

Deadly

by

Julie Chibbaro

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Student Edition



A School Street Media **Street Smarts** Classroom Resource for

Deadly

by Julie Chibbaro

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About the Author

Julie Chibbaro is the author of *Deadly* (Atheneum/Simon & Schuster 2011), a medical mystery about the hunt for Typhoid Mary. Her first book, *Redemption* (Atheneum/Simon & Schuster 2004), an epic tale of love, kidnapping, and white Indians, won the 2005 American Book Award. *Redemption* received excellent reviews from such noted journals as *Newsday*, *Kirkus Reviews*, and *School Library Journal*. In 2006, *Redemption* was nominated for an ABE Award (Illinois High School Book Award).

As an author, Ms. Chibbaro has attended and spoken at book conferences such as the National Conference of Teachers of English (NCTE), where she participated in a panel before 400 teachers on “The Art of Historical Fiction” for the Assembly on Literature for Adolescents (ALAN). She teaches creative writing in New York.

Julie Chibbaro studied writing at The New School, and with Gordon Lish. She received scholarships to study with Clark Blaise at the Prague Writers Workshop, and with Janet Fitch, Lynn Freed and Mark Childress at the Squaw Valley Community of Writers. At the New York Writers Institute, she took a Master class with Marilynne Robinson and Ann Beattie.

School Library Journal has called *Deadly* “top-notch historical fiction,” and *Kirkus Reviews* says: “*Fever 1793* (Laurie Halse Anderson, 2000) meets *News from the Dead* (Mary Hooper, 2008) in this absorbing diary of a fictional teen who witnesses the epidemic unleashed on turn-of-the-20th-century New York by the infamous “Typhoid Mary.”

Visit Julie at juliechibbaro.com.

Pre-reading Activities

Book Summary

In 1906 in New York City, sixteen-year-old Prudence Galewski keeps a journal of her daily activities and thoughts in the hopes that someday her father, missing in action from the war in Cuba, will return and be able to catch up on what he's missed. In the meantime, Prudence decides to leave school to take a job with the city's health department, transcribing notes and keeping track of evidence compiled by George Soper. He's determined to solve a medical mystery: why certain families are falling victim to typhoid fever, a very infectious disease. When he discovers that a woman, Mary Mallon, is the carrier of the disease, he and his staff have to find a way to stop her from spreading the disease while trying to understand how someone can be a carrier without actually being ill.

Understanding Genre: Historical Fiction

After reading the summary of *Deadly* above, answer the following questions.

1. What are the characteristics of historical fiction?

2. Why is *Deadly* an example of historical fiction?

3. How can historical fiction give valuable insight into past events?

4. What are some challenges that authors face when writing believable historical fiction?

Pre-reading Activities

Building Background and Activating Prior Knowledge

Read the following questions and think about what you already know.

1. Why do you think it was so easy to spread diseases in the early 1900s?

I think:

How do you know this?

2. There have been many epidemics throughout history.

a.) What is an epidemic?

b.) What are some epidemics you have learned about?

a.) _____

b.) _____

3. Have you heard the phrase “Typhoid Mary” before? If so, what do you think it means to be a “Typhoid Mary”?

4. Set a purpose for reading based on your answers above.

SOCIAL STUDIES CONNECTION

The main character, Prudence, is fictional; however, most of the other characters in the story really were part of the Typhoid Mary story. As you read, make a list of the real-life participants in the events and their roles (see page 29). You’ll find various sources useful, including Google, encyclopedias, books about Typhoid Mary, old newspaper articles, and more. You can also look up the places in the book, because the streets and areas mostly still exist.



Section 1:
From School to Work
pages 1–43



Before You Read
Introducing Vocabulary

The following words or phrases can be found on the page number shown in parentheses. Use context clues first, and then a dictionary if needed, to define each term as it is used on the page indicated.

1. keening (page 3) _____
2. potato knish (page 4) _____
3. exuberant (page 5) _____
4. alchemy (page 7) _____
5. shivah (page 15) _____
6. Rosh Hashanah (page 21) _____
7. boychiks (page 22) _____
8. hurdy-gurdy (page 24) _____
9. shirtwaist (page 28) _____
10. ephemeral (page 33) _____
11. morbid (page 34) _____
12. pensively (page 34) _____
13. epidemiologist (page 35) _____
14. disorienting (page 37) _____
15. glass beaker (page 37) _____
16. biologic (page 38) _____
17. breech (page 40) _____
18. cured (page 41) _____

After You Read

Analyzing the Writing: Point of View

The **point of view** of a story is all about who the narrator is. The most common ones are:

- first-person
- third-person limited
- third-person omniscient

1. From the first sentence, even the first word, of *Deadly*, the point of view is clear. Which of the three above is the point of view in this book? How do you know this?

