



Mysteries & Investigations

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Sub-Unit 1 • pages 6–11



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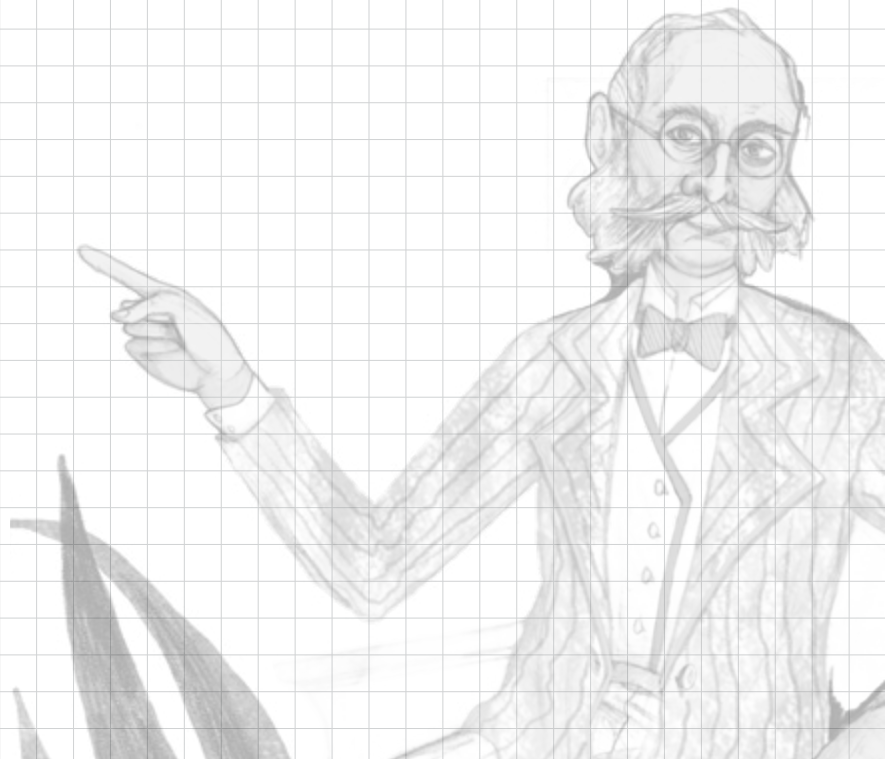


