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## Secondary Curricular Units for New York City Department of Education

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**PREPARED FOR:**

New York City Department of Education  
Office of English Language Learners

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## I. OVERVIEW

The Common Core State Standards reflect the knowledge and skills that all students—including English language learners (ELLs)—need for success in college and the workplace. Although these standards present challenges, they also create opportunities to more fully incorporate ELLs into standards-based reform. To help ELLs master these college and career ready (CCR) standards, it is very important to have materials and methods that more fully support them in acquiring grade-level knowledge and skills. Effective methods for enabling ELLs to meet these standards build on approaches that are effective for all students, but they also provide additional support for ELLs who are learning content in a second language.

This document presents a secondary-level unit developed to support ELLs that is based on a segment of Murphy's *The Great Fire*.<sup>1</sup> This text was selected because it is appropriate for the middle grades and is a high-quality informational text.

The unit that follows is intended for middle-grade ELL students at the intermediate and advanced levels of English language proficiency. For ELL students at the beginning levels of English language proficiency (including newcomers), we recommend applying the standards and methods demonstrated below to a text closer to students' zone of proximal development.

The unit is composed of five lessons. The first three lessons guide students through close reading of excerpts from *The Great Fire*. The third lesson also provides students with an opportunity to compare *The Great Fire* with another text on the same topic. The fourth lesson provides opportunities for students to develop language using *The Great Fire* text, and the fifth lesson guides students through a writing activity based on the central idea of *The Great Fire*.

A key goal of our lessons is to provide students with scaffolded opportunities to work collaboratively with their peers. All too often, lessons for ELLs are predominately composed of teacher talk, with little opportunity for students to engage in productive peer or independent work, which are essential for fostering second language

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<sup>1</sup> Reprinted from *The Great Fire* by Jim Murphy. Copyright © 1994 by Jim Murphy. Reprinted by permission of Scholastic Inc.

development.<sup>2</sup> Most of each unit is composed of materials for students that enable them to work with a partner or independently to complete the lessons. This may make the units appear long, but they are designed to be delivered in three to five 60–75 minute long lessons.

## PREPARATION OF TEXT AND VOCABULARY FOR INSTRUCTION

To start, we followed a step-by-step method of preparing the text and identifying the vocabulary words for the unit.

First, we divided the excerpt of *The Great Fire* into three sections, with each section the focus of one of the first three lessons. The sections were grouped so there would be logical breaks in the flow of the text. The sections for the first lesson and the third lesson are intentionally shorter than the section for the second lesson to allow enough time to provide background knowledge instruction in Lesson 1 and enough time to provide for a post-assessment in Lesson 3.

Next, we selected vocabulary words for definition and instruction based on their frequency in the text, overall complexity, and importance for understanding the text. Specifically, we used the following process to determine which words from *The Great Fire* text would be glossed.

### **Frequency**

- First, we ran *The Great Fire* text through AIR's First 4000 Words Text Analyzer (<http://vocabularytool.airprojects.org/>), which identifies words that are among the 4000 most frequently encountered in text. We identified words that appeared in the second, third, and fourth quartiles of high-frequency words. We included words in the third and fourth quartiles in the glossary, in addition to second-quartile words that were critical for understanding the text.
- Next, we ran the text through the Academic Word List (AWL) Highlighter (<http://www.nottingham.ac.uk/alzsh3/acvocab/awlhhighlighter.htm>) to identify academic vocabulary. All words that appeared on the Academic Word List were included in the glossary.

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<sup>2</sup> August, D., & Shanahan, T. (2010). Effective literacy instruction for English learners. In *Improving education for English learners: Research-based approaches* (pp. 209-250). Sacramento, CA: California Department of Education.

- Then we ran the text through Word Sift (<http://www.wordsift.com>) to identify the words that most frequently appear in the text. We included the top five words from the Word Sift in the glossary.

### **Complexity and Importance**

- Finally, we reviewed the text for additional words and phrases that were likely to be confusing to ELLs, especially words and phrases that are critical to understanding the text. This included words related to buildings, building materials, methods used to construct buildings, and why these buildings were susceptible to fire.

Using the words identified in this process, we developed a glossary for students. For each word, we provided a Spanish translation, a definition in English, and an example of where the word can be found in the text. The student glossary for this unit can be found in the Student Materials section.

## **MODEL OF INSTRUCTION**

The section that follows outlines our model of instruction. Our model is composed of 11 reading components and 3 writing components. Components are presented in a coherent order in the sample units, but each component can also be used independently, giving teachers greater flexibility in organizing the lessons to best meet the needs of their students.

### **Reading**

1. **Pre-assessing and Recording Comprehension:** During this component, students take a pre-assessment. Generally, students are only pre-assessed once per text, but teachers have the option of pre-assessing students prior to any new section of the text.
2. **Previewing and Reviewing the Text:** During the first lesson, teachers use questioning related to the title to introduce students to the text. Book covers and other illustrations can also be used to help introduce the text. In subsequent lessons, students are given an opportunity to briefly review the text covered during the prior lesson.
3. **Reviewing Standards and Objectives:** Standards are the Common Core standards. Listening and speaking standards and language standards may be addressed during the reading and writing components of the lesson as well as

during time devoted primarily to these standards (see Components 9 and 10). Objectives are student-friendly versions of the standards (usually in the form of an “I can do” statement). By posting and reviewing standards and objectives, teachers make students aware of the knowledge and skills they are expected to master during the lesson.

In some cases, the lesson may focus on standards in other content areas, such as social studies. In all cases, the lesson should include language proficiency standards (which differ from state to state).<sup>3</sup> The teaching plan should list all the standards that will be covered, but only a limited number of these standards should be reviewed with students for each lesson.

4. **Enhancing Background Knowledge (optional):** Before engaging with the text, students may need background information to help them make sense of the text. Instruction should provide students with information that the author assumes the reader has (e.g., historical or cultural context), but should not reveal the content of the text. Not all texts will require this component, however.
5. **Acquiring and Using Vocabulary:** This component provides dedicated time for pre-teaching vocabulary and previewing the glossary.
6. **Reading for Key Ideas and Details:** Although most of this component deals with key ideas and details, some of the questions also address part of Language Standard 4 (determining or clarifying the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate).
7. **Annotating the Text for Key Ideas and Details (optional):** During this component, students conduct a second close reading, annotating the text as they read.
8. **Revisiting Text for Craft and Structure or Integration of Knowledge and Ideas:** During this component, the teacher helps students acquire knowledge and skills associated with craft and structure standards or with integrating knowledge and ideas standards (Reading Standards 4–9).
9. **Developing Language:** This component provides dedicated time for language development and is focused on the conventions of standard English, knowledge of language, and vocabulary acquisition and use.

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<sup>3</sup> We have left this in as a placeholder. New York State is developing new Language Arts Progressions.

**10. Building Listening and Speaking Skills (optional):** Although listening and speaking skills should be integrated into all reading and writing components of the instructional model through opportunities for partner talk and whole-class discussion, this component provides dedicated time to focus on these standards. Teachers can help ELLs develop listening and speaking skills by providing them structured time to work with a partner to prepare and present information to the class related to a close reading of the text.

**11. Re-assessing Comprehension:** The final component of the reading section of this model is a re-assessment of comprehension. The questions for re-assessment should include the questions used for pre-assessment for all sections of the text, but may include additional questions that ask for important information.

### **Writing**

Here we outline the components of the writing portion of the lesson. Writing should occur throughout the lesson, and the reading components above include short writing exercises to answer supplementary and guiding questions, annotate the text, develop language skills, and explore craft and structure and integration of knowledge and ideas. However, students also need experience completing longer writing tasks to develop their writing skills. The following components should be used after students have read the entire text.

- 1. Reviewing Writing Standards and Objectives:** By posting and reviewing writing standards and objectives, teachers can make students aware of the skills and knowledge they are expected to master during the lesson. As with reading, not all writing standards in the teacher's lesson plan need to be covered with students.
- 2. Preparing to Write:** Prior to writing, ELLs should have the opportunity to generate ideas and organize their thoughts using a graphic organizer. They may also be provided with an opportunity to discuss their ideas (in their home language or in English) with a partner before they begin writing.
- 3. Writing:** ELLs should have access to paragraph frames to help them construct their essay. During this time, the teacher guides students through writing conferences, meets with small groups to teach specific writing techniques, or

works one on one with students.<sup>4</sup> Students should be given opportunities to edit their writing to improve their grammar and to share their writing with others.

## DIFFERENTIATION

The lessons that follow are scripted for ELLs at the intermediate and advanced levels of English language proficiency. To differentiate instruction for these students, we have provided word banks and sentence frames. Students at an intermediate level of proficiency may be ready to use sentence starters and word banks rather than sentence frames. More advanced students might be provided with word banks only. We have added many supplementary questions. We leave it to those implementing the lessons to decide whether any or all of these questions are necessary to support the ELLs in their classrooms. Numbering sentences in the text and referring to these sentence numbers in the questions will also help support students.

## INTRODUCTION TO THE UNIT

The unit is presented as a sequence of teacher lesson plans. It is divided into components (e.g., previewing/reviewing text) that appear in the model of instruction presented in the previous section.

The text in the first row of each component—Teacher Preparation—describes the steps teachers would need to take if they were to prepare this component for another piece of text. The text in the second row—Instructions for Teachers—provides guidance to teachers for implementing the component. The text in the third row—Instructions for Students—provides instructions for students to help them engage in the activities associated with the component. If there are activities for students, they follow.

To turn the lesson plan into materials for students, a teacher only has to delete the first two rows of a component (i.e., leaving the Instructions for Students and activities) and delete the answers to the questions. This has already been done in the Student Materials section of this unit. The student materials include a student glossary and a student version of each lesson.

A supplementary activity and the text as a whole are presented in the appendixes.

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<sup>4</sup> These methods are the methods used in a writers' workshop, with additional supports for ELLs. See Calkins, L. (2011). *A curricular plan for the writing workshop*. Portsmouth, NH: Heinemann.

# TEACHER GUIDE

## *THE GREAT FIRE*

by Jim Murphy

## II. TEACHER GUIDE

### LESSON 1

#### **Text**

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.

#### 1. PRE-ASSESSING AND RECORDING COMPREHENSION

|  |
|--|
| <b>PART A: ASSESSMENT</b>  |
| <p><b>TEACHER PREPARATION:</b></p> <p>Construct a very limited number of questions based on the section of text and create an assessment consisting of these questions. For each student, provide the same level of scaffolding for the assessment as is used during classroom instruction.</p>  |
| <p><b>INSTRUCTIONS FOR TEACHERS:</b></p> <p>Review student instructions.</p>   |
| <p><b>INSTRUCTIONS FOR STUDENTS:</b></p> <p>Listen and follow along as your teacher reads a short section of the text and comprehension questions that follow. You may be asked to read the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more about this section of text soon!</p> |
| <p><b>TEXT</b></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 ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of</p>   |

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.

**WORD BANK**

floors                      1871                      decorated                      frames  
Chicago                      large

**QUESTIONS:**

1. *Where does the story take place?*  
The story takes place in Chicago.
2. *When does the story take place?*  
The story takes place in 1871.
3. *What did the city buildings look like?*  
The buildings were large and ornately decorated.
4. *What did the stone and brick exteriors on the buildings hide?*  
They hid wooden frames and floors.

**PART B: RECORDING**

**TEACHER PREPARATION:**

Prepare a table like the one below to track how well at least two students at each English proficiency level performed on the assessment.

**INSTRUCTIONS FOR TEACHERS:**

For each question, you will note whether the response was “correct,” “partially correct,” or “incorrect.” Later you will add re-assessment responses to the chart for comparison.

**Pre-assessment Recording**

|              |                   | Question 1 |           | Question 2 |           | Question 3 |           | Question 4 |           |
|--------------|-------------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|
|              |                   | Pre-assess | Re-assess | Pre-assess | Re-assess | Pre-assess | Re-assess | Pre-assess | Re-assess |
| Student Name | Proficiency Level |            |           |            |           |            |           |            |           |
|              |                   |            |           |            |           |            |           |            |           |
|              |                   |            |           |            |           |            |           |            |           |

## 2. PREVIEWING TEXT

### TEACHER PREPARATION:

Use the title of the text to preview the text. Develop questions about the title and use visuals in the text that will help students connect the title with the text.

### INSTRUCTIONS FOR TEACHERS:

Introduce the first section of the text through questioning and explanation:

- *The title of this book is The Great Fire.*
- *What is a fire?* [Anticipated response: A *fire* is when something burns.]
- *What does it mean if something is great?* [Anticipated response: *Great* is something that is very good or important. *Great* means large.]
- *The book is called The Great Fire. What do you think the Great Fire means?* [Anticipated response: It might be a very large or important fire.]
- *What do you think The Great Fire book might be about?* [Accept all answers and tell students they will read a portion of the text to find out.]

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you questions about the title to help you connect the title to the text.

### QUESTIONS:

1. *What is a fire?*
2. *What does it mean if something is great?*
3. *The book is called The Great Fire. What do you think the Great Fire means?*
4. *What do you think The Great Fire book might be about?*

## 3. REVIEWING STANDARDS AND OBJECTIVES

### TEACHER PREPARATION:

Select the content standards that will be addressed. Insert them below. Create a student objective for each standard. Include language proficiency standards and other subject area content standards (if applicable).

### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

### INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Content Objective:

I will be able to answer questions about the text by *using information that is stated* (written) *in the text* (explicit information) and by *drawing inferences from the text* (information you figure out even though it is not stated, or written).

Language Proficiency Standard<sup>5</sup>

[Insert language proficiency standards here.]

Student Language Proficiency Objective:

I will be able to ...

#### 4. ENHANCING BACKGROUND KNOWLEDGE

**TEACHER PREPARATION:**

Determine the background knowledge students will need for the section of the text being addressed. Find or develop media (text, photographs, illustrations, charts, videos, and so on) that will provide the requisite knowledge. Develop a guiding question(s) for the background selection. Scaffold background materials as necessary by: (1) glossing key vocabulary; (2) developing supplementary questions to help students respond to the guiding question(s); (3) providing sentence frames for students who need them; and (4) compiling a word bank for students who need them to complete the sentence frames.

The mini-lesson on background knowledge should be brief. Background materials should focus specifically on knowledge that will support students in reading the text, and it should not give away any information that can be gathered from reading the text itself.

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions.
- Present background materials to students.
- Pose the guiding question(s).
- Have students work in pairs to answer the supplementary questions.
- Review answers with students.
- Discuss the guiding question(s) and have students work in pairs to respond to the guiding question(s) in writing.

<sup>5</sup> Teachers should complete this section on the basis of the language proficiency standards they want to meet.

**PART A: THE BOOK *THE GREAT FIRE***

**INSTRUCTIONS FOR STUDENTS:**

- Read a short text to help provide some background information about the book *The Great Fire*.
- Look at the guiding question.
- Read the section of the text below. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTION:**

*What real-life event is The Great Fire about?*

**Summary**

*The Great Fire* by Jim Murphy is a **nonfiction** book. *The Great Fire* is about the Great Chicago Fire. The Great Chicago Fire burned in the city of **Chicago** from October 8 to October 10, 1871.

The book includes **descriptions** of the fire told by people who lived at the time of the fire. The book also includes pictures and maps of Chicago in 1871 and **newspaper articles** about the fire.

In *The Great Fire*, Jim Murphy explains how and why the fire **spread** so quickly.

**Vocabulary**

*nonfiction* – books about real events

*Chicago* – a big city in the state of Illinois



*descriptions* – the telling about something

*newspaper articles* – pieces of writing in newspapers

*spread* – became bigger and covered more area

**WORD BANK**

|              |                    |      |          |
|--------------|--------------------|------|----------|
| spread       | October 10         | 1871 | pictures |
| descriptions | newspaper articles | how  | why      |
| nonfiction   | October 8          | maps |          |

**SUPPLEMENTARY QUESTIONS:**

1. *What kind of book is The Great Fire?*  
It is a nonfiction book.
2. *When did the Great Chicago Fire burn?*  
It burned from October 8 to October 10, 1871.
3. *What does the book include?*  
It includes descriptions of the fire, pictures and maps of Chicago at the time of the fire, and newspaper articles about the fire.

4. What does the author explain in *The Great Fire*?  
He explains how and why the fire spread so quickly.

**RESPONSE TO GUIDING QUESTION:**

*What real-life event is *The Great Fire* about?*

[Anticipated response: The book is about the Great Chicago Fire.]

**PART B: PARTS OF A BUILDING**

**INSTRUCTIONS FOR STUDENTS:**

- Look at the guiding question.
- Look at the pictures and read the information about the parts of a building. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTION:**

*What are the parts of a building?*



**Parts of a Building**

A building is a **structure** made by people. A building has doors, walls, rooms, and a **roof**. A building sits on a lot or a piece of land.

A building has a **frame** that can be made out of **wood** or metal. The frame **supports** the walls and the **exterior**. The **exterior** covers the frame. The exterior may be made of **wood, brick, stone**, or other materials. A building has a **roof** that covers its top. A building has a floor where people stand. A building may also have **decorations** to make it more interesting or beautiful.

**Vocabulary**

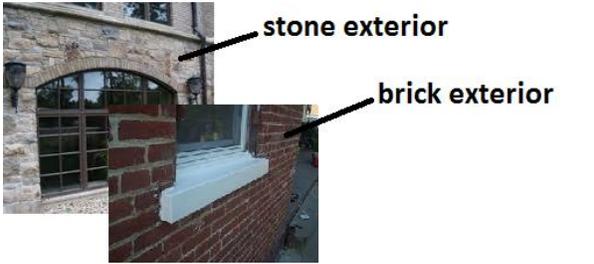
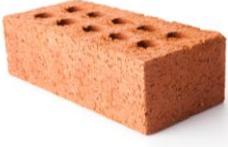
*structure*— anything that is made; a building

*roof*— the top of a building

*frame*— a structure that supports something bigger (e.g., the frame of a house supports the floors, walls, and roof)

*wood*— hard material made from trees



|   |   |
|---|---|
|   | <p><i>supports</i>—holds the weight of something</p> <p><i>exterior</i>—the outside of a building</p>   |
|  | <p><i>brick</i>—a block of clay</p>  <p><i>stone</i>—hard material like rock</p>  <p><i>decorations</i>—things added to make something prettier</p> |

**WORD BANK**

|        |             |           |               |
|--------|-------------|-----------|---------------|
| covers | stand       | beautiful | wood          |
| brick  | interesting | people    | together      |
| top    | holds       | supports  | piece of land |
| stone  | frame       | structure |               |

**SUPPLEMENTARY QUESTIONS:**

1. *What is a **building**?*  
A *building* is a structure made by people.
2. *What is a **lot**?*  
A *lot* is a piece of land.
3. *What does a **building frame** do?*  
A building frame holds the building together and supports the walls and exterior.
4. *What does the **exterior** do?*  
The exterior covers the frame.
5. *What materials are **building exteriors** made of?*  
Building exteriors are made of wood, brick, stone, or other materials.
6. *What does the **roof** do?*  
The roof covers the top of the building.

7. *What do people do on the floor?*

People stand on the floor.

8. *What are **decorations**?*

Decorations make the building more beautiful or interesting.

**RESPONSE TO GUIDING QUESTION:**

*What are the parts of a building?*

[Anticipated response: The parts of a building include the floors, walls, frame, doors, roof, exterior, and decorations.]

## 5. ACQUIRING AND USING VOCABULARY

### PART A: REVIEW STUDENT GLOSSARY

#### TEACHER PREPARATION:

Prepare a student glossary with vocabulary words from the text. Review the glossary with students. Throughout the lesson, provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary. Use English-as-a-second-language techniques (as appropriate) to make word meanings clear, and have students apply word-learning strategies, as appropriate.

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Familiarize students with the glossary.
- Tell students they will be using the glossary during close reading.
- Briefly review glossed words that might be challenging.

#### INSTRUCTIONS FOR STUDENTS:

- Review the glossary with your teacher.
- The glossary will help you during close reading of the text.
- As you encounter a **bold** word in the text, rewrite it in the space provided.
- If your home language shares cognates with English, note whether the word is a cognate.

## PART B: PRE-TEACH KEY VOCABULARY

### TEACHER PREPARATION:

Select two or three words from the glossary and prepare materials for pre-teaching them. The words should be key to understanding the text and should be abstract. (An example is provided below.)

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Pre-teach the vocabulary selected (using the example below as a guide).

### INSTRUCTIONS FOR STUDENTS:

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

**disguise**

*disfrazar*



The boy **disguises** himself as grass so he can hide.

**Picture:** Look at the picture. The boy is disguising himself as grass and leaves so he can hide.

**Explanation:** Let's talk about the word **disguise**. *Disguise* means to hide something by making it look like something else.

**Partner talk:** If you wanted to disguise yourself so nobody knew it was you, what disguise would you use? Use this sentence frame: "If I wanted to disguise myself, I would \_\_\_\_." [Call on one or two students to share their responses.]

**Story connection:** In the text, it says, "It was also a common practice to disguise wood as another kind of building material." This means that people made the wood look like it was another kind of material.

## 6. READING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

Select the section of the text you will use for close reading. Develop a guiding question(s) for that section of the text. Scaffold the reading as necessary by (1) developing supplementary questions to help students respond to the guiding question(s); (2) providing sentence starters and frames for students who need them to respond; and (3) compiling a word bank for students who need it to complete the sentence frames.

### PART A: ANSWERING QUESTIONS

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for the first close reading with the class.
- Remind students that the guiding question(s) is designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.

#### INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question.

#### GUIDING QUESTION:

*The first sentence says, “Chicago in 1871 was a city ready to burn.” Why was Chicago a city ready to burn? How do you know? [RI.7.2]*

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 **steeple**s that appeared to be **solid** from the street, but a **closer inspection** would **reveal** a **wooden framework covered** with cleverly **painted copper** or **tin**.