2. Many well-known novels have been written using a diary as the format. Some of these include *The Color Purple* by Alice Walker; *Catherine, Called Birdy* by Karen Cushman; *Monster* by Walter Dean Myers; and even the classic *Dracula* by Bram Stoker. Why do you think a writer might choose to tell his or her story by using a diary?

3. What are some limitations to using a diary format to tell a story?

4. Who is the narrator of this story? What did you learn about her from the first diary entry?

Analyzing the Writing: Setting and Mood

The **setting** of a story tells when and where the story is taking place. The writer often uses sensory details to help readers see and feel the setting.

1. When does this story take place? How do you know this?

2. Where does it take place? Use some of the details found on page 2 to describe the neighborhood.

Figurative Language: Simile and Metaphor

Both **simile** and **metaphor** are types of figurative language that writers use to evoke images in readers' minds. Both similes and metaphors compare two unlike things that are alike in a specific way. Similes always include the word *like* or *as*. Metaphors compare two things as if they are the same.

Complete the chart below by telling whether each example of figurative language is a simile or metaphor. Then find the example on the page indicated and use context clues to tell what two things the figurative language compares and what the figurative language means.

FIGURATIVE LANGUAGE	SIMILE OR METAPHOR?	COMPARISON AND MEANING
"I write here, trying to explain, each word a stepping stone." (p. 1)		
"I see sickness like a violent weed growing everywhere..." (p. 7)		
"Time passes in a steady march, nothing ever gets in its way..." (p. 14)		
"A quiet has grown over us like a heavy fungus, every year another inch of thick white matter, covering us." (p. 16)		
"Its color is the opposite of the rest of my hair..., like wire nestled in a bed of silk threads." (p. 18)		
"...I may burst into a constellation of infinite points..." (p. 19)		
"It's like opening a lock, making a new friend; the key must fit exactly right." (p. 27)		

Responding to the Story

1. What losses has Prudence experienced before starting the diary? How have they affected her?

2. Why do you think Prudence longs for “a job that’s meaningful”?

3. Look up the words *sympathize* and *empathize*. Which word do you think best fits Prudence as she’s working with her mother to deliver babies? Why?

4. The Spanish-American War took place in 1898. How long has her father been missing? Do you think it’s realistic for her and her mother to still expect him to return? Why or why not?

5. Prudence has two characteristics in particular that will make her a good scientist. Explain how her keen observations and curiosity are strengths for that profession.

6. Why do Prudence and her mother want to think of themselves only as American and nothing else? Was this true of most immigrants at this time in history? Why or why not?

7. Contrast Prudence and Anushka’s lives by describing their differences.

8. How did Jacob Riis’s *How the Other Half Lives* help improve life for people in the city?

9. How is Mr. Soper’s work different from that of a doctor?

Section 2:
On the Job at Last
pages 44–91

Before You Read

Making Predictions

There is no doubt that Prudence wants the job with the city's Department of Health. Predict how she will fit in and succeed or fail in her position.

As You Read

Building Your Vocabulary

Make a list of unfamiliar words you find as you read. Try to figure out their meanings using context clues or by taking the words apart to analyze their meanings based on word parts (prefixes, suffixes, base words). If you still don't understand the word, look it up in a dictionary.

WORD/PG.	DEFINITION

After You Read

Checking Predictions

After reading, assess your prediction above.

Getting to Know the Characters: Relationships

1. Describe Prudence's relationship with her mother, Marm.

2. Describe Prudence's relationship with Anushka.

3. Describe Prudence's relationship with Mr. Soper.

4. Describe Prudence's relationship with Jonathan.

Responding to the Story

1. How are the duties of the job different from what Prudence expected? What is her reaction?

2. What outbreak had Mr. Soper just returned from investigating? What was its cause?

3. Who was Mr. Thompson, and why did he need Mr. Soper's help?

4. What kinds of details must Prudence record as she assists Mr. Soper at the Thompson home?
How does she organize all the information?

