

This is an older resource which can provide ideas for teaching the Standards for student mastery using *The Great Fire*, but it is aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests.

<p>Course/Grade Grade 6 Novel Unit— <i>The Great Fire</i> by Jim Murphy (1130L)</p>	<p>Text Type Informational/Explanatory Writing (17 days) Suggested Prompt: <i>What is important to know?</i> After reading <i>The Great Fire</i> which is about the Chicago Fire of 1871, write an essay that examines the causes of the fire's mass destruction and explains the effects the fire had on the city of Chicago. What conclusions or implications can you draw? Support your discussion with evidence from the text. (Informational or Explanatory/Cause-Effect)</p>
<p>Common Core Writing: Text types, responding to reading, and research The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing; other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)</p>	
<p>Informational/Explanatory Writing Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (<i>What are the different types of poetry?</i>) and components (<i>What are the parts of a motor?</i>); size, function, or behavior (<i>How big is the United States? What is an X-ray used for? How do penguins find food?</i>); how things work (<i>How does the legislative branch of government function?</i>); and why things happen (<i>Why do some authors blend genres?</i>). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. (CCSS, Appendix A, 23)</p>	
<p>Expectations for Learning Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.</p> <p>To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)</p>	

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

Strands/Topics

Standard Statements

Reading Informational Text/Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Reading Informational Text/Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Reading Informational Text/Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing/Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.

Writing/Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing type is defined in standard 2 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

Writing/Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

Speaking and Listening/Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language/Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.

Language/Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instructional Strategies

Teacher Overview:

- *The Great Fire* is written in the nonfiction genre. Due to the nature of informational text, most chapters have been segmented so they can be read in one class period and also paired with an extended reading/ writing lesson.

Day 1

- Quick Write: Imagine that you must leave your house within five minutes. You are allowed to take five things with you. What five items would you select? Explain your reasons for selecting each item. Have a few student volunteers share their responses to the Quick Write.
- Explain to students that they will be reading the nonfiction book *The Great Fire* by Jim Murphy. Share the brief overview of the book below:

The Great Chicago Fire started on Sunday, October 8 around 9 p.m. in or very near the O'Leary barn. It had been a very dry summer, and the fire, which was driven by a strong wind from the southwest, aimed straight for the center of Chicago. In the course of the next two days, the fire devastated much of Chicago. The so-called "Burnt District" covered an area 4 miles long and about 3/4 of a mile wide. The fire destroyed some 18,000 buildings and about 200 million dollars in property. Approximately half of the property was insured. As a result of the fire, 100,000 people became homeless and a huge part of the city of Chicago was left in ruins. Many believed the city could not be rebuilt, but the people of Chicago did indeed rebound and rebuilt the city. This book

**Columbus City Schools
English Language Arts Curriculum
Reading and Writing**

includes numerous pictures and maps to help the reader get a true sense of this enormous disaster.

- After introducing the book, you can use an LCD projector to share “The Great Chicago Fire and the Web of Memory” created by The Chicago Historical Society and the Trustees of Northwest University (<http://www.chicagohs.org/fire/intro/>). This site can be utilized the entire time you read the book with the students. There are before and after pictures as well as essays describing exactly what happened. This is a good resource for building background knowledge for your students.
- Explain to students that nonfiction has many illustrations and maps, which helps with the comprehension of the text. As a class, browse through the book, and identify the different types of text features in nonfiction. Model for the students how you would use the different text features to decide what the first paragraph will be about. Review with students the Contents of the book on page 9 to give them a preview of the chapters in the book. Give students a copy of **Scavenger Hunt (Handout A)** to complete with a partner. After students have an opportunity to find examples of the text features, have them share one and give an oral explanation of how that particular feature helped them to understand the text. Have students make the connection that they are to use these text features as they read the novel.
- Read “Introduction” (11). Use the map (24 – 25) to find the location of the individuals mentioned in the introduction. It may be beneficial to copy the map and let students refer to it as they read the book.
- Have students read **Jim Murphy, author of *The Great Fire* (Handout B)**.

Writing Portfolio:

- Introduce the prompt. Explain to the students they will be composing a cause and effect informational essay for their portfolio writing. Explain that even though the fire began in the O’Leary’s barn, there were other circumstances that caused the fire to spread.
- Explain to the students that as they read each section and chapter, they should be reading as investigators for the causes and effects of the fire. Give students **Cause or Effect Examples (Handout C)** for a mini lesson on cause and effect.
- Students can use **Causes and Effects of the Great Fire (Handout D)** to list causes and the resulting effects as they read the book. **Note:** *one cause may have more than one effect and one effect may have several causes.*

Day 2

- Discuss with students the possible ways to monitor their own comprehension: by adjusting the speed of their reading to fit the purpose or by skimming, scanning, reading on, or looking back.
- Students can read as a class, independently, or in a shared partner reading the first section of Chapter 1: “A City Ready to Burn” (13 – 15). This is written as a narrative explaining how the fire was first discovered. Discuss with the students the events surrounding the fire’s initial discovery.
- The next section, last paragraph on p. 15 and p. 18 to the top of p. 20, gives the students a factual understanding of Chicago’s infrastructure.
- Model a close reading of these pages to help students understand the title of the chapter: “A City Ready to Burn.”
- See the exemplar lesson from achievethecore.org below. **Note:** Make copies of the exemplar text that is located in the appendix so that students may highlight and annotate text as they complete this close reading activity.

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

Instructional Exemplar for Murphy's *The Great Fire*

Summary of Activities

1. Teacher introduces the day's passage with minimal commentary and students read it independently (5 minutes).
2. Teacher or a skillful reader then reads the passage out loud to the class as students follow along in the text (5 minutes).
3. Teacher asks the class to discuss the first set of text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate (40 minutes).

Text Passage Under Discussion	Vocabulary	Directions for Teachers/Guiding Questions For Students
<p>A shed attached to the barn was already engulfed by flames. It contained two tons of coal for the winter and a large supply of <u>kindling</u> wood. Fire ran along the dry grass and leaves, and took hold of a neighbor's fence. The heat from the burning barn, shed, and fence was so hot that O'Leary's house, forty feet away, began to smolder. Neighbors rushed from their homes, many carrying buckets or pots of water. The sound of music and <u>merrymaking</u> stopped abruptly, replaced by the shout of "FIRE!" It would be a warning cry heard thousands of times during the next thirty-one hours.</p> <p>Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and <u>ornately</u> decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be "fireproof") looked solid, but were actually <u>jerrybuilt</u> affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly <u>flammable tar or shingle roofs</u>. It was also a common practice to disguise wood as another kind of building material. The fancy <u>exterior</u></p>	<p><u>kindling</u>: small pieces of easy to burn wood used to start a fire</p> <p><u>merrymaking</u>: being happy (typically during a celebration or party)</p> <p><u>ornately</u>: fancy or elaborate</p> <p><u>jerrybuilt</u>: built poorly or quickly, especially to save money</p> <p><u>flammable</u>: able to burn</p> <p><u>exterior</u>: outside</p>	<p>1. Introduce the passage and students read independently.</p> <p>2. Read the passage out loud to the class as students follow along in the text.</p> <p>3. Ask the class to answer a small set of text-dependent guided questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.</p> <p><i>As students move through these questions and reread Murphy's <u>The Great Fire</u>, be sure to check for and reinforce their understanding of academic vocabulary in the corresponding text (which will be boldfaced the first time it appears in the text). At times, the questions themselves may focus on academic vocabulary.</i></p> <p>(Q1) The author describes a number of specific items in the setting (coal, the fence, dry grass, leaves, kindling wood). Why does he reference these specific objects? The author is showing how many flammable items are near the fire. This is a major reason the city burned so quickly.</p> <p>(Q2) What evidence does the author give to back up his description of Chicago as a city "ready to burn"? How do</p>

**Columbus City Schools
English Language Arts Curriculum
Reading and Writing**

decorations on just about every building were **carved from wood**, then painted to look like stone or **marble**. Most churches had steeples that appeared to be solid from the street, but a closer **inspection** would **reveal** a wooden **framework** covered with **cleverly** painted copper or tin.

