



WHEN THE BORDER VANISHES



The Path of Yellow Fever

Standard:

II. Time, Continuity, and Change
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
IX. Global Connections

Grade Level:

7–12

Objectives:

The student will:

- Compare and contrast different occurrences of yellow fever in the U.S.
- Analyze the impact of controlling diseases that know no borders
- Trace path of foreign policy and effects of diffusion of disease
- Determine effects of immigration and trade on the spread of yellow fever
- Relate geographic locations to the diffusion of yellow fever

Time:

1 class period

Materials:

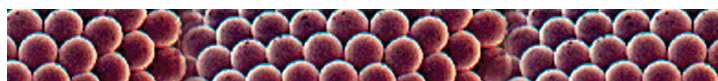
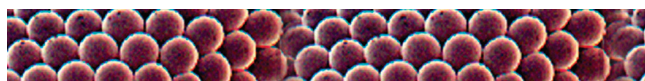
Map: Western Hemisphere
Activity Sheet: *Matching*
Game Cards: *Map Locations*
Masking tape

Procedures:

1. Use the map of the Western Hemisphere as a guide. Choose a location in the classroom (preferably in the center). Place masking tape on the floor to approximate
 - a. The east coast of the United States
 - b. The Gulf coast of the United States
 - c. The eastern coastline of Mexico and Central America
 - d. Cuba and Haiti
 - e. The northern coast of South America
 - f. A partial outline of western Africa.

The actual outline may be rudimentary at best, but areas will be obvious once activity begins. **Very important:** *placement should allow students to stand around the exterior of the map and to stand within the taped area.*

2. Explain to students that they will analyze the path of yellow fever in the Western Hemisphere through matching descriptions of events, key people, and dates with the locations where they occurred.
3. Identify the four MAIN locations that will be used with clues: Philadelphia, Memphis, Cuba, and the Panama Canal. However, students should be aware that other places involved in the story might be included in the clue (this will become obvious.)
4. Have students stand and gather around the outer edges of the map.
5. Select students to place names (Philadelphia, Memphis, New Orleans, Cuba, West Indies, Panama, Atlantic Ocean, South America, Africa, Gulf of Mexico) on floor map outline. They should locate as closely as possible since the map will not be to scale!



6. Read a clue and have one student move to the location that corresponds with the clue. Note: the clues will not be in chronological order at this point. The student should explain why this location was chosen. Once the “answer” is deemed correct, the student may move outside the map again.
7. Repeat this process, rotating among students, until all clues are used.
8. Debrief students to accentuate the highlights of the story of yellow fever in the United States and the Western Hemisphere. Determine the chronology of events by placing events in the proper order. Students could repeat movement to locations as correct chronology is identified.
9. Continue activity with additional discussion:
 - a. Why was it so difficult to stop the spread of yellow fever?
 - b. Why was it called yellow jack?
 - c. Discuss the impact of immigration and trade on the spread of diseases.
 - d. What methods failed to prevent the diffusion of yellow fever?
 - e. Determine the number of years before yellow fever was no longer “America’s plague.”
 - f. Identify the key people involved in the conquest of yellow fever.
 - g. What theories emerged to explain the diffusion of yellow fever?
 - h. Describe the experiments used to identify the cause of this disease.
 - i. What impact did yellow fever have on U.S. foreign policy issues? Include its impact on the Spanish-American War, trade and the building of the Panama Canal, and the expansion of the United States as a power overseas.

Extension Activities:

1. Provide students with a selected article about the spread of H1N1 or another communicable disease. This article could be local, national, or international in scope.
 - a. How does the diffusion of H1N1 compare/contrast with yellow fever?
 - b. Relate the title, *When the Border Vanishes: Diplomacy and the Threat to Our Health and Environment* to the current H1N1 situation or with another communicable disease.
 - c. What measures are used today to slow the spread of disease? Are these measures comparable/different with ones used for yellow fever?
2. Discuss the status of yellow fever today. Since it has not disappeared, where is it a problem? What efforts are being made to control the disease?

<http://www.cdc.gov/ncidod/dvbid/yellowfever/index.html>

<http://www.dhpe.org/infect/yellow.html>

3. Use the blank world map from this activity and color areas of the world that are still affected by yellow fever. For additional maps of Africa and South America:

<http://wwwnc.cdc.gov/travel/yellowbook/2010/chapter-2/yellow-fever.aspx> ■

Answer Key

Philadelphia:	3, 7, 14, 16
Memphis:	2, 8, 11, 17, 20
Cuba:	4, 6, 9, 13, 15
Panama:	1, 10, 18, 19
New Orleans:	5
South America & Africa:	12