5. What are the symptoms of typhoid fever? (You will need to research this.)

6. How does the work help Prudence personally?

7. What does Prudence discover as she cross-references all the meals at the Thompsons’?

8. What does that discovery lead to?

What Do You Think?

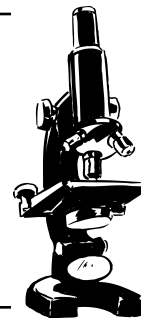
1. Prudence is leaving the girls’ school to work full-time with Mr. Soper. Do you think this was a good idea or not? Explain your position.

2. The book includes many illustrations that are supposed to have been drawn by Prudence. Do you find them helpful? Why do you think they are included?

3. Why do you think Prudence isn’t “boy crazy” like so many of the girls her age in the story?

SCIENCE CONNECTION

On page 48, Marm insists, “There’s no work for girls in the sciences.” While that may have been true at the turn of the 20th century, it didn’t stay true for long. Do some research on famous women scientists of the first half of the 20th century. Choose one and create a visual presentation to share with your class.



Section 3: The Search for Mary Mallon pages 92–140

Before You Read

Building Background

Between 1820 and 1920, more than 5 million Irish immigrants arrived in the U.S. Read about their struggles at www.america.gov and use the search words, *Irish immigration*. This will help you as you learn more about Mary Mallon in the story.

After You Read

Applying Knowledge

After reading about the Irish immigration into the U.S., explain below why Mary Mallon, an Irish immigrant, felt the way she did about being accused of carrying illness.

Mastering Vocabulary

Using context clues in the sentences around the words below, figure out the meaning of each as it is used on that page. Write the definition in your own words.

1. surly (page 93) _____
2. shuttered (page 93) _____
3. succumbing (page 94) _____
4. elusive (page 96) _____
5. excrement (page 97) _____
6. pummeled (page 99) _____
7. gravity (page 100) _____
8. unwittingly (page 107) _____
9. mash (page 128) _____
10. uncouth (page 131) _____

Responding to the Story

1. Why were the various families' servants not willing to help Mr. Soper find Mary?

2. How many people have been infected? How many have died? What does Prudence call this (bottom of page 95)?

3. What is the most puzzling question Mr. Soper has to solve?

4. What event happened that suddenly made Mr. Soper's theory clear to Prudence?

5. How does Mr. Soper expect Mary to respond when they find her?

6. What is Mary's reaction?

7. What conflict does Prudence struggle with as Mr. Soper tries to find Mary and get her to cooperate?

8. What kind of person does Mary seem to be, based on how she's determined to stay hidden and how violently she reacts?

9. What does Prudence experience on the last pages of this section?

Building Background: Scientific Theories

Some very famous scientists are mentioned in this novel, and their theories changed the way we understand how diseases work. Complete the chart below by stating as simply as you can what each of the following scientists—not all are in the story—discovered about disease, its spread, and/or prevention.

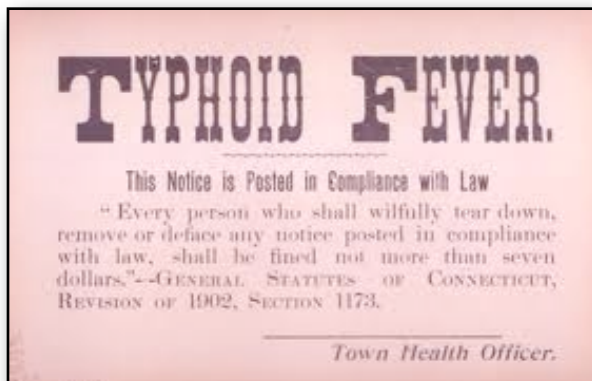
SCIENTIST	DISCOVERY/CONTRIBUTION
Louis Pasteur	
Robert Koch	
Joseph Lister	
Edward Jenner	
Alexander Fleming	

What Do You Think?

1. Mr. Soper tells Prudence how disease has been used in wars to harm soldiers. What do you think about “germ warfare”?

2. Why do you think Mr. Soper agreed to let Prudence view the bacteria through a microscope? Do you think it was helpful? Explain.

3. Was Prudence’s trip to visit Anushka good for her? Explain.



An example of a quarantine notice of the same era as the Typhoid Mary scare.

Section 4:
A New Year
pages 141–181

Before You Read

Introducing Vocabulary: Synonyms

A **synonym** is a word that means the same or very nearly the same as another word. Match the vocabulary word from this section with its synonym by writing the correct letter on the line provided. Use a dictionary, if you need help.

- | | |
|--------------------------------|--------------------|
| _____ 1. illuminating (p. 142) | A. face |
| _____ 2. contended (p. 143) | B. fascinated |
| _____ 3. blanched (p. 144) | C. unquenchable |
| _____ 4. abashed (p. 147) | D. a set of papers |
| _____ 5. mesmerized (p. 150) | E. strolling |
| _____ 6. countenance (p. 152) | F. breeding |
| _____ 7. paternal (p. 154) | G. confronted |
| _____ 8. insatiable (p. 154) | H. splitting |
| _____ 9. dissipated (p. 155) | I. illustrating |
| _____ 10. folio (p. 158) | J. boldness |
| _____ 11. procreation (p. 160) | K. impassioned |
| _____ 12. cleaving (p. 162) | L. whitened |
| _____ 13. ardent (p. 168) | M. depleted |
| _____ 14. traipsing (p. 173) | N. ashamed |
| _____ 15. audacity (p. 174) | O. fatherly |

IN DR. BAKER'S OWN WORDS:

"The policemen lifted her into the ambulance and I literally sat on her all the way to the hospital; it was like being in a cage with an angry lion."
—from Judith Walzer Leavitt, *Typhoid Mary: Captive to the Public's Health* (Boston: Beacon Press, 1996) 46.



After You Read

Analyzing the Writing: Stereotypes

The word **stereotype** comes from the Greek word *stereo*, which means “solid” and the French word *type*, which means “type.” The combined word, *stéréotype*, was used by the French to describe a printing process that used a solid metal plate to produce exact copies. Therefore, a stereotype is something that remains the same. In society, people are often viewed as stereotypes: the “jock,” the “geek,” the “Goth,” etc. People are often stereotyped because of race, religion, and gender, too. Answer the following questions about how stereotypes are used in *Deadly*.

1. How did the girls’ school help maintain stereotypes of women during that time?

2. What does Jonathan’s behavior toward Prudence tell you about his view of women?

3. What does Mary’s reaction to Mr. Soper and Prudence’s visit tell you about the stereotype of the Irish immigrants in America?

4. What does Mr. Soper say on page 152 that shows he also has a stereotypical view of women?

5. How do Prudence’s assumptions about Dr. Baker reflect stereotyping? How does reality contradict what Prudence expected?

Getting to Know the Characters: Motives

Characters have motives, or hidden reasons, for doing the things they do. Answer the following questions about these characters’ motives.

1. What does Prudence notice about Mary’s apartment on page 144 that would explain Mary’s motive for not wanting to talk to anyone from the health department?

2. What is Mr. Soper's motive for accusing Mary and saying the police would take her in?

3. What was Prudence's motive for going into the office early on January 6? How did Jonathan misinterpret her motive?

4. How did Prudence misinterpret Mr. Soper's words to her after the Jonathan incident?

Responding to the Story

1. What is Prudence experiencing for the first time that has her so frightened? How realistic do you think her emotions are?

2. Why is everyone else so uncooperative with Mr. Soper about stopping Mary Mallon from continuing her work?

3. How does Anushka help Prudence face the reality of her situation with Mr. Soper?

4. What experiences has Dr. Baker had that make her think she will be helpful?

5. Do you think they did the right thing in capturing Mary like they did? Explain.

Section 5:
For the Greater Good
pages 182–226

Before You Read

Making Predictions

What do you think will happen now that Mary Mallon has been captured? Why do you think that?

Checking Predictions

What did you read that supports or refutes your prediction above?

Introducing Vocabulary: Medical Terms

The following words or phrases are found in this section. Try to figure out the meanings using context clues first; then consult a dictionary as needed to write a definition below.

1. contagious _____
2. epidemic _____
3. tests positive _____
4. consumptive _____
5. quarantined _____
6. pervasive bacteria _____
7. genesis of disease _____
8. contracting the fever _____
9. tincture _____
10. contagion _____
11. plague _____
12. midwife _____
13. dispensary _____

After You Read

Analyzing the Imagery

Imagery is writing that engages one of the five senses: sight, touch, hearing, smell, and taste. Sometimes the imagery uses figurative language, such as **similes** or **metaphors**. Complete the chart below by reading text (pages indicated) that appeals to one of the five senses. Designate which sense is described by the words. Underline the part of the text that relays that sense.

LOCATION	TEXT	SENSE
Page 182	"It splits me like lightning, this definite news."	
Page 184	"...all those women with that special tubercular cough, wet lungs ripping, and the spit of blood after, echoed through the hall."	
Page 185	"...the pall of misery shadowing her face so gray, I could scarcely look at her."	
Page 193	"It's like walking to the center of a bridge and looking out over a long, wide river and trying to fit that vastness into a small box."	

Making Connections

Answer the following questions, including some of your own experiences in your answer.

1. On page 188, Marm tells Prudence, "It's going to be hard for you to believe that what you're doing is right, Prudence, because you're a pioneer, and you don't know what lies ahead." Describe a time when you had to do something that you were unsure about but knew in your heart that it was the right thing to do.

2. Prudence has a scary dream about Mary. Describe a nightmare you've had that upset you for a long time afterward.

Getting to Know the Characters: Internal and External Conflict

An **internal conflict** is a problem a character experiences within him- or herself, such as indecision or grief about a loss. An **external conflict** is a problem caused by actions taken against a character by others in the story or forces in nature, such as weather or animals.

In the chart below are examples of conflict characters experience in Section 5. Complete the chart by telling whether each conflict is internal or external and then explain your answer.

Note: Some conflicts can have both internal and external causes.

CONFLICT	INTERNAL, EXTERNAL, OR BOTH?	EXPLANATION
The Bowing family is upset with the health department over their handling of Mary.		
Mr. Soper keeps trying to get Mary to answer his questions about her health.		
Prudence is unsure how a germ can live inside a healthy person.		
Prudence feels jealous when Mr. Soper takes personal calls.		
The team is upset when the press begins writing accounts that are not entirely true in order to intensify the story about Mary Mallon.		
Prudence wants to go to medical school but worries that she won't be able to afford it.		

Responding to the Story

1. Why are the Bowings so upset about what happened?

2. Why is it important for a doctor to be able to separate the person from the disease when treating him or her?

3. Why is Prudence afraid to go away to school? Do you think that is a realistic fear for someone to have?

4. How did Prudence's visit with Josephine help her overcome her doubts?

5. Three family names are mentioned as potential benefactors for Prudence when she attends medical school. Who are they?

Section 6: **Mary Fights Back** **pages 227–265**

Before You Read

Making Predictions

Several issues are still unresolved, but will be addressed in these last sections. Choose one of the following to make a prediction about how it will turn out:

- Prudence’s father is still missing
- Prudence has strong feelings for Mr. Soper
- Mary Mallon is being held against her will at a hospital.

After You Read

Checking Predictions

Has the issue you selected above been resolved yet? If so, how accurate was your prediction? If not, skip this question until the next section.

Introducing Vocabulary: More Science/Medical Terms

The following words or phrases are found in this section. Try to figure out the meanings using context clues first; then consult a dictionary as needed to write a definition below.

1. germ theory _____

2. anthrax _____
3. immune/immunity _____

4. white blood cells _____
5. independent laboratory _____
6. pestilential _____
7. dementia _____
8. Widal blood test _____

Responding to the Story

1. What is the illustration at the bottom of page 228 depicting? What healthy habit would correct this?

2. What did Mr. Wilcox bring to Prudence (both an object and news)?

3. Why did Prudence's father not want her and her mother to know how he died?

4. How did Mary Mallon indirectly cause Prudence to find out the truth about her father?

WAR AND DISEASE

War and disease often go hand in hand. Living conditions, wounds, geographic areas, and other factors have made disease an unwelcome companion of warriors throughout history. This was true during the Spanish-American War, in which many more lives were lost to yellow fever than to bullets or battles. On the positive side, many medical breakthroughs came as a result of medics and doctors having so many patients with which to work.

In 1900, the United States Army Yellow Fever Commission (usually called "The Reed Commission" after its leader, Walter Reed) added to the list of great breakthroughs in military medicine. At experimental stations just outside Havana, Walter Reed and his assistants proved that a common mosquito was the carrier of the yellow fever virus. Their work proved that the popular notion that yellow fever spread by direct contact with infected people or "contaminated" objects was incorrect and began to work on eliminating the mosquitoes instead.

Find out what other medical breakthroughs came as a result of war.



Walter Reed

5. Read the entry for March 15, 1907, and look at the illustration. How does Prudence use what she knows of science and treating wounds to express what she is feeling?

6. Read the newspaper account on pages 246–248. Whose side does the newspaper seem to be taking? What facts does it contain? What name have they given Mary?

7. What is the challenge the health department faces with the wording of the Section 1170 law (page 251)?

8. How did the team discover the cause of the Riverdale typhoid outbreak?

9. What new problem did this discovery bring to the department—and to any further cases involving healthy carriers?

10. What advice does Dr. Baker give Prudence? How will it help Prudence in the future?

11. Why is Prudence keeping the news of her father to herself? Do you agree with her decision? Explain.

Section 7: New Beginnings pages 266–287

After You Read

Checking Predictions

If the issue you selected was resolved in this section, describe how accurate your prediction was.
If not, skip this question.

Mastering Vocabulary

On the lines below, write in your own words a definition for each term.

1. well coiffed _____
2. protocol _____
3. brandished _____
4. fortified _____
5. gangrene _____
6. nickelodeon _____
7. testimony _____
8. obstinacy _____

Analyzing the Writing: Crisis, Climax, Falling Action, and Resolution

Crisis occurs when a conflict reaches a turning point. The characters and/or events that have opposed each other is at its most intense. The outcome or result of this crisis is known as the **climax** of the story. It is the high point, just before the **falling action**, when the story begins to close, ending in the **resolution** of the conflict(s).

1. The **crisis** of this story occurred in the previous section. What was it?

2. How does the entry for April 14, 1907, represent the **climax** of the story?

3. How does the entry for April 15, 1907 represent a lesser, secondary **climax** of the story?

4. Describe the **falling action** and **resolution** regarding Marm and Prudence.

falling action: _____

resolution: _____

5. Describe the **falling action** and **resolution** regarding Prudence and the case.

falling action: _____

resolution: _____

Responding to the Story

1. On page 286, the judge says: "It's not a question of innocence or guilt, but a matter of circumstance." How is this different from most trials? Do you think this was any consolation to Mary or her followers?

2. If a similar epidemic was sweeping through your area today and you or a loved one was found to be a healthy carrier, how would you respond to being placed in quarantine? How might things be different today than they were in Mary Mallon's day?

3. Name other diseases that have healthy or asymptomatic (without any symptoms) carriers today.

4. Typhoid fever is caused by a type of salmonella bacteria. What other types of salmonella do we deal with today?

Wrap-up

Author's Note

Read the Author's Note found on pages 289–293. How did the author's background contribute to her interest in writing this story?

Thinking About the Genre: Historical Fiction

One of the hardest things about writing historical fiction is having to stay in the time period of the story. For instance, today we know so much more about typhoid and other diseases than they did during Mary Mallon's time. Says author Julie Chibbaro regarding the incorrect belief that yellow fever during the Spanish-American War was spread by human contact (pages 70–81):

“Prudence was reading Soper's notes from 1898. Walter Reed came up with the mosquito/virus theory/discovery later, in 1900. That's sort of the theme of the book: what they got right (or wrong) back then; what they knew and didn't know.”

1. What are some other examples in the book that make the characters seem naïve or unsophisticated?

2. What did you learn about this time period from reading this book that you were not aware of before?

Making Connections

1. What is your opinion of the way the Mary Mallon case was handled by the health department? Explain your answers by using supporting details.

2. What would you have done differently?

Real People in the Typhoid Mary Event

PERSON'S NAME	TITLE	HIS OR HER ROLE IN THE TYPHOID MARY EVENT

Library Applications

The Scientific Method

Do some research on the scientific method: What is it? How did it come to be? Then describe how the New York Department of Health and Sanitation used the scientific method in gathering evidence and coming to conclusions in the Mary Mallon case. Write a sample lab report showing the steps of the scientific method.



Alice Catherine Evans (1881–1975)

Deadly includes a real-life person, Dr. S. Josephine Baker, who was a part of the group that helped the team deal with Mary Mallon. Not many women became doctors or researchers at the time. Another barrier breaker in this field was Alice Catherine Evans, who proved that dangerous bacteria could be transmitted in raw milk. She fought a long, hard fight to get people to take her work seriously—mainly because she was a woman.

Find out more about Dr. Evans and her work. Create a visual presentation to share with others or write a research report about her life and discoveries.