**WORD BANK**

|           |         |           |                    |
|-----------|---------|-----------|--------------------|
| hid       | danger  | burns     | decorated          |
| flammable | wood    | buildings | looked like        |
| buildings | Chicago | large     | cheap              |
| wood      | 1871    | proud     | jerrybuilt affairs |
| fire      | painted | problem   | towers             |

**SUPPLEMENTARY QUESTIONS:**

1. *Where does the story take place?* [RI.7.1]  
The story takes place in Chicago.
2. *When does the story take place?* [RI.7.1]  
The story takes place in 1871.
3. *The first sentence says Chicago was a city “ready to burn.” What does ready to burn mean?* [L.7.4a]  
It means that Chicago was in danger of fire.
4. *What does boast mean?* [L.7.4a]  
*Boast* means to be proud to own something.
5. *What did the city boast?* [RI.7.1]  
The city boasted having 59,500 buildings.
6. *What did the buildings look like?* [RI.7.1]  
The buildings were large and ornately decorated.
7. *What are structures?* [L.7.4c]  
*Structures* are buildings.
8. *What does trouble mean?* [L.7.4a]  
*Trouble* means problem.
9. *What was the trouble with the buildings?* [RI.7.1]  
The trouble was that about two-thirds of the buildings were made of wood.
10. *What was the problem with wood?* [RI.7.1]  
Wood can catch on fire.  
Wood burns easily.
11. *The story says that the remaining buildings were “jerrybuilt affairs.” What are jerrybuilt affairs?* [L.7.4a]  
*Jerrybuilt affairs* are structures built in a cheap way.
12. *What is an example of jerrybuilt affairs?* [RI.7.3]  
The exteriors of the buildings hid wooden frames and floors.

13. *What was the problem with the roofs of the buildings?* [RI.7.2].  
The roofs of the buildings were made of highly flammable tar or shingle.
14. *What was the problem with the fancy exterior decorations?* [RI.7.2]  
The fancy exterior decorations were carved from wood.
15. *How did people make the wood look like stone or marble?* [RI.7.1]  
People painted the wood.
16. *What are **steeple**s?* [L.7.4c]  
*Steeple*s are tall, narrow towers.
17. *The last sentence says church steeples appeared to be solid. What does that mean?* [L.7.4a]  
The church steeples looked like they were solid.
18. *Were the church steeples solid or “jerrybuilt affairs”?* [RI.7.3]  
The church steeples were jerrybuilt affairs.

#### **RESPONSE TO GUIDING QUESTION:**

*The first sentence says, “Chicago in 1871 was a city ready to burn.” Why was Chicago a city ready to burn? How do you know?* [RI.7.2]

[Anticipated response: The city was crowded with many buildings and most were made of wood. The story says, “The trouble was that about two-thirds of all these structures were made entirely of wood.”]

## **PART B: GRAPHIC ORGANIZER**

### **INSTRUCTIONS FOR TEACHERS:**

- Distribute the graphic organizer.
- Say to students: “There were many reasons for the Great Fire. The purpose of the graphic organizer is to show evidence of the reasons for the fire. You will add to the graphic organizer as you read more about the Great Fire. First you will read the text by Jim Murphy. Then you will read a text from PBS. As you read each excerpt of text, you will add to your graphic organizer.”
- Ask students: “The text says Chicago in 1871 was a city ready to burn. What does this mean?” [Anticipated response: Chicago was in danger of catching fire.]
- Have students complete the first sentence of the graphic organizer.
- Review student instructions.
- Highlight for students that they will only be completing the middle column and do not need to complete all the squares. They will be adding to this graphic organizer during the next three days.

- Ask students the following questions:
  - What are *building materials*? What is an example of a building material? [Anticipated responses: wood, brick, stone, cement]
  - Building construction is how well something is made and also how near or far buildings are from each other. What are some words to describe how things are made? [Anticipated responses: solid, well-made, cheaply]
- Say, “For today, we will focus only on building materials and building construction.”

#### INSTRUCTIONS FOR STUDENTS:

- There were many reasons for the Great Fire. The purpose of the graphic organizer is to show evidence of the reasons for the fire.
- Reread the paragraph below.
- Think about the central idea that Chicago was a city ready to burn. Look for examples from the text that support that central idea. Two examples are provided for you.
- Work with a partner to fill in evidence from *The Great Fire*. Today you will focus only on *building materials* and *building construction*.
- You will be adding to this graphic organizer later.
- Review the graphic organizer with the class.

#### PARAGRAPH

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 **steeple**s that appeared to be **solid** from the street, but a **closer inspection** would **reveal** a **wooden framework covered** with cleverly **painted copper** or **tin**.

## Graphic Organizer

*Central idea:* Chicago in 1871 was a city ready to burn. This means that Chicago was [in danger of fire].

| Reasons for the Great Chicago Fire    | Evidence from <i>The Great Fire</i> by Jim Murphy   | Evidence from <i>The Great Fire of 1871</i> by PBS |
|---------------------------------------|---|--|
| Building materials                    | <ul style="list-style-type: none"> <li>• Two-thirds of buildings were made of wood.</li> <li>• Stone and brick exteriors hid wooden frameworks.</li> <li>• [Flammable tar and shingle roofs]</li> <li>• [Exterior decorations were carved from wood.]</li> <li>• [Churches had steeples with wooden frameworks.]</li> </ul> |  |
| Building construction (how and where) | <ul style="list-style-type: none"> <li>• [Jerrybuilt affairs]</li> </ul>  |  |
| Other flammable materials             |   |  |
| Weather conditions                    |   |  |

## 7. ANNOTATING THE TEXT FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

If students are new to annotation, you may need to model the process of annotation ahead of time. Depending on the needs of your students, you could provide the modeling prior to the lesson or here in this section of the lesson (using *The Great Fire* text or another text).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- After students annotate, have them work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1. Write up to five words, phrases, or sentences you don't understand. (A phrase is a group of words.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write questions for the parts of the section of text that you still don't understand.

Example: I don't understand why they disguised wood as other kinds of building materials.

- I don't understand \_\_\_\_\_
- When the text said \_\_\_\_\_, I didn't understand what that meant.
- The part of the text that talks about \_\_\_\_\_ is not clear to me.
- \_\_\_\_\_
- \_\_\_\_\_

## 8. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### TEACHER PREPARATION:

Develop question(s) that addresses craft and structure (Reading Standards 4–6). Scaffold as necessary by (1) providing sentence frames for students who need them to respond; and (2) compiling a word bank for students who need it to complete sentence frames. Note that some work related to this standard might require modeling of the skill that students need to apply to the text and questions that guide the students in applying their knowledge related to the skill.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

**INSTRUCTIONS FOR STUDENTS:**

During this close reading, you will be answering questions about craft and structure. Work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

| Sentence number | Sentence   |
|-----------------|--|
| 1               | Chicago in 1871 was a city ready to burn.  |
| 2               | The city boasted having 59,500 buildings, many of them —such as the Courthouse and the Tribune Building— large and ornately decorated.   |
| 3               | The trouble was that about two-thirds of all these structures were made entirely of wood.  |
| 4               | 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. |
| 5               | It was also a common practice to disguise wood as another kind of building material.   |
| 6               | The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble.  |
| 7               | 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.   |

**WORD BANK**

|          |               |          |           |
|----------|---------------|----------|-----------|
| declared | hid           | fancy    | 1         |
| burn     | burn          | negative | regularly |
| danger   | impossible    | change   | positive  |
| burn     | regular habit | said     | changes   |
| hide     | not           | said     | fancy     |

**QUESTIONS:**

1. *What is the central idea of the paragraph?* [RI.7.2]  
 The central idea is that Chicago was “ready to burn.”  
 Chicago was in danger of fire.

  - *Which sentence conveys the central idea of the paragraph?* [RI.7.5]  
 Sentence 1 conveys the central idea.
2. *Sentence 2 says the buildings were “ornately decorated.” What do you think ornately decorated means? (Look at the clues in the story.)* [RI.7.4a]  
 I think *ornately decorated* means fancy.  
 I think this because the story says there were fancy exterior decorations on just about

every building.

3. Sentence 3 says, “The trouble was that about two-thirds of all these structures were made entirely of wood.” How does the phrase “the trouble was” show the purpose of the paragraph? [RI.7.6]  
Sentence 2 has a positive tone.  
Sentence 3 has a negative tone.  
The phrase *the trouble was* shows us the change in tone.  
The phrase *the trouble was* changes the tone of the paragraph.
4. Sentence 4 says, “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.”
  - What does **proclaimed** mean? [L.7.4c]  
*Proclaimed* means said or declared.
  - What does **fireproof** mean? [L.7.4c]  
*Fireproof* means impossible to catch on fire.
  - What does the phrase in parentheses “(even the ones proclaimed to be ‘fireproof’)” mean? [RI.7.4]  
It means people said the buildings were fireproof.  
But the buildings were not fireproof.
  - How does the phrase in parentheses in Sentence 4 “(even the ones proclaimed to be ‘fireproof’)” help you understand Sentence 1? [RI.7.5]  
Sentence 1 says Chicago was “ready to burn.”  
Sentence 4 shows that the buildings in Chicago were “ready to burn.”
5. Sentence 5 says, “It was also a common practice to disguise wood as another kind of building material.”
  - What does **common practice** mean? [L.7.4a]  
*Common practice* means a regular habit.
  - What does **disguise** mean? [L.7.4c]  
*Disguise* means hide.
  - What does Sentence 5 mean? [L.7.4]  
People hid the wood.  
People regularly made the wood look like another kind of building material.

## LESSON 2

### TEXT

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... 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.

### 1. REVIEWING TEXT

#### TEACHER PREPARATION:

Develop prompts that will help students recap the section of the text covered the previous day. Have students refer to the text, graphic organizer, and background materials from the previous lesson.

#### INSTRUCTIONS FOR TEACHERS:

- Use questions to help students recap the section of the text addressed in the previous lesson.
- Use the graphic organizer, highlighting why Chicago was a city ready to burn.

#### INSTRUCTIONS FOR STUDENTS:

Take out your materials from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class.

**QUESTIONS:**

1. *What is the title of the text we are reading?*  
[Anticipated response: *The Great Fire.*]
2. *What is the text about?*  
[Anticipated response: the Great Chicago Fire]
3. *When did the fire occur? (Use your notes.)*  
[Anticipated response: 1871.]
4. *In yesterday's text, we read the line "Chicago was ready to burn." What examples did the author give to support that idea? (Use your graphic organizer.)*  
[Anticipated response: About two-thirds of all these structures were made entirely of wood. Many of the remaining buildings were actually jerrybuilt affairs. The stone or brick exteriors hid wooden frames and floors. The stone or brick exteriors were topped with highly flammable tar or shingle roofs. It was common practice to disguise wood as another kind of building material. Fancy exterior decorations 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.]

**2. REVIEWING STANDARDS AND OBJECTIVES**

**TEACHER PREPARATION:**

Select the content standards that will be addressed. Insert them below. Create a student objective for each standard. Include language proficiency standards and other subject area content standards (if applicable).

**INSTRUCTIONS FOR TEACHERS:**

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

**INSTRUCTIONS FOR STUDENTS:**

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Student Content Objective:

I will be able to answer questions about the central ideas of *The Great Fire* and identify the evidence the author gives to support the central ideas of the text.

Language Proficiency Standard<sup>6</sup>

*[Insert language proficiency standards here.]*

Student Language Proficiency Objective:

I will be able to ...

### 3. ENHANCING BACKGROUND KNOWLEDGE

**TEACHER PREPARATION:**

Determine the background knowledge students will need for the section of the text being addressed. Find or develop media (text, photographs, illustrations, charts, videos, and so on) that will provide the requisite knowledge. Develop a guiding question(s) for the background selection. Scaffold background materials as necessary by: (1) glossing key vocabulary; (2) developing supplementary questions to help students respond to the guiding question(s); (3) providing sentence frames for students who need them; and (4) compiling a word bank for students who need them to complete the sentence frames.

The mini-lesson on background knowledge should be brief. Background materials should focus specifically on knowledge that will support students in reading the text, and it should not give away any information that can be gathered from reading the text itself.

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions.
- Present background materials to students.
- Pose the guiding question(s).
- Have students work in pairs to answer the supplementary questions.
- Review answers with students.
- Discuss the guiding question(s) and have students work in pairs to respond to the guiding question(s) in writing.

<sup>6</sup> Teachers should complete this section on the basis of the language proficiency standards they want to meet.

**INSTRUCTIONS FOR STUDENTS:**

- Look at the picture and read the information on why Chicago built wooden sidewalks. The words in **bold** are defined for you.
- Work with a partner to answer the questions.
- Discuss your responses as a class when you finish.



Children standing on raised, wooden sidewalks

**Wooden Sidewalks**

The city of Chicago was built on **marshland** next to Lake Michigan. In the 1800s, the city was almost the same **elevation** as the lake. There was no place for rainwater to go. There was a lot of water and mud.

To solve the problem, the city **raised** the **level** of streets and sidewalks. They covered the sidewalks and streets with dirt. They built new sidewalks and streets on top of the dirt. The new streets and sidewalks were made of wood.

**Vocabulary**

*marshland*—a low, wet area

*elevation*—the height of land

*raised*—moved something higher

*level*—the height or position of something

**WORD BANK**

dirt

marshland

raised

rainwater

on top of

Lake Michigan

level

wood

water

mud

new

**QUESTIONS:**

1. *Where was Chicago built?*  
Chicago was built on marshland  
Chicago was built next to Lake Michigan.
2. *What problem did the city have?*  
There was no place for the rainwater to go.  
There was a lot of water and mud.
3. *How did Chicago solve the problem?*  
They raised the level of the streets and sidewalks.
4. *How did they raise the streets and sidewalks?*  
They covered the streets and sidewalks with dirt.  
They built new streets and sidewalks on top of the dirt.
5. *What were the new sidewalks and streets made of?*  
They were made of wood.

**4. ACQUIRING AND USING VOCABULARY**

**TEACHER PREPARATION:**

Select two or three words from the glossary and prepare materials for pre-teaching them. The words should be key to understanding the text and should be abstract. (An example is provided below.)

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions.
- Pre-teach the vocabulary selected (using the example below as a guide).

**INSTRUCTIONS FOR STUDENTS:**

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

fire hazard

riesgos de incendio



The broken electric cord is a **fire hazard**.

**Picture:** Look at the picture. The electric cord is broken. It is starting a fire.

**Explanation:** Let's talk about the word **fire hazard**. A *fire hazard* is a danger. It is something in danger of starting a fire.

**Partner talk:** Tell your partner about something that is a fire hazard. Use this sentence frame: A \_\_\_\_\_ is a fire hazard because \_\_\_\_\_. [Sample responses could include, "An unwatched camp fire is a fire hazard because a spark from the camp fire could start a forest fire."]. [Call on one or two students to share their responses.]

**Story connection:** The text says, "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." This means that the parts of town with wealthy (or rich) people were also fire hazards because the homes had wood inside and there were wooden houses nearby.

## 5. READING FOR KEY IDEAS AND DETAILS

|   |             |        |                         |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
|---|-------------|--------|-------------------------|--------------|----------|------|----------------|--------------|------|-------|---------------------|-----------------|-------|--------|-------------------|------------|-------------|------|-------------------------|
| <p><b>TEACHER PREPARATION:</b><br/>                 Select the section of the text you will use for close reading. Scaffold the reading as necessary (using the routines from Lesson 1).</p>  |             |        |                         |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| <p><b>PART A: ANSWERING QUESTIONS</b></p>   |             |        |                         |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| <p><b>INSTRUCTIONS FOR TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Review student instructions for the first close reading with the class.</li> <li>• Remind students that the guiding question(s) is designed to help them identify the key ideas and details in the text, and the supplementary questions are designed to help them answer the guiding question.</li> <li>• Tell students to use their glossary to find the meanings of words they might not know.</li> <li>• Read the text aloud to students, modeling proper pace and intonation.</li> <li>• Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.</li> </ul> |             |        |                         |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| <p><b>INSTRUCTIONS FOR STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Think about the guiding question.</li> <li>• Listen and follow along as your teacher reads the text aloud.</li> <li>• Work with a partner to answer the supplementary questions. Use the word bank to help you.</li> <li>• Review the answers with the class.</li> <li>• Write an answer to the guiding question.</li> </ul>  |             |        |                         |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| <p><b>GUIDING QUESTION:</b><br/> <i>Why was the situation worst in the middle-class and poorer districts?</i></p>   |             |        |                         |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| <p>The <b>situation</b> was <b>worst</b> in the <b>middle-class</b> and <b>poorer districts</b>. Lot sizes were small, and <b>owners</b> usually <b>filled</b> them up with <b>cottages, barns, sheds, and outhouses</b>—all <b>made</b> of fast-burning <b>wood, naturally.... Interspersed</b> in these <b>residential areas</b> were a variety of businesses—<b>paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors</b>.</p>   |             |        |                         |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| <p><b>WORD BANK</b></p> <table border="0"> <tr> <td>middle-class</td> <td>gasworks</td> <td>wood</td> <td>pieces of land</td> </tr> <tr> <td>distilleries</td> <td>wood</td> <td>mills</td> <td>flammable materials</td> </tr> <tr> <td>paint factories</td> <td>small</td> <td>poorer</td> <td>coal distributors</td> </tr> <tr> <td>warehouses</td> <td>lumberyards</td> <td>wood</td> <td>furniture manufacturers</td> </tr> </table>  |             |        |                         | middle-class | gasworks | wood | pieces of land | distilleries | wood | mills | flammable materials | paint factories | small | poorer | coal distributors | warehouses | lumberyards | wood | furniture manufacturers |
| middle-class  | gasworks    | wood   | pieces of land          |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| distilleries  | wood        | mills  | flammable materials     |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| paint factories   | small       | poorer | coal distributors       |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |
| warehouses  | lumberyards | wood   | furniture manufacturers |              |          |      |                |              |      |       |                     |                 |       |        |                   |            |             |      |                         |

**SUPPLEMENTARY QUESTIONS:**

1. *Where was the situation worst?* [RI.7.1]  
The situation was worst in the middle-class and poorer districts.
2. *What are lots?* [L.7.4c]  
Lots are pieces of land.
3. *What size were the lots in the middle-class and poorer districts?* [RI.7.1]  
The lots were small.
4. *What were the buildings made of?* [RI.7.1]  
The buildings were made of fast-burning wood.
5. *What types of business were in the middle-class and poorer districts?* [RI.7.1]  
Paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors were in the middle-class and poorer districts.
6. *What was the problem with the types of business in the middle-class and poorer districts?* [RI.7.1]  
Some businesses involved wood (such as lumberyards, mills, and furniture manufacturers).  
Some businesses involved flammable materials (such as paint factories, distilleries, gasworks, and coal distributors).

**RESPONSE TO GUIDING QUESTION:**

*Why was the situation worst in the middle-class and poorer districts?* [RI.7.2]

[Anticipated response: The middle-class and poorer districts were very flammable. The lots were small and the buildings were made of fast-burning wood.]

**GUIDING QUESTION:**

*What was the situation in the wealthier districts?*

**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**.

**WORD BANK**

|       |         |      |        |
|-------|---------|------|--------|
| wood  | dangers | wood | danger |
| trees | had     | wood |        |

**SUPPLEMENTARY QUESTIONS:**

1. *What are **fire hazards**? [L.7.4c]*  
*Fire hazards are dangers.*
  
2. *The first sentence says, "Wealthier districts were by no means free of fire hazards." What does that sentence mean? [L.7.4]*  
*Wealthier districts had fire hazards.*  
*Wealthier districts were in danger of fire.*
  
3. *Why were wealthier districts in danger of fire? [RI.7.1]*  
*Some houses had wood interiors.*  
*Some houses were next to houses with wood frames.*  
*Stables and other storage buildings were made of wood.*  
*There were a lot of trees.*

**RESPONSE TO GUIDING QUESTION:**

*What was the situation in the wealthier districts? [RI.7.2]*

[Anticipated response: The wealthier districts also had fire hazards. Some houses had wood interiors or wood frames. Stables and storage buildings were also made of wood. And there were a lot of trees.]

**GUIDING QUESTION:**

*What were the links between richer and poorer sections?*

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.

**WORD BANK**

|           |         |             |            |
|-----------|---------|-------------|------------|
| pine      | wooden  | wooden      | catch fire |
| wood      | flooded | connections | crammed    |
| materials | elevate | same        | waterline  |

**SUPPLEMENTARY QUESTIONS:**

1. What are **links**? [L.7.4c]  
Links are connections (or things that make one thing the same as another).
2. What were two examples of links between richer and poorer sections? (Look at the first sentence.) [RI.7.3]  
Two examples of links were: (1) the materials used for construction, and (2) the way buildings were crammed together.
3. What happened in Chicago every time it rained? [RI.7.1]  
It flooded.
4. What was the quick solution to the “water and mud” problem? [RI.7.1]  
The quick solution was to elevate the roads and sidewalks above the waterline.
5. What were the roads and sidewalks made out of? [RI.7.1]  
The roads and sidewalks were made out of wood.
6. What does **combustible** mean? [L.7.4c]  
*Combustible* means able to catch fire.
7. What was the “highly combustible knot”? [RI.7.2]  
It was over 55 miles of pine-block streets and 600 miles of wooden sidewalks.
8. What was another example of a link between richer and poorer sections? (Look at the last sentence.) [RI.7.3]  
Another example of a link was the wooden sidewalks.

**RESPONSE TO GUIDING QUESTION:**

What were the links between richer and poorer sections? [RI.7.2]

[Anticipated response: The links were the materials used for construction or the way buildings were crammed together. Also, the districts were linked by a knot of wooden sidewalks.]

## PART B: GRAPHIC ORGANIZER

### INSTRUCTIONS FOR TEACHERS:

- Ask students to take out their graphic organizer.
- Say to students: “There were many reasons that contributed to the Great Fire. What are some of the reasons that we learned about yesterday? [Anticipated responses: many of the buildings were made of wood; the buildings were jerrybuilt affairs, the roofs were made of tar and shingles]. The purpose of the graphic organizer is to show evidence of the reasons for the fire. For each excerpt of text we read about the Great Fire, you will add to the graphic organizer.”
- Review instructions for students.
- Highlight for students that they will again only be completing the middle column and do not need to complete all the squares. They will be adding to this graphic organizer later.
- Ask students the following questions:
  - *Building construction* is how well something is made and also how near or far buildings are from each other. What are some words to describe buildings being close together? [Anticipated response: near, next to]
  - What are **flammable materials**? What are examples of flammable materials? [Anticipated response: Things that can burn; paper, gas, alcohol]
- Say that for today we will focus only on building materials, building construction, and other flammable materials.

### INSTRUCTIONS FOR STUDENTS:

- Reread the paragraphs below.
- Think about the central idea that Chicago was a city ready to burn. Look for examples from the text to support that central idea.
- Work with a partner to fill in more evidence from *The Great Fire*.
- Today you will focus only on *building materials, building construction, and other flammable materials*.
- You will continue to add to this graphic organizer later.
- Review the graphic organizer with the class.

### PARAGRAPHS

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...** **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.

### Graphic Organizer

*Central idea:* Chicago in 1871 was a city ready to burn. This means that Chicago was [in danger of fire].

| Reasons for the Great Chicago Fire    | Evidence from <i>The Great Fire</i> by Jim Murphy   | Evidence from <i>The Great Fire of 1871</i> by PBS |
|---------------------------------------|---|--|
| Building materials                    | <ul style="list-style-type: none"> <li>• Two-thirds of buildings were made of wood.</li> <li>• Stone and brick exteriors hid wooden frameworks.</li> <li>• [Flammable tar and shingle roofs]</li> <li>• [Exterior decorations were carved from wood.]</li> <li>• [Churches had steeples with wooden frameworks.]</li> <li>• [Homes in wealthy neighborhoods had wooden interiors.]</li> <li>• [Wooden sidewalks and streets]</li> <li>• [Wood-frame homes in wealthy neighborhoods]</li> <li>• [Wooden barns and storage buildings in wealthy neighborhoods]</li> </ul> |  |
| Building construction (how and where) | <ul style="list-style-type: none"> <li>• [Jerrybuilt affairs]</li> <li>• [In poorer sections, small lots filled with cottages, barns, sheds, and outhouses]</li> <li>• [In poorer sections, homes were next to businesses selling flammable materials, such as paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.]</li> </ul>   |  |

| Reasons for the Great Chicago Fire | Evidence from <i>The Great Fire</i> by Jim Murphy  | Evidence from <i>The Great Fire of 1871</i> by PBS |
|------------------------------------|--|--|
| Other flammable materials          | <ul style="list-style-type: none"> <li>• [Paint, lumber, alcohol, gas, furniture, coal]</li> <li>• [Trees in wealthy neighborhoods]</li> </ul> |  |
| Weather conditions                 | •  | •  |

## 6. ANNOTATING THE TEXT FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

No additional preparation needed for this section!

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- After students annotate, have them work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1. Write up to five words or phrases you still don't know. (A phrase is a group of words.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write questions for the parts of the section of text that you still don't understand.

Example: Why did Chicago elevate their streets and sidewalks?

- I don't understand \_\_\_\_\_.
- When the text said \_\_\_\_\_, I didn't understand what that meant.
- The part of the text that talks about \_\_\_\_\_ is not clear to me.
- \_\_\_\_\_
- \_\_\_\_\_

## 7. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### TEACHER PREPARATION:

Develop question(s) that addresses craft and structure (Reading Standards 4–6). Scaffold as necessary (using the routines from Lesson 1).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Reread the sentences in each paragraph. Then work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

## PARAGRAPH A

| Sentence number | Sentence  |
|-----------------|---|
| 1               | The situation was worst in the middle-class and poorer districts.   |
| 2               | Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally...  |
| 3               | Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors. |

**WORD BANK**

|      |            |       |                     |
|------|------------|-------|---------------------|
| 1    | danger     | worst | small               |
| burn | wood       | worst | flammable materials |
| wood | businesses | worst | danger              |

**PARAGRAPH A QUESTIONS**

- Sentence 1 says, "The situation was worst in the middle-class and poorer districts." What was the situation? (Look at Lesson 1.) [RI.7.5]*

Chicago was in danger of fire.  
Chicago was "ready to burn."
- What is the central idea of Paragraph A? [RI.7.2]*

The central idea is that the danger of fire was worst in the middle-class and poorer districts.

  - Which sentence conveys the central idea of the paragraph? [RI.7.5]*

Sentence 1 conveys the central idea.
  - How does Sentence 2 contribute to the central idea? [RI.7.5]*

Sentence 2 says that lots were small and buildings were made of wood in the middle-class and poorer districts.  
The small lots and wood buildings made the danger of fire worst in the middle-class and poorer districts.
  - How does Sentence 3 contribute to the central idea? [RI.7.5]*

Sentence 3 says there were businesses mixed into the residential area.  
Some businesses involved wood (such as lumberyards, mills, and furniture manufacturers).  
Some businesses involved flammable materials (such as paint factories, distilleries, gasworks, and coal distributors).  
These businesses made the danger of fire worst in the middle-class and poorer districts.
- How does Paragraph A contribute to the idea that Chicago was a city "ready to burn"? (Look at Lesson 1.) [RI.7.5]*

Paragraph A describes the danger of fire in the middle-class and poorer districts.

**PARAGRAPH B**

|   |   |
|---|---|
| 4 | Wealthier districts were by no means free of fire hazards.  |
| 5 | Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses.  |
| 6 | Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards. |

**WORD BANK**

|                |        |      |         |
|----------------|--------|------|---------|
| absolutely not | 4      | also | row     |
| danger         | filled | line | also    |
| had            | a lot  | had  | streets |

**PARAGRAPH B QUESTIONS:**

1. *What is the central idea of Paragraph B?* [RI.7.2]  
 The central idea is that wealthier districts also had fire hazards.

  - *Which sentence conveys the central idea of the paragraph?* [RI.7.5]  
 Sentence 4 conveys the central idea.
2. *Sentence 4 says, “Wealthier districts were by no means free of fire hazards.”*

  - *What does by no means mean?* [L.7.4a]  
 It means absolutely not.
  - *What does Sentence 4 mean?* [L.7.4]  
 Wealthier districts had fire hazards.
  - *How does Sentence 4 build on or develop the ideas from Paragraph A?* [RI.7.5]  
 Paragraph A shows that the middle-class and poorer districts had fire hazards.  
 Sentence 4 shows that wealthier districts also had fire hazards.
3. *Sentence 6 says “trees lined the streets.” What do you think lined means?* [RI.7.4]  
 I think lined means formed in a row.

  - *Why do you think that?* (Look at the clues in the sentence.) [RI.7.4]  
 Sentence 6 says the trees filled the yards.  
 That means there were a lot of trees.  
 Sentence 6 says the trees lined the streets.  
 So, I think there were a lot of trees in a line next to the streets.
4. *How does Paragraph B contribute to the idea that Chicago was a city “ready to burn”?* (Look at Lesson 1.) [RI.7.5]  
 Paragraph B describes the danger of fire in the wealthier districts.

### PARAGRAPH C

|    |   |
|----|---|
| 7  | The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together.                            |
| 8  | Chicago had been built largely on soggy marshland that flooded every time it rained.  |
| 9  | As the years passed and the town developed, a quick solution to the water and mud problem was needed.   |
| 10 | The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet.                                    |
| 11 | 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. |

#### WORD BANK

|            |            |             |             |
|------------|------------|-------------|-------------|
| dangers    | danger     | links       | fire        |
| introduces | wet        | water       | links       |
| raise      | elevate    | 7           | 11          |
| soggy      | danger     | marshland   | combustible |
| links      | links      | flooded     | mud         |
| lift       | summarizes | in addition | above       |
| knot       | link       | transition  |             |

#### PARAGRAPH C QUESTIONS:

1. *What is the central idea of Paragraph C?* [RI.7.2]  
 There were links between the richer and poorer sections, which contributed to the danger of fire.

  - *Which sentences convey the central idea of the paragraph?* [RI.7.5]  
 Sentence 7 and Sentence 11 convey the central idea.
2. *Sentence 7 says, "The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together."*

  - *What does beyond mean?* [L.7.4]  
 Beyond means in addition.
  - *What does Sentence 7 mean?* [L.7.4]  
 There were many links between richer and poorer sections.  
 Two examples of links between richer and poorer sections were: (1) construction materials, and (2) the location of buildings.  
 In addition, there were other links between richer and poorer sections.
  - *How does Sentence 7 build on or develop the ideas from Paragraph A and Paragraph B?* [RI.7.5]  
 Paragraph A describes the danger of fire in the poorer districts.

Paragraph B describes the danger of fire in the richer districts.

Sentence 7 describes two dangers of fire in richer and poorer districts: (1) construction materials, and (2) the location of buildings.

- *What is the purpose of Sentence 7?* [RI.7.6]

Sentence 7 provides a transition.

Sentence 7 summarizes the dangers of fire described in Paragraph A and Paragraph B.

Sentence 7 introduces the central idea of Paragraph C.

3. *Sentence 8 says, "Chicago had been built largely on soggy marshland that flooded every time it rained."*

- *What do you think soggy means?* (Look at the clues in Sentence 8 and Sentence 9.) [RI.7.1]

I think *soggy* means wet.

- *Why do you think that?* [RI.7.4]

Sentence 8 says Chicago was built on marshland.

Sentence 8 says the marshland flooded every time it rained.

Sentence 9 says there was a water and mud problem.

4. *Sentence 10 says, "The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet."*

- *What do you think elevate means?* (Look at the clues in Sentence 10.) [RI.7.4]

I think *elevate* means raise or lift.

- *Why do you think that?* [RI.7.4]

Sentence 10 says above the waterline.

5. *How does the word soggy in Sentence 8 help explain the solution described in Sentence 10?* [RI.7.4]

People had to elevate the sidewalks because the marshland was soggy.

6. *How does Sentence 11 contribute to the central idea of Paragraph C?* [RI.7.5]

Sentence 11 describes a "highly combustible knot."

The "highly combustible knot" was a link between the richer and poorer sections.

7. *How does Sentence 11 contribute to the idea that Chicago was a city "ready to burn"?* (Look at Lesson 1.) [RI.7.5]

Sentence 11 says a "highly combustible knot" bound the city on the day the fire started.

The "highly combustible knot" contributed to the danger of fire in the city.

## LESSON 3

### TEXT

Fires were common in all cities back then, and Chicago was no exception. In 1863 there had been 186 reported fires in Chicago; the number had risen to 515 by 1868. Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms. The next year saw even more fires spring up, mainly because the summer had been unusually dry. Between July and October only a few scattered showers had taken place and these did not produce much water at all. Trees drooped in the unrelenting summer sun; grass and leaves dried out. By October, as many as six fires were breaking out every day....

### 1. REVIEWING TEXT

#### TEACHER PREPARATION:

Develop prompts that will help students recap the section of the text covered the previous day. Have students refer to the text that they read during the previous lesson.

#### INSTRUCTIONS FOR TEACHERS:

- Use questions to help students recap the section of the text addressed in the previous lesson.
- Use the graphic organizer, highlighting ways that Chicago was in danger of having a fire.

#### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

#### QUESTIONS:

1. *Yesterday we read more about why Chicago was in danger of a fire. What were the dangers in the poorer districts of Chicago?* [Anticipated response: There were many wooden buildings close together. There were many factories and businesses that sold flammable materials.]
2. *What were the dangers in the richer districts of Chicago?*  
[Anticipated response: In the wealthier districts, the brick and stone homes had wooden frames. There were wooden homes, stables, and storage buildings. There were many trees along the streets and in the yards.]
3. *How were the richer and poorer districts connected?*  
[Anticipated response: They were connected by wooden streets and sidewalks.]

## 2. REVIEWING STANDARDS AND OBJECTIVES

### TEACHER PREPARATION:

Select the content standards that will be addressed. Insert them below. Create a student objective for each standard. Include language proficiency standards and other subject area content standards (if applicable).

### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

#### Student Content Objective:

I will be able to *analyze* (carefully study) how the information presented in *The Great Fire* by Jim Murphy compares and contrasts with the information presented in *The Great Fire of 1871* by PBS.

#### Language Proficiency Standard<sup>7</sup>

*[Insert language proficiency standards here.]*

#### Student Language Proficiency Objective:

I will be able to ...

## 3. ACQUIRING AND USING VOCABULARY

### TEACHER PREPARATION:

Select two or three words from the glossary and prepare materials for pre-teaching them. The words should be key to understanding the text and should be abstract. (An example is provided below.)

<sup>7</sup> Teachers should complete this section on the basis of the language proficiency standards they want to meet.

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions.
- Pre-teach the vocabulary selected (using the example below as a guide).

**INSTRUCTIONS FOR STUDENTS:**

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

**exception**

*excepción*



The tall, dark pink flower is an **exception**.

**Picture:** Look at the picture. The tall, dark pink flower is different from the other flowers.

**Explanation:** Let's talk about the word **exception**. An exception is something that is different from normal or what usually happens. For example, it is an exception for school to end before lunch.

**Partner talk:** What is something that is an exception in your family? Use this sentence frame: "\_\_\_\_\_ is an exception in my family." [Sample responses could include "Watching TV on a school night is an exception in my family."]. [Call on one or two students to share their responses.]

**Story connection:** The text says, "Fires were common in all cities back then, and Chicago was no exception." This sentence says that Chicago was not an exception, not different from what was normal. This means there were fires in Chicago also.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### TEACHER PREPARATION:

Select the section of the text you will use for close reading and scaffold the reading as necessary (using the routines from Lesson 1).

##### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for the first close reading with the class.
- Remind students that the guiding question(s) is designed to help them identify the key ideas and details in the text, and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.

##### INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question.

##### GUIDING QUESTION:

*How do we know that the number of fires was increasing in Chicago?*

Fires were **common** in all cities back then, and Chicago was no **exception**. In 1863 there had been 186 **reported** fires in Chicago; the number had **risen** to 515 by 1868. Records for 1870 **indicate** that **fire-fighting companies responded** to nearly 600 alarms. The next year saw even more fires spring up, **mainly** because the summer had been **unusually** dry. Between July and October only a few scattered showers had taken **place** and these did not **produce** much water at all. Trees drooped in the **unrelenting** summer sun; grass and leaves **dried** out. By October, as many as six fires were **breaking out** every day....

##### WORD BANK

|           |            |          |        |
|-----------|------------|----------|--------|
| 600       | 186        | frequent | cities |
| drooped   | went up    | Chicago  | 515    |
| dried out | few        | rain     | city   |
| six       | got bigger | not      | dry    |
| more      | got bigger |          |        |

**SUPPLEMENTARY QUESTIONS:**

1. *What does **common** mean?* [L.7.4c]  
*Common* means frequent.
2. *Where were fires common?* [RI.7.1]  
Fires were common in all cities.  
Chicago was a city.  
Therefore, fires were common in Chicago.
3. *How many fires were reported in 1863?* [RI.7.1]  
186 fires were reported in 1863.
4. *How many fires were reported in 1868?* [RI.7.1]  
515 fires were reported in 1868.
5. *The story says the number of fires “had risen.” What does had **risen** mean?* [L.7.4a]  
*Had risen* means went up or got bigger. The number of fires got bigger, so there were more fires.
6. *How many fires were reported in 1870?* [RI.7.1]  
Nearly 600 fires were reported in 1870.
7. *Why were there even more fires in 1871?* [RI.7.1]  
The summer had been unusually dry.
8. *What are showers?* [L.7.4a]  
*Showers* are rain.
9. *How does the author show that the summer was dry?* [RI.7.3]  
The story says there were only a few scattered showers.  
The showers did not produce much water.  
Trees drooped.  
Grass and leaves dried out.
10. *How does the author show that there were more fires in 1871? (Look at the last sentence.)* [RI.7.3]  
The story says that as many as six fires were breaking out every day.

**RESPONSE TO GUIDING QUESTION:**

*How do we know that the number of fires was increasing in Chicago?* [RI.7.2]

[Anticipated response: The story says that fires were common. In 1863, there were 186 fires in Chicago. In 1868, there were 515 fires. In 1870, there were almost 600 fires. And in 1871, there were even more fires.]

## 5. ANNOTATING THE TEXT FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

No additional preparation needed for this section!

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- After students annotate, have them work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1. Write up to five words or phrases you still don't know. (A phrase is a group of words.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write questions for the parts of the section of text that you still don't understand.

Example: Why were the trees drooping?

- I don't understand \_\_\_\_\_.
- When the text said \_\_\_\_\_, I didn't understand what that meant.
- The part of the text that talks about \_\_\_\_\_ is not clear to me.
- \_\_\_\_\_.

## 6. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### TEACHER PREPARATION:

Develop question(s) that addresses craft and structure (Reading Standards 4–6). Scaffold as necessary (using the routines from Lesson 1).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Reread each of the sentences in the paragraph. Then, work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

| Sentence number | Sentence   |
|-----------------|--|
| 1               | Fires were common in all cities back then, and Chicago was no exception.   |
| 2               | In 1863 there had been 186 reported fires in Chicago; the number had risen to 515 by 1868.                         |
| 3               | Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms.                             |
| 4               | The next year saw even more fires spring up, mainly because the summer had been unusually dry.                     |
| 5               | Between July and October only a few scattered showers had taken place and these did not produce much water at all. |
| 6               | Trees drooped in the unrelenting summer sun; grass and leaves dried out.   |
| 7               | By October, as many as six fires were breaking out every day....   |

### WORD BANK

|           |        |        |            |
|-----------|--------|--------|------------|
| common    | fire   | loud   | responded  |
| primarily | 1      | dry    | increasing |
| common    | main   | like   | important  |
| fire      | common | mostly |            |

### QUESTIONS:

1. *What is the central idea of the paragraph?* [RI.7.2]  
The central idea is that fires were common in cities.
  - *Which sentence conveys the central idea of the paragraph?* [RI.7.5]  
Sentence 1 conveys the central idea.

2. Sentence 1 says, "Fires were common in all cities back then, and Chicago was no exception." What was the author saying about Chicago? [RI.7.6]  
Chicago was like other cities.  
Fires were common in Chicago.
  
3. Sentence 3 says, "Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms."  
  - What do you think alarms are? (Look at the clues in Sentences 1, 2, 3, and 4.) [RI.7.4]  
I think *alarms* are loud warnings.  
Alarms warn fire fighters that there is a fire.
  - Why do you think that? [RI.7.4]  
Sentence 3 says fire-fighting companies responded to the alarms.
  
4. Sentence 4 says, "The next year saw even more fires spring up, mainly because the summer had been unusually dry."  
  - What does *mainly* mean? [L.7.4c]  
*Mainly* means primarily or mostly.
  - How does the word *mainly* help explain why there were even more fires in 1871? [RI.7.4]  
The word *mainly* tells us that the main reason (or most important reason) was the dry summer.
  
5. How does this paragraph contribute to the idea that Chicago was a city "ready to burn" in 1871? (Look at Lesson 1.) [RI.7.5]  
This paragraph shows that fires were common and the number of fires was increasing.  
This paragraph describes the unusually dry summer, which contributed to the danger of fire.

## 7. RE-ASSESSING COMPREHENSION

### TEACHER PREPARATION:

Insert questions from the pre-assessment below and add additional questions, as appropriate. Add evaluations of re-assessment responses to the chart.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions with the whole class.
- After students have completed the re-assessment, review responses with the whole class.

### INSTRUCTIONS FOR STUDENTS:

Refer to the text, as necessary. Answer the questions below. When you are finished, your teacher will review the answers with you.

**WORD BANK**

|         |                     |                  |                  |
|---------|---------------------|------------------|------------------|
| dry     | wood                | frames           | highly flammable |
| Chicago | pine-block streets  | large            | decorated        |
| flooded | 1871                | painted          | wood             |
| elevate | wooden              | wooden sidewalks | floors           |
| wood    | flammable materials |                  |                  |

**QUESTIONS:**

1. *Where does the story take place?*  
The story takes place in Chicago.
2. *When does the story take place?*  
The story takes place in 1871.
3. *What did the city buildings look like in Chicago in 1871?*  
The buildings were large and ornately decorated.
4. *What did the stone and brick exteriors on the buildings hide?*  
They hid wooden frames and floors.
5. *What was the problem with the roofs of the buildings?*  
The roofs of the buildings were made of highly flammable tar or shingle roofs.
6. *What was the problem with the fancy exterior decorations?*  
The fancy exterior decorations were carved from wood.
7. *How did people make the wood look like stone or marble?*  
People painted the wood.
8. *What was the problem with the types of business in the middle-class and poorer districts?*  
Some businesses involved wood (such as lumberyards, mills, and furniture manufacturers).  
Some businesses involved flammable materials (such as paint factories, distilleries, gasworks, and coal distributors).
9. *What happened in Chicago every time it rained?*  
It flooded.
10. *What was the solution to the flooding problem?*  
The solution was to elevate the roads and sidewalks above the waterline.
11. *What were the roads and sidewalks made out of?*  
The roads and sidewalks were made out of wood.

12. What was the “highly combustible knot”?

It was over 55 miles of pine-block streets and 600 miles of wooden sidewalks.

13. Why were there even more fires in 1871?

The summer had been unusually dry.

## 8. COMPARISON TEXT: READING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

Select the section of the text you will use for close reading and scaffold the reading as necessary (using the routines from Lesson 1).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

### INSTRUCTIONS FOR STUDENTS:

- You will read another text about the Great Chicago Fire.
- This text is called *The Great Fire of 1871*. It is from the PBS website “Chicago: City of the Century.” [http://www.pbs.org/wgbh/amex/chicago/peoplevents/e\\_fire.html](http://www.pbs.org/wgbh/amex/chicago/peoplevents/e_fire.html)
- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question.

### GUIDING QUESTION:

*In what ways does this text describe Chicago as a city “ready to burn”?*

#### Text

In the hundred days before October 8, 1871, not much more than an inch of rain had fallen in Chicago. The city at that time was built of wood, and not just the buildings. The roads and sidewalks were essentially **planks** laid down over mud, all having dried out over a **parched** summer. As autumn turned, dry leaves covered brown **lawns**. In **preparation** for winter, **hay** was **stockpiled** for the animals, and wood and **kerosene** were on-hand for heating and cooking.

#### Vocabulary

*planks* – thick boards or flat pieces of wood

*parched* – very dry

*lawns* – grass

*preparation* – getting ready for something

*hay* – dried grass used for animal food



*stockpiled* – saved to be used in the future

*kerosene* – a fuel used for heating and cooking

|  |  |           |                |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
|--|--|-----------|----------------|--------|----------------|---------|----------|-----------|------------|------|-----------|-----------|------|-----------|------|---------|-------|----|-----|-----------|-------|-------|------|-----|------|-----|--|--|--|
| <p>"The <b>absence</b> of rain for three weeks [has] left everything in so <b>flammable</b> a condition that a spark might set a fire which would <b>seep</b> from end to end of the city," reported the <i>Chicago Tribune</i> in the Sunday edition.</p> <p>A strong, <b>steady</b> wind was blowing off the <b>prairie</b> from the Southwest.</p> <p>All that was needed was a <b>spark</b>.</p>   | <p><i>absence</i> — not having</p> <p><i>flammable</i> — able to catch fire</p> <p><i>seep</i> — to spread</p> <p><i>steady</i> — continuous; not stopping</p> <p><i>prairie</i> — a large area of land covered with grass</p>  <p><i>spark</i> — a small piece of hot, burning material</p> |           |                |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
| <p><b>WORD BANK</b></p> <table border="0"> <tr> <td>dry</td> <td>flammable</td> <td>before</td> <td>pieces of wood</td> </tr> <tr> <td>Chicago</td> <td>kerosene</td> <td>flammable</td> <td>catch fire</td> </tr> <tr> <td>inch</td> <td>dried out</td> <td>buildings</td> <td>fire</td> </tr> <tr> <td>flammable</td> <td>fire</td> <td>absence</td> <td>ready</td> </tr> <tr> <td>no</td> <td>dry</td> <td>sidewalks</td> <td>roads</td> </tr> <tr> <td>brown</td> <td>wood</td> <td>hay</td> <td>fire</td> </tr> <tr> <td>dry</td> <td></td> <td></td> <td></td> </tr> </table>  |  | dry       | flammable      | before | pieces of wood | Chicago | kerosene | flammable | catch fire | inch | dried out | buildings | fire | flammable | fire | absence | ready | no | dry | sidewalks | roads | brown | wood | hay | fire | dry |  |  |  |
| dry  | flammable  | before    | pieces of wood |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
| Chicago  | kerosene   | flammable | catch fire     |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
| inch   | dried out  | buildings | fire           |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
| flammable  | fire   | absence   | ready          |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
| no   | dry  | sidewalks | roads          |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
| brown  | wood   | hay       | fire           |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
| dry  |  |           |                |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |
| <p><b>SUPPLEMENTARY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. <i>When does this story take place?</i> [RI.7.1]<br/>The story takes place in the hundred days <u>before</u> October 8, 1871.</li> <li>2. <i>Where does this story take place?</i> [RI.7.1]<br/>The story takes place in <u>Chicago</u>.</li> <li>3. <i>How much rain had fallen?</i> [RI.7.1]<br/>Not much more than an <u>inch</u> of rain had fallen.</li> <li>4. <i>What was built of wood?</i> [RI.7.1]<br/>The <u>buildings</u> were built of wood.<br/>The <u>roads</u> and <u>sidewalks</u> were built of wood.</li> <li>5. <i>What are planks?</i> [L.7.4c]<br/><i>Planks</i> are flat <u>pieces of wood</u>.</li> <li>6. <i>What does parched mean?</i> [L.7.4c]<br/><i>Parched</i> means very <u>dry</u>.</li> </ol> |  |           |                |        |                |         |          |           |            |      |           |           |      |           |      |         |       |    |     |           |       |       |      |     |      |     |  |  |  |

7. *How does the author illustrate that the summer was parched?* [RI.7.3]  
The story says the planks were dried out.  
The leaves were dry.  
The lawns were brown.
8. *What does “in preparation for winter” mean?* [L.7.4c]  
It means getting ready for winter.
9. *What was done in preparation for winter?* [RI.7.1]  
Hay was stockpiled for the animals.  
Wood and kerosene were on-hand for heating and cooking.
10. *Why did the author talk about the hay and wood and kerosene?* [RI.7.3]  
Hay and wood and kerosene are flammable.  
Hay and wood and kerosene put Chicago in danger of fire.
11. *What does **flammable** mean?* [L.7.4c]  
*Flammable* means able to catch fire.
12. *What did the Chicago Tribune report?* [RI.7.1]  
The Chicago Tribune reported that there was an absence of rain for three weeks.
13. *What does “an absence of rain” mean?* [L.7.4c]  
It means no rain.
14. *Why was the absence of rain a problem?* [RI.7.1]  
The absence of rain made everything dry.  
The absence of rain created a flammable condition.
15. *Why did the author talk about the strong, steady wind?* [RI.7.3]  
The strong, steady wind created a flammable condition.  
The strong, steady wind put Chicago in danger of fire.
16. *What is the central idea of the text?* [RI.7.2]  
The central idea is that Chicago was in danger of fire.

**RESPONSE TO GUIDING QUESTION:**

*In what ways does this text describe Chicago as a city “ready to burn”?*

[Anticipated response: there had not been much rain, sidewalks were made of wood, leaves and yards were dry, hay was stockpiled, kerosene was on hand, the wind was blowing]

## 9. COMPARISON TEXT: INTEGRATION OF KNOWLEDGE AND IDEAS

|  |
|--|
| <p><b>TEACHER PREPARATION:</b></p> <p>Develop question(s) that addresses integration of knowledge and ideas (Reading Standards 7–9). Scaffold as necessary (using the routines from Lesson 1).</p>   |
| <p><b>INSTRUCTIONS FOR TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their graphic organizer.</li> <li>• Read instructions for students.</li> </ul>  |
| <p><b>INSTRUCTIONS FOR STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Use the graphic organizer to compare the details about the Great Chicago Fire described in <i>The Great Fire of 1871</i> text with details described about the fire in <i>The Great Fire</i> by Jim Murphy.</li> <li>• Reread the two texts.</li> <li>• Work with a partner to fill in evidence from both texts.</li> <li>• Review your comparisons with the class.</li> </ul> |

### Graphic Organizer

*Central idea:* Chicago in 1871 was a city ready to burn. This means that Chicago was [in danger of fire].

| Reasons for the Great Chicago Fire | Evidence from <i>The Great Fire</i> by Jim Murphy  | Evidence from <i>The Great Fire of 1871</i> by PBS   |
|------------------------------------|--|--|
| Building materials                 | <ul style="list-style-type: none"> <li>• Two-thirds of buildings were made of wood</li> <li>• Stone and brick exteriors hid wooden frameworks</li> <li>• [Flammable tar and shingle roofs]</li> <li>• [Exterior decorations were carved from wood]</li> <li>• [Churches had steeples with wooden frameworks]</li> <li>• [Homes in wealthy neighborhoods had wooden interiors]</li> <li>• [Wooden sidewalks and streets]</li> <li>• [Wood-frame homes in wealthy neighborhoods]</li> <li>• [Wooden barns and storage buildings in wealthy neighborhoods]</li> </ul> | <ul style="list-style-type: none"> <li>• [City built of wood]</li> <li>• [Wooden roads and sidewalks]</li> </ul> |

| Reasons for the Great Chicago Fire    | Evidence from <i>The Great Fire</i> by Jim Murphy   | Evidence from <i>The Great Fire of 1871</i> by PBS   |
|---------------------------------------|---|--|
| Building construction (how and where) | <ul style="list-style-type: none"> <li>• [Jerrybuilt affairs]</li> <li>• [In poorer sections, small lots filled with cottages, barns, sheds, and outhouses]</li> <li>• [In poorer sections, homes next to businesses selling flammable materials, such as paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors]</li> </ul> |  |
| Other flammable materials             | <ul style="list-style-type: none"> <li>• [Paint, lumber, alcohol, gas, furniture, coal]</li> <li>• [Trees in wealthy neighborhoods]</li> <li>• [City connected by wooden roads and sidewalks]</li> </ul>  | <ul style="list-style-type: none"> <li>• [Hay stockpiled]</li> <li>• [Wood and kerosene on hand]</li> </ul>  |
| Weather conditions                    | <ul style="list-style-type: none"> <li>• [Unusually dry between July and October, only a few scattered showers]</li> <li>• [Trees drooped]</li> <li>• [Grass and leaves were dry]</li> </ul>  | <ul style="list-style-type: none"> <li>• [No more than an inch of rain in 100 days]</li> <li>• [No rain in three weeks]</li> <li>• [Strong wind blowing]</li> <li>• [Dry leaves on brown lawns]</li> </ul> |

**INSTRUCTIONS FOR STUDENTS:**

- The questions below ask you to compare what information is the same and what information is different between the PBS text (*The Great Fire of 1871*) and the excerpt from the Murphy text (*The Great Fire*).
- Work with a partner to answer the questions. Use your graphic organizer and the word bank to help you.
- Review the answers with the class.

**WORD BANK**

|          |                     |                   |             |
|----------|---------------------|-------------------|-------------|
| trees    | flammable materials | wind              | wood        |
| planks   | kerosene            | two-thirds        | not         |
| shingles | tar                 | scattered showers | little rain |
| crammed  | mud                 | elevated          | businesses  |
| one inch | wood                | not               | roofs       |
| wood     | wooden sidewalks    | hay               | waterline   |
| elevated | flammable materials | wood              | not         |
| wood     |                     |                   |             |

**SUPPLEMENTARY QUESTIONS:**

1. *What did the texts say about rain in 1871?* [RI.7.9]  
 Both texts described little rain.  
 The PBS text said there was no more than one inch of rain. The Murphy text said there were only scattered showers between July and October.
2. *What did the texts say about the wind in 1871?* [RI.7.9]  
 The PBS text said there was a strong, steady wind blowing, but the Murphy text did not describe the wind.
3. *What did the texts say about the building materials?* [RI.7.9]  
 Both texts mentioned wood as a building material.  
 The PBS text said Chicago was a city built of wood.  
 The Murphy text said two-thirds of the buildings were made of wood.  
 The Murphy text said the roofs were made of flammable tar and shingles, but the PBS text did not describe the roofs made of tar and shingles.
4. *What did the texts say about sidewalks and streets?* [RI.7.9]  
 Both texts said the streets and sidewalks were elevated and made of wood.  
 The PBS text said that the sidewalks and roads were planks laid down over mud.  
 The Murphy text said the city had over 600 miles of wooden sidewalks.  
 The Murphy text said the streets and sidewalks were elevated above the waterline.
5. *What did the texts say about how closely together buildings were constructed?* [RI.7.9]  
 The Murphy text described buildings as being crammed together, but the PBS text did not describe how close together buildings were.
6. *What did the texts say about other flammable materials?* [RI.7.9]  
 Both texts gave examples of flammable materials.  
 The PBS text described people having hay, wood, and kerosene ready for winter.  
 The Murphy text described trees in the wealthy neighborhoods.  
 The Murphy text described businesses selling flammable materials.

## LESSON 4

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### TEACHER PREPARATION:

Select the content standards that will be addressed. Insert them below. Create a student objective for each standard. Include language proficiency standards and other subject area content standards (if applicable).

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

L.7.4.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.

#### Student Content Objective:

I will be able to *determine* (decide) the meanings of words and *phrases* (groups of words) in *The Great Fire* using *context* (the meaning of the words around the unfamiliar word).

#### Language Proficiency Standard<sup>8</sup>

[Insert language proficiency standards here.]

#### Student Language Proficiency Objective:

I will be able to ...

### 2. DEVELOPING KNOWLEDGE OF LANGUAGE

#### MINI-LESSON ON SYNONYMS

#### TEACHER PREPARATION:

Select synonyms from the text that may be unfamiliar to students. Develop a template students can use to identify synonyms and analyze their meanings.

<sup>8</sup> Teachers should complete this section on the basis of the language proficiency standards they want to meet.

**INSTRUCTIONS FOR TEACHERS:**

- Tell students that synonyms are words that have the same or almost the same meaning as another word.
- For example, the word *big* has the same meaning as the word *large*.
- Ask students if they can give other examples of synonyms (such as *brave* and *courageous*; *lovely* and *beautiful*).
- Tell students that the excerpt from *The Great Fire* contains several synonyms, and that being able to identify synonyms can help students in understanding the text.
- Review the instructions for students and go over the first example. The words *building* and *structure* should be familiar to students because they discussed them during the background knowledge piece on the first day. The text with the lines numbered is in the Student Materials.
- Have students work in pairs to complete the activity.
- Review students' answers with the whole class.

**INSTRUCTIONS FOR STUDENTS:**

- A *synonym* is a word that has the same or almost the same meaning as another word. For example, *big* is a synonym of *large*.
- Writers often use synonyms to make their writing more interesting. Recognizing these synonyms can help you understand a text more clearly.
- Read each word, the definition, and the sentence where it appears in the text.
- Work with a partner to find the synonym and complete the Synonym column. Line numbers are provided to help you find the synonyms.
- The first one is done for you.

**Synonyms**

| <b>Word<br/>(line number)</b>       | <b>Definition</b>   | <b>Synonym<br/>(line number)</b> |
|-------------------------------------|---|----------------------------------|
| building<br>(Lines 1, 4, 9, 21, 24) | something that people make that has rooms, doors, walls, and a roof | structure<br>(Line 3)            |
| roads<br>(Line 27)                  | hard, smooth surfaces for cars and people to travel on              | [streets]<br>(Lines 22, 29)      |
| richer<br>(Line 23)                 | having more money   | [wealthier]<br>(Line 19)         |
| districts<br>(Lines 13, 19)         | areas of a city   | [sections]<br>(Line 23)          |

| Word<br>(line number)        | Definition                           | Synonym<br>(line number)       |
|------------------------------|--------------------------------------|--------------------------------|
| flammable<br>(Line 7)        | able to catch fire                   | [combustible]<br>(Line 30)     |
| solution<br>(Line 26)        | a way to solve a problem or question | [answer]<br>(Line 27)          |
| fires spring up<br>(Line 34) | fires start suddenly                 | [fires break out]<br>(Line 38) |

### MINI-LESSON ON CONTEXT CLUES

#### TEACHER PREPARATION:

Select words from the text that will be unfamiliar to students. Choose words for which the text offers enough contextual evidence for students to understand the meaning of the word. Develop a chart for students containing (1) the unfamiliar word, (2) the line number from the text where the word is located, (3) contextual clues that will help students find the meaning, and (4) a space to write the definition.

#### INSTRUCTIONS FOR TEACHERS:

- Tell students that if they come across a word they don't know, they can use clues in the surrounding text to figure out what it means. These are called *context clues*.
- Tell students to first identify the word they don't know. Next, look at the surrounding words for clues. For example, for the word *jerrybuilt affairs* (first example), the text says "the 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." The phrase "looked solid, but were actually" gives us a clue that jerrybuilt affairs are not solid, so we can guess that "jerrybuilt affairs" means not solid or not well made.
- Review the student instructions.
- Have students work in pairs to complete the chart.
- Review students' answers as a whole class.

**Note:** The clues are filled out for teachers, but after the first item, students will find clues on their own.

#### INSTRUCTIONS FOR STUDENTS:

Follow along as your teacher explains what context clues are, and then use the context clues to determine the meanings of the mystery words in the chart. First, underline the mystery word in the sentence where it appears. Next, work with a partner to find the clues in the text and circle them. Line numbers are provided to help you find the clues. Now write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.

### Context Clues

| Mystery Word  | Location | Clues       |
|---|----------|-------------|
| 1. jerrybuilt affairs   | Line 5   | Lines 5–6   |
| <p><u>Clues:</u> <i>looked solid, but stone or brick exteriors hid wooden frames and floors</i></p> <p><u>Definition:</u> structures built in a cheap way</p> |          |             |
| 2. stately  | Line 19  | Lines 19–20 |
| <p><u>Clues:</u> <i>stone and brick homes; side by side smaller wood-frame houses</i></p> <p><u>Definition:</u> big and impressive</p>                        |          |             |
| 3. lined  | Line 21  | Lines 21–22 |
| <p><u>Clues:</u> <i>trees; the streets</i></p> <p><u>Definition:</u> formed in a row</p>  |          |             |
| 4. soggy  | Line 25  | Lines 24–25 |
| <p><u>Clues:</u> <i>marshland; flooded every time it rained; water, mud</i></p> <p><u>Definition:</u> wet</p>   |          |             |
| 5. showers  | Line 35  | Lines 35–36 |
| <p><u>Clues:</u> <i>did not produce much water at all</i></p> <p><u>Definition:</u> rain</p>  |          |             |
| 6. drooped  | Line 36  | Lines 36–37 |
| <p><u>Clues:</u> <i>dry, not much water, unrelenting summer sun</i></p> <p><u>Definition:</u> hung down</p>   |          |             |

## LESSON 5

### 1. REVIEWING WRITING OBJECTIVES

#### TEACHER PREPARATION:

Select content standards that will be addressed. Insert them below. Create both a lesson objective for your lesson plan and a student objective for each standard. If your state has language proficiency standards, include them as well. Only display standards and student objectives to students.

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly through the selection, organization, and analysis of relevant content.

#### Student Content Objective:

I will be able to write an *explanatory text* (essay) that *examines* (studies) a central idea of *The Great Fire* and *analyzes* (carefully studies) how the author of the text supported this idea.

#### Language Proficiency Standard:

[Insert language proficiency standards here.]

#### Student Objective:

[Insert student objective here.]

### 2. PREPARING TO WRITE

#### TEACHER PREPARATION:

Go back to the graphic organizer students used the previous day to find evidence that Chicago was a city ready to burn. This will help students to organize their ideas to respond to the writing prompt below. Develop word banks and sentence frames for students who may need them.

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions with the whole class.

**INSTRUCTIONS FOR STUDENTS:**

- The central idea of the texts we read was “Chicago was a city ready to burn.” You are going to write an essay to explain the central idea and provide examples from *The Great Fire* text to show evidence of this fact.
- Before you start writing, go back to the graphic organizer, which provides reasons for the Chicago fire of 1871. Work with a partner to fill in any details that are missing. Then, review the information in your graphic organizer with your teacher.

**Graphic Organizer**

*Central idea:* Chicago in 1871 was a city ready to burn. This means that Chicago was [in danger of fire].

| Reasons for the Great Chicago Fire | Evidence from <i>The Great Fire</i> by Jim Murphy   | Evidence from <i>The Great Fire of 1871</i> by PBS   |
|------------------------------------|---|--|
| Building materials                 | <ul style="list-style-type: none"> <li>• Two-thirds of buildings were made of wood.</li> <li>• Stone and brick exteriors hid wooden frameworks.</li> <li>• [Flammable tar and shingle roofs]</li> <li>• [Exterior decorations were carved from wood.]</li> <li>• [Churches had steeples with wooden frameworks.]</li> <li>• [Homes in wealthy neighborhoods had wooden interiors.]</li> <li>• [Wooden sidewalks and streets]</li> <li>• [Wood-frame homes in wealthy neighborhoods]</li> <li>• [Wooden barns and storage buildings in wealthy neighborhoods]</li> </ul> | <ul style="list-style-type: none"> <li>• [City built of wood]</li> <li>• [Wooden roads and sidewalks]</li> </ul> |

| Reasons for the Great Chicago Fire    | Evidence from <i>The Great Fire</i> by Jim Murphy  | Evidence from <i>The Great Fire of 1871</i> by PBS   |
|---------------------------------------|--|--|
| Building construction (how and where) | <ul style="list-style-type: none"> <li>• [Jerrybuilt affairs]</li> <li>• [In poorer sections, small lots filled with cottages, barns, sheds, and outhouses]</li> <li>• [In poorer sections, homes were next to businesses selling flammable materials, such as paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors]</li> </ul> |  |
| Other flammable materials             | <ul style="list-style-type: none"> <li>• [Paint, lumber, alcohol, gas, furniture, coal]</li> <li>• [Trees in wealthy neighborhoods]</li> <li>• [City connected by wooden roads and sidewalks]</li> </ul>   | <ul style="list-style-type: none"> <li>• [Hay stockpiled]</li> <li>• [Wood and kerosene on hand]</li> </ul>  |
| Weather conditions                    | <ul style="list-style-type: none"> <li>• [Unusually dry between July and October, only a few scattered showers]</li> <li>• [Trees drooped]</li> <li>• [Grass and leaves were dry]</li> </ul>   | <ul style="list-style-type: none"> <li>• [No more than an inch of rain in 100 days]</li> <li>• [No rain in three weeks]</li> <li>• [Strong wind blowing]</li> <li>• [Dry leaves on brown lawns]</li> </ul> |

### 3. WRITING

#### TEACHER PREPARATION:

Create writing prompts that require students to cite evidence from the text to support their ideas. Ensure that the prompts are aligned to the information students gathered in their graphic organizer.

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions with the whole class.

**Writing Prompt:**

*The Great Fire* begins with the sentence “Chicago in 1871 was a city ready to burn.” Write an essay that explains why Chicago was “ready to burn” in 1871. Give specific examples from the text. (For an extra challenge, add examples from *The Great Fire of 1871* by PBS).

**INSTRUCTIONS FOR STUDENTS:**

Work with a partner to fill in responses to the paragraph frame below. Use your graphic organizer to help you.

Paragraph frame

The Great Fire *begins with the sentence, “Chicago was ready to burn.” This means that* \_\_\_\_\_

*There are several reasons that Chicago was in danger of* \_\_\_\_\_

*One reason Chicago was in danger is* \_\_\_\_\_

- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_

*Another reason Chicago was in danger is* \_\_\_\_\_

- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_

*A third reason Chicago was in danger is* \_\_\_\_\_

- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_

*In conclusion, there were many signs in 1871 that Chicago was* \_\_\_\_\_

**INSTRUCTIONS FOR STUDENTS:**

- Work independently to write an essay that provides evidence that Chicago was in danger of catching fire.
- Use examples from the text to support your arguments.
- Use the paragraph frame above to help you.

# STUDENT MATERIALS

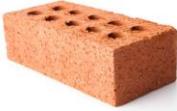
## *THE GREAT FIRE*

by Jim Murphy

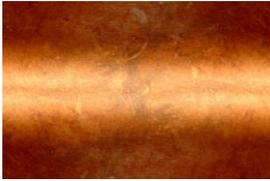
### III. STUDENT MATERIALS

#### A. STUDENT GLOSSARY

| Word / translation                | Rewrite the word | English definition   | Example from the text  | Your example | Is it a cognate? |
|-----------------------------------|------------------|--|--|--------------|------------------|
| acres<br><i>acres</i>             |                  | an acre is a standard unit of area used to measure land  | On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks bound the 23,000 <b>acres</b> of the city in a highly combustible knot. |              |                  |
| barn<br><i>granero</i>            |                  | a large building for animals<br> | Lot sizes were small, and owners usually filled them up with cottages, <b>barns</b> , sheds, and outhouses—all made of fast-burning wood, naturally.                       |              |                  |
| bound<br><i>ataban</i>            |                  | connected  | On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks <b>bound</b> the 23,000 acres of the city in a highly combustible knot. |              |                  |
| breaking out<br><i>estallando</i> |                  | starting   | By October, as many as six fires were <b>breaking out</b> every day....  |              |                  |

| Word / translation           | Rewrite the word | English definition  | Example from the text   | Your example | Is it a cognate? |
|------------------------------|------------------|---|---|--------------|------------------|
| brick<br><i>ladrillo</i>     |                  | a block of clay<br>  | Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs; the stone or <b>brick</b> exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. |              |                  |
| buildings<br><i>edificio</i> |                  | structures that people have made, such as a house, a store, or a school<br> | The city boasted having 59,500 <b>buildings</b> , many of them—such as the Courthouse and the Tribune Building—large and ornately decorated.  |              |                  |
| burn<br><i>quemar</i>        |                  | to be on fire<br>  | Chicago in 1871 was a city ready to <b>burn</b> .   |              |                  |
| carved<br><i>talladas</i>    |                  | formed by cutting<br>  | The fancy exterior decorations on just about every building were <b>carved</b> from wood, then painted to look like stone or marble.  |              |                  |
| city<br><i>ciudad</i>        |                  | a large town<br>   | Chicago in 1871 was a <b>city</b> ready to burn.  |              |                  |

| Word / translation                                   | Rewrite the word | English definition   | Example from the text   | Your example | Is it a cognate? |
|--|------------------|--|---|--------------|------------------|
| closer<br><i>más cercana</i>                         |                  | nearer   | Most churches had steeples that appeared to be solid from the street, but a <b>closer</b> inspection would reveal a wooden framework covered with cleverly painted copper or tin.                     |              |                  |
| coal distributors<br><i>distribuidores de carbón</i> |                  | businesses that sell <i>coal</i> , a hard, black substance burned for heat and energy<br> | Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and <b>coal distributors</b> . |              |                  |
| combustible<br><i>combustible</i>                    |                  | able to catch fire and burn  | 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 <b>combustible</b> knot.                            |              |                  |
| common<br><i>común</i>                               |                  | usual, easy to find  | It was also a <b>common</b> practice to disguise wood as another kind of building material.   |              |                  |
| construction<br><i>construcción</i>                  |                  | the process of building<br>   | The links between richer and poorer sections went beyond the materials used for <b>construction</b> or the way buildings were crammed together.   |              |                  |

| Word / translation                 | Rewrite the word | English definition   | Example from the text  | Your example | Is it a cognate? |
|------------------------------------|------------------|--|--|--------------|------------------|
| copper<br><i>cobre</i>             |                  | a red-brown metal<br> | 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 <b>copper</b> or tin.      |              |                  |
| cottages<br><i>casas de campo</i>  |                  | small houses<br>      | Lot sizes were small, and owners usually filled them up with <b>cottages</b> , barns, sheds, and outhouses—all made of fast-burning wood, naturally.                                   |              |                  |
| covered<br><i>cubierto</i>         |                  | put something over something else  | Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework <b>covered</b> with cleverly painted copper or tin.      |              |                  |
| crammed<br><i>hacinados</i>        |                  | fit into a small space   | The links between richer and poorer sections went beyond the materials used for construction or the way buildings were <b>crammed</b> together.  |              |                  |
| decorated<br><i>adornados</i>      |                  | made prettier or more interesting by adding things   | 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 <b>decorated</b> . |              |                  |
| decorations<br><i>decoraciones</i> |                  | things added to make something prettier or more interesting  | The fancy exterior <b>decorations</b> on just about every building were carved from wood, then painted to look like stone or marble.   |              |                  |

| Word / translation                 | Rewrite the word | English definition  | Example from the text  | Your example | Is it a cognate? |
|------------------------------------|------------------|---|--|--------------|------------------|
| disguise<br><i>disfrazar</i>       |                  | hide something by making it look like something else  | It was also a common practice to <b>disguise</b> wood as another kind of building material.  |              |                  |
| distilleries<br><i>destilerías</i> |                  | businesses that make alcohol  | Interspersed in these residential areas were a variety of businesses— paint factories, lumberyards, <b>distilleries</b> , gasworks, mills, furniture manufacturers, warehouses, and coal distributors. |              |                  |
| districts<br><i>distritos</i>      |                  | areas of a city   | The situation was worst in the middle-class and poorer <b>districts</b> .  |              |                  |
| dried out<br><i>secaron</i>        |                  | had no water inside<br> | Trees drooped in the unrelenting summer sun; grass and leaves <b>dried out</b> .   |              |                  |
| elevate<br><i>elevant</i>          |                  | lift up   | The answer was to make the roads and sidewalks out of wood and <b>elevate</b> them above the waterline, in some places by several feet.  |              |                  |
| entirely<br><i>enteramente</i>     |                  | completely; in every way  | The trouble was that about two-thirds of all these structures were made <b>entirely</b> of wood.   |              |                  |
| exception<br><i>excepción</i>      |                  | something that is different from normal   | Fires were common in all cities back then, and Chicago was no <b>exception</b> .   |              |                  |
| exterior<br><i>exterior</i>        |                  | the outside of a building   | The fancy <b>exterior</b> decorations on just about every building were carved from wood, then painted to look like stone or marble.   |              |                  |

| Word / translation                                      | Rewrite the word | English definition  | Example from the text   | Your example | Is it a cognate? |
|---|------------------|---|---|--------------|------------------|
| fancy<br><i>de lujo</i>                                 |                  | more special  | The <b>fancy</b> exterior decorations on just about every building were carved from wood, then painted to look like stone or marble.  |              |                  |
| filled up<br><i>llenaron</i>                            |                  | put in as much as possible  | Lot sizes were small, and owners usually <b>filled them up</b> with cottages, barns, sheds, and outhouses— all made of fast-burning wood, naturally.  |              |                  |
| fire<br><i>fuego</i>                                    |                  | the heat and light from something burning<br> | <b>Fires</b> were common in all cities back then, and Chicago was no exception.   |              |                  |
| fire-fighting companies<br><i>compañías de bomberos</i> |                  | groups of people who work to put out fires  | Records for 1870 indicate that <b>fire-fighting companies</b> responded to nearly 600 alarms.   |              |                  |
| fire hazard<br><i>riesgos de incendio</i>               |                  | a danger; in danger of starting a fire  | Wealthier districts were by no means free of <b>fire hazards</b> .  |              |                  |
| fireproof<br><i>incombustible</i>                       |                  | impossible to catch fire  | Many of the remaining buildings (even the ones proclaimed to be " <b>fireproof</b> ") 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. |              |                  |

| Word / translation            | Rewrite the word | English definition  | Example from the text  | Your example | Is it a cognate? |
|-------------------------------|------------------|---|--|--------------|------------------|
| flammable<br><i>flammable</i> |                  | able to catch on fire<br>  | 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 <b>flammable</b> tar or shingle roofs.  |              |                  |
| flooded<br><i>se inundaba</i> |                  | covered by water<br>   | Chicago had been built largely on soggy marshland that <b>flooded</b> every time it rained.  |              |                  |
| floors<br><i>pisos</i>        |                  | the bottom of the building<br>   | 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 <b>floors</b> , all topped with highly flammable tar or shingle roofs. |              |                  |
| frames<br><i>marcos</i>       |                  | structures that support something bigger (for example, the frame of the house supports the walls and the roof)<br> | 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 <b>frames</b> and floors, all topped with highly flammable tar or shingle roofs.  |              |                  |

| Word / translation                                       | Rewrite the word | English definition   | Example from the text   | Your example | Is it a cognate? |
|--|------------------|--|---|--------------|------------------|
| framework<br><i>la estructura</i>                        |                  | a structure that supports something built on it  | Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden <b>framework</b> covered with cleverly painted copper or tin.   |              |                  |
| furniture manufacturers<br><i>fabricantes de muebles</i> |                  | companies that make chairs, tables, and beds   | Interspersed in these residential areas were a variety of businesses— paint factories, lumberyards, distilleries, gasworks, mills, <b>furniture manufacturers</b> , warehouses, and coal distributors.  |              |                  |
| gasworks<br><i>fábricas de gas</i>                       |                  | plants where gas is made<br> | Interspersed in these residential areas were a variety of businesses— paint factories, lumberyards, distilleries, <b>gasworks</b> , mills, furniture manufacturers, warehouses, and coal distributors.  |              |                  |
| hid<br><i>escondió</i>                                   |                  | covered; put out of sight  | Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs; the stone or brick exteriors <b>hid</b> wooden frames and floors, all topped with highly flammable tar or shingle roofs. |              |                  |

| Word / translation                  | Rewrite the word | English definition  | Example from the text   | Your example | Is it a cognate? |
|-------------------------------------|------------------|---|---|--------------|------------------|
| highly<br><i>altamente</i>          |                  | extremely   | 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 <b>highly</b> flammable tar or shingle roofs. |              |                  |
| indicate<br><i>indican</i>          |                  | show  | Records for 1870 <b>indicate</b> that fire-fighting companies responded to nearly 600 alarms.   |              |                  |
| inspection<br><i>inspección</i>     |                  | look carefully to find any problems   | Most churches had steeples that appeared to be solid from the street, but a closer <b>inspection</b> would reveal a wooden framework covered with cleverly painted copper or tin.   |              |                  |
| interspersed<br><i>intercaladas</i> |                  | placed between other things; mixed into   | <b>Interspersed</b> in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.  |              |                  |
| largely<br><i>en gran parte</i>     |                  | in large part; mostly; mainly   | Chicago had been built <b>largely</b> on soggy marshland that flooded every time it rained.   |              |                  |
| links<br><i>vínculos</i>            |                  | a link is anything that joins or connects; shows how one thing is the same as another | The <b>links</b> between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together.   |              |                  |

| Word / translation              | Rewrite the word | English definition  | Example from the text   | Your example | Is it a cognate? |
|---------------------------------|------------------|---|---|--------------|------------------|
| lot<br><i>lote</i>              |                  | a piece of land   | Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses – all made of fast-burning wood, naturally.  |              |                  |
| lumberyard<br><i>maderería</i>  |                  | a place where wood is sold<br> | Interspersed in these residential areas were a variety of businesses – paint factories, <b>lumberyards</b> , distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors. |              |                  |
| made<br><i>hecho</i>            |                  | built   | Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses – all <b>made</b> of fast-burning wood, naturally.   |              |                  |
| mainly<br><i>principalmente</i> |                  | primarily; mostly   | The next year saw even more fires spring up, <b>mainly</b> because the summer had been unusually dry.   |              |                  |
| marble<br><i>mármol</i>         |                  | a hard, shiny stone<br>      | The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or <b>marble</b> .   |              |                  |
| marshland<br><i>pantanal</i>    |                  | a low, wet area<br>          | Chicago had been built largely on soggy <b>marshland</b> that flooded every time it rained.   |              |                  |

| Word / translation                 | Rewrite the word | English definition  | Example from the text   | Your example | Is it a cognate? |
|------------------------------------|------------------|---|---|--------------|------------------|
| material<br><i>material</i>        |                  | anything used for building or making new things   | It was also a common practice to disguise wood as another kind of building <b>material</b> .  |              |                  |
| middle-class<br><i>clase media</i> |                  | the class of people between the rich and the poor   | The situation was worst in the <b>middle-class</b> and poorer districts.  |              |                  |
| miles<br><i>millas</i>             |                  | a unit used to measure distance   | On the day the fire started, over 55 <b>miles</b> of pine-block streets and 600 miles of wooden sidewalks bound the 23,000 acres of the city in a highly combustible knot.                            |              |                  |
| mills<br><i>molinos</i>            |                  | a building that makes products like cloth, flour, or lumber   | Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, <b>mills</b> , furniture manufacturers, warehouses, and coal distributors. |              |                  |
| mud<br><i>barro</i>                |                  | wet, soft dirt<br> | As the years passed and the town developed, a quick solution to the water and <b>mud</b> problem was needed.  |              |                  |
| naturally<br><i>por supuesto</i>   |                  | of course   | Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, <b>naturally</b> .  |              |                  |

| Word / translation               | Rewrite the word | English definition   | Example from the text   | Your example | Is it a cognate? |
|----------------------------------|------------------|--|---|--------------|------------------|
| outhouses<br><i>letrinas</i>     |                  | outdoor toilets<br>                 | Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and <b>outhouses</b> —all made of fast-burning wood, naturally.  |              |                  |
| owners<br><i>propietarios</i>    |                  | people who own or have something   | Lot sizes were small, and <b>owners</b> usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally.   |              |                  |
| painted<br><i>pintado</i>        |                  | changed the color of something<br> | Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered with cleverly <b>painted</b> copper or tin.   |              |                  |
| poorer<br><i>más pobres</i>      |                  | not having as much money   | The links between richer and <b>poorer</b> sections went beyond the materials used for construction or the way buildings were crammed together.   |              |                  |
| proclaimed<br><i>proclamados</i> |                  | said   | Many of the remaining buildings (even the ones <b>proclaimed</b> 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. |              |                  |

| Word / translation                              | Rewrite the word | English definition       | Example from the text   | Your example | Is it a cognate? |
|---|------------------|--------------------------|---|--------------|------------------|
| produce<br><i>producir</i>                      |                  | make                     | Between July and October only a few scattered showers had taken place and these did not <b>produce</b> much water at all.   |              |                  |
| quick<br><i>rápido</i>                          |                  | fast                     | As the years passed and the town developed, a <b>quick</b> solution to the water and mud problem was needed.  |              |                  |
| remaining<br><i>restante</i>                    |                  | other                    | Many of the <b>remaining</b> 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. |              |                  |
| reported<br><i>reportados</i>                   |                  | gave information about   | In 1863 there had been 186 <b>reported</b> fires in Chicago; the number had risen to 515 by 1868.   |              |                  |
| residential areas<br><i>zonas residenciales</i> |                  | places where people live | Interspersed in these <b>residential areas</b> were a variety of businesses— paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.   |              |                  |
| responded<br><i>respondieron</i>                |                  | reacted to               | Records for 1870 indicate that fire-fighting companies <b>responded</b> to nearly 600 alarms.   |              |                  |

| Word / translation           | Rewrite the word | English definition  | Example from the text  | Your example | Is it a cognate? |
|------------------------------|------------------|---|--|--------------|------------------|
| reveal<br><i>revelar</i>     |                  | show  | Most churches had steeples that appeared to be solid from the street, but a closer inspection would <b>reveal</b> a wooden framework covered with cleverly painted copper or tin.  |              |                  |
| risen<br><i>elevado</i>      |                  | increased   | In 1863 there had been 186 reported fires in Chicago; the number had <b>risen</b> to 515 by 1868.  |              |                  |
| roof<br><i>techo</i>         |                  | the top of a building<br>      | 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 <b>roofs</b> . |              |                  |
| sections<br><i>secciones</i> |                  | parts of a city   | The links between richer and poorer <b>sections</b> went beyond the materials used for construction or the way buildings were crammed together.  |              |                  |
| shed<br><i>cobertizo</i>     |                  | a small, simple building<br> | Lot sizes were small, and owners usually filled them up with cottages, barns, <b>sheds</b> , and outhouses—all made of fast-burning wood, naturally.   |              |                  |

| Word / translation                 | Rewrite the word | English definition   | Example from the text  | Your example | Is it a cognate? |
|------------------------------------|------------------|--|--|--------------|------------------|
| shingle<br><i>teja</i>             |                  | a thin piece of wood used to cover a roof<br> | 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 <b>shingle</b> roofs.  |              |                  |
| side by side<br><i>lado a lado</i> |                  | next to each other   | Stately stone and brick homes had wood interiors, and stood <b>side by side</b> with smaller wood-frame houses.  |              |                  |
| sidewalk<br><i>vereda</i>          |                  | a path next to a street<br>                  | On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden <b>sidewalks</b> bound the 23,000 acres of the city in a highly combustible knot.   |              |                  |
| situation<br><i>situación</i>      |                  | the way things are at a certain time and place   | The <b>situation</b> was worst in the middle-class and poorer districts.   |              |                  |
| solid<br><i>sólido</i>             |                  | strong, well-made  | Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked <b>solid</b> , but were actually jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. |              |                  |
| solution<br><i>solución</i>        |                  | an answer to a problem   | As the years passed and the town developed, a quick <b>solution</b> to the water and mud problem was needed.   |              |                  |

| Word / translation                                      | Rewrite the word | English definition  | Example from the text   | Your example | Is it a cognate? |
|---|------------------|---|---|--------------|------------------|
| stables<br><i>establos</i>                              |                  | buildings where horses live<br>                                | Wooden <b>stables</b> and other storage buildings were common, and trees lined the streets and filled the yards.  |              |                  |
| steeple<br><i>campanarios</i>                           |                  | tall, narrow towers on top of buildings<br>                   | Most churches had <b>steeple</b> s that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered with cleverly painted copper or tin.  |              |                  |
| stone<br><i>piedra</i>                                  |                  | rock<br>   | Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs; the <b>stone</b> or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. |              |                  |
| storage buildings<br><i>edificios de almacenamiento</i> |                  | places to keep things that you want to use in the future<br> | Wooden stables and other <b>storage buildings</b> were common, and trees lined the streets and filled the yards.  |              |                  |

| Word / translation                      | Rewrite the word | English definition   | Example from the text   | Your example | Is it a cognate? |
|---|------------------|--|---|--------------|------------------|
| structures<br><i>estructuras</i>        |                  | buildings  | The trouble was that about two-thirds of all these <b>structures</b> were made entirely of wood.  |              |                  |
| tar<br><i>alquitrán</i>                 |                  | a black, sticky substance made from wood, coal, or peat<br> | 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 <b>tar</b> or shingle roofs. |              |                  |
| tin<br><i>estaño</i>                    |                  | a soft, light gray metal<br>                               | 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 <b>tin</b> .  |              |                  |
| unrelenting<br><i>implacable</i>        |                  | not stopping   | Trees drooped in the <b>unrelenting</b> summer sun; grass and leaves dried out.   |              |                  |
| unusually<br><i>extraordinariamente</i> |                  | not normal or ordinary   | The next year saw even more fires spring up, mainly because the summer had been <b>unusually</b> dry.   |              |                  |
| warehouses<br><i>almacenes</i>          |                  | large buildings where products are stored<br>             | Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, <b>warehouses</b> , and coal distributors.   |              |                  |

| Word / translation                    | Rewrite the word | English definition   | Example from the text   | Your example | Is it a cognate? |
|---------------------------------------|------------------|--|---|--------------|------------------|
| waterline<br><i>la línea del agua</i> |                  | the level of the water in a place  | The answer was to make the roads and sidewalks out of wood and elevate them above the <b>waterline</b> , in some places by several feet.  |              |                  |
| wealthier<br><i>adinerados</i>        |                  | richer; having more money  | <b>Wealthier</b> districts were by no means free of fire hazards.   |              |                  |
| wood<br><i>madera</i>                 |                  | hard material made from trees<br> | It was also a common practice to disguise <b>wood</b> as another kind of building material.   |              |                  |
| wooden<br><i>de madera</i>            |                  | made of wood<br>                 | Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a <b>wooden</b> framework covered with cleverly painted copper or tin. |              |                  |
| worst<br><i>peor</i>                  |                  | very bad   | The situation was <b>worst</b> in the middle-class and poorer districts.  |              |                  |
| yards<br><i>patios</i>                |                  | grass; lawn<br>                 | Wooden stables and other storage buildings were common, and trees lined the streets and filled the <b>yards</b> .   |              |                  |

## B. STUDENT VERSIONS OF LESSONS

### LESSON 1

#### TEXT

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.

#### 1. PRE-ASSESSING AND RECORDING COMPREHENSION

##### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reads a short section of the text and comprehension questions that follow. You may be asked to read the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more about this section of text soon!

##### TEXT

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.

##### WORD BANK

|         |       |           |        |
|---------|-------|-----------|--------|
| floors  | 1871  | decorated | frames |
| Chicago | large |           |        |

**QUESTIONS:**

1. *Where does the story take place?*  
The story takes place in \_\_\_\_\_.
2. *When does the story take place?*  
The story takes place in \_\_\_\_\_.
3. *What did the city buildings look like?*  
The buildings were \_\_\_\_\_ and ornately \_\_\_\_\_.
4. *What did the stone and brick exteriors on the buildings hide?*  
They hid wooden \_\_\_\_\_ and \_\_\_\_\_.

**2. PREVIEWING TEXT**

**INSTRUCTIONS FOR STUDENTS:**

Your teacher will ask you questions about the title to help you connect the title to the text.

**QUESTIONS:**

1. *What is a fire?*
2. *What does it mean if something is great?*
3. *The book is called The Great Fire. What do you think the Great Fire means?*
4. *What do you think The Great Fire book might be about?*

**3. REVIEWING STANDARDS AND OBJECTIVES**

**INSTRUCTIONS FOR STUDENTS:**

Listen as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Content Objective:

I will be able to answer questions about the text by *using information that is stated* (written) *in the text* (explicit information) and by *drawing inferences from the text* (coming up with answers from the text that are not *stated* [written in the text]).

Language Proficiency Standard<sup>9</sup>

[Insert language proficiency standards here.]

Student Language Proficiency Objective:

I will be able to ...

**4. ENHANCING BACKGROUND KNOWLEDGE**

**PART A: THE BOOK *THE GREAT FIRE***

**INSTRUCTIONS FOR STUDENTS:**

- Read a short text to help provide some background information about the book *The Great Fire*.
- Look at the guiding question.
- Read the section of the text below. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTION:**

*What real-life event is The Great Fire about?*

**Summary**

*The Great Fire* by Jim Murphy is a **nonfiction** book. *The Great Fire* is about the Great Chicago Fire. The Great Chicago Fire burned in the city of **Chicago** from October 8 to October 10, 1871.

The book includes **descriptions** of the fire told by people who lived at the time of the fire. The book also includes pictures and maps of Chicago in 1871 and **newspaper articles** about the fire.

In *The Great Fire*, Jim Murphy explains how and why the fire **spread** so quickly.

**Vocabulary**

*nonfiction* – books about real events

*Chicago* – a big city in the state of Illinois



*descriptions* – the telling about something

*newspaper articles* – pieces of writing in newspapers

*spread* – to become bigger and cover more area

**WORD BANK**

|              |                    |      |          |
|--------------|--------------------|------|----------|
| spread       | October 10         | 1871 | pictures |
| descriptions | newspaper articles | how  | why      |
| nonfiction   | October 8          | maps |          |

<sup>9</sup> Teachers should complete this section on the basis of the language proficiency standards they want to meet.

**SUPPLEMENTARY QUESTIONS:**

1. *What kind of book is The Great Fire?*  
It is a \_\_\_\_\_ book.
2. *When did the Great Chicago Fire burn?*  
It burned from \_\_\_\_\_ to \_\_\_\_\_, \_\_\_\_\_.
3. *What does the book include?*  
It includes \_\_\_\_\_ of the fire, \_\_\_\_\_ and \_\_\_\_\_ of Chicago at the time of the fire, and \_\_\_\_\_ about the fire.
4. *What does the author explain in The Great Fire?*  
He explains \_\_\_\_\_ and \_\_\_\_\_ the fire \_\_\_\_\_ so quickly.

**RESPONSE TO GUIDING QUESTION:**

*What real-life event is The Great Fire about?*

**PART B: PARTS OF A BUILDING**

**INSTRUCTIONS FOR STUDENTS:**

- Look at the guiding question.
- Look at the pictures and read the information about the parts of a building. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTION:**

*What are the parts of a building?*



**Parts of a Building**

A building is a **structure** made by people. A building has doors, walls, rooms, and a **roof**. A building sits on a lot or a piece of land.

A building has a **frame** that can be made out of **wood** or metal. The frame **supports** the walls and the **exterior**. The **exterior** covers the frame. The exterior may be made of **wood, brick, stone**, or other materials. A building has a **roof** that covers its top. A building has a floor where people stand. A building may also have **decorations** to make it more interesting or beautiful.



**Vocabulary**

*structure*— anything that is made; a building

*roof*— the top of a building

*frame*— a structure that supports something bigger (e.g., the frame of a house supports the floors, walls and roof)

*supports*— holds the weight of something

*exterior*— the outside of a building

*wood*— hard material made from trees



*brick*— a block of clay



*stone*— hard material like rock



*decorations*— things added to make something prettier

**WORD BANK**

- |        |             |           |               |
|--------|-------------|-----------|---------------|
| covers | stand       | beautiful | wood          |
| brick  | interesting | people    | together      |
| top    | holds       | supports  | piece of land |
| stone  | frame       | structure |               |

**SUPPLEMENTARY QUESTIONS:**

1. *What is a building?*  
A *building* is a \_\_\_\_\_ made by \_\_\_\_\_.
2. *What is a lot?*  
A *lot* is a \_\_\_\_\_.
3. *What does a building frame do?*  
A building frame \_\_\_\_\_ the building \_\_\_\_\_ and \_\_\_\_\_ the walls and exterior.

4. *What does the exterior do?*

The exterior \_\_\_\_\_ the \_\_\_\_\_.

5. *What materials are building exteriors made of?*

Building exteriors are made of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ or other materials.

6. *What does the roof do?*

The roof covers the \_\_\_\_\_ of the building.

7. *What do people do on the floor?*

People \_\_\_\_\_ on the floor.

8. *What are **decorations**?*

*Decorations* make the building more \_\_\_\_\_ or \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

*What are the parts of a building?*

**5. ACQUIRING AND USING VOCABULARY**

**PART A: REVIEW STUDENT GLOSSARY**

**INSTRUCTIONS FOR STUDENTS:**

- Review the glossary with your teacher.
- The glossary will help you during close reading of the text.
- As you encounter a **bold** in the text, rewrite it in the space provided.
- If your home language shares cognates with English, note whether the word is a cognate.

## PART B: PRE-TEACH KEY VOCABULARY

### INSTRUCTIONS FOR STUDENTS:

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

**disguise**

*disfrazar*



The boy **disguises** himself as grass so he can hide.

**Picture:** Look at the picture. The boy is disguising himself as grass and leaves so he can hide.

**Explanation:** Let's talk about the word **disguise**. *Disguise* means to hide something by making it look like something else.

**Partner talk:** If you wanted to disguise yourself so nobody knew it was you, what disguise would you use? Use this sentence frame: "If I wanted to disguise myself I would \_\_\_\_\_."

**Story connection:** In the text, it says, "It was also a common practice to disguise wood as another kind of building material." This means that people made the wood look like it was another kind of material.

## 6. READING FOR KEY IDEAS AND DETAILS

### PART A: ANSWERING QUESTIONS

#### INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.

- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question.

**GUIDING QUESTION:**

*The first sentence says, “Chicago in 1871 was a city ready to burn.” Why was Chicago a city ready to burn? How do you know?*

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 **steeple**s that appeared to be **solid** from the street, but a **closer inspection** would **reveal** a **wooden framework covered** with cleverly **painted copper** or **tin**.

**WORD BANK**

|           |         |           |                    |
|-----------|---------|-----------|--------------------|
| hid       | danger  | burns     | decorated          |
| flammable | wood    | buildings | looked like        |
| buildings | Chicago | large     | cheap              |
| wood      | 1871    | proud     | jerrybuilt affairs |
| fire      | painted | problem   | towers             |

**SUPPLEMENTARY QUESTIONS:**

1. *Where does the story take place?*  
The story takes place in \_\_\_\_\_.
2. *When does the story take place?*  
The story takes place in \_\_\_\_\_.
3. *The first sentence says Chicago was a city ready to burn. What does ready to burn mean?*  
It means that Chicago was in \_\_\_\_\_ of fire.
4. *What does boast mean?*  
*Boast* means to be \_\_\_\_\_ to own something.
5. *What did the city boast?*  
The city boasted having 59,500 \_\_\_\_\_.
6. *What did the buildings look like?*  
The buildings were \_\_\_\_\_ and ornately \_\_\_\_\_.

7. What are **structures**?

Structures are \_\_\_\_\_.

8. What does trouble mean?

Trouble means \_\_\_\_\_.

9. What was the trouble with the buildings?

The trouble was that about two-thirds of the buildings were made of \_\_\_\_\_.

10. What was the problem with wood?

Wood can catch on \_\_\_\_\_.

Wood \_\_\_\_\_ easily.

11. The story says that the remaining buildings were “jerrybuilt affairs.” What are jerrybuilt affairs?

Jerrybuilt affairs are structures built in a \_\_\_\_\_ way.

12. What is an example of jerrybuilt affairs?

The exteriors of the buildings \_\_\_\_\_ wooden frames and floors.

13. What was the problem with the roofs of the buildings?

The roofs of the buildings were made of highly \_\_\_\_\_ tar or shingle.

14. What was the problem with the fancy exterior decorations?

The fancy exterior decorations were carved from \_\_\_\_\_.

15. How did people make the wood look like stone or marble?

People \_\_\_\_\_ the wood.

16. What are **steeple**s?

Steeples are tall, narrow \_\_\_\_\_.

17. The last sentence says church steeples appeared to be solid. What does that mean?

The church steeples \_\_\_\_\_ they were solid.

18. Were the church steeples solid or “jerrybuilt affairs”?

The church steeples were \_\_\_\_\_.

#### RESPONSE TO GUIDING QUESTION:

*The first sentence says, “Chicago in 1871 was a city ready to burn.” Why was Chicago a city ready to burn? How do you know?*

### PART B: GRAPHIC ORGANIZER

#### INSTRUCTIONS FOR STUDENTS:

- There were many reasons that contributed to the Great Fire. The purpose of the graphic organizer is to show evidence of the reasons for the fire.

- Reread the paragraph below.
- Think about the central idea that Chicago was a city ready to burn. Look for examples from the text that support that central idea. Two examples are provided for you.
- Work with a partner to fill in evidence from *The Great Fire*. Today you will focus only on *building materials* and *building construction*.
- You will be adding to this graphic organizer later.
- Review the graphic organizer with the class.

**PARAGRAPH**

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 **steeple**s that appeared to be **solid** from the street, but a **closer inspection** would **reveal a wooden framework covered** with cleverly **painted copper** or **tin**.

**Graphic Organizer**

*Central idea:* Chicago in 1871 was a city ready to burn. This means that Chicago was \_\_\_\_\_.

| Reasons for the Great Chicago Fire    | Evidence from <i>The Great Fire</i> by Jim Murphy   | Evidence from <i>The Great Fire of 1871</i> by PBS |
|---------------------------------------|---|--|
| Building materials                    | <ul style="list-style-type: none"> <li>• Two-thirds of buildings were made of wood.</li> <li>• Stone and brick exteriors hid wooden frameworks</li> </ul> |  |
| Building construction (how and where) |   |  |
| Other flammable materials             |   |  |
| Weather conditions                    |   |  |

## 7. ANNOTATING THE TEXT FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1. Write up to five words or phrases you don't understand. (A phrase is a group of words.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write questions for the parts of the section of text that you still don't understand.

Example: I don't understand why they disguised wood as other kinds of building materials.

- I don't understand \_\_\_\_\_.
- When the text said \_\_\_\_\_, I didn't understand what that meant.
- The part of the text that talks about \_\_\_\_\_ is not clear to me.
- \_\_\_\_\_

## 8. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

| Sentence number | Sentence   |
|-----------------|--|
| 1               | Chicago in 1871 was a city ready to burn.  |
| 2               | The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated. |
| 3               | The trouble was that about two-thirds of all these structures were made entirely of wood.  |

| Sentence number | Sentence   |
|-----------------|--|
| 4               | 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. |
| 5               | It was also a common practice to disguise wood as another kind of building material.   |
| 6               | The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble.  |
| 7               | 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.   |

**WORD BANK**

|          |               |          |           |
|----------|---------------|----------|-----------|
| declared | hid           | fancy    | 1         |
| burn     | burn          | negative | regularly |
| danger   | impossible    | change   | positive  |
| burn     | regular habit | said     | changes   |
| hide     | not           | said     | fancy     |

**QUESTIONS:**

1. *What is the central idea of the paragraph?*  
 The central idea is that Chicago was “ready to \_\_\_\_\_.”  
 Chicago was in \_\_\_\_\_ of fire.

  - *Which sentence conveys the central idea of the paragraph?*  
 Sentence \_\_\_\_\_ conveys the central idea.
3. *Sentence 2 says the buildings were ornately decorated. What do you think ornately decorated means? (Look at the clues in the story.)*  
 I think ornately decorated means \_\_\_\_\_.  
 I think this because the story says there were \_\_\_\_\_ exterior decorations on just about every building.  
 People \_\_\_\_\_ made the wood look like another kind of building material.
4. *Sentence 3 says, “The trouble was that about two-thirds of all these structures were made entirely of wood.” How does the phrase the trouble was show the purpose of the paragraph?*  
 Sentence 2 has a \_\_\_\_\_ tone.  
 Sentence 3 has a \_\_\_\_\_ tone.  
 The phrase *the trouble was* shows us the \_\_\_\_\_ in tone.  
 The phrase *the trouble was* \_\_\_\_\_ the tone of the paragraph.

5. Sentence 4 says, “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.”
- What does **proclaimed** mean?  
Proclaimed means \_\_\_\_\_ or \_\_\_\_\_.
  - What does **fireproof** mean?  
Fireproof means \_\_\_\_\_ to catch on fire.
  - What does the phrase in parentheses (even the ones proclaimed to be “fireproof”) mean?  
It means people \_\_\_\_\_ the buildings were fireproof.  
But the buildings were \_\_\_\_\_ fireproof.
  - How does the phrase in parentheses in Sentence 4 (even the ones proclaimed to be “fireproof”) help you understand Sentence 1?  
Sentence 1 says Chicago was “ready to \_\_\_\_\_.”  
Sentence 4 shows that the buildings in Chicago were “ready to \_\_\_\_\_.”
6. Sentence 5 says, “It was also a common practice to disguise wood as another kind of building material.”
- What does **common practice** mean?  
Common practice means a \_\_\_\_\_.
  - What does **disguise** mean?  
Disguise means \_\_\_\_\_.
  - What does Sentence 5 mean?  
People \_\_\_\_\_ the wood.

## LESSON 2

### TEXT

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... 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.

### 1. REVIEWING TEXT

#### INSTRUCTIONS FOR STUDENTS:

Take out your materials from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class.

#### QUESTIONS:

1. *What is the title of the text we are reading?* \_\_\_\_\_
2. *What is the text about?* \_\_\_\_\_  
\_\_\_\_\_
3. *When did the fire occur? (Use your notes.)* \_\_\_\_\_
4. *In yesterday's text we read the line "Chicago was ready to burn." What examples did the author give to support that idea? (Use your graphic organizer.)*  
\_\_\_\_\_

## 2. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

### Common Core Learning Standard:

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

### Student Content Objective:

I will be able to answer questions about the central ideas of *The Great Fire* and identify the evidence the author gives to support the central ideas of the text.

### Language Proficiency Standard<sup>10</sup>

*[Insert language proficiency standards here.]*

### Student Language Proficiency Objective:

I will be able to ...

## 3. ENHANCING BACKGROUND KNOWLEDGE

### INSTRUCTIONS FOR STUDENTS:

- Look at the picture and read the information on why Chicago built wooden sidewalks. The words in **bold** are defined for you.
- Work with a partner to answer the questions.
- Discuss your responses as a class when you finish.

<sup>10</sup> Teachers should complete this section on the basis of the language proficiency standards they want to meet.



Children standing on raised, wooden sidewalks

**Wooden Sidewalks**

The city of Chicago was built on **marshland** next to Lake Michigan. In the 1800’s, the city was almost the same **elevation** as the lake. There was no place for rainwater to go. There was lot of water and mud.

To solve the problem, the city **raised** the **level** of streets and sidewalks. They covered the sidewalks and streets with dirt. They built new sidewalks and streets on top of the dirt. The new streets and sidewalks were made of wood.

**Vocabulary**

- marshland*— a low, wet area
- elevation*— the height of land
- raised*— moved something higher
- level*— the height or position of something

**WORD BANK**

- |           |               |        |           |
|-----------|---------------|--------|-----------|
| dirt      | marshland     | raised | rainwater |
| on top of | Lake Michigan | level  | wood      |
| water     | mud           | new    |           |

**QUESTIONS:**

1. *Where was Chicago built?*  
Chicago was built on \_\_\_\_\_.  
Chicago was built next to \_\_\_\_\_.
2. *What problem did the city have?*  
There was no place for the \_\_\_\_\_ to go.  
There was a lot of \_\_\_\_\_ and \_\_\_\_\_.

3. *How did Chicago solve the problem?*

They \_\_\_\_\_ the \_\_\_\_\_ of the streets and sidewalks.

4. *How did they raise the streets and sidewalks?*

They covered the streets and sidewalks with \_\_\_\_\_.

They built \_\_\_\_\_ streets and sidewalks \_\_\_\_\_ the dirt.

5. *What were the new sidewalks and streets made of?*

They were made of \_\_\_\_\_.

#### 4. ACQUIRING AND USING VOCABULARY

##### INSTRUCTIONS FOR STUDENTS:

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

**fire hazard**

riesgos de incendio



The broken electric cord is a **fire hazard**.

**Picture:** Look at the picture. The electric cord is broken. It is starting a fire.

**Explanation:** Let's talk about the word **fire hazard**. A *fire hazard* is a danger. It is something in danger of starting a fire.

**Partner talk:** Tell your partner about something that is a fire hazard. Use this sentence frame:

A \_\_\_\_\_ is a fire hazard because \_\_\_\_\_.

**Story connection:** The text says, “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.” This means that the parts of town with wealthy (or rich) people were also fire hazards because the homes had wood inside and there were wooden houses nearby.

## 5. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question.

### GUIDING QUESTION:

*Why was the situation worst in the middle-class and poorer districts?*

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...** **Interspersed** in these **residential areas** were a variety of businesses—**paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors**.

### WORD BANK

|                 |             |        |                         |
|-----------------|-------------|--------|-------------------------|
| middle-class    | gasworks    | wood   | pieces of land          |
| distilleries    | wood        | mills  | flammable materials     |
| paint factories | small       | poorer | coal distributors       |
| warehouses      | lumberyards | wood   | furniture manufacturers |

### SUPPLEMENTARY QUESTIONS:

1. *Where was the situation worst?*  
The situation was worst in the \_\_\_\_\_ and \_\_\_\_\_ districts.
2. *What are lots?*  
Lots are \_\_\_\_\_.
3. *What size were the lots in the middle-class and poorer districts?*  
The lots were \_\_\_\_\_.
4. *What were the buildings made of?*  
The buildings were made of fast-burning \_\_\_\_\_.

5. What types of business were in the middle-class and poorer districts?

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_ and \_\_\_\_\_  
 were in the middle-class and poorer districts.

6. What was the problem with the types of business in the middle-class and poorer districts?

Some businesses involved \_\_\_\_\_ (such as lumberyards, mills, and furniture manufacturers).

Some businesses involved \_\_\_\_\_ (such as paint factories, distilleries, gasworks, and coal distributors).

**RESPONSE TO GUIDING QUESTION:**

*Why was the situation worst in the middle-class and poorer districts?*

**GUIDING QUESTION:**

*What was the situation in the wealthier districts?*

**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**.

**WORD BANK**

|       |         |      |        |
|-------|---------|------|--------|
| wood  | dangers | wood | danger |
| trees | had     | wood |        |

**SUPPLEMENTARY QUESTIONS:**

1. What are **fire hazards**?

Fire hazards are \_\_\_\_\_.

2. The first sentence says, "Wealthier districts were by no means free of fire hazards." What does that sentence mean?

Wealthier districts \_\_\_\_\_ fire hazards.

Wealthier districts were in \_\_\_\_\_ of fire.

3. Why were wealthier districts in danger of fire?

Some houses had \_\_\_\_\_ interiors.

Some houses were next to houses with \_\_\_\_\_ frames.

Stables and other storage buildings were made of \_\_\_\_\_.

There were a lot of \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

*What was the situation in the wealthier districts?*

**GUIDING QUESTION:**

*What were the links between richer and poorer sections?*

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.

**WORD BANK**

|           |         |             |            |
|-----------|---------|-------------|------------|
| pine      | wooden  | wooden      | catch fire |
| wood      | flooded | connections | crammed    |
| materials | elevate | same        | waterline  |

**SUPPLEMENTARY QUESTIONS:**

1. *What are links?*  
Links are \_\_\_\_\_ (or things that make one thing the \_\_\_\_\_ as another).
2. *What were two examples of links between richer and poorer sections? (Look at the first sentence.)*  
Two examples of links were: (1) the \_\_\_\_\_ used for construction, and (2) the way buildings were \_\_\_\_\_ together.
3. *What happened in Chicago every time it rained?*  
It \_\_\_\_\_.
4. *What was the quick solution to the “water and mud” problem?*  
The quick solution was to \_\_\_\_\_ the roads and sidewalks above the \_\_\_\_\_.
5. *What were the roads and sidewalks made out of?*  
The roads and sidewalks were made out of \_\_\_\_\_.
6. *What does **combustible** mean?*  
*Combustible* means able to \_\_\_\_\_.
7. *What was the “highly combustible knot”?*  
It was over 55 miles of \_\_\_\_\_-block streets and 600 miles of \_\_\_\_\_ sidewalks.
8. *What was another example of a link between richer and poorer sections? (Look at the last sentence.)*  
Another example of a link was the \_\_\_\_\_ sidewalks.

**RESPONSE TO GUIDING QUESTION:**

*What were the links between richer and poorer sections?*

**PART B: GRAPHIC ORGANIZER**

**INSTRUCTIONS FOR STUDENTS:**

- Reread the paragraphs below.
- Think about the central idea that Chicago was a city ready to burn. Look for examples from the text to support that central idea.
- Work with a partner to fill in more evidence from *The Great Fire*.
- Today you will focus only on *building materials, building construction, and other flammable materials*.
- You will continue to add to this graphic organizer later.
- Review the graphic organizer with the class.

**PARAGRAPHS**

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...** **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.

### Graphic Organizer

Central idea: Chicago in 1871 was a city ready to burn. This means that Chicago was \_\_\_\_\_.

| Reasons for the Great Chicago Fire    | Evidence from <i>The Great Fire</i> by Jim Murphy  | Evidence from <i>The Great Fire of 1871</i> by PBS |
|---------------------------------------|--|--|
| Building materials                    | <ul style="list-style-type: none"> <li>• Two-thirds of buildings were made of wood.</li> <li>• Stone and brick exteriors hid wooden frameworks.</li> </ul> |  |
| Building construction (how and where) |  |  |
| Other flammable materials             |  |  |
| Weather conditions                    |  |  |

### 6. ANNOTATING THE TEXT FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1. Write up to five words or phrases you don't still don't know. (A phrase is a group of words.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write questions for the parts of the section of text that you still don't understand.

Example: Why did Chicago elevate their streets and sidewalks?

- I don't understand \_\_\_\_\_
- When the text said \_\_\_\_\_, I didn't understand what that meant.
- The part of the text that talks about \_\_\_\_\_ is not clear to me.
- \_\_\_\_\_

## 7. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Reread the sentences in each paragraph. Then work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

### PARAGRAPH A

| Sentence number | Sentence  |
|-----------------|---|
| 1               | The situation was worst in the middle-class and poorer districts.   |
| 2               | Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally...  |
| 3               | Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors. |

### WORD BANK

|      |            |       |                     |
|------|------------|-------|---------------------|
| 1    | danger     | worst | small               |
| burn | wood       | worst | flammable materials |
| wood | businesses | worst | danger              |

### PARAGRAPH A QUESTIONS:

1. Sentence 1 says, "The situation was worst in the middle-class and poorer districts." What was the situation? (Look at Lesson 1.)

Chicago was in \_\_\_\_\_ of fire.

Chicago was "ready to \_\_\_\_\_."

2. *What is the central idea of Paragraph A?*

The central idea is that the danger of fire was \_\_\_\_\_ in the middle-class and poorer districts.

- *Which sentence conveys the central idea of the paragraph?*

Sentence \_\_\_\_\_ conveys the central idea.

- *How does Sentence 2 contribute to the central idea?*

Sentence 2 says that lots were \_\_\_\_\_ and buildings were made of \_\_\_\_\_ in the middle-class and poorer districts.

The small lots and wood buildings made the danger of fire \_\_\_\_\_ in the middle-class and poorer districts.

- *How does Sentence 3 contribute to the central idea?*

Sentence 3 says there were \_\_\_\_\_ mixed into the residential area.

Some businesses involved \_\_\_\_\_ (such as lumberyards, mills, and furniture manufacturers).

Some businesses involved \_\_\_\_\_ (such as paint factories, distilleries, gasworks, and coal distributors).

These businesses made the danger of fire \_\_\_\_\_ in the middle-class and poorer districts.

3. *How does Paragraph A contribute to the idea that Chicago was a city “ready to burn”? (Look at Lesson 1.)*

Paragraph A describes the \_\_\_\_\_ of fire in the middle-class and poorer districts.

### PARAGRAPH B

|   |   |
|---|---|
| 4 | Wealthier districts were by no means free of fire hazards.  |
| 5 | Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses.  |
| 6 | Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards. |

### WORD BANK

|                |        |      |         |
|----------------|--------|------|---------|
| absolutely not | 4      | also | row     |
| danger         | filled | line | also    |
| had            | a lot  | had  | streets |

### PARAGRAPH B QUESTIONS:

1. *What is the central idea of Paragraph B?*

The central idea is that wealthier districts \_\_\_\_\_ had fire hazards.

- *Which sentence conveys the central idea of the paragraph?*

Sentence \_\_\_\_\_ conveys the central idea.

2. Sentence 4 says, "Wealthier districts were by no means free of fire hazards."

- What does by no means mean?  
It means \_\_\_\_\_.
- What does Sentence 4 mean?  
Wealthier districts \_\_\_\_\_ fire hazards.
- How does Sentence 4 build on or develop the ideas from Paragraph A?  
Paragraph A shows that the middle-class and poorer districts \_\_\_\_\_ fire hazards.  
Sentence 4 shows that wealthier districts \_\_\_\_\_ had fire hazards.

3. Sentence 6 says "trees lined the streets." What do you think lined means?  
I think lined means formed in a \_\_\_\_\_.

- Why do you think that? (Look at the clues in the sentence.)  
Sentence 6 says the trees \_\_\_\_\_ the yards.  
That means there were \_\_\_\_\_ of trees.  
Sentence 6 says the trees lined the \_\_\_\_\_.  
So, I think there were a lot of trees in a \_\_\_\_\_ next to the streets.

4. How does Paragraph B contribute to the idea that Chicago was a city "ready to burn"? (Look at Lesson 1.)  
Paragraph B describes the \_\_\_\_\_ of fire in in the wealthier districts.

### PARAGRAPH C

|    |  |
|----|--|
| 7  | The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together.                                   |
| 8  | Chicago had been built largely on soggy marshland that flooded every time it rained.   |
| 9  | As the years passed and the town developed, a quick solution to the water and mud problem was needed.  |
| 10 | The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet.   |
| 11 | On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks <b>bound</b> the 23,000 acres of the city in a highly combustible knot. |

**WORD BANK**

|            |         |       |       |
|------------|---------|-------|-------|
| dangers    | danger  | links | fire  |
| introduces | wet     | water | links |
| raise      | elevate | 7     | 11    |

|       |            |             |             |
|-------|------------|-------------|-------------|
| soggy | danger     | marshland   | combustible |
| links | links      | flooded     | mud         |
| lift  | summarizes | in addition | above       |
| knot  | link       | transition  |             |

**PARAGRAPH C QUESTIONS:**

1. *What is the central idea of Paragraph C?*

There were \_\_\_\_\_ between the richer and poorer sections, which contributed to the danger of fire.

- *Which sentences convey the central idea of the paragraph?*

Sentence \_\_\_\_\_ and Sentence \_\_\_\_\_ convey the central idea.

2. *Sentence 7 says, “The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together.”*

- *What does beyond mean?*

Beyond means \_\_\_\_\_.

- *What does Sentence 7 mean?*

There were many \_\_\_\_\_ between richer and poorer sections.

Two examples of \_\_\_\_\_ between richer and poorer sections were:

(1) construction materials, and (2) the location of buildings.

In addition, there were other \_\_\_\_\_ between richer and poorer sections.

- *How does Sentence 7 build on or develop the ideas from Paragraph A and Paragraph B?*

Paragraph A describes the \_\_\_\_\_ of fire in in the poorer districts.

Paragraph B describes the \_\_\_\_\_ of fire in in the richer districts.

Sentence 7 describes two \_\_\_\_\_ of fire in richer and poorer districts:

(1) construction materials, and (2) the location of buildings.

- *What is the purpose of Sentence 7?*

Sentence 7 provides a \_\_\_\_\_.

Sentence 7 \_\_\_\_\_ the dangers of fire described in Paragraph A and Paragraph B.

Sentence 7 \_\_\_\_\_ the central idea of Paragraph C.

3. *Sentence 8 says, “Chicago had been built largely on soggy marshland that flooded every time it rained.”*

- *What do you think soggy means? (Look at the clues in Sentence 8 and Sentence 9.)*

I think soggy means \_\_\_\_\_.

- *Why do you think that?*

Sentence 8 says Chicago was built on \_\_\_\_\_.

Sentence 8 says the marshland \_\_\_\_\_ every time it rained.

Sentence 9 says there was a \_\_\_\_\_ and \_\_\_\_\_ problem.

4. *Sentence 10 says, “The answer was to make the roads and sidewalks out of wood and elevate them*

*above the waterline, in some places by several feet."*

- *What do you think elevate means? (Look at the clues in Sentence 10.)*

I think elevate means \_\_\_\_\_ or \_\_\_\_\_.

- *Why do you think that?*

Sentence 10 says \_\_\_\_\_ the waterline.

5. *How does the word soggy in Sentence 8 help explain the solution described in Sentence 10?*

People had to \_\_\_\_\_ the sidewalks because the marshland was \_\_\_\_\_.

6. *How does Sentence 11 contribute to the central idea of Paragraph C?*

Sentence 11 describes a "highly combustible \_\_\_\_\_."

The "highly combustible knot" was a \_\_\_\_\_ between the richer and poorer sections.

7. *How does Sentence 11 contribute to the idea that Chicago was a city "ready to burn"? (Look at Lesson 1.)*

Sentence 11 says a "highly \_\_\_\_\_ knot" bound the city on the day the fire started.

The "highly combustible knot" contributed to the danger of \_\_\_\_\_ in the city.

## LESSON 3

### TEXT

Fires were common in all cities back then, and Chicago was no exception. In 1863 there had been 186 reported fires in Chicago; the number had risen to 515 by 1868. Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms. The next year saw even more fires spring up, mainly because the summer had been unusually dry. Between July and October only a few scattered showers had taken place and these did not produce much water at all. Trees drooped in the unrelenting summer sun; grass and leaves dried out. By October, as many as six fires were breaking out every day...

### 1. REVIEWING TEXT

#### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class, using examples from the text.

#### QUESTIONS:

1. *Yesterday we read more about why Chicago was in danger of a fire. What were the dangers in the poorer districts of Chicago?*
2. *What were the dangers in the richer districts of Chicago?*
3. *How were the richer and poorer districts connected?*

### 2. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

#### Student Content Objective:

I will be able to *analyze* (carefully study) how the information presented in *The Great Fire* by Jim Murphy compares and contrasts with the information presented in *The Great Fire of 1871* by PBS.

Language Proficiency Standard<sup>11</sup>

[Insert language proficiency standards here.]

Student Language Proficiency Objective:

I will be able to ...

### 3. ACQUIRING AND USING VOCABULARY

**INSTRUCTIONS FOR STUDENTS:**

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

**exception**

*excepción*



The tall, dark pink flower is an **exception**.

**Picture:** Look at the picture. The tall, dark pink flower is different from the other flowers.

**Explanation:** Let's talk about the word **exception**. An *exception* is something that is different from normal or what usually happens. For example, it is an exception for school to end before lunch.

**Partner talk:** What is something that is an exception in your family? Use this sentence frame:  
“\_\_\_\_\_ is an exception in my family.”

**Story connection:** The text says, “Fires were common in all cities back then, and Chicago was no exception.” This sentence says that Chicago was not an exception, not different from what was normal. This means there were fires in Chicago also.

<sup>11</sup> Teachers should complete this section on the basis of the language proficiency standards they want to meet.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question.

##### GUIDING QUESTION:

*How do we know that the number of fires was increasing in Chicago?*

Fires were **common** in all cities back then, and Chicago was no **exception**. In 1863 there had been 186 **reported** fires in Chicago; the number had **risen** to 515 by 1868. Records for 1870 **indicate** that **fire-fighting companies responded** to nearly 600 alarms. The next year saw even more fires spring up, **mainly** because the summer had been **unusually** dry. Between July and October only a few scattered showers had taken **place** and these did not **produce** much water at all. Trees drooped in the **unrelenting** summer sun; grass and leaves **dried** out. By October, as many as six fires were **breaking out** every day....

##### WORD BANK

|           |            |          |        |
|-----------|------------|----------|--------|
| 600       | 186        | frequent | cities |
| drooped   | went up    | Chicago  | 515    |
| dried out | few        | rain     | city   |
| six       | got bigger | not      | dry    |
| more      | got bigger |          |        |

##### SUPPLEMENTARY QUESTIONS:

1. What does **common** mean?  
Common means \_\_\_\_\_.
2. Where were fires common?  
Fires were common in all \_\_\_\_\_.  
Chicago was a \_\_\_\_\_.  
Therefore, fires were common in \_\_\_\_\_.
3. How many fires were reported in 1863?  
\_\_\_\_\_ fires were reported in 1863.
4. How many fires were reported in 1868?  
\_\_\_\_\_ fires were reported in 1868.

5. *The story says the number of fires had risen. What does had **risen** mean?*  
*Had risen* means \_\_\_\_\_ or \_\_\_\_\_. The number of fires \_\_\_\_\_, so there were \_\_\_\_\_ fires.
6. *How many fires were reported in 1870?*  
Nearly \_\_\_\_\_ fires were reported in 1870.
7. *Why were there even more fires in 1871?*  
The summer had been unusually \_\_\_\_\_.
8. *What are showers?*  
*Showers* are \_\_\_\_\_.
9. *How does the author show that the summer was dry?*  
The story says there were only a few scattered showers.  
The showers did \_\_\_\_\_ produce much water.  
Trees \_\_\_\_\_.  
Grass and leaves \_\_\_\_\_.
10. *How does the author show that there were more fires in 1871? (Look at the last sentence.)*  
The story says there were as many as \_\_\_\_\_ fires breaking out every day.

**RESPONSE TO GUIDING QUESTION:**

*How do we know that the number of fires was increasing in Chicago?*

**5. ANNOTATING THE TEXT FOR KEY IDEAS AND DETAILS**

**INSTRUCTIONS FOR STUDENTS:**

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1. *Write up to five words or phrases you still don't know. (A phrase is a group of words.)*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write questions for the parts of the section of text that you still don't understand.

Example: Why were the trees drooping?

- I don't understand \_\_\_\_\_.
- When the text said \_\_\_\_\_, I didn't understand what that meant.
- The part of the text that talks about \_\_\_\_\_ is not clear to me.
- \_\_\_\_\_.

## 6. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Reread each of the sentences in the paragraph. Then, work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

| Sentence number | Sentence   |
|-----------------|--|
| 1               | Fires were common in all cities back then, and Chicago was no exception.   |
| 2               | In 1863 there had been 186 reported fires in Chicago; the number had risen to 515 by 1868.                         |
| 3               | Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms.                             |
| 4               | The next year saw even more fires spring up, mainly because the summer had been unusually dry.                     |
| 5               | Between July and October only a few scattered showers had taken place and these did not produce much water at all. |
| 6               | Trees drooped in the unrelenting summer sun; grass and leaves dried out.   |
| 7               | By October, as many as six fires were breaking out every day....   |

### WORD BANK

|           |        |        |            |
|-----------|--------|--------|------------|
| common    | fire   | loud   | responded  |
| primarily | 1      | dry    | increasing |
| common    | main   | like   | important  |
| fire      | common | mostly |            |

**QUESTIONS:**

1. *What is the central idea of the paragraph?*  
 The central idea is that fires were \_\_\_\_\_ in cities.
  - *Which sentence conveys the central idea of the paragraph?*  
 Sentence \_\_\_\_\_ conveys the central idea.
  
2. *Sentence 1 says, "Fires were common in all cities back then, and Chicago was no exception." What was the author saying about Chicago?*  
 Chicago was \_\_\_\_\_ other cities.  
 Fires were \_\_\_\_\_ in Chicago.
  
3. *Sentence 3 says, "Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms."*
  - *What do you think alarms are? (Look at the clues in Sentences 1, 2, 3, and 4.)*  
 I think *alarms* are \_\_\_\_\_ warnings.  
 Alarms warn fire fighters that there is a \_\_\_\_\_.
  - *Why do you think that?*  
 Sentence 3 says fire-fighting companies \_\_\_\_\_ to the alarms.
  
4. *Sentence 4 says, "The next year saw even more fires spring up, mainly because the summer had been unusually dry."*
  - *What does mainly mean?*  
 Mainly means \_\_\_\_\_ or \_\_\_\_\_.
  - *How does the word mainly help explain why there were even more fires in 1871?*  
 The word *mainly* tells us that the \_\_\_\_\_ reason (or most \_\_\_\_\_ reason) was the dry summer.
  
5. *How does this paragraph contribute to the idea that Chicago was a city "ready to burn" in 1871? (Look at Lesson 1.)*  
 This paragraph shows that fires were \_\_\_\_\_ and the number of fires was \_\_\_\_\_.  
 This paragraph describes the unusually \_\_\_\_\_ summer, which contributed to the danger of \_\_\_\_\_.

**7. RE-ASSESSING COMPREHENSION**

**INSTRUCTIONS FOR STUDENTS:**

Refer to the text, as necessary. Answer the questions below. When you are finished, your teacher will review the answers with you.

**WORD BANK**

|         |                     |                  |                  |
|---------|---------------------|------------------|------------------|
| dry     | wood                | frames           | highly flammable |
| Chicago | pine-block streets  | large            | decorated        |
| flooded | 1871                | painted          | wood             |
| elevate | wooden              | wooden sidewalks | floors           |
| wood    | flammable materials |                  |                  |

**QUESTIONS:**

1. *Where does the story take place?*  
The story takes place in \_\_\_\_\_.
2. *When does the story take place?*  
The story takes place in \_\_\_\_\_.
3. *What did the city buildings look like in Chicago in 1871?*  
The buildings were \_\_\_\_\_ and ornately \_\_\_\_\_.
4. *What did the stone and brick exteriors on the buildings hide?*  
They hid \_\_\_\_\_ and \_\_\_\_\_.
5. *What was the problem with the roofs of the buildings?*  
The roofs of the buildings were made of highly \_\_\_\_\_ tar or shingle roofs.
6. *What was the problem with the fancy exterior decorations?*  
The fancy exterior decorations were carved from \_\_\_\_\_.
7. *How did people make the wood look like stone or marble?*  
People \_\_\_\_\_ the wood.
8. *What was the problem with the types of business in the middle-class and poorer districts?*  
Some businesses involved \_\_\_\_\_ (such as lumberyards, mills, and furniture manufacturers).  
Some businesses involved \_\_\_\_\_ (such as paint factories, distilleries, gasworks, and coal distributors).
9. *What happened in Chicago every time it rained?*  
It \_\_\_\_\_.
10. *What was the solution to the flooding problem?*  
The solution was to \_\_\_\_\_ the roads and sidewalks above the waterline.
11. *What were the roads and sidewalks made out of?*  
The roads and sidewalks were made out of \_\_\_\_\_.

12. *What was the highly combustible knot?*

It was over 55 miles of \_\_\_\_\_ and 600 miles of \_\_\_\_\_.

13. *Why were there even more fires in 1871?*

The summer had been unusually \_\_\_\_\_.

## 8. COMPARISON TEXT: READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

- You will read another text about the Great Chicago Fire.
- This text is called *The Great Fire of 1871*. It is from the PBS website “Chicago: City of the Century” [http://www.pbs.org/wgbh/amex/chicago/peoplevents/e\\_fire.html](http://www.pbs.org/wgbh/amex/chicago/peoplevents/e_fire.html)
- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question.

### GUIDING QUESTION:

*In what ways does this text describe Chicago as a city “ready to burn”?*

#### Text

In the hundred days before October 8, 1871, not much more than an inch of rain had fallen in Chicago. The city at that time was built of wood, and not just the buildings. The roads and sidewalks were essentially **planks** laid down over mud, all having dried out over a **parched** summer. As autumn turned, dry leaves covered brown **lawns**. In **preparation** for winter, **hay** was **stockpiled** for the animals, and wood and **kerosene** were on-hand for heating and cooking.

“The **absence** of rain for three weeks [has] left everything in so **flammable** a condition that a spark might set a fire which would **seep** from end to end of the city,” reported the *Chicago Tribune* in the

#### Vocabulary

*planks*—thick boards or flat pieces of wood

*parched*—very dry

*lawns*—grass

*preparation*—getting ready for something

*hay*—dried grass used for animal food



*stockpiled*—saved to be used in the future

*kerosene*—a fuel used for heating and cooking

*absence*—not having

*flammable*—able to catch fire

|  |  |
|--|--|
| <p>Sunday edition.</p> <p>A strong, <b>steady</b> wind was blowing off the <b>prairie</b> from the Southwest.</p> <p>All that was needed was a <b>spark</b>.</p> | <p><i>seep</i>—to spread</p> <p><i>steady</i>—continuous; not stopping</p> <p><i>prairie</i>—a large area of land covered with grass</p>  <p><i>spark</i>—a small piece of hot, burning material</p> |
|--|--|

**WORD BANK**

|           |           |           |                |
|-----------|-----------|-----------|----------------|
| dry       | flammable | before    | pieces of wood |
| Chicago   | kerosene  | flammable | catch fire     |
| inch      | dried out | buildings | fire           |
| flammable | fire      | absence   | ready          |
| no        | dry       | sidewalks | roads          |
| brown     | wood      | hay       | fire           |
| dry       |           |           |                |

**SUPPLEMENTARY QUESTIONS:**

- When does this story take place?*

The story takes place in the hundred days \_\_\_\_\_ October 8, 1871.
- Where does this story take place?*

The story takes place in \_\_\_\_\_.
- How much rain had fallen?*

Not much more than an \_\_\_\_\_ of rain had fallen.
- What was built of wood?*

The \_\_\_\_\_ were built of wood.

The \_\_\_\_\_ and \_\_\_\_\_ were built of wood.
- What are planks?*

Planks are flat \_\_\_\_\_.
- What does parched mean?*

Parched means very \_\_\_\_\_.

7. *How does the author illustrate that the summer was parched?*  
The story says the planks were \_\_\_\_\_.  
The leaves were \_\_\_\_\_.  
The lawns were \_\_\_\_\_.
8. *What does “in preparation for winter” mean?*  
It means getting \_\_\_\_\_ for winter.
9. *What was done in preparation for winter?*  
\_\_\_\_\_ was stockpiled for the animals.  
\_\_\_\_\_ and \_\_\_\_\_ were on-hand for heating and cooking.
10. *Why did the author talk about the hay and wood and kerosene?*  
Hay and wood and kerosene are \_\_\_\_\_.  
Hay and wood and kerosene put Chicago in danger of \_\_\_\_\_.
11. *What does **flammable** mean?*  
*Flammable* means able to \_\_\_\_\_.
12. *What did the Chicago Tribune report?*  
The Chicago Tribune reported that there was an \_\_\_\_\_ of rain for three weeks.
13. *What does “an absence of rain” mean?*  
It means \_\_\_\_\_ rain.
14. *Why was the absence of rain a problem?*  
The absence of rain made everything \_\_\_\_\_.  
The absence of rain created a \_\_\_\_\_ condition.
15. *Why did the author talk about the strong, steady wind?*  
The strong, steady wind created a \_\_\_\_\_ condition.  
The strong, steady wind put Chicago in danger of \_\_\_\_\_.
16. *What is the central idea of the text?*  
The central idea is that Chicago was in danger of \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:**

*In what ways does this text describe Chicago as a city “ready to burn”?*

## 9. COMPARISON TEXT: INTEGRATION OF KNOWLEDGE AND IDEAS

### INSTRUCTIONS FOR STUDENTS:

- Use the graphic organizer to compare the details about the Great Chicago Fire described in *The Great Fire of 1871* text with details described about the fire in *The Great Fire* by Jim Murphy.
- Reread the two texts.
- Work with a partner to fill in evidence from both texts.
- Review your comparisons with the class.

### Graphic Organizer

*Central idea:* Chicago in 1871 was a city ready to burn. This means that Chicago was

| Reasons for the Great Chicago Fire    | Evidence from <i>The Great Fire</i> by Jim Murphy  | Evidence from <i>The Great Fire of 1871</i> by PBS |
|---------------------------------------|--|--|
| Building materials                    | <ul style="list-style-type: none"> <li>• Two-thirds of buildings were made of wood.</li> <li>• Stone and brick exteriors hid wooden frameworks.</li> </ul> |  |
| Building construction (how and where) |  |  |
| Other flammable materials             |  |  |
| Weather conditions                    |  |  |

**INSTRUCTIONS FOR STUDENTS**

- The questions below ask you to compare what information is the same and what information is different between the PBS text (*The Great Fire of 1871*) and the excerpt from the Murphy text (*The Great Fire*) you just read.
- Use your graphic organizer to answer the questions.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.

**WORD BANK**

|          |                     |                   |             |
|----------|---------------------|-------------------|-------------|
| trees    | flammable materials | wind              | wood        |
| planks   | kerosene            | two-thirds        | not         |
| shingles | tar                 | scattered showers | little rain |
| crammed  | mud                 | elevated          | businesses  |
| one inch | wood                | not               | roofs       |
| wood     | wooden sidewalks    | hay               | waterline   |
| elevated | flammable materials | wood              | not         |
| wood     |                     |                   |             |

**SUPPLEMENTARY QUESTIONS:**

1. *What did the texts say about rain in 1871?*  
 Both texts described \_\_\_\_\_.  
 The PBS text said there was no more than \_\_\_\_\_ of rain. The Murphy text said there were only \_\_\_\_\_ between July and October.
2. *What did the texts say about the wind in 1871?*  
 The PBS text said there was a strong, steady \_\_\_\_\_ blowing, but the Murphy text did \_\_\_\_\_ describe the wind.
3. *What did the texts say about the building materials?*  
 Both texts mentioned \_\_\_\_\_ as a building material.  
 The PBS text said Chicago was a city built of \_\_\_\_\_.  
 The Murphy text said \_\_\_\_\_ of the buildings were made of \_\_\_\_\_.  
 The Murphy text said the \_\_\_\_\_ were made of flammable \_\_\_\_\_ and \_\_\_\_\_, but the PBS text did \_\_\_\_\_ describe the roofs made of tar and shingles.
4. *What did the texts say about sidewalks and streets?*  
 Both texts said the streets and sidewalks were \_\_\_\_\_ and made of \_\_\_\_\_

\_\_\_\_\_.  
The PBS text said that the sidewalks and roads were \_\_\_\_\_ laid down over

\_\_\_\_\_.

The Murphy text said the city had over 600 miles of \_\_\_\_\_.

The Murphy text said the streets and sidewalks were \_\_\_\_\_ above the

\_\_\_\_\_.

5. *What did the texts say about how closely together buildings were constructed?*

The Murphy text described buildings being \_\_\_\_\_ together, but the PBS text did \_\_\_\_\_ describe how close together buildings were.

6. *What did the texts say about other flammable materials?*

Both texts gave examples of \_\_\_\_\_.

The PBS text described people having \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ ready for winter.

The Murphy text described \_\_\_\_\_ in the wealthy neighborhoods.

The Murphy text described \_\_\_\_\_ selling \_\_\_\_\_.

## LESSON 4

### 1. REVIEWING STANDARDS AND OBJECTIVES

**INSTRUCTIONS FOR STUDENTS:**

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

L.7.4.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.

Student Content Objective:

I will be able to *determine* (decide) the meanings of words and *phrases* (groups of words) in *The Great Fire* using *context* (the meaning of the words around the unfamiliar word).

Language Proficiency Standard<sup>12</sup>

[Insert language proficiency standards here.]

Student Language Proficiency Objective:

I will be able to ...

<sup>12</sup> Teachers should complete this section on the basis of the language proficiency standards they want to meet.

## 2. DEVELOPING KNOWLEDGE OF LANGUAGE

| <b>MINI-LESSON ON SYNONYMS</b>  |
|---|
| <p><b>INSTRUCTIONS FOR STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• A <i>synonym</i> is a word that has the same or almost the same meaning as another word. For example, <i>big</i> is a synonym of <i>large</i>.</li> <li>• Writers often use synonyms to make their writing more interesting. Recognizing these synonyms can help you understand a text more clearly.</li> <li>• Read each word, the definition, and the sentence where it appears in the text.</li> <li>• Work with a partner to find the synonym and complete the Synonym column. Line numbers are provided to help you find the synonyms. The first one is done for you.</li> </ul> |

### Synonyms

| Word<br>(line number)               | Definition  | Synonym<br>(line number) |
|-------------------------------------|---|--------------------------|
| building<br>(Lines 1, 4, 9, 21, 24) | something that people make that has rooms, doors, walls, and a roof | structure<br>(Line 3)    |
| roads<br>(Line 27)                  | hard, smooth surfaces for cars and people to travel on              | (Lines 22, 29)           |
| richer<br>(Line 23)                 | having more money   | (Line 19)                |
| districts<br>(Lines 13, 19)         | areas of a city   | (Line 23)                |
| flammable<br>(Line 7)               | able to catch fire  | (Line 30)                |
| solution<br>(Line 26)               | a way to solve a problem or question                                | (Line 27)                |
| fires spring up<br>(Line 34)        | fires start suddenly  | (Line 38)                |

| <b>MINI-LESSON ON CONTEXT CLUES</b>   |
|---|
| <p><b>INSTRUCTIONS FOR STUDENTS:</b></p> <p>Follow along as your teacher explains what context clues are, and then use the context clues to determine the meanings of the mystery words in the chart. First, <u>underline</u> the mystery word in the sentence where it appears. Next, work with a partner to find the clues in the text and circle them. Line numbers are provided to help you find the clues. Now write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.</p> |

### Context Clues

| Mystery Word  | Location | Clues       |
|---|----------|-------------|
| 1. jerrybuilt affairs   | Line 5   | Lines 5–6   |
| <p><u>Clues:</u> <i>looked solid, but stone or brick exteriors hid wooden frames and floors</i></p> <p><u>Definition:</u> structures built in a cheap way</p> |          |             |
| 2. stately  | Line 19  | Lines 19–20 |
| <p><u>Clues:</u></p> <p><u>Definition:</u></p>  |          |             |
| 3. lined  | Line 21  | Lines 21–22 |
| <p><u>Clues:</u></p> <p><u>Definition:</u></p>  |          |             |
| 4. soggy  | Line 25  | Lines 24–25 |
| <p><u>Clues:</u></p> <p><u>Definition:</u></p>  |          |             |
| 5. showers  | Line 35  | Lines 35–36 |
| <p><u>Clues:</u></p> <p><u>Definition:</u></p>  |          |             |
| 6. drooped  | Line 36  | Lines 36–37 |
| <p><u>Clues:</u></p> <p><u>Definition:</u></p>  |          |             |

### Numbered Text

|    |  |
|----|--|
| 1  | <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 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.</p> |
| 2  |  |
| 3  |  |
| 4  |  |
| 5  |  |
| 6  |  |
| 7  |  |
| 8  |  |
| 9  |  |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 | <p>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</p>  |
| 14 |  |

|    |  |
|----|--|
| 15 | outhouses—all made of fast-burning wood, naturally... Interspersed in these        |
| 16 | residential areas were a variety of businesses—paint factories, lumberyards,       |
| 17 | distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal       |
| 18 | distributors.  |
| 19 | Wealthier districts were by no means free of fire hazards. Stately stone and brick |
| 20 | homes had wood interiors, and stood side by side with smaller wood-frame           |
| 21 | houses. Wooden stables and other storage buildings were common, and trees lined    |
| 22 | the streets and filled the yards.  |
| 23 | The links between richer and poorer sections went beyond the materials used for    |
| 24 | construction or the way buildings were crammed together. Chicago had been built    |
| 25 | largely on soggy marshland that flooded every time it rained. As the years passed  |
| 26 | and the town developed, a quick solution to the water and mud problem was          |
| 27 | needed. The answer was to make the roads and sidewalks out of wood and elevate     |
| 28 | them above the waterline, in some places by several feet. On the day the fire      |
| 29 | started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks     |
| 30 | bound the 23,000 acres of the city in a highly combustible knot.                   |
| 31 | Fires were common in all cities back then, and Chicago was no exception. In 1863   |
| 32 | there had been 186 reported fires in Chicago; the number had risen to 515 by 1868. |
| 33 | Records for 1870 indicate that fire-fighting companies responded to nearly 600     |
| 34 | alarms. The next year saw even more fires spring up, mainly because the summer     |
| 35 | had been unusually dry. Between July and October only a few scattered showers      |
| 36 | had taken place and these did not produce much water at all. Trees drooped in the  |
| 37 | unrelenting summer sun; grass and leaves dried out. By October, as many as six     |
| 38 | fires were breaking out every day....  |

## LESSON 5

### 1. REVIEWING WRITING OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly through the selection, organization, and analysis of relevant content.

#### Student Content Objective:

I will be able to write an *explanatory text* (essay) that *examines* (studies) a central idea of *The Great Fire* and *analyzes* (carefully studies) how the author of the text supported this idea.

#### Language Proficiency Standard:

[Insert language proficiency standards here.]

#### Student Objective:

[Insert student objective here.]

### 2. PREPARING TO WRITE

#### INSTRUCTIONS FOR STUDENTS:

- The central idea of the texts we read was “Chicago was a city ready to burn.” You are going to write an essay to explain the central idea and provide examples from *The Great Fire* text to show evidence of this fact.
- Before you start writing, go back to the graphic organizer, which provides reasons for the Great Chicago Fire. Work with a partner to fill in any details that are missing. Then, review the information in your graphic organizer with your teacher.

### Graphic Organizer

*Central idea:* Chicago in 1871 was a city ready to burn. This means that Chicago was \_\_\_\_\_.

| Reasons for the Great Chicago Fire    | Evidence from <i>The Great Fire</i> by Jim Murphy  | Evidence from <i>The Great Fire of 1871</i> by PBS |
|---------------------------------------|--|--|
| Building materials                    | <ul style="list-style-type: none"> <li>Two-thirds of buildings were made of wood.</li> <li>Stone and brick exteriors hid wooden frameworks.</li> </ul> |  |
| Building construction (how and where) |  |  |
| Other flammable materials             |  |  |
| Weather conditions                    |  |  |

### 3. WRITING

**Writing Prompt:**

*The Great Fire* begins with the sentence “Chicago in 1871 was a city ready to burn.” Write an essay that explains why Chicago was “ready to burn” in 1871. Give specific examples from the text. (For an extra challenge, add examples from *The Great Fire of 1871* by PBS).

**INSTRUCTIONS FOR STUDENTS:**

Work with a partner to fill in responses to the paragraph frame below. Use your graphic organizer to help you.

Paragraph frame

The Great Fire begins with the sentence "Chicago was ready to burn." This means that

\_\_\_\_\_.

There are several reasons that Chicago was in danger of \_\_\_\_\_.

One reason Chicago was in danger is \_\_\_\_\_.

Example from the text: \_\_\_\_\_

Example from the text: \_\_\_\_\_

Another reason Chicago was in danger is \_\_\_\_\_.

Example from the text: \_\_\_\_\_

Example from the text: \_\_\_\_\_

A third reason Chicago was in danger is \_\_\_\_\_.

Example from the text: \_\_\_\_\_

Example from the text: \_\_\_\_\_

In conclusion, there were many signs in 1871 that Chicago was

\_\_\_\_\_.

**INSTRUCTIONS FOR STUDENTS:**

- Work independently to write an essay that provides evidence that Chicago was in danger of catching fire.
- Use examples from the text to support your arguments.
- Use the paragraph frame above to help you.

# APPENDIXES

## APPENDIX A: SUPPLEMENTARY ACTIVITY

### OVERVIEW

This supplementary activity could be used before the unit above, as a follow-up to the unit, and/or given to students as homework. The questions below for previewing the text assume that students are already familiar with *The Great Fire*. These questions would need to be adapted if this activity were taught before the other lessons. If this text were taught prior to the unit above, the previewing text questions could be used from the unit.

A mini-glossary and text-dependent questions are included with this activity. Sentence stems and word banks should be added to the questions as needed.

### PREVIEWING TEXT

#### INSTRUCTIONS FOR TEACHERS:

Introduce the first section of the text through questioning and explanation:

- *We are going to read another excerpt of text from The Great Fire by Jim Murphy. This excerpt is about the experience of one man who was in the fire.*
- *What was the Great Chicago Fire?* [Anticipated response: It was a big fire that burned in Chicago in 1871.]
- *What was the weather like at the time of the fire?* [Anticipated response: It was hot, dry, and windy.]
- *What were the conditions in the city of Chicago that made the fire spread quickly?* [Anticipated response: The city was built out of wood. Houses were built close together. There were lots of flammable materials.]
- *What do you think the people involved in the fire saw and felt?* [Accept all answers and tell students they will read a portion of the text to find out.]

#### INSTRUCTIONS FOR STUDENTS:

- We are going to read another excerpt of text from *The Great Fire* by Jim Murphy. This excerpt is about the experience of one man who was in the fire.
- Listen to and answer your teacher's questions.

**QUESTIONS:**

1. *What was the Great Chicago Fire?*
7. *What was the weather like at the time of the fire?*
8. *What were the conditions in the city of Chicago that made the fire spread quickly?*
9. *What do you think the people involved in the fire saw and felt?*

**MINI-GLOSSARY**

| Word      | Definition  | Picture<br>(if appropriate)  |
|-----------|---|--|
| adjusting | changing position                                       |  |
| ambled    | walked  |  |
| barn      | a large building for animals                            |   |
| beams     | pieces of wood that support parts of a building         |  |
| blinding  | something that makes it so that you are not able to see |  |
| burning   | on fire   |  |

| Word       | Definition   | Picture<br>(if appropriate)  |
|------------|--|--|
| calf       | a young cow  |    |
| coal       | a hard, black substance burned for energy            |    |
| cottage    | small house  |   |
| discovered | found out  |  |
| embers     | small pieces of burning wood                         |  |
| engulfed   | covered entirely                                     |  |
| escape     | to get free  |  |
| fence      | a structure used to keep animals or people in or out |  |

| Word          | Definition                                | Picture (if appropriate)   |
|---------------|---|--|
| fiercely      | wildly                                    |  |
| fire          | the heat and light from something burning |    |
| flames        | what you see when something burns         |  |
| flee          | to run away                               |  |
| get loose     | escape                                    |  |
| gusting       | blowing                                   |  |
| hay           | dried grass used for animal food          |   |
| hesitate      | to stop or pause                          |  |
| job           | work                                      |  |
| kindling wood | sticks used to start a fire               |  |
| laborer       | a person who works                        |  |
| loft          | an open space under a barn                |  |
| managed       | was able to                               |  |
| panicking     | feeling strong fear                       |  |
| peg leg       | a person with a wooden leg                |  |
| prairie       | a large area of land covered with grass   |  |

| Word      | Definition                      | Picture<br>(if appropriate)   |
|-----------|---------------------------------|---|
| realized  | understood                      |   |
| roof      | the top of a building           |   |
| shed      | a small building                |   |
| shingled  | covered by a thin piece of wood |  |
| singed    | burned a little                 |   |
| slipped   | fell                            |   |
| smolder   | to burn slowly                  |   |
| stifling  | very hot                        |   |
| struggled | to work hard at                 |   |
| warning   | a message about something bad   |   |

## TEXT

1 **Paragraph 1**

2 It was Sunday and an unusually warm evening for October eighth, so Daniel “Peg Leg”  
 3 Sullivan left his **stifling** little house in the west side of Chicago and went to visit neighbors.  
 4 One of his stops was at the **shingled cottage** of Patrick and Catherine O’Leary. The one-  
 5 legged Sullivan remembered getting to the O’Learys’ house at around eight o’clock, but left  
 6 after only a few minutes because the O’Leary family was already in bed. Both Patrick and  
 7 Catherine had to be up very early in the morning: he to set off for his **job** as a **laborer**; she to  
 8 milk their five cows and then deliver the milk to the neighbors.

9 **Paragraph 2**

10 Sullivan **ambled** down the stretch of land between the O’Learys’ and their neighbor,  
 11 crossed the street, and sat down on the wooden sidewalk in front of Thomas White’s house.  
 12 After **adjusting** his wooden leg to make himself comfortable, he leaned back against  
 13 White’s fence to enjoy the night.

14 **Paragraph 3**

15 The wind coming off the **prairie** had been strong all day, sometimes **gusting** wildly, and  
 16 leaves scuttled along the streets; the sound of laughter and fiddle music drifted through the  
 17 night. A party was going on at the McLaughlins’ to celebrate the arrival of a relative from  
 18 Ireland. Another neighbor, Dennis Rogan, dropped by the O’Learys’ at eight-thirty, but he,  
 19 too, left when he heard the family was in bed.

20 **Paragraph 4**

21 Sullivan didn’t **hesitate** a second. “**FIRE! FIRE! FIRE!**” he shouted as loud as he could.  
 22 Running clumsily across the dirt street, Sullivan made his way directly to the **barn**. There  
 23 was no time to stop for help. The building was already **burning fiercely** and he knew that  
 24 in addition to five cows, the O’Learys had a **calf** and a horse in there.

25 **Paragraph 5**

26 The barn’s **loft** held over three tons of timothy **hay**, delivered earlier that day. Flames from  
 27 the burning **hay** pushed against the **roof** and **beams**, almost as if they were struggling to  
 28 break free. A shower of burning **embers** greeted Sullivan as he entered the building.

29 **Paragraph 6**

30 He untied the ropes of the cows, but the frightened animals did not move. On the other side  
 31 of the **barn**, another cow and the horse were tied to the wall, straining to **get loose**. Sullivan  
 32 took a step toward them, then **realized** that the fire had gotten around behind him and  
 33 might cut off any chance of **escape** in a matter of seconds. The heat was fiercely intense and  
 34 **blinding**, and in his rush to **flee**, Sullivan **slipped** on the uneven floorboards and fell with a  
 35 thud.

|    |   |
|----|---|
| 36 | <b>Paragraph 7</b>  |
| 37 | He <b>struggled</b> to get up and, as he did, Sullivan <b>discovered</b> that his wooden leg had gotten                       |
| 38 | stuck between two boards and came off. Instead of <b>panicking</b> , he began hopping toward                                  |
| 39 | where he thought the door was. Luck was with him. He had gone a few feet when the   |
| 40 | O’Learys’ <b>calf</b> bumped into him, and Sullivan was able to throw his arms around its neck.                               |
| 41 | Together, man and calf <b>managed</b> to find the door and safety, both frightened, both badly                                |
| 42 | <b>singed</b> .   |
| 43 | <b>Paragraph 8</b>  |
| 44 | A <b>shed</b> attached to the <b>barn</b> was already <b>engulfed</b> by <b>flames</b> . It contained two tons of <b>coal</b> |
| 45 | for the winter and a large supply of <b>kindling wood</b> . Fire ran along the dry grass and leaves,                          |
| 46 | and took hold of a neighbor’s fence. The heat from the <b>burning barn</b> , shed, and <b>fence</b> was                       |
| 47 | so hot that the O’Learys’ house, forty feet away, began to <b>smolder</b> . Neighbors rushed from                             |
| 48 | their homes, many carrying buckets or pots of water. The sound of music and merrymaking                                       |
| 49 | stopped abruptly, replaced by the shout of “ <b>FIRE!</b> ” It would be a <b>warning</b> cry heard                            |
| 50 | thousands of times during the next thirty-one hours.  |

## QUESTIONS

### KEY IDEA AND DETAIL QUESTIONS

#### Paragraph 1

1. *What was Daniel Sullivan’s nickname?*
2. *What did Daniel Sullivan do on the evening of October 8th?*
3. *Why did he leave his house?*
4. *Why did Sullivan leave the O’Leary’s house?*

#### Paragraph 2

5. *What did Sullivan do after he left the O’Leary’s house?*
6. *What kind of sidewalk was he sitting on?*

#### Paragraph 3

7. *Describe the wind that evening.*
8. *What was happening at the McLaughlins?*

#### Paragraph 4

9. *What did Sullivan notice?*
10. *Where did he go?*
11. *Why did he go there?*

**Paragraph 5**

12. *The barn held hay. What had happened to the hay?*
13. *What did Sullivan see as he entered the barn?*

**Paragraph 6**

14. *What did Sullivan do in the barn?*
15. *What happened when Sullivan tried to run away?*

**Paragraph 7**

16. *What did Sullivan discover when he tried to get up?*
17. *How did Sullivan get out of the barn safely?*

**Paragraph 8**

18. *What was near the barn that helped it burn?*
19. *What did the neighbors do?*

**CRAFT AND STRUCTURE QUESTIONS**

**Paragraph 1**

1. *In Paragraph 1, the author includes two details to tell us that Daniel Sullivan had one leg. First, the author tells us his name is Daniel “Peg Leg” Sullivan (Line 2). Later, the author describes him as one-legged Sullivan (Line 5). Why do you think the author included these details about Daniel Sullivan in the first paragraph?*

**Paragraph 2**

2. *In Paragraph 2, the author tells us that Sullivan has a wooden leg (Line 15). Why do you think the author included this detail in the second paragraph?*

**Paragraph 3**

3. *What do you think the word scuttled means (Line 19)? What are the clues in the story?*

**Paragraph 4**

4. *What is the tone of Paragraphs 1–3?*
5. *How does the tone change in Paragraph 4?*
6. *Which sentence signals the change in tone?*

**Paragraph 5**

7. *The last sentence of Paragraph 5 describes “a shower of burning embers.” What is “a shower of burning embers”? What are the clues in the story?*

**Paragraph 6**

8. *What did Sullivan do after he took a step toward the animals on the other side of the barn (Lines 40–41)?*
9. *What word in the sentence helps you understand the order of events?*

**Paragraph 7**

10. *What is the tone at the beginning of Paragraph 7?*
11. *What is the tone at the end of Paragraph 7?*
12. *Which sentence signals the change in tone?*

**Paragraph 8**

13. *Which sentence in Paragraph 8 supports the central idea of Paragraph 4?*

## APPENDIX B: EXCERPT FROM *THE GREAT FIRE*

(Lexile 1130)

### Supplementary Lesson

It was Sunday and an unusually warm evening for October eighth, so Daniel “Peg Leg” Sullivan left his stifling little house in the west side of Chicago and went to visit neighbors. One of his stops was at the shingled cottage of Patrick and Catherine O’Leary. The one-legged Sullivan remembered getting to the O’Learys’ house at around eight o’clock, but left after only a few minutes because the O’Leary family was already in bed. Both Patrick and Catherine had to be up very early in the morning: he to set off for his job as a laborer; she to milk their five cows and then delivered the milk to the neighbors.

Sullivan ambled down the stretch of land between the O’Learys’ and their neighbor, crossed the street, and sat down on the wooden sidewalk in front of Thomas White’s house. After adjusting his wooden leg to make himself comfortable, he leaned back against White’s fence to enjoy the night.

The wind coming off the prairie had been strong all day, sometimes gusting wildly, and leaves scuttled along the streets; the sound of laughter and fiddle music drifted through the night. A party was going on at the McLaughlins’ to celebrate the arrival of a relative from Ireland. Another neighbor, Dennis Rogan, dropped by the O’Learys’ at eight-thirty, but he, too, left when he heard the family was in bed.

Sullivan didn’t hesitate a second. “FIRE! FIRE! FIRE!” he shouted as loud as he could. Running clumsily across the dirt street, Sullivan made his way directly to the barn. There was no time to stop for help. The building was already burning fiercely and he knew that in addition to five cows, the O’Learys had a calf and a horse in there.

The barn’s loft held over three tons of timothy hay, delivered earlier that day. Flames from the burning hay pushed against the roof and beams, almost as if they were struggling to break free. A shower of burning embers greeted Sullivan as he entered the building.

He untied the ropes of the cows, but the frightened animals did not move. On the other side of the barn, another cow and the horse were tied to the wall, straining to get loose. Sullivan took a step toward them, then realized that the fire had gotten around behind him and might cut off any chance of escape in a matter of seconds. The heat was fiercely intense and blinding, and in his rush to flee, Sullivan slipped on the uneven floorboards and fell with a thud.

He struggled to get up and, as he did, Sullivan discovered that his wooden leg had gotten stuck between two boards and came off. Instead of panicking, he began hopping toward where he thought the door was. Luck was with him. He had gone a few feet when the O'Learys' calf bumped into him, and Sullivan was able to throw his arms around its neck. Together, man and calf managed to find the door and safety, both frightened, both badly singed.

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'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.

### **Lesson 1**

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.

## Lesson 2

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... 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.

## Lesson 3

Fires were common in all cities back then, and Chicago was no exception. In 1863 there had been 186 reported fires in Chicago; the number had risen to 515 by 1868. Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms. The next year saw even more fires spring up, mainly because the summer had been unusually dry. Between July and October only a few scattered showers had taken place and these did not produce much water at all. Trees drooped in the unrelenting summer sun; grass and leaves dried out. By October, as many as six fires were breaking out every day....