The situation was worst in the middle-class and poorer **districts**. **Lot sizes** were small, and owners usually filled them up with **cottages**, barns, sheds, and outhouses—all made of fast-burning wood, naturally. Because both Patrick and Catherine O’Leary worked, they were able to put a large **addition** on their **cottage despite** a **lot** size of just 25 by 100 feet. **Interspersed** in these **residential** areas were a **variety** of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal **distributors**.

Wealthier **districts** were by no means free of fire **hazards**. Stately stone and brick homes had wood **interiors**, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.

The links between richer and poorer sections went beyond the materials used for construction or the way buildings were **crammed** together. Chicago had been built largely on **soggy marshland** that flooded every time it rained. As the years passed and the town developed, a quick solution to the water and mud problem was needed. The answer was to make

steeple: a tall structure on the top of a church

outhouse: a shed-like building that covers a deep hole used for going to the bathroom

distilleries: where alcohol is made
mills: where flour is made

stately: proud and impressive

the sentence structures employed in the second paragraph draw the reader’s attention to these facts?

Many of the structures in the city were constructed of wood—even those that didn’t appear to be. Murphy’s use of long dashes, parenthetical asides, and even semi-colons all feature in constructing a clear vision of tinderbox that was Chicago.

(Q3) The author provides a list of businesses. What do these businesses have in common?

All of these businesses are “fire hazards” and burn both quickly and dangerously. Lumber, gas, furniture, and coal are all primary sources of fuel for a fire. Flour burns, paint gives off fumes as it burns, and warehouses might have more flammable material in them.

(Q4) How is the location of these businesses important?

All these businesses with dangerous materials are in the same area with houses where people live and sleep.

(Q5) How are the dangers in the wealthier neighborhoods different from or similar to the fire risks for those who lived in poorer areas?

The wealthy areas did not have dangerous businesses, and the buildings were more likely to be built out of stone or brick. However, buildings still had wood interiors, are still standing close together and are surrounded by other flammable structures.

(Q6) Why does the author make a point of saying that the wooden roads were a “quick” solution?

He’s implying that one of the reasons that the wooden

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

the roads and sidewalks out of wood and **elevate** them above the waterline, in some places by several feet. On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks **bound** the 23,000 acres of the city in a **highly combustible knot**.

sidewalks and roads were produced is because the decision to make them was made too quickly, and if the city builders had thought about the consequences of having so much wood around, they might have made a different choice in terms of how to handle the mud.

- Have students complete the text dependent questions on **Chapter 1: “A City Ready to Burn” (Handout F)** emphasizing that students should use evidence from the text to answer the questions.

Writing Portfolio:

- In keeping with the prompt, give students time to add information to **Causes and Effects of the Great Fire (Handout D)**.

Day 3

- Review the previous day’s lesson. Students will continue to look for causes and effects of the Chicago fire.
- Write on the blackboard, whiteboard, or Smartboard the term “Context Clues.” Explain to students that context clues are defined as information a reader may obtain from a text that helps confirm the meaning of a word or group of words. In other words, by looking at the surrounding text of an undefined word, the reader can figure out the meaning of the word. Give students a copy of **Context Clue Strategy (Handout E)**, and go over the different ways an author can use context clues to understand the meaning of a word. (See Instructional Resources section for link to context clues student handout from Read, Write, Think.)
- Use examples from the book to model how you would use these clues. Ask students to use the skill as they read the next segment.
- Review the beginning of Chapter 1. As a class, independently, or with a shared partner, students can finish reading the last section of Chapter 1 (20 – 23) which has been written in a narrative format.
- After reading and discussing the chapter, ask students to share examples of how they used context clues during their reading.
- Discuss the last line of the chapter: “What followed was a series of fatal errors that set the fire free and doomed the city to a fiery death.” (23)

Writing Portfolio:

- In keeping with the prompt, give students time to add information to **Causes and Effects of the Great Fire (Handout D)**.

Day 4

- Review the previous day’s lesson on context clues. Reinforce the use of context clues while students are reading.
- Have students read the first segment of Chapter 2: “Everything Went Wrong!” (26 – 34) as a class, independently, or in shared partner reading.

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

- Discuss the chain of events that caused the spread of the fire. Discuss how one cause-effect event becomes a catalyst to another. For instance, Watchman Mathias Schaffer dismissed his first sighting of smoke as smoldering embers from a previous fire (cause) which delayed the reporting of the actual fire (effect). This delayed report kept the firefighters from getting to the fire in a timely manner.
- Use the map (24 or 40) to illustrate Schaffer's confusion on the fire's location. Find the Courthouse, Saturday's fire, and the O'Leary fire.
- Then, have students answer the text dependent questions focusing on key ideas from the beginning of **Chapter 2: Everything Went Wrong!** (Handout G).

Writing Portfolio:

- In keeping with the prompt, give students time to add information to **Causes and Effects of the Great Fire (Handout D)**.

Day 5

- Review the previous day's reading.
- Continue reading Chapter 2: "Everything Went Wrong!" (34 – 42).
- Students can read as a class, independently, or in shared partner reading.
- This chapter really focuses on how the fire grew out of control due to the mistakes of many people, Chicago's infrastructure, and nature (the drought and wind). Have students complete the **Web of Disaster (Handout H)**. This handout is another resource for the writing portfolio.

Writing Portfolio:

- Make the connection between the writing prompt and the **Web of Disaster (Handout H)**.

Day 6

- Warm-Up: Ask students if they can identify each type of figurative language in the following three sentences:
The wind grabbed my hat and wouldn't give it back.
My hands were ice cubes standing at the bus stop in December.
It was as dark as midnight during the storm.
- Pass out **Words and Images (Handout I)** and discuss the different types of figurative language. Give students time to finish Words and Images.
- Review the reading from the previous day. Begin Chapter 3: "The Dogs of Hell Were Upon the Housetops" (43 – 49).
- Students can read as a class, independently, or with a shared partner reading.

Writing Portfolio:

- Now that students have read three chapters of the book, they should have five or more causes for the spread of fire and many effects for those causes. Give students time to add to their cause and effect handout.
- Students can do a pair-share with a partner to gather more ideas for their handouts. If students have more ideas than spaces, have them continue on the back of their papers.

**Columbus City Schools
English Language Arts Curriculum
Reading and Writing**

Day 7

- Review **Words and Images (Handout I)** from the previous day. Increase the students’ higher order thinking by having them apply the reading skill during the day’s reading. Have students use the previous day’s handout to find examples of similes, metaphors, and personification. Students then choose one example of each to explain the comparison and meaning.
- Assign the rest of Chapter 3: “The Dogs of Hell Were Upon the Husetops” (49 – 57). Students can read as a class, independently, or with a shared partner reading.
- After reading, discuss the citizens’ attempts at escaping the fire. Point out that this is an effect of the fire.
- Use the map (56 -57) to see the extent of the spreading fire.
- Give students time to complete **Figurative Language: Metaphors, Similes, and Personification (Handout J)**. Students can share their examples in small groups or with the whole group.
- After discussion, students should answer the text dependent questions for **Chapter 3: “The Dogs of Hell Were Upon the Husetops” (Handout K)**.

Writing Portfolio:

- Add effects of the spreading fire to **Causes and Effects of the Great Fire (Handout D)**.

Day 8

- Review the previous day’s reading.
- Students and teacher will be conducting a close reading of page 62. It is a description of the chaos of people fleeing the fire and noise of the fire itself. Assign students to read silently Chapter 4: “A Surging Ocean of Flame” (58 – 63). Stop after the second new paragraph.
- Give students a copy of page 62 **Close Reading (Handout L)** so they can reread it silently and annotate the text. Then, the teacher or another proficient reader reads the text aloud. Stop at appropriate places and ask the questions listed below. Students are to answer in writing an extended response question to conclude the lesson (**Q4**).

Text Passage Under Discussion	Vocabulary	Directions for Teachers/Guiding Questions For Students
<p>“And now the scene of confusion had reached its height,” Chamberlin observed through the folds of the blanket. “Wagons were rushing through the streets laden with stocks of goods, books, valuable papers, boxes of money, and everything conceivable: scores of men were dragging trunks frantically along the sidewalks, knocking down women and children; fabulous sums of money were offered truckmen for conveyances.</p> <p>The fire advanced, forcing Chamberlin to flee up Randolph toward a bridge. “The noise of the conflagration was terrific.</p>	<p>laden: loaded down</p> <p>conceivable: imaginable</p> <p>conveyances: transportation</p> <p>conflagration: a large disastrous fire</p>	<p>1. Introduce the passage and students read independently.</p> <p>2. Read the passage out loud to the class as students follow along in the text.</p> <p>3. Ask the class to answer a small set of text-dependent guided questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.</p>

**Columbus City Schools
English Language Arts Curriculum
Reading and Writing**

<p>To the roar which the simple process of combustion always makes, magnified here to so grand an extent, was added the crash of falling buildings and the constant explosions of stores of oil and other like material. The noise of the crowd was nothing compared with this chaos of sound. All these things – the great, dazzling mounting light, the crash and roar of the conflagration, and the desperate flight of the crowd – combined to make a scene of which no intelligent idea can be conveyed in words.”</p> <p>An exhausted Chamberlin came to the Randolph Street Bridge and discovered “a torrent of humanity pouring over the bridge. The Madison street bridge had long before become impassable, and Randolph was the only outlet for the entire region south of it. Drays, express wagons, trucks and conveyances of every conceivable species and size crowded across in indiscriminate haste. Collisions happened almost every moment, and when one overloaded wagon broke down, there were enough men on hand to drag it and its contents over the bridge by force.”</p>	<p>combustion: the act or process of burning</p> <p>chaos: complete confusion</p> <p>conveyed: communicated</p> <p>torrent: a sudden rush</p> <p>humanity: the human race</p> <p>dray: a strong cart or wagon</p> <p>indiscriminate: haphazard or not carefully done</p>	<p>(Q1) How does Chamberlin portray the men in the first paragraph? What words and phrases support your answer?</p> <p>(Q2) Why did the author quote Chamberlin’s description of people fleeing the fire instead of putting it into his own words?</p> <p>(Q3) Describe the meaning of “a torrent of humanity pouring over the bridge.” Why is it described in this way?</p> <p><i>Have students answer the following extended response question in writing.</i></p> <p>(Q4) Chamberlin describes the people trying to outrun the fire and the noise of the actual fire. He says, “The noise of the crowd was nothing compared with this chaos of sound.” Would the impact of this statement have the same effect if Chamberlin had first described the sound of fire to the sound of people fleeing? Defend your position with support from the text.</p>
--	---	--

Writing Portfolio:

- Add effects of the spreading fire to the causes and effects handout.

Day 9

- Review the day’s previous reading. Students will continue to read the novel and will begin their portfolio writing.
- Students will continue to read Chapter 4: “A Surging Ocean of Flame” (63 – 72). Stop before last paragraph on the page.
- Students can read as a class, independently, or with a partner.
- Discuss the events and the effects it had on each person in the book.

Writing Portfolio:

- Explain to students that all essays have certain organizational formats. Refer to Pearson: *Literature: Language and Literacy* Writing Workshop (800 – 807) for format, student model, and examples.
- Students will write a thesis (claim) statement to guide their portfolio writing using **Writing a Thesis (Claim) Statement (Handout M)**.

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

Encourage students to use **Causes and Effects of the Great Fire (Handout D)** and **Web of Disaster (Handout H)**.

Day 10

- Review the day's previous reading.
- Students will finish reading Chapter 4: "A Surging Ocean of Flame" (72 – 80).
- Students can read as a class, independently, or with a partner.
- Discuss the overall chapter's theme of the spreading fire.
- Students can complete the text dependent questions for **Chapter 4: A Surging Ocean of Flame (Handout N)**.

Writing Portfolio:

- Have students add their thesis (claim) statements to **Writing Portfolio Outline (Handout O)**. Then, have them select causes and effects they want to use in their essays and fill out the rest of the outline.

Day 11

- *Warm Up:* Give students **Where's Chicago? (Handout P)**. Help students locate the cities that provided help to Chicago. Discuss the time and distance for the cities responding to get the help to Chicago. Discuss possible transportation routes (land and water) and methods (train, ship, horses). Discuss how using additional maps and graphics help the students comprehend the text more completely.
- Review the previous day's reading, and have students read with the class, independently, or with a partner Chapter 5: "Chicago Is in Flames" (81 – 89).

Writing Portfolio:

- Students will begin their essays by writing their introductory paragraphs.
- Consult *Write Source* (394). This resource shows students two different ways to begin their writing.
- Make sure students incorporate their thesis (focus) statements at the end of their introductory paragraphs. Encourage students to write on every other line of their notebook paper so revising and editing can be done.

Day 12

- Review the previous day's reading, and have students read with the class, independently, or with a partner Chapter 5: "Chicago Is in Flames" (89 – 99).
- Students can complete the text dependent questions for **Chapter 5: Chicago Is in Flames (Handout Q)**.

Writing Portfolio:

- Students will continue to write their cause and effect writing portfolio essay. Instruct students to use their **Writing Portfolio Outline (Handout O)** to help guide them in writing the paper's body paragraphs. Encourage them to use facts, details, and examples in their writing.
- Consult *Write Source* (396 – 397) for assistance with the body paragraphs.

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

Day 13

- *Warm up:* primary sources and secondary sources. Give the students a brief description of primary and secondary sources. Make a list on the board of examples of each. Discuss with the students that *The Great Fire* contains both primary and secondary sources. As students read today's section, have the students identify the type of source used in this chapter.
- *Write Source* (364 – 365) may be used as a reference for primary and secondary sources.
- Have the students read Chapter 6: "The Ghost of Chicago" (100 – 112). Students can read with the class, independently, or with a partner.
- Discuss the types of shortages that would occur as a result (effect) of the fire.
- Read "**The First Official Proclamation Regarding the Fire**" (**Handout R**) made by Mayor Robert B. Mason. Make sure students understand this official document is a primary source.
- Have students write a comparison between what the proclamation says and the events in *The Great Fire* to this point.

Writing Portfolio:

- Students will finish their first draft of their essays by writing about conclusions and/or implications of the Chicago fire. Students should use their outlines to guide them in their writing.
- Consult *Write Source* (398) for additional help.

Day 14

- Review primary and secondary sources and the previous day's reading.
- Have the students read Chapter 6: "The Ghost of Chicago" (114 – 123).
- Students can read with the class, independently, or with a partner.
- Read "**Mayor's Proclamation – Advisory and Precautionary**" (**Handout S**) made by Mayor Robert B. Mason.
- Have students write a comparison paragraph between the first proclamation and the second one. Have students use evidence from both proclamations in their writing.
- Students can complete the text dependent questions for **Chapter 6: The Ghost of Chicago (Handout T)**.

Writing Portfolio:

- Students will revise their essays using *Write Source* (402) as a guide.
- Have students then go back through their writing and substitute ordinary words for Tier 2 and Tier 3 words. See definitions as follows:

Three Tiers of Words

Taken from *Common Core Standards, Appendix A* (33)

- **Tier One words** are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.
- **Tier Two words** (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

in all sorts of texts: informational texts (words such as *relative, vary, formulate, specificity, and accumulate*), technical texts (*calibrate, itemize, periphery*), and literary texts (*misfortune, dignified, faltered, unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

- **Tier Three words** (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava, carburetor, legislature, circumference, aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

Day 15

- Warm up: Discuss the title of the final chapter: “Myth and Reality.” Make a reference to the children’s game of “telephone.” (A phrase is whispered in the first person’s ear and by the time the last person repeats it, the phrase has changed in some way.) Relaying news by word of mouth may change the news. Students should gain an understanding of how “myths” of the fire came to be.

OR

Share the popular camp song, “Mrs. O’Leary’s Cow.”

Lyrics:

*Late one night, when we were all in bed,
Mrs. O’Leary lit a lantern in the shed.
Her cow kicked it over,
Then winked her eye and said,
“There’ll be a hot time in the
old town tonight!”*

Discuss how songs and stories perpetuate the myth.

- Students will begin reading the final chapter of *The Great Fire*: “Myth and Reality (124 – 131).”
- After reading, show a one minute video clip on the demolition of the O’Leary home. http://www.greatchicagofire.org/item/nuamps_video-002
- Instruct students to write a paragraph on the video narrator’s viewpoint of the news.

Writing Portfolio:

- Students will edit their papers using the Informational / Explanatory Rubric (on writing portfolio).
- Students then will write the final drafts of their essays.

Columbus City Schools
English Language Arts Curriculum
Reading and Writing

Day 16

- Review the previous day's lesson on the myths of the Chicago fire. The book's ending focuses on how the city blamed the poor citizens and pushed them to rebuild in the outer skirts of the city. It also explains how the city eventually rebuilt using steel and stone.
- Students will finish reading *The Great Fire* (131 – 138).
- Students can complete the text dependent questions for **Chapter 7: Myth and Reality (Handout U)**.

Writing Portfolio:

- Have students choose an extension activity that would further illustrate their understanding of their essay's content. Students may choose to create a poster, write a newspaper article, create a PowerPoint, or write a poem or song.

Day 17

Writing Portfolio:

- Students can finish and share their extension projects.

Instructional Resources

- <http://www.chicagohs.org/history/index.html> a website created by the Chicago Historical Society that documents The Chicago Fire of 1870 with photographs and artifacts of 1871
- <http://greatchicagofire.org/> *The Great Chicago Fire & the Web of Memory* consists of two main parts. The first part, titled The Great Chicago Fire, includes five chronologically organized sections that together present a history of the fire. The sections of the second part, The Web of Memory, examine six ways in which the fire has been remembered: eyewitness accounts, contemporary journalism and illustrations, imaginative forms such as literature and art, the legend of Mrs. O'Leary and her cow, fire souvenirs of many different kinds, and formal commemorations and exhibitions.
- <http://www.nationalcenter.org/ChicagoFire.html> Horace White, editor-in-chief of the *Chicago Tribune*, wrote this eyewitness account of the most destructive fire in American history in a letter to Murat Halstead, the editor of the *Cincinnati Commercial*. This website is sponsored by The National Center for Public Policy Research.
- <http://www.history.com/this-day-in-history/great-chicago-fire-begins> a short video clip showing the Chicago fire of 1871
- http://www.pbs.org/wgbh/amex/chicago/maps/pop_fire_body.html an interactive map on PBS called "American Experience: Chicago on Fire." Track the flames and read eyewitness accounts of the Chicago Fire.
- http://www.readwritethink.org/files/resources/lesson_images/lesson1089/types_context_clues.pdf A student handout on four common types of context clues with examples.

**Columbus City Schools
English Language Arts Curriculum
Reading and Writing**

Integration of Knowledge and Ideas (Strategies for Diverse Learners)

- <http://www.readwritethink.org/files/resources/interactives/flip/> In this online activity, students flip two chips to mix and match four word parts and make four words. Students then insert the four words into a paragraph, using context clues to determine where each word belongs. After each exercise, students can print their work to check whether they placed the four words in the paragraph correctly.
- <http://www.cedu.niu.edu/~henning/ChicagoFireWebquest/intro.htm> a website address for a Web-quest designed to engage students with further research about the Great Chicago Fire of 1871 after reading the novel by Jim Murphy.

Professional Articles

- Rukea Stempel, Amy. 2010. *An Introduction to Analytical Text Structures* <http://www.adlit.org/article/32666/>
- Dymock, S. (2005). "Teaching Expository Text Structure Awareness." *The Reading Teacher*, 59(2), 177-181.

English Language Arts Connections

Reading	Language	Speaking and Listening
<ul style="list-style-type: none"> • Incorporate Common Core Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. http://www.corestandards.org 	<ul style="list-style-type: none"> • Incorporate Common Core Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org 	<ul style="list-style-type: none"> • Incorporate Common Core Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org

Appendix

Name: _____

Handout A



Scavenger Hunt



Directions: How many examples of these text features can you find in your text? Put a tally mark in the second column in the table below each time you find one of the text features in the first column. Put the page number beside the first example you find. After that, only one tally mark each time you see another example.

Title	
Sub-titles	
Information in boxes	
Labeled pictures	
Labeled diagrams	
Photographs	
Captions	
Table or chart	
Bold print in a paragraph	
Flow chart	
Maps	
Graphs	
Table of contents	
Index	

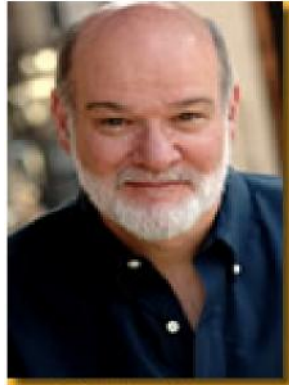
Name: _____

Handout B

Jim Murphy: author of *The Great Fire*



All dressed up on Sunday



© Arthur Cohen



Jim (right) and his brother Jerry

Jim Murphy is a two-time Newbery Honor Book and Sibert Award winning author. Jim Murphy's childhood consisted of thousands of baseball games with neighborhood kids, roaming the vast New Jersey Meadowlands, and inventing various "adventures." Growing up in an industrial town near New York City, he and his friends would be explorers tramping through a river jungle one day and soldiers checking on the enemy in an abandoned factory the next. The world seemed a safe place and no one ever worried about getting lost or being bothered.

Jim didn't have much time for or interest in reading — until a teacher named a book the students were absolutely forbidden to read. Rushing to see what the fuss was all about, Jim first read the forbidden book and then kept on reading – anything he could get his hands on.

After attending Rutgers University and doing graduate work at Radcliffe College, Jim got a job in juvenile publishing. Starting as an editorial secretary, he worked his way up to Managing Editor. He then left to devote himself to his own writing, and published his first book, *Weird and Wacky Inventions*, in 1978. Jim's varied interests, his love of reading about subjects he finds interesting, and his immense skill as a researcher have helped him create a wide range of entertaining books for young readers.

Jim is the author of more than 30 books about American history. His work has received many awards. Jim believes, "A dramatic situation is nice, but history really comes alive when I can use the firsthand accounts – excerpts from letters, memoirs, journals, diaries, and recollections – of people who were actually there. These voices help readers experience events as if they were actually there. Hopefully, they also not only shed light on those events, but also help us better understand who we are today."

Jim lives in Maplewood, New Jersey, in a hundred-year-old house with his wife Alison Blank, a children's TV producer and children's book author and editor, his two talented musician sons, a regal mutt, an African water frog that will live forever, and a house with a vast amount of books.

Name: _____

Handout C



Examples

A **cause** makes something happen.
➤ To find a cause, ask the question: "**WHY** did this happen?"

An **effect** is the result of something—of an event or a decision or situation.
• To find an effect, ask the question: "What is the **result** of this?"

Remember: There may be more than one cause for an effect, and one cause may produce more than one effect.

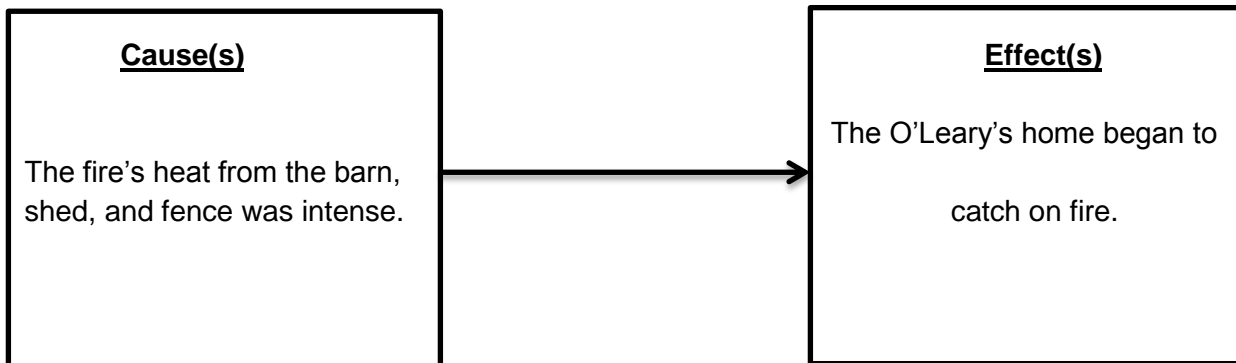
Example: Trees drooped in the unrelenting summer sun; grass and leaves dried out. (*The Great Fire* 20)

The cause: sunshine

The effect: plant life was drying out

Example:

A shed attached to the barn was already engulfed by flames. It contained two tons of coal for the winter and a large supply of kindling wood. Fire ran along the dry grass and leaves and took hold of a neighbor's fence. The heat from the burning barn, shed and fence was so hot that the O'Leary's house, forty feet away, began to smolder. (*The Great Fire* 15)



Name: _____

Handout D



Causes and Effects of the Great Fire

Directions: *The Great Fire* discusses several causes and effects of the Chicago Fire of 1871. In the boxes below, write examples of these causes and effects.

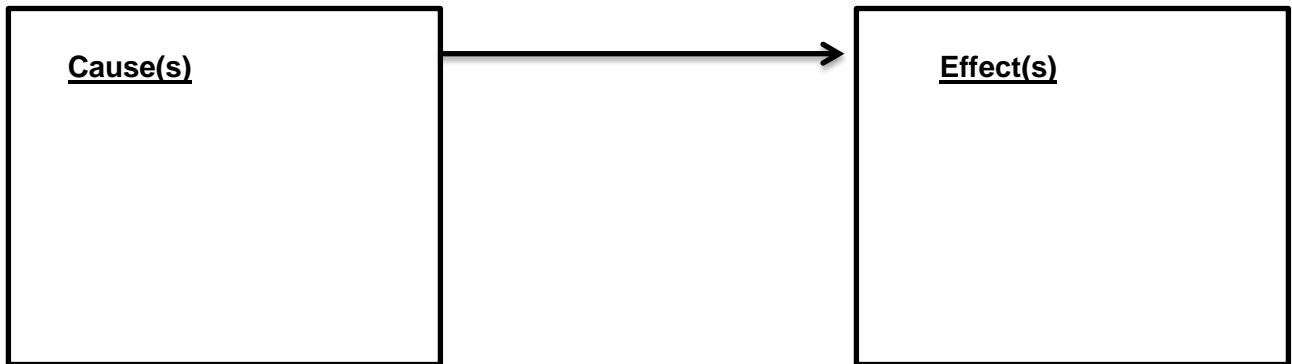
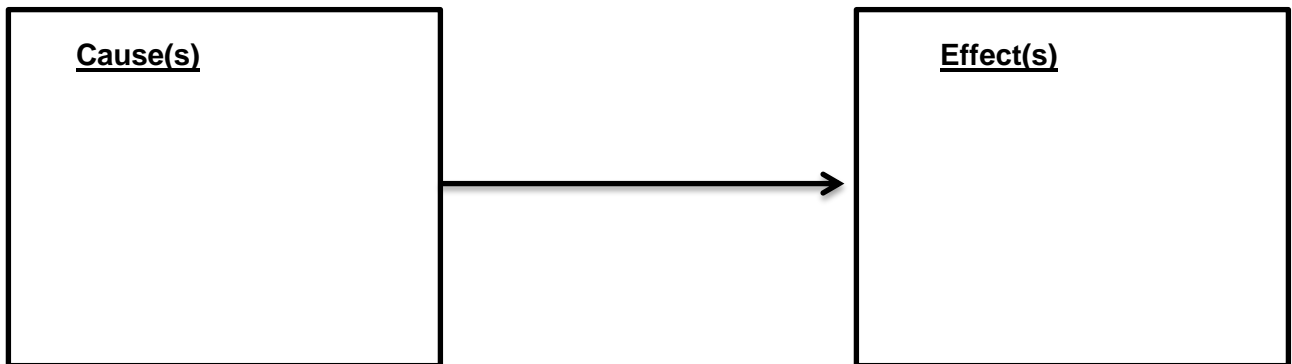
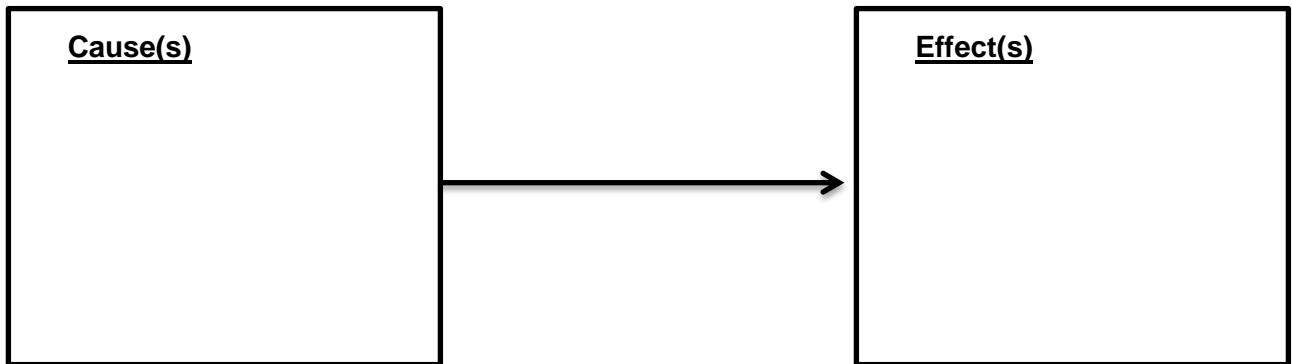
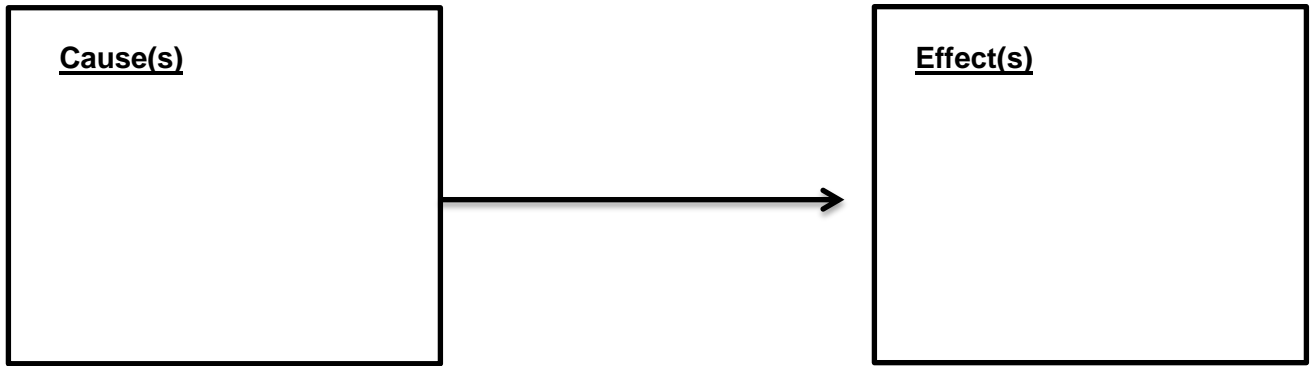
Remember: There may be more than one cause for an effect, and one cause may produce more than one effect.

<u>Cause(s)</u>	→	<u>Effect(s)</u>
-----------------	---	------------------

<u>Cause(s)</u>	→	<u>Effect(s)</u>
-----------------	---	------------------

<u>Cause(s)</u>	→	<u>Effect(s)</u>
-----------------	---	------------------

Name: _____



Name: _____

Handout: Exemplar

Instructional Exemplar for Murphy's *The Great Fire*

A shed attached to the barn was already **engulfed** by flames. It **contained** two **tons** of coal for the winter and a large supply of kindling wood. Fire **ran along** the dry grass and leaves, and **took hold** of a neighbor's fence. The heat from the burning barn, shed, and fence was so hot that O'Learys' house, forty feet away, began to **smolder**. Neighbors rushed from their homes, many carrying buckets or pots of water. The sound of music and merrymaking stopped **abruptly**, replaced by the shout of "FIRE!" It would be a **warning cry** heard thousands of times during the next thirty-one hours.

Chicago in 1871 was a city ready to burn. The city **boasted** having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated. The trouble was that about two-thirds of all these **structures** were made **entirely** of wood. Many of the **remaining** buildings (even the ones **proclaimed** to be "fireproof") looked **solid**, but were actually jerrybuilt affairs; the stone or brick **exteriors** hid wooden **frames** and floors, all topped with highly flammable **tar or shingle roofs**. It was also a common practice to **disguise** wood as another kind of building material. The fancy exterior decorations on just about every building were **carved from wood**, then painted to look like stone or **marble**. Most churches had steeples that appeared to be solid from the street, but a closer **inspection** would **reveal** a wooden **framework** covered with **cleverly** painted copper or tin.

The situation was worst in the middle-class and poorer **districts**. **Lot sizes** were small, and owners usually filled them up with **cottages**, barns, sheds, and outhouses—all made of fast-burning wood, naturally. Because both Patrick and Catherine O'Leary worked, they were able to put a large **addition** on their **cottage despite** a **lot** size of just 25 by 100 feet. **Interspersed** in these **residential** areas were a **variety** of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal **distributors**.

Wealthier **districts** were by no means free of fire **hazards**. Stately stone and brick homes had wood **interiors**, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.

The links between richer and poorer sections went beyond the materials used for construction or the way buildings were **crammed** together. Chicago had been built largely on **soggy marshland** that flooded every time it rained. As the years passed and the town developed, a quick solution to the water and mud problem was needed. The answer was to make the roads and sidewalks out of wood and **elevate** them above the waterline, in some places by several feet. On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks **bound** the 23,000 acres of the city in a **highly combustible knot**.

Name: _____

Handout E

Context Clue Strategy

The four most common types of context clues are definition, contrast (antonym), restatement (synonym), and inference.

Use the following strategy to help figure out the meaning of the unknown or unfamiliar word from your reading.

- Reread the sentence that contains the unknown word. Look for signal words or punctuation marks such as commas.
- Reread the sentences before and after the sentence that contains the unknown word.
- Based on the clues, try to figure out the meaning of the unknown word.
- Insert your meaning into the original sentence to see whether it makes sense.



Inference example: Outside, he saw a **crimson** night sky *lit up by flames* and flying *embers*. [*The Great Fire* (22-23)]

Looking at the words “lit up,” “flames,” and “embers,” the reader can tell that the word **crimson** is dark red.

Definition example: “Turn in a second alarm...This is going to spread.” A second alarm would bring in additional engines and men. [*The Great Fire* (34)]

The second sentence explains what a second alarm is.

Antonym example: Many of the surrounding buildings (even those proclaimed to be “fire-proof”) *looked solid, but* were actually **jerry-built** affairs: the stone or brick exteriors *hid wooden frames and floors*...

Picking out the words “looked solid, but” and “hid wooden frames and floors” lets the reader see that the word “but” signals the opposite of solid. Jerry-built would mean something flimsy or cheaply built.

Synonym example: Throughout his walk, Frear had maintained his **composure**, *walking calmly*... [*The Great Fire* (49)]

The phrase “walking calmly” is set off with a comma and gives the reader a synonym for the word “composure.”

Name: _____

Handout F



Chapter 1: “A City Ready to Burn”

Fires were commonplace in 1871. What made the night of October 8th different? Use evidence from the text to support your answer.

The title of the chapter is “A City Ready to Burn.” Explain the meaning of the title and support your answer with details from *The Great Fire*.

Name: _____

Handout G



Chapter 2: "Everything Went Wrong!"

Discuss the significance of Mathias Schaffer's failure to correctly identify the location of the fire's origin. Support your answer with facts from the chapter.

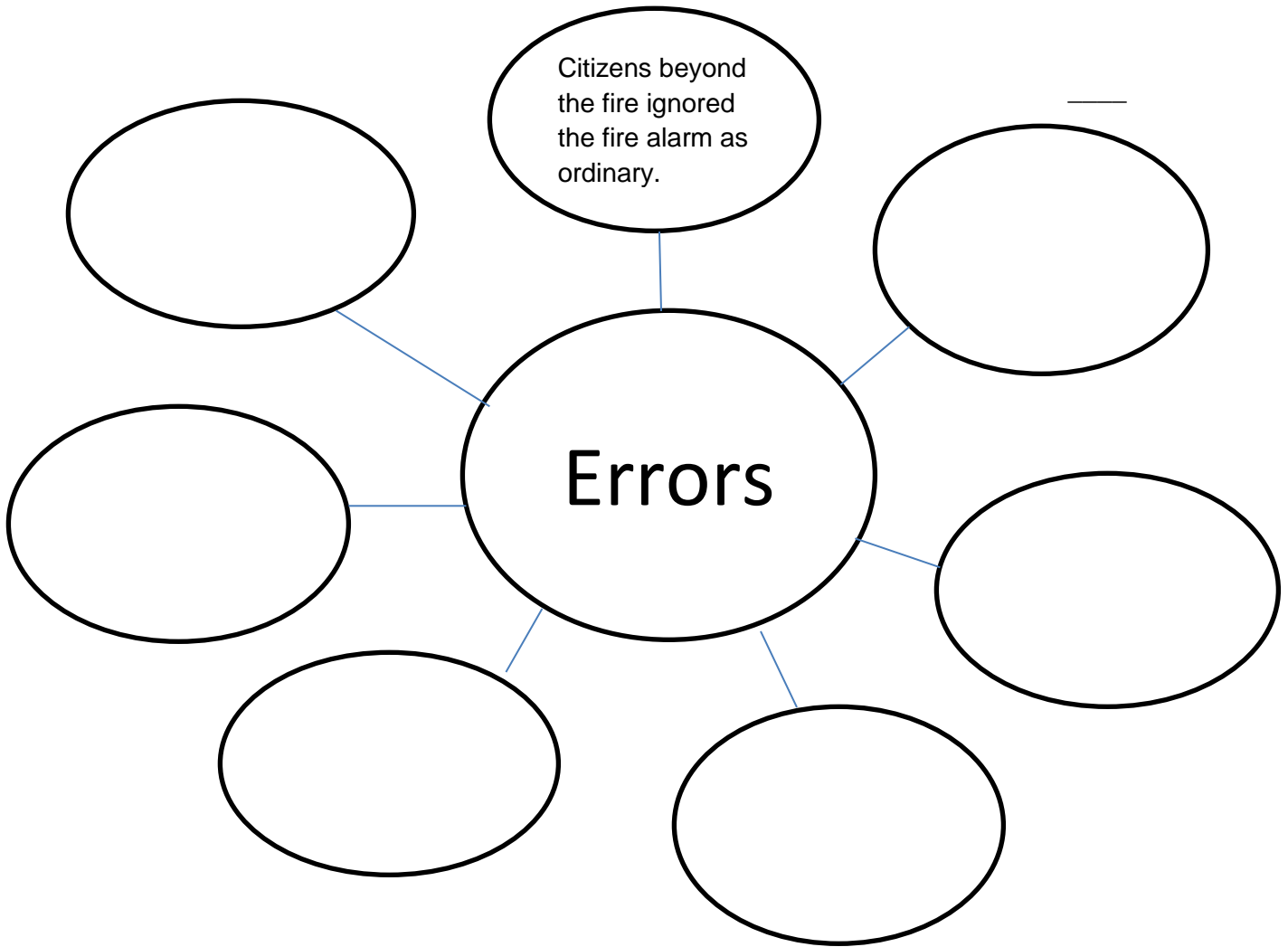
Describe how Joseph E. Chamberlin, a reporter for the *Chicago Evening Post*, felt about the community and the people where the fire started. How does his viewpoint impact his feelings for the blame of the Great Fire? Use specific details from the text.

Name: _____

Handout H

Web of Disaster

1. Make a web describing the errors that were made during the fire. In the balloon, write down who made the error and what error was made.
2. Choose one error and explain how this error caused the fire to spread. Use evidence from the book to support your answer.



Name: _____

Handout I

Words and Images

Chapters 1-3

Metaphor	A metaphor is a type of figurative language in which an implied (not directly) comparison is made between two unlike things. Example- Embers of red snow were falling everywhere.
Simile	A simile is a type of figurative language in which a comparison is made between two unlike things using the words "like" or "as." Example- fire moving like an ocean surf on a sand beach
Personification	A figure of speech in which inanimate objects or abstractions are given human qualities or are represented as possessing human form Example- a single tongue or flame shooting out the side of the O'Leary's barn

Determine which literary element is used in each of the following phrases from *The Great Fire*.

- _____ blazing forest of Wisconsin would have been as effective as were these machines in this **forest of shanties**
- _____ **embers greeted** Sullivan as he entered the building
- _____ carrying a wooden door, which he **positioned like a warrior's shield** between Anderson and the fire
- _____ two valuable **links in the chain of defense** were gone
- _____ the fire was **taking hold** of his neighbor's shed and fence
- _____ a wind that was blowing directly toward the **heart of the city**
- _____ it pushed out **fists of flame that ate up** clapboard siding, shingled roofs, fences, trees, outhouses, and chicken coops
- _____ watching the **fire's terrible march**
- _____ flames hundreds of feet into the sky and created such a bright light that it **reminded some people of daylight**
- _____ the **fire ran along** the grass and leaves
- _____ a building burst into flames **as if it were built of dry straw**
- _____ **red tongues of light** began to shoot upward

Name: _____

Handout J

Figurative Language: Similes, Metaphors, and Personification



After completing “Words and Images” that used phrases from *The Great Fire*, continue to identify different examples of figurative language in your reading.

Find an example of a simile, an example of a metaphor, and an example of personification. Note the page number of each example. Explain how the two things being compared could be alike.

A metaphor is a type of figurative language in which an implied (not directly) comparison is made between two unlike things.	
Example	Explanation

A simile is a type of figurative language in which a comparison is made between two unlike things using the words “like” or “as.”	
Example	Explanation

Personification is a figure of speech in which inanimate objects are given human qualities or are represented as possessing human form.	
Example	Explanation

Name: _____

Handout K

Chapter 3: “The Dogs of Hell Were Upon the Housetops”



What is the significance of when the steeple at St. Paul’s ignites?

Frear, the New Yorker, was not overly concerned at the beginning of the fire. Explain the circumstances that changed his mind. Use evidence from the text.

Explain the statement “The fire was moving like ocean surf on a sand beach.” Give two details to support your explanation.

Name: _____

Handout L

Chapter 4: “A Surging Ocean of Flame” Close Reading

Read silently the following passage from *The Great Fire*. Annotate the text as you read. Then, you and your classmates will read this passage with your teacher. After rereading and discussing the text with your teacher, answer the extended response question below.

“And now the scene of confusion had reached its height,” Chamberlin observed through the folds of the blanket. “Wagons were rushing through the streets **laden** with stocks of goods, books, valuable papers, boxes of money, and everything **conceivable**: scores of men were dragging trunks frantically along the sidewalks, knocking down women and children; fabulous sums of money were offered truckmen for **conveyances**.

The fire advanced, forcing Chamberlin to flee up Randolph toward a bridge. “The noise of the **conflagration** was terrific. To the roar which the simple process of **combustion** always makes, magnified here to so grand an extent, was added the crash of falling buildings and the constant explosions of stores of oil and other like material. The noise of the crowd was nothing compared with this **chaos** of sound. All these things – the great, dazzling mounting light, the crash and roar of the conflagration, and the desperate flight of the crowd – combined to make a scene of which no intelligent idea can be **conveyed** in words.”

An exhausted Chamberlin came to the Randolph Street Bridge and discovered “a **torrent** of **humanity** pouring over the bridge. The Madison street bridge had long before become impassable, and Randolph was the only outlet for the entire region south of it. **Drays**, express wagons, trucks and conveyances of every conceivable species and size crowded across in **indiscriminate** haste. Collisions happened almost every moment, and when one overloaded wagon broke down, there were enough men on hand to drag it and its contents over the bridge by force.”

Extended Response Question

Chamberlin describes the people trying to outrun the fire and the noise of the actual fire. He says, “The noise of the crowd was nothing compared with this chaos of sound.” Would the impact of this statement have the same effect if Chamberlin had first described the sound of fire to the sound of people fleeing? Defend your position with support from the text.



Name: _____

Handout M



Writing a Thesis (Claim) Statement

A thesis (claim) statement clearly introduces the main idea of your essay. It is often called a focus statement. To specifically address the writing prompt, turn your prompt into a question and, then, answer it. That will help you focus in on the main idea.

Use your Cause and Effect Graphic Organizer and the Web of Disaster Handout to help you answer the question.

Writing Prompt: After reading *The Great Fire* on the Chicago Fire of 1871, write an essay that examines the causes of the fire's mass destruction and explains the effects the fire had on the city of Chicago. What conclusions or implications can you draw? Support your discussion with evidence from the text.

Question: *What were the causes and effects of the Great Fire?*

Thesis (Claim) Statement:



Name: _____

Handout O

Writing Portfolio Outline

Writers always have a plan before they begin composing their essays. You have been reading *The Great Fire* and taking notes on the causes and effects of the conflagration. Now, starting with your thesis (claim) statement, fill in the information that you want to include in your paper. This plan will help guide your writing.

Thesis (Claim) Statement:

Causes – Identify the causes of the fire. Use details, facts, and examples from the book.

Effects of the fire – Identify the effects on Chicago. Use facts, details, and examples from the book.

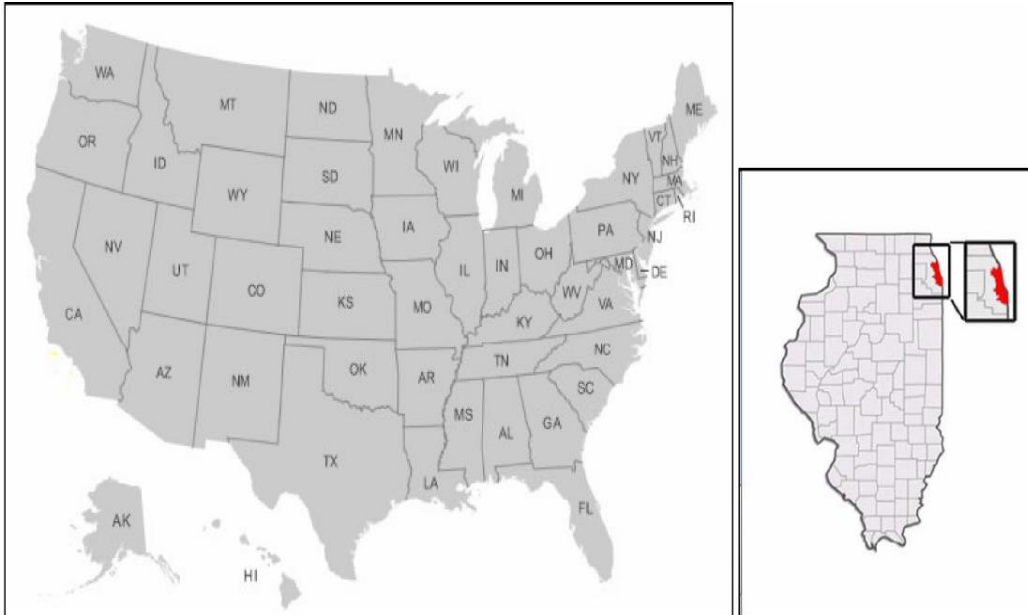
Implications of fire or conclusions about the fire

Essay Conclusion – Summarize your thesis (claim) statement and essay for the reader.

Name: _____

Handout P

Where's Chicago?



After the fire had been burning for hours, the mayor of Chicago, Robert B. Mason, asked for help from other cities and states. Using pp. 84 and 85 in *The Great Fire*, locate Chicago and the cities that sent assistance.

How does knowing the location of the supporting fire departments help you understand the text?



Milwaukee sent three of its four fire engine steamers like the one above to help extinguish the conflagration.

Name: _____

Handout Q

Chapter 5: “Chicago Is in Flames”

Describe how people who lived in distant parts of Chicago learned about the fire. Use evidence from the novel to support your answer.

Men who wrote about the Great Fire often depicted women as helpless and waiting for someone to save them. Determine if this is an accurate description according to the novel. Use evidence from the text to support your position.



Name: _____

Handout R

The first official proclamation regarding the fire

WHEREAS, In the Providence of God, to whose will we humbly submit, a terrible calamity has befallen our city, which demands of us our best efforts for the preservation of order and relief of suffering, be it known that the faith and credit of the City of Chicago is hereby pledged for the necessary expenses for the relief of the suffering.

Public order will be preserved. The police and special police now being appointed will be responsible for the maintenance of the peace and protection of property.

All officers and men of the Fire Department and Health Department will act as special policemen without further notice.

The Mayor and Comptroller will give vouchers for all supplies furnished by the different relief committees.

The headquarters of the City Government will be at the Congregational Church, corner of West Washington and Ann Streets.

All persons are warned against any act tending to endanger property. Persons caught in any depredation will be immediately arrested.

With the help of God, order and peace and private property will be preserved.

The City Government and the committee of citizens pledge themselves to the community to protect them, and prepare the way for a restoration of public and private welfare.

It is believed the fire has spent its force, and all will soon be well.

R.B. MASON, Mayor

GEO. TAYLOR, Comptroller

CHAS. C.P. HOLDEN, President Common Council

T.B. BROWN, President Board of Police

[October 9, 1871, 3 P.M.]

Name: _____

Handout S

Mayor's Proclamation -- Advisory and Precautionary

1. All citizens are requested to exercise great caution in the use of fire in their dwellings, and not to use kerosene lights at present, as the city will be without a full supply of water for probably two or three days.
2. The following bridges are passable, to wit: All bridges (except Van Buren and Adams Streets) from Lake Street south, and all bridges over the North Branch of the Chicago River.
3. All good citizens who are willing to serve are requested to report at the corner of Ann and Washington Streets, to be sworn in as special policemen.

Citizens are requested to organize a police for each block in the city, and to send reports of such organization to the police headquarters, corner of Union and West Madison Streets.

All persons needing food will be relieved by applying at the following places:--

At the corner of Ann and Washington; Illinois Central Railroad Round-house.

M.S.R.R. -- Twenty-second Street Station.

C.B. & Q.R.R. -- Canal Street Depot.

St. L. & A.R.R. -- Near Sixteenth Street.

C. & N.W.R.R. -- Corner of Kinzie and Canal Streets.

All the public school-houses, and at nearly all the churches.

4. Citizens are requested to avoid passing through the burnt districts until the dangerous walls left standing can be leveled.
5. All saloons are ordered to be closed at 9 P.M. every day for one week, under a penalty of forfeiture of license.
6. The Common Council have this day by ordinance fixed the price of bread at eight (8) cents per loaf of twelve ounces, and at the same rate for loaves of a less or greater weight, and affixed a penalty of ten dollars for selling, or attempting to sell, bread at a greater rate within the next ten days.
7. Any hackman, expressman, drayman, or teamster charging more than the regular fare, will have his license revoked.

All citizens are requested to aid in preserving the peace, good order, and good name of our city.

R.B. MASON, Mayor

October 10, 1871

Name: _____

Handout T

Chapter 6: “The Ghost of Chicago”

In the sentence below, identify and explain the simile.

“The fire was so intense that poles of pig iron melted like it was left in the sun, granite blocks split in two, and limestone and marble turned to powder and blew away.”

Why did the author title Chapter 6 “The Ghost of Chicago”? Use references and other evidence from the novel.

The fire ended after 31 hours and was no longer an immediate threat to the lives of the people. Explain the impact of the fire to the daily lives of the people of Chicago. Use facts and other details from the novel to support your answer.



Name: _____

Handout U

Chapter 7: “Myth and Reality”

The fire started in or near the O’Leary barn. Why does the novel suggest that Mrs. O’Leary’s involvement is a myth? What factors promoted this idea? Use details from the novel to explain your answer.

Again, there was a divide between the wealthy and the poor. Describe how the City of Chicago responded to their needs to rebuild. Reference examples from the novel.