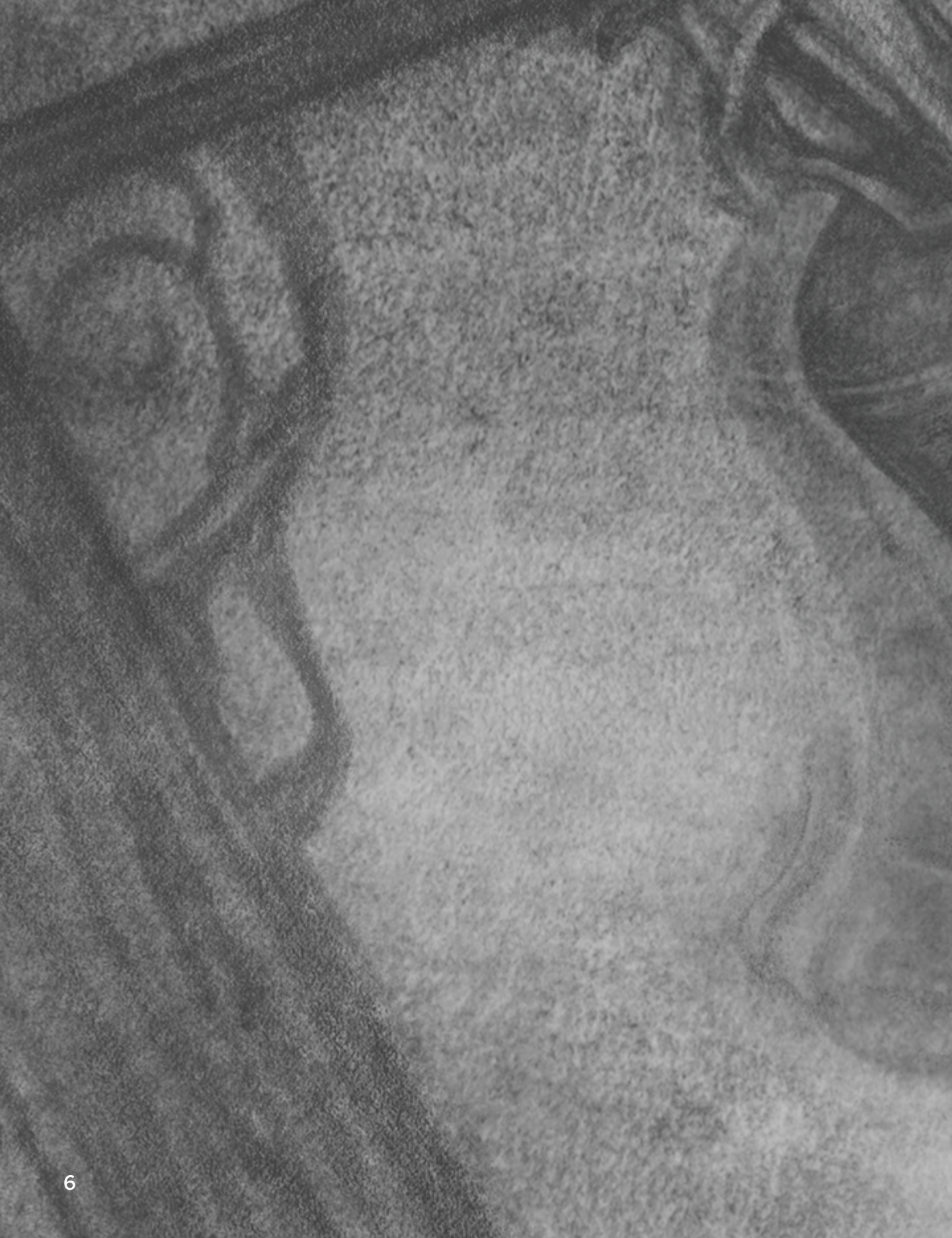
Sub-Unit 4 • pages 82–87



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Sub-Unit 1

Fever

Look at the details of the image of the City of Philadelphia from the 1790s to respond to the following:

1. In five words or less, describe what you see.

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2. Is the sense of community (how people interact with each other) strong or weak?

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Describe a detail from the image that supports your answer.

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3. Look at how cared for the buildings and streets appear. From the image, do you think the sense of civic responsibility is weak or strong?

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Describe a detail from the image that supports your answer.

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4. Do the details suggest that the economic life (whether people seem to have what they need) is strong or weak? Describe a detail from the image that supports your answer.

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1. Based upon the information from paragraphs 21–25 of Chapter 3, what do you think is the biggest impact that yellow fever has had on the people of Philadelphia?

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2. What idea does the information from paragraphs 32–45 give you about the effect yellow fever had on Philadelphia and its citizens in 1793?

