

How can tