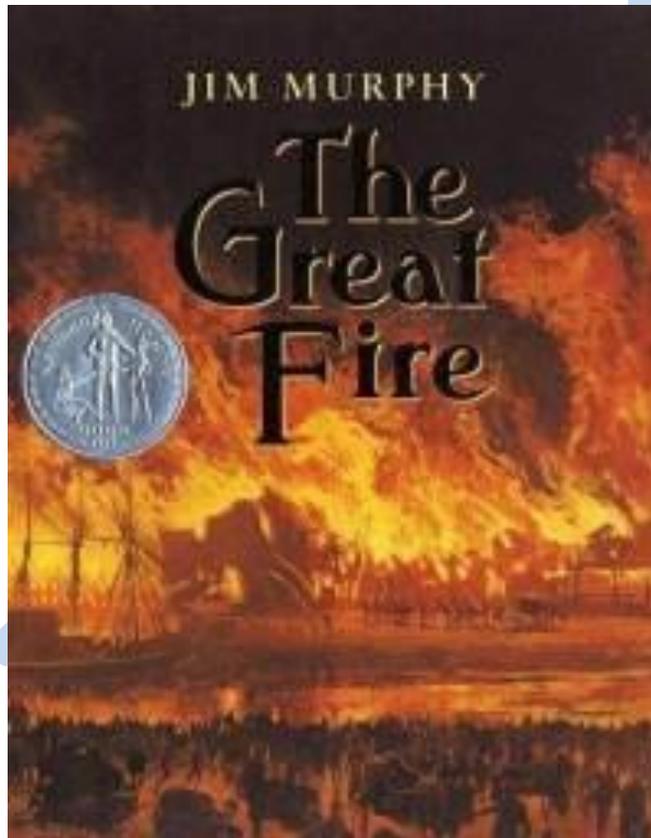


Quarterly Exemplar Module

6th - 8th Grades Text Exemplar Band

READ • WRITE • RESEARCH



6.9 GE/1130L/Guided Reading Level R

This Quarterly Module Contains:

- **Close Analytic Reading - Teacher and Student Edition**
- **Research Project /Writing Prompts/Resources**
- **CCSS & I CAN Statements for Grade Bands 6-8**

.....Quarter
Texts and Writing Types

Extended Text	Short Text Suggestions	Writing Types-Essays
<p>Informational - 1 <i>The Great Fire (E)</i></p> <p>Option1: Purchase 1 copy per teacher- use as a resource book:</p> <ul style="list-style-type: none"> Project text using a Document Camera Teacher Reads Aloud Specific Passages <p>Option 2: Purchase 1 copy per small group (5-6 copies):</p> <ul style="list-style-type: none"> Teachers assign passage reading to groups to read and discuss 	<p>TOTAL 3-5 Literature 2-3 Informational 1-2</p> <ul style="list-style-type: none"> Basal/ELA Textbook Selections Newspaper Account – The Losses by the Fire Newspaper Account – The Tribune Report Poetry “Chicago” (E) The Great Chicago Fire: The Web of Memory Essays and images from the Chicago Historical Society's collection Great Chicago Fire Wikipedia online encyclopedia's account Chicago Fire! [Archived copy] National Geographic presents this account from the point of view of Claire Innes, a 12-year-old child at the time of the fire The Great Chicago Fire Poem by Julia A. Moore Great America's Story: The Chicago Fire See before-and after-the-fire illustrations of Chicago Extension Activities for the Great Fire US Preamble & First Amendment (8th Grade) Historical Pictures of the Great Fire List of NYC Tallest Buildings Images of The Great Fire Sept 11 Resources 	<p>Informative, Explanatory, Argumentative 4-6</p> <p>Narrative 1-2</p>

Research Project	Writing Suggestions
<p>Group Project: 2 weeks (1 week for research and 1 week for presentations)</p> <p>Present an informal oral presentation about other Natural Disasters that have occurred throughout history such as:</p> <ul style="list-style-type: none"> Natural Disasters - BrainPOP Tsunami's Hurricane Katrina – New Orleans (video) The Great Flood of 1927 <ul style="list-style-type: none"> Impact on Greenville MS 1811 Arkansas Earthquake Can Animals Predict Disasters? <ul style="list-style-type: none"> Website Video (51 min) <p>Presentations may include:</p> <ul style="list-style-type: none"> Podcast/video/Power Points Text with facts Images depicting the setting and scenes 	<p>Write a Narrative Essay on one of the following prompts: (1-2 Per Quarter)</p> <p><i>The Great Fire</i></p> <ul style="list-style-type: none"> Mrs. O'Leary or her cow started the fire? What evidence suggests that was the case? Daniel "Peg Leg" Sullivan started the fire..... Dennis Regan started the fire..... "Peg Leg" Sullivan and Dennis Regan together started the fire..... A visitor to the McLaughlin house party that night started the fire The fire was a total accident..... <p>Compare and Contrast the poem “Chicago” and <i>The Great Fire</i>:</p> <ul style="list-style-type: none"> How is the urban setting portrayed in each? <p>Argumentative Essay <i>The Great Fire</i>:</p> <p>How would building codes have changed events in 1871? Could building codes have prevented the fire? How much responsibility should the government take to make sure that people are safe from disasters such as fire?</p>

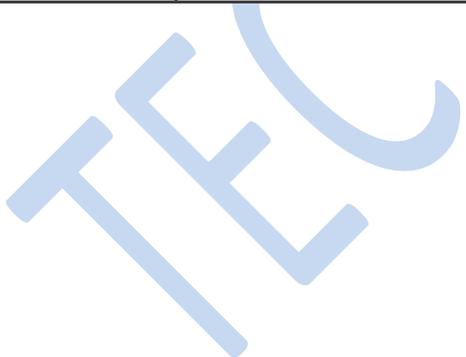
Recommendations for Pacing during each Quarter

Suggested Time Frame	Activity
1 week	I DO: Introduce Theme, Vocabulary, New Skills and Develop Background Knowledge
4 weeks	I DO/WE DO: Read the Extended Text, <i>The Great Fire</i> in its entirety and for close reading/routine writing and analyses. Read 3-5 short texts and write about the short texts (4-6 essays & 1-2 narrative).
2 weeks	YOU DO: Research Project
2 weeks	YOU DO: Narrative Writing/Skill Review/9 Weeks Assessment

Fundamental Skills for Reading, Writing, and Research – Embedded in the Module					
	RL 1-7	RI 1-10	W 1-8, 10	L 3-6	L 1-6
	(L1 & 2 to be specified by teacher)				
Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI 1	RL/RI 2-9 SL 2 SL 3	L 1 a, b, c, d L 2 a, b, L 3a, SL 6	L 4 a, b, c, d L 5 b, c L 6	SL 1	SL 4 SL 5 SL 6

Focus Standards and I CAN Statements for Quarter.....

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening	Language Standards
<p>RL. 2 RL. 5 RL. 7</p>	<p>RI. 2 RI. 5 RI. 7</p>	<p>W. 2 a, b, c, d, e W. 4 W. 5 W. 9 a, b W. 10</p>	<p>SL. 1 a-d SL. 2 -6</p>	<p>L. 1 c L. 2 a, b L. 3 a, b L. 4 b L. 5b</p>
<p>I can determine the theme and explain how it is portrayed through details.</p> <p>I can summarize a text and leave out my personal opinion.</p> <p>I can explain how a particular chapter/scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>I can compare and contrast the experience of reading a text to viewing or listening to the same text.</p>	<p>I can determine the main idea of a text and explain how it is supported by key details.</p> <p>I can summarize informational text while leaving out my personal opinion.</p> <p>I can analyze how a sentence/chapter fits into the structure of a text and contributes to the development of the ideas.</p> <p>I can utilize media or graphics to develop a coherent understanding of a topic.</p>	<p>I can write an informative piece, which examines a topic and conveys ideas, where I:</p> <ul style="list-style-type: none"> -introduce a topic, organize ideas with appropriate structure, including formatting and graphic when useful, -use facts, definitions, details, and quotations, or other examples to develop a topic, -use appropriate transitions to clarify relationships among ideas, -use precise language and vocabulary to explain a topic, -establish and maintain a formal style, and -provide a concluding statement or section, <p>I can use evidence from informational text to support analysis, reflections and research in my writing.</p>	<p>I can review ideas expressed and demonstrate understanding of multiple perspectives presented during the discussion.</p> <p>I can interpret information presented in diverse formats and explain how it contributes to the topic under study.</p>	<p>I can correct inappropriate shifts in pronoun number and person.</p> <p>I can use common Greek and Latin affixes and roots to figure out word meanings.</p> <p>I can use the relationships between words to better understand each word's meaning.</p>



Close Analytic Reading
The Great Fire by Jim Murphy
Teacher Edition

- 1) Students read the passage independently (mark words/phrases needing further explanation)
- 2) Teacher or fluent reader reads passage aloud to the class (check for understanding of bold Tier 2 Academic words).
- 3) Discuss and write answers to the questions in the form of notes, annotations, or a formal response.

Selected Passage for Close Reading	Definitions and Text-Dependent Questions
<p>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 <u>shingled</u> 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 deliver the milk to the neighbors.</p> <p>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.</p> <p>The wind coming off the <u>prairie</u> 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.</p> <p>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 house in there.</p> <p>The barn’s <u>loft</u> 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.</p> <p>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</p>	<p><i>materials added to the top of a house to make it water-proof</i></p> <p>(Q1) Why does the author start with this description of Daniel and Patrick and Catherine if he plans to describe a famous fire?</p> <p>Students should recognize that the author hopes to personalize the disaster. The people who lived through it were hard-working, normal people. By showing this before the fire, students can see who was really affected instead of just looking at the fire.</p> <p><i>large area of grassland that is generally flat</i></p> <p>(Q2) What tone is the author creating by choosing “amble” and “stretch” and “leaned back”? Why does the author create this feeling or mood when the main story is about the disaster?</p> <p>All these verbs have a sense of relaxation and a tranquil tone which contrasts against the disaster that is coming. The author is emphasizing that disasters strike when people are not expecting it.</p> <p><i>area above the main barn</i></p> <p>(Q3) Sullivan has to shout, “FIRE!” What does this tell you about the technology in Chicago at the time?</p> <p>They had no telephones or automatic fire alarms that would allow someone to</p>

were tied to the wall, **straining** 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.

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

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

quickly get ahold of the fire department.

(Q4) What is the significance of the hay in the top of the barn? Why would the author want to draw attention to that detail?

Straw burns easily, and it’s light enough to blow in the wind that Murphy describes, carrying the fire to any nearby structures.

small pieces of easy to burn wood used to start a fire

(Q5) The author includes a number of details about how Sullivan acts. Look at each action. What does the author want you to understand about Sullivan?

He goes into the fire, unties the animals, falls and gets his leg caught, and still hops to the door. The details together suggest that Sullivan is a very strong, stubborn man and that he’s concerned about doing the right thing.

fancy or elaborate

built poorly or quickly, especially to save money

(Q6) The author describes a number of specific items in the setting (coal, the fence, dry grass, leaves, kindling wood). Why does he reference these specific objects?

The author is showing how many flammable items are near the fire. This is a major reason why the city burned so quickly.

where alcohol is made; where flour is made

majestic or elegant

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**.

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. On Saturday the seventh, the night before the Great Fire, a blaze destroyed four blocks and took over sixteen hours to control. What made Sunday the eighth different and particularly dangerous was the steady wind blowing in from the southwest.

It was this gusting, swirling wind that drove the flames from the O'Learys' barn into neighboring yards. To the east, a fence and shed of James Dalton's went up in flames; to the west, a barn smoldered for a few minutes, then flared up into a thousand yellow-orange fingers. Dennis Rogan had heard Sullivan's initial shouts about a fire and returned. He forced open the door to the O'Learys' house and called for them to wake up.

(Q7) What evidence does the author give to back up his description of Chicago as a city “ready to burn”? How do the sentence structures employed in the second paragraph draw the reader’s attention to these facts.

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

(Q8) The author provides a list of businesses. What do these businesses have in common and why is the location relevant?

All of these businesses are “fire hazards” and burn both quickly and dangerously. Lumber, gas, furniture, and coal are all primary sources of fuel for a fire. Flour burns, paint gives off fumes as it burns, and warehouses might have more flammable material in them. All these businesses with dangerous materials are in the same area with houses where people live and sleep.

(Q9) How are the dangers in the wealthier neighborhoods different or similar to the fire risks for those who lived in poorer areas?

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

(Q10) Why does the author make a point of saying that the wooden roads were a “quick” solution?

He's implying that one of the reasons that the wooden sidewalks and roads were produced is because the decision to make them was made too quickly, and if the city builders had thought about the consequences of having so much

	wood around, they might have made a different choice in terms of how to handle the mud.
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Additional Notes for Teachers

Today, cities have taken a number of actions to prevent fires, including city codes. Building codes require that anyone building a structure use materials that won't catch on fire easily, leave space between buildings, have roofs that can withstand having sparks land on them without catching fire and include "fire walls" built of something that won't burn inside large buildings so that if a fire breaks out in one part, it won't travel to other parts.

Take a few moments to brainstorm the benefits of requiring people who are building to use stronger, more durable building materials (beyond the obvious advantage of having buildings that do not catch fire as easily). How do these laws make life more difficult for some people? Who might dislike the government making rules about how houses and businesses have to be built? How would more rules have negatively affected the O'Learys?

Guidance regarding an essay about the author's point of view:

Students should recognize that government action in the form of building codes or laws would have mitigated the effects of the fire. The crowded buildings, wood streets and walks, and cheap houses all contributed to the fire spreading faster than the firefighters could handle. However, students should also see that the government could not have prevented the fire totally. A number of factors including the dry weather, heavy winds, and the lack of telephones at the time all made the fire worse, and building codes could not have prevented those items.

Students may have a variety of answers as to the responsibility of the government, but the objective is for students to recognize that the government has the difficult task of protecting people without making laws that are so restrictive that they make houses too expensive for people to buy.

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