A young girl delivers fresh unpasteurized milk in the late 1800s



Immigration: Finding Your Roots

Most Americans can trace their family roots back to other countries, either recently or long ago. Find out more about your ancestors by using any or all of the following resources:

- interview your relatives, especially grandparents or great-grandparents
- ask to see family trees, diaries, or photo albums others in your family have put together
- check out www.ancestry.com (with parental permission only)
- go to your library and ask someone in the reference department for help in researching your family ancestry
- use the Internet; start by using Google or another search engine and use keywords such as *genealogy*, *family history*, *ancestry*, or *family tree*
- check out a book about how to find more information about doing genealogy searches.

Draw a family tree that shows your ancestors and their countries of origin.

Suggestions for Further Reading

Other books by Julie Chibbaro:

Redemption (Atheneum, Simon & Shuster, 2004)

Winner of the 2005 American Book Award

Summary: Lily hasn't seen her father for over eight months. Kidnapped one night by the baron's men, he has been forced to leave England and become part of a colony in the New World. Now Lily and her mother are in danger, and they face persecution for being followers of a man excommunicated by the church.

Their one chance for freedom is to take passage on the next ship to the New World. Hopeful that her father might still be alive, Lily persuades her mother to flee. Their harrowing voyage reveals painful secrets that strip Lily of her innocence. But it also gains her a friend, a boy named Ethan, son to none other than the baron himself.

Together Ethan and Lily navigate their way through the treachery of a strange new land. Lost in the wilderness and captured by an Indian tribe, Lily must reach deep inside herself and tap into a strength she never knew she had if she is to survive.

Historical fiction books about epidemics:

Fever 1793 by Laurie Halse Anderson (yellow fever in Philadelphia)

Winnie's War by Jenny Moss (influenza in 1918)

Fever Season by Eric Zweig (Spanish influenza in 1919 in Canada)

Forged in the Fire by Ann Turnbull (the plague and London Fire of 1666)

The Apprenticeship of Lucas Whitaker by Cynthia DeFelice (consumption in 1849)

Running Out of Time by Margaret Peterson Haddix (diphtheria 1840/1996)

Arrowsmith by Sinclair Lewis (the plague in the Caribbean)

Graveyard Girl by Anna Myers (yellow fever in 1878 in Memphis)

A Parcel of Patterns by Jill Paton Walsh (the plague in England in 1665)

Close to Home: A Story of the Polio Epidemic by Lydia Weaver (polio in 1952)

Nonfiction books about epidemics:

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 by Jim Murphy

Dr. Jenner and the Speckled Monster: The Search for the Smallpox Vaccine by Albert Marrin.

Germ Theory (Science Foundations) by Natalie Goldstein

The H1N1 Flu (At Issue Series) by Noah Berlatsky

The Great Influenza: The story of the deadliest pandemic in history by John M. Barry

Epidemics and Society series from Rosen Publishing (various titles)

When Plague Strikes: The Black Death, Smallpox, AIDS by James Cross Giblin

Flu: The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It by Gina Kolata

Correlations to National Standards For Grades 9–12

Content Area	Standard Number	Standard Objective
Languages Arts: English	NL-ENG.K-12.1	Reading for Perspective
Languages Arts: English	NL-ENG.K-12.2	Reading for Understanding
Languages Arts: English	NL-ENG.K-12.3	Evaluation Strategies
Languages Arts: English	NL-ENG.K-12.4	Communication Skills
Languages Arts: English	NL-ENG.K-12.5	Communication Strategies
Languages Arts: English	NL-ENG.K-12.6	Applying Knowledge
Languages Arts: English	NL-ENG.K-12.7	Evaluating Data
Languages Arts: English	NL-ENG.K-12.8	Developing Research Skills
Languages Arts: English	NL-ENG.K-12.11	Participating in Society
Languages Arts: English	NL-ENG.K-12.12	Applying Language Skills
Health	NPH-H.9-12.1	Health Promotion and Disease Prevention
Health	NPH-H.9-12.3	Reducing Health Risks
Health	NPH-H.9-12.7	Health Advocacy
Science	NS.9-12.1	Science as Inquiry
Science	NS.9-12.3	Life Science
Science	NS.9-12.6	Science in Personal and Social Perspectives
Science	NS.9-12.7	History and Nature of Science
Social Sciences: Geography	NSS-G.K-12.6	The Uses of Geography
Social Sciences: Civics	NSS-C.9-12.1	Civic Life, Politics, and Government
Social Sciences: U.S. History	NSS-USH.5-12.7	Era 7: The Emergence of Modern America 1890–1930