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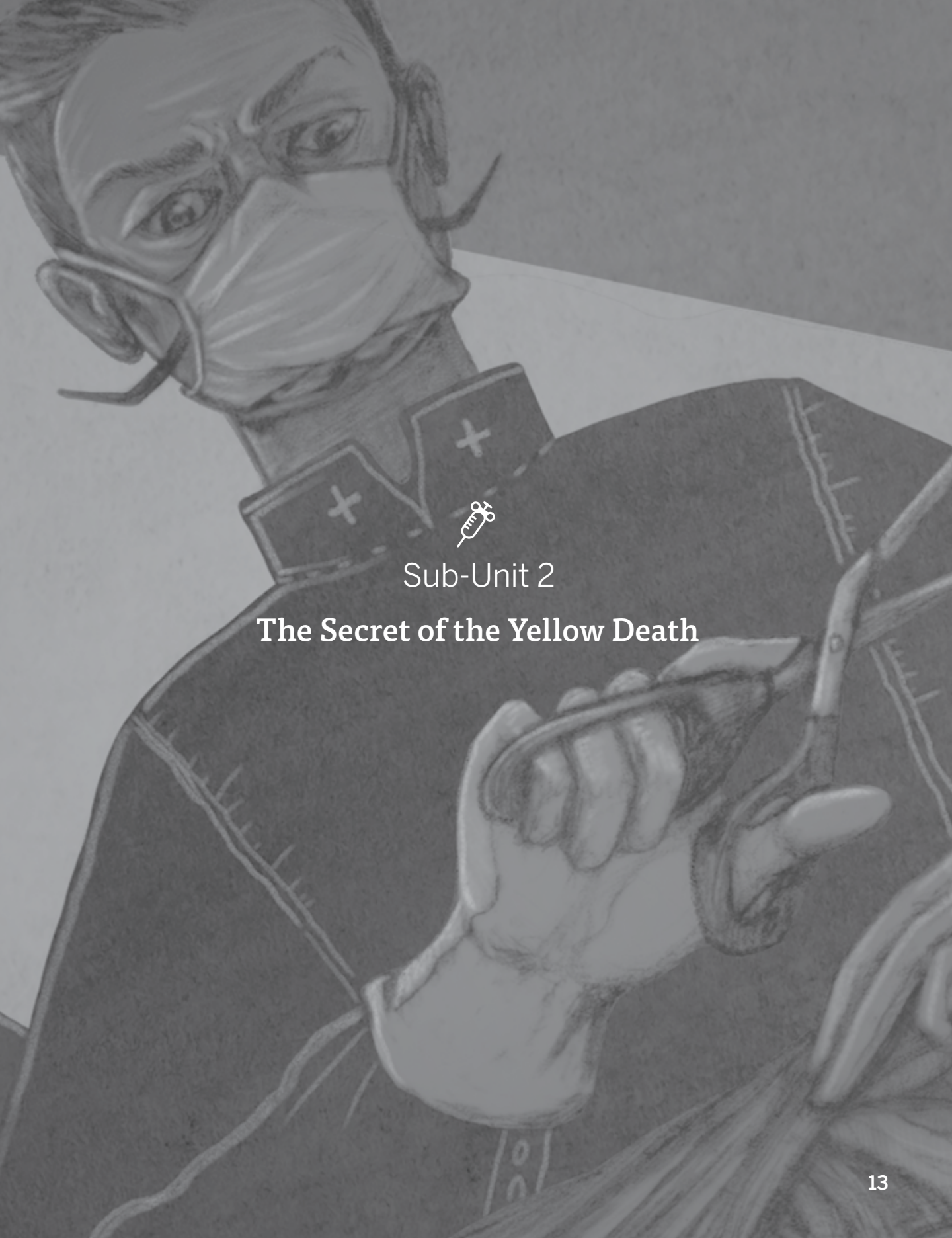
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Sub-Unit 2

The Secret of the Yellow Death



Use the yellow fever image you selected on pages 162 and 163 to respond to the following:

1. Write one or two sentences to describe what is happening in the picture.

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2. Describe two details that capture your attention or stand out to you.

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3. What idea or impression about yellow fever do these details give you?

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1. Review the details you highlighted in paragraphs 1–4. Write one detail that grabbed your attention.

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2. What writing technique is the author using here to bring the topic to life?

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3. What idea or impression do you get about yellow fever from the text you highlighted?

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Write the name of the theory beside its explanation.

Explanation	Theory
Yellow fever is carried by mosquitoes.	
Yellow fever is caused by a particular bacteria.	
Yellow fever spreads through items used by patients.	



1. Explain what the author means when she writes, "But, of course, what Reed thought didn't matter."

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2. What did matter to Dr. Reed?

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1. Complete the chart below to explain Dr. Reed’s character traits. Read each quote in the chart below, then check the character trait(s) that it reveals.

	Skillful	Easy to work with	Hardworking	Trustworthy	Other
“...he was a young army doctor tending settlers, soldiers, and Apaches on lonely frontier outposts.”					
“...he went back to school at age thirty-nine to study bacteriology—a brand new branch of medical science...”					
“For ten more years Reed had hoped to make a major contribution while he did research and taught students at the U.S. Army Medical School...”					
“...Reed had dreamed of being able to do something big, something important, something that he hoped would ‘alleviate human suffering.’”					



Write the three key traits of Dr. Reed that your partner and you agreed upon.

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3. List the three important traits for each character that your group agreed upon.

Dr. Carroll

1.
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2.
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3.
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Dr. Lazear

1.
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2.
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3.
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Dr. Agramonte

1.
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2.
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Use information from “Going Nowhere” and “The First Clue?” in *The Secret of the Yellow Death* to complete the statements.

Dr. Reed’s team puts together a working laboratory at Camp

Dr. Reed’s team searches for in blood and tissue samples from yellow fever patients and victims.

The team is told that U.S. soldiers are dying of a mysterious illness at

Dr. Agramonte autopsies a U.S. soldier and discovers that he died of

Dr. Reed and Dr. Agramonte diagnose 35 with yellow fever.

One in a locked guardhouse dies of yellow fever.



1. Use the information from “Going Nowhere,” paragraph 3, to complete the chart.

What the Team Did (Experiment)	What the Team Learned (Result)
“...the four doctors searched for <i>Bacillus icteroides</i> in blood samples that had been taken from live yellow fever patients.”	No <i>Bacillus icteroides</i>



2. What does the evidence suggest about the following theories? Next to each theory, write whether the evidence **supports**, **counters**, or **does not apply** to each theory.

Bacillus icteroides

Contaminated clothing

Mosquitoes

3. Complete the *if/then* statement with the hypothesis in this experiment.

If yellow fever was caused by *Bacillus icteroides*, **then**

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4. Complete the *therefore* statement to summarize the results.

The researchers didn't find *Bacillus icteroides* on their samples; **therefore**, the scientists will probably conclude that

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1. What observations do the scientists make about the prisoner who died of yellow fever at Pinar del Rio?

What do they learn from this new evidence?

Complete the chart below to answer these questions.

What They Observed	What They Learned



2. What does the evidence suggest about the following theories? Next to each theory, write whether the evidence **supports**, **counters**, or **does not apply** to each theory.

Bacillus icteroides

Contaminated clothing

Mosquitoes

3. What was the hypothesis that the team could have investigated for the prisoner's situation?

If yellow fever was caused by contact with fever patients or their things, **then**

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4. What did the team learn from this event? Use the **therefore** statement to explain how evidence from the investigation of the prisoner's death supports or does not support each of the yellow fever claims.

The prisoner wasn't near yellow fever patients or infected bedding or clothing; **therefore**, the scientists will probably conclude that

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Notes on Dr. Carlos Finlay

Record notes on the details you highlighted for Dr. Finlay. Be sure to identify the character trait each detail describes.

A series of horizontal dotted lines provided for taking notes.



1. What was the hypothesis that the team could investigate with this experiment?

Complete the **if/then** statement to describe the hypothesis.

If yellow fever was caused by infected mosquito bites, **then**

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2. Create a comic strip showing the steps of Dr. Lazear's mosquito experiment to test Dr. Finlay's mosquito theory.

Choose from the following captions to complete the comic strip.

- Mosquito uses proboscis to draw blood from human with yellow fever.
- Mosquito becomes infected with yellow fever.
- Dr. Lazear allows infected mosquito to bite healthy test subject.
- Healthy mosquitoes hatch from tiny, cigar-shaped eggs kept in water.
- Test subject observed for signs of transmitted disease.

Write captions in the comic strip next to the appropriate image.

Image	Caption
	
	
	
	
	



3. Use your comic strip and the text to complete the following sentences:

Dr. Lazear will hatch his own mosquitoes because

.....
.....

Dr. Lazear will let the female mosquitoes bite a person sick with yellow fever because

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.....

Dr. Lazear needs to have the mosquito bite a healthy person because

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4. What are the advantages and disadvantages of the two different presentations of Dr. Lazear's experiment?

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1. What does Dr. Carroll mean by the phrase “a soldier’s chance”?

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Group 1 Assignment

1. Write the text you selected from “I Have No Such Thing,” paragraphs 1–12. Include the citation. (Example: Plans, 4)

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2. Complete the chart.

In the **first column**, add two details you highlighted in the text.

In the **second column**, explain what the evidence reveals about Dr. Lazear’s action. Choose from the following:

- He wants to support the mission of the team
- He cares deeply about the mosquito experiment
- He does not expect the bite will lead to actual infection
- Other (Write out a different explanation)

In the **third column**, describe what this evidence reveals about Dr. Lazear’s character.



Detail (from your highlights)	Why does Dr. Lazear do this? (listed options)	What does this say about Dr. Lazear as a person? (your new description)



Group 2 Assignment

1. Write the text you selected from “I Have No Such Thing,” paragraphs 11–14 and “Delirious,” paragraphs 1 and 2. Include the citation. (Example: Plans, 4)

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2. Complete the chart.

In the **first column**, write two details you highlighted.

In the **second column**, explain what the evidence reveals about Dr. Carroll’s action. Choose from the following:

- He wants to support the mission of the team
- He cares deeply about the mosquito experiment
- He does not expect the bite will lead to actual infection
- Other (Write out a different explanation)

In the **third column**, describe what this evidence reveals about Dr. Carroll’s character.



Detail

Why does Dr. Carroll let the mosquito bite him?

What does this say about him as a person?



Notes on Character Traits

Detail	Character's Name	Trait Described



1. According to Dr. Lazear, what happened that caused him to become infected with yellow fever?

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2. Does Suzanne Jurmain seem to believe that Dr. Lazear was accidentally infected with yellow fever?

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3. Find a quote that best supports your argument. Write the quote below.

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4. According to Mabel Lazear, why didn't Dr. Lazear tell her he was sick?

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5. Does Mabel Lazear believe that Dr. Lazear was accidentally infected with yellow fever?

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6. Write a quote from "Doctor, Are You Sick?," paragraphs 1–23, that best supports this theory.

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7. Record evidence from events that occurred in paragraphs 1–23 of “Doctor, Are You Sick?” to complete the columns in the chart below.

Evidence that Dr. Lazear infected himself intentionally.	Evidence that Dr. Lazear was accidentally infected.

8. Suzanne Jurmain and Mabel Lazear present information about Dr. Lazear’s infection and death differently. Compare and contrast the way Suzanne Jurmain presents these events with the way Mabel Lazear presents them. What is similar and different about their writing?

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9. Which portrayal do you think is more reliable?

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1. Was Dr. Lazear’s infection accidental or intentional?

2. Write one detail from the text that supports your answer.

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3. Based upon your answer to the first question, do you believe Dr. Lazear’s actions were heroic or reckless?

4. Explain your answer using two details from the text.

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5. Create an “**if...then...because**” statement using your answers from questions 1–4.

If Dr. Lazear (intentionally/accidentally) infected himself, **then** his actions were (heroic/reckless)
because

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1. Review the facts and remaining questions from the three yellow fever infections. Complete the data table below by filling in a row for Dr. James Carroll and Private William Dean. The first row has been completed for you as a model.

Name	Facts of the Case	Remaining Questions
Lazear	Lazear had been bitten by a mosquito. Lazear died from yellow fever.	Did Lazear pick up yellow fever from the patients at Las Animas Hospital?
Carroll		
Dean		



2. Why does Dr. Reed offer Dean a “ten-dollar gold piece” to say that he had left the base before returning with yellow fever?

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3. Does the information that Dean gives Dr. Reed during the interview strengthen or weaken the mosquito theory?

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4. Write a one-sentence summary of the evidence Dean provided to Dr. Reed.

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Think about how a volunteer's health and life might be affected if he got sick. What would the volunteer receive or feel if he participated?

Summarize your ideas in the chart.

	Mosquito Experiment	Contaminated Clothing Experiment
Risks:		
Rewards:		



1. In the chart below, paraphrase each phrase of the passage that appears. When you paraphrase, you rewrite the text in your own words. (Hint: Think about the key words you need to capture and what they mean.)

NOTE: Look at the length of each quote. The paraphrase you write should be about the same length.

Quote	Paraphrase	Partner Check? (Y/N)
“The undersigned understands perfectly well...”		
“...in case of the development of yellow fever in him, that he endangers his life to a certain extent...”		
“...it being entirely impossible for him to avoid the infection during his stay on the island...”		
“... he prefers to take the chance of contracting it intentionally...”		
“...in the belief that he will receive from the same Commission the greatest care and the most skillful medical service.”		



2. Based on your paraphrasing of each phrase of the passage, what is the key risk and reward outlined in the consent form?

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3. Would you sign Dr. Reed's consent form and join the medical volunteers? Include one detail from the consent form that supports your answer and explain how it factors into your decision.

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1. What does the author mean when she says that certain volunteers "...agreed to take part solely for the sake of science"?

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2. Please sign the consent form to continue with the experiment:

Consent Form

I,, consent to submit myself to the experiments for the purpose of determining the methods of transmission of yellow fever. I understand the dangers that exist by my cooperation. I understand that I will receive \$100 in American gold for my participation, and an additional \$100 American gold if I contract yellow fever. If I die during this experiment, \$200 American gold will be transferred to the person of my choosing.

If you die, to whom shall we transfer the \$200 American Gold?

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Sign your name



Building 1 Volunteer Group Response Page

1. What is the theory that is being tested in your assignment building?

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2. Explain your building's experiment. Use at least three key vocabulary words connected to this theory. (Choose from: bacteria, contamination, germ(s), hypothesis, infected, transmission, yellow fever.)

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3. Did any volunteer become infected with yellow fever?

4. In one sentence, summarize the results of the experiment.

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5. Summarize your group's findings for the experiment by completing the **if/then** hypothesis statement and the results statement.

Hypothesis:

If then

Results:

.....; **therefore**, the scientists will probably conclude that

6. How strong is the evidence produced from this experiment? Very strong? Somewhat strong? Not strong?

.....



Building 2 Volunteer Group Response Page

1. What is the theory that is being tested in your assignment building?

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2. Explain how this experiment tested the theory.

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3. Did any volunteer become infected with yellow fever?

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4. According to the results of this experiment, is yellow fever spread by mosquito bites?

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Is yellow fever spread by breathing the same air as a yellow fever patient?

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5. Summarize your group’s findings for the experiment by completing the **if/then** hypothesis statement and the results statement.

Complete the **hypothesis** for each side of Building 2:

The mosquito side:

If, **then**

The non-mosquito side:

If, **then**

Results:

.....; **therefore**, the scientists will probably conclude that

6. How strong is the evidence produced from this experiment? Very strong? Somewhat strong? Not strong?

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Medical Survey

1. Partner's Name:

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2. Name of Experiment:

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3. Ask your partner: What three words would you use to describe the conditions of this experiment?

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4. Listen to your partner's summary of his or her experiment. Describe his or her summary in one or two sentences.

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Notes:

Record notes on the results of your partner's experiment. Describe in these notes what the scientists learned because of this experiment.

A series of horizontal dotted lines provided for taking notes.



Hippocratic Oath

With your group, paraphrase the two sections of the Hippocratic oath that you were assigned.

