**Subject area/course**: Health & ELA

**Grade level/band**: 7th

**Task source**: New Hampshire Task Bank; Authors: Scanlon, Tobiasson, and Korhn

**Typhoid Mary**

# TEACHER'S GUIDE

A. **Task overview**:

Students will write a first person letter similar to the one Mary Mallon (Typhoid Mary) wrote to the Board of Health. Students will use both scientific evidence and personal opinion to convince the audience about their position regarding a contagious disease. They will research what happened with Typhoid Mary and watch a video that shows her experience. They will also read a letter Mary wrote to the Board of Health requesting her release. This research and examination of the letter will prepare students to select a contagious disease currently impacting Americans and the world and write a letter to their congressman advocating for more funding to be put to the treatment and awareness of the contagious disease. After writing the letter, students will design an informational brochure that informs the public about the issue and outlines steps to take for care and prevention.

# Aligned standards:

* 1. **Primary Common Core State Standards**

CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

1. **Critical Abilities**

*Research*: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

*Communication in Many Forms*: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

*Use of Technology*: Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use technology, including the Internet, to research, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information.

# 3. Other standards

*New Hampshire Competencies*

ELA Writing Competency 3 (Writing Arguments Competency): Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

# Time/schedule requirements:

This task can be completed over the course of about four weeks as an interdisciplinary unit, depending on how the task activities are scheduled. The first two weeks will be taught in an ELA class. The second two weeks will be taught in a Health class. (For details, see the teacher directions below).

# Materials/resources:

Typhoid Mary Student Packet and video (see student directions) https://[www.youtube.com/watch?v=8JPCZOb7z2w](http://www.youtube.com/watch?v=8JPCZOb7z2w) <http://www.pbs.org/wgbh/nova/typhoid/letter.html>

1. **Connection to curriculum:**

The assessment was designed to take place in the beginning of the school year, but place within curriculum may vary.

# Teacher instructions:

Week 1: ELA Class

* + Content - Typhoid Mary reading and videos
	+ Skill - Researching and selecting a contagious disease, then gathering evidence

Week 2: ELA Class

* + Content - Graphic Organizers
	+ Skill - Organizing and editing an argumentative letter

Week 1: Health Class

* + Content - Contagious diseases
	+ Skill - Reading informational texts related to a contagious disease facing Americans and the world

Week 2: Health Class

* + Content - Informational reports
	+ Skill - Organizing an informational text (brochure)

Note: students begin by examining the context of how disease has impacted public policy by looking at the experience of Mary Mallon, known as Typhoid Mary. From there they will select a contagious disease of interest to them and write a letter that argues for the issue to be dealt with on a policy level. After composing the argumentative letter, students will create an informational brochure that informs readers about care and prevention of the contagious disease.

# Student support:

Possible accommodations:

* + Extended time
	+ Provide outline for report
	+ Websites accessible in other languages
1. **Scoring:**

Student work can be scored using the Typhoid Mary – Common Position Paper rubric.

Resources:

Typhoid Mary story and letter: <http://www.pbs.org/wgbh/nova/typhoid/letter.html>