *(You may use the worksheet by History Making Productions that goes along with this video at* [*https://www.historymakingproductions.com/webisode*](https://www.historymakingproductions.com/webisode)*.)*

**Day 3: Yellow Fever and COVID-19**

1. Begin by showing the video “Fever: 1793 – Anatomy of an Epidemic” at <https://www.youtube.com/watch?v=uwPWgZJDdGE>. Afterwards, ask your students the following questions:
   * What are the symptoms of yellow fever?
   * Where did yellow fever come from?
   * What major event did the professor compare yellow fever to? Why?
   * This video was released in 2012. It’s 2021. What recent event can you compare this epidemic to? Why?
   * *(You may use the worksheet by History Making Productions that goes along with this video at* [*https://www.historymakingproductions.com/webisode*](https://www.historymakingproductions.com/webisode)*.)*
2. Show the yellow fever numbers like Philadelphia’s population and deaths. Then have your students follow the math directions on the PPT and compare the numbers between yellow fever and COVID-19. Afterwards, ask your students the following questions:
   * What do these numbers tell you about the severity of yellow fever in 1793?
   * What do these numbers tell you about the public health measures of COVID-19?
   * What other factors can you use to compare yellow fever and COVID-19?
3. Have your students compare yellow fever and COVID-19 based on their symptoms, treatment, and prevention by creating a chart.
   * Provide your students with Mathew Carey’s “A Brief Account of the Malignant Fever Which Prevailed in Philadelphia in the Year 1793” at <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-0140550-bk>.
   * Divide your class into pairs. Each pair explores the primary source, recalling what they have learned about primary sources in the previous lesson. Have them look up the symptoms, treatment, and prevention of yellow fever. (Hint: chapter 2)
   * Then each pair looks up symptoms, treatment, and prevention about COVID-19 online.
4. Go over important dates about the discovery of how yellow fever is transmitted, the development of vaccines, and how there’s no current treatment or cure for it. More information and a timeline can be found from The History of Vaccinesat <https://www.historyofvaccines.org/timeline/yellow-fever>.
   * 1900: The U.S. Army researchers did experiments and determined that “the mosquitoes could transmit the disease only after a certain period of time had passed since they had fed on another human infected with it (in the range of 12-20 days) and that a victim bitten by an infected mosquito would typically fall ill within six days.”
   * 1936: Max Theiler and his colleagues developed a vaccine.
   * Today: There is no treatment or cure for yellow fever yet.
5. Go over information about yellow fever today from Centers for Disease Control and Prevention (CDC). More information can be found at <https://www.cdc.gov/yellowfever/index.html>.
   * Yellow fever is found in certain areas in South America and Africa.
   * Show maps at <https://www.cdc.gov/yellowfever/maps/index.html>.
   * Bug repellent and long sleeves and pants are preventive measures.
   * Vaccine may be required to visit certain countries in at-risk areas.
6. End the lesson by showing the video “Fever: 1793 – The Doctors and the Cures” at <https://www.youtube.com/watch?v=W9tjV2h5jao>. Ask your students the following questions:
   * What were the two schools of thought on the cures for yellow fever?
   * How do you feel about these cures?
   * What ended yellow fever in 1793?
   * *(You may use the worksheet by History Making Productions that goes along with this video at* [*https://www.historymakingproductions.com/webisode*](https://www.historymakingproductions.com/webisode)*.)*

**Day 4: Yellow Fever and African Americans, Part 1**

1. Begin by showing the video “Fever: 1793 – Richard Allen: Apostle of Freedom” at <https://www.youtube.com/watch?v=9Zd-PuQZVFE>. Afterwards, ask your students the following questions:
   * Who is Richard Allen?
   * What role did African Americans play in the response to yellow fever?
   * Why did they help white Americans during the epidemic?
2. Provide your students with Sarah Pruitt’s article “When the Yellow Fever Outbreak of 1793 Sent the Wealthy Fleeing Philadelphia” at <https://www.history.com/news/yellow-fever-outbreak-philadelphia>.
3. Have them read the article with a focus on the “Philadelphia’s Free Black Community Care for the Sick” section. Afterwards, ask your students the following questions:
   * What misconception did many white physicians have about African Americans?
   * What did Mathew Carey publish about African Americans?
   * How did Richard Allen and Absalom Jones respond?
4. Provide your students with Mathew Carey’s “A Short Account of the Malignant Fever, Lately Prevalent in Philadelphia” at <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-8710344-bk>.
   * Let students explore the primary source, recalling what they have learned about primary sources in the previous lesson. Go to the bottom of p. 76 or image 74 and end on p. 78 or image 77 for the section on African Americans.
5. Creative Writing: Have your students write a response to this harmful piece about African Americans. They can write in any format: essay, letter, poem, song, series of tweets, closed captioning of a video, TED talk speech, etc.
   * If not done, give them time to finish for homework.
6. End the lesson by showing the video “Randall on Mathew Carey’s Allegations” at <https://www.youtube.com/watch?v=aXVU_s_-TeY> as review. Afterwards, ask your students the following question:
   * “The truth must be told…through information, not rumor.” Why is this an important statement?