As A Member Of The Medical Profession:

		Paraphrase
1	I SOLEMNLY PLEDGE to dedicate my life to the service of humanity;	
2	THE HEALTH AND WELL-BEING OF MY PATIENT will be my first consideration;	
3	I WILL RESPECT the autonomy and dignity of my patient;	
4	I WILL MAINTAIN the utmost respect for human life;	
5	I WILL NOT PERMIT considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing, or any other factor to intervene between my duty and my patient;	
6	I WILL RESPECT the secrets that are confided in me, even after the patient has died;	



Paraphrase	
7	I WILL PRACTICE my profession with conscience and dignity and in accordance with good medical practice;
8	I WILL FOSTER the honour and noble traditions of the medical profession;
9	I WILL GIVE to my teachers, colleagues, and students the respect and gratitude that is their due;
10	I WILL SHARE my medical knowledge for the benefit of the patient and the advancement of healthcare;
11	I WILL ATTEND TO my own health, well-being, and abilities in order to provide care of the highest standard;
12	I WILL NOT USE my medical knowledge to violate human rights and civil liberties, even under threat;
13	I MAKE THESE PROMISES solemnly, freely, and upon my honour.



Review the two pieces of evidence you highlighted in “More Bugs,” paragraphs 1–12, that show to what extent Dr. Reed followed the Hippocratic oath. Then answer the following questions.

First Piece of Evidence

1. Write the first piece of evidence:

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2. Does the evidence apply to the aspect of the World Medical Community or Individual Patient Care?

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3. In your evidence, does Dr. Reed follow the Hippocratic oath? Write a sentence to support your answer.

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Second Piece of Evidence

4. Write the second piece of evidence:

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5. Does the evidence apply to the aspect of the World Medical Community or Individual Patient Care?

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Based on the article headline, what do you predict this newspaper article will be about?

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1. What information is provided by the quote in this passage?

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2. Is the speaker of the quote a strong source? Why or why not?

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3. How does the quote help the writer to develop this section of article?

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4. What information is provided by the quotes in this passage?

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5. Is the speaker of the quotes a strong source? Why or why not?

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6. How do the quotes help the writer develop the main idea of the article?

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“Most of these new cases are occurring in areas where, until now, we didn’t recommend immunization...” (32)

1. What information does the quote above provide about a change in the pattern of the virus?

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2. Use the information in the article to complete the chart below.

Key information or detail about the cause	Quote or fact from the article



3. How does this cause contribute to the current threat of a yellow fever outbreak?

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The Secret of the Yellow Death:
A True Story of Medical Sleuthing





Sub-Unit 3

“The Speckled Band”

Write two or three sentences explaining what you think the case could be about. Include information from the clues you discussed with your partner and the information you recorded in your Speckled Band Clues Notes page.

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1. What kind of person is Sherlock Holmes? What makes you think so?

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2. Analyze, or explain, how the author uses this opening passage to introduce and develop this character's important traits.

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3. According to the text, why does Holmes work as a detective?

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4. Analyze what these words and phrases reveal about Holmes's history as an investigator. Describe in your own words the history of Holmes's life as an investigator.

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5. Based on what you know about Holmes from paragraph 1, why do you think he decided to take on Helen Stoner's case?

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Sub-Unit 4

“The Red-Headed League”

1. Where does Watson meet Holmes, the bank director, and Jones?

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2. Where do Holmes, Watson, Merryweather, and Jones wait for the criminals?

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3. Where are the criminals coming from when they are caught?

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4. Complete the chart to explain where the characters were just before the crime was committed.