**Day 5: Yellow Fever and African Americans, Part 2**

1. Begin by asking your students review questions about the previous lesson. For example: Who is Richard Allen? What role did African Americans play in the yellow fever? Why did African Americans help white Americans during the epidemic?
2. Provide your students with Absalom Jones and Richard Allen’s “A Narrative of the Proceedings of the Black People, During the Late Awful Calamity in Philadelphia, in the Year 1793”, their response to Mathew Carey at <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-2559020R-bk>.
3. Divide your class into small groups. Let students explore the primary source, recalling what they have learned about primary sources in the previous lesson. Ask your students the following questions:

* How did Absalom Jones and Richard Allen refute Mathew Carey’s allegations?
* What evidence did they provide?
* What important figure supported these men?

1. Come back together as a class and have a discussion on their findings. Ask your students the following questions:
   * What did you find in the response?
   * What else did you discuss in your group?
   * Can you compare the experiences of African Americans in 1793 to today?
2. End the lesson by having your students share their creative writing responses.

**Day 6: Yellow Fever and Leadership**

1. Begin by showing a PPT about important figures in the government leaving Philadelphia and those who stayed behind to fight the yellow fever epidemic. Have your students discuss the quote: “It’s always an extreme crisis that the true leaders emerge and what defines them is the ability to turn despair into opportunity.”
2. Provide your students with “Yellow Fever Bingo Worksheet.” Have them fill out the top blanks with 16 names from the PPT.
3. Show the video “Fever (1793-1820) – Philadelphia: The Great Experiment” at <https://www.youtube.com/watch?v=P7L5olIfYcI>. As your students watch the video, have them fill in the role of each figure in the bingo board.
   * They win BINGO when they correctly complete a row, column, or diagonal.
   * They win BLACKOUT BINGO when they correctly complete the whole board.
4. Afterwards, go over the roles of these figures.
5. Have your students think about what if’s. Ask your students the following questions:
   * What if some of these important figures like Washington, Adams, Jefferson, and Hamilton had stayed in Philadelphia?
   * What if they caught yellow fever?
   * How would that have changed the course of the United States?
6. End the lesson by having your students fill out 3-2-1 exit tickets: 3 things they learned from this yellow fever unit, 2 things they liked or found interesting, and 1 question they have.

**Day 7: Compare and Contrast Essay**

1. Begin by going over some of your students’ popular exit tickets from the previous day. Fill in the PPT slides with some of these tickets.
2. Assign your students a 2–3-page essay that compares and contrasts any topic related to the yellow fever epidemic, whether it’s something they have learned or want to know more about.
   * Choose the due date and add it to the PPT slide.
   * Have your students choose a topic. Examples include Mathew Carey vs. Richard Allen and Absalom Jones, yellow fever vs. COVID-19, church burial records, primary sources about yellow fever, primary sources vs. secondary sources about yellow fever, different historical figures’ roles, Benjamin Rush vs. another doctor, the rich vs. the poor, white Americans vs. African Americans, local government vs. national government, etc.
3. Give your students time to start the research on their topic and working on their essay.

# Formative Assessment

After the yellow fever unit, assign your students an essay that compares and contrasts any topic related to the yellow fever epidemic, whether it is something they have learned or want to know more about. Examples include Mathew Carey vs. Richard Allen and Absalom Jones, yellow fever vs. COVID-19, church burial records, primary sources about yellow fever, primary sources vs. secondary sources about yellow fever, different historical figures’ roles, Benjamin Rush vs. another doctor, the rich vs. the poor, white Americans vs. African Americans, local government vs. national government, etc. Assess the essays based on content, organization, writing style, and conventions.

# Related Materials & Resources

You may find additional videos here: <https://www.youtube.com/playlist?list=PLwEWxvgiPVsUAlpsMi-beFNyn7dQ6UEza> and related worksheets here: <https://www.historymakingproductions.com/webisode>.

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