Character	Location
John Clay	
Mr. Merryweather	
Mr. Jones	
William Morris	
Holmes	
Dr. Watson	
Mr. Wilson	
An inspector and two police officers	

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new infections of
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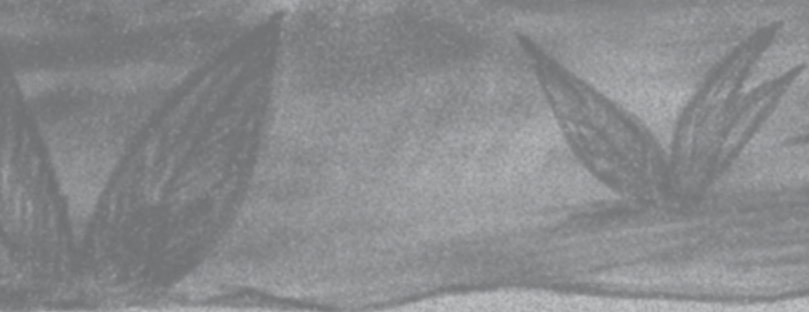
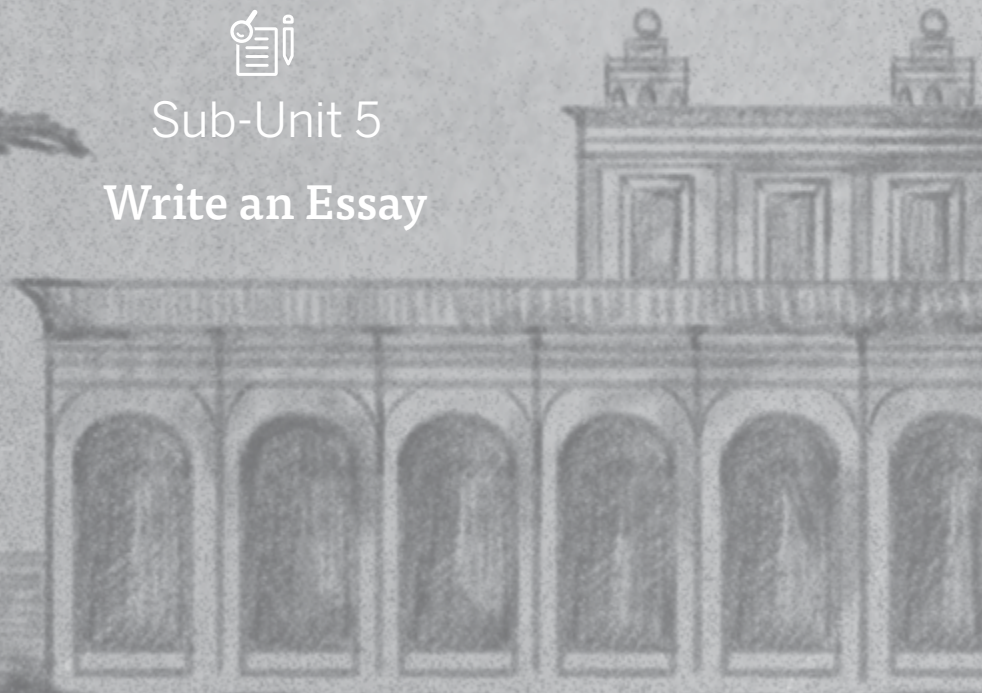
There is a certain
poetry in the freeze
here, I feel a sense of
under the tropical sun,
in conducting research of
science -

The Hospital, Havana



Sub-Unit 5

Write an Essay



Essay Prompt

People—like scientists, detectives, and health workers—take many approaches to solving problems. They take bold and brave actions; they work methodically; they think carefully and logically; they collaborate with others; they try new approaches.

Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?

Include two examples of individuals demonstrating this characteristic in your response.

Essay Text

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain
- “Yellow Fever Circles Brazil’s Huge Cities,” *The New York Times*
- “The Red-Headed League” by Sir Arthur Conan Doyle
- “The Speckled Band” by Sir Arthur Conan Doyle

Notes

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Gathering Evidence

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Revise Body Paragraphs

Partner Work:

1. Reread your essay with your partner, asking him or her to pay attention to the evidence you use and describe to support your claim.
2. Have your partner underline and annotate two places to revise in your body paragraphs:
 - One place where your evidence is strong and well-explained.
 - One place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the text that connect to the parts of your essay you want to revise.
4. Highlight any additional details in the text that provide evidence for your claim.

Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

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Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final copy of your essay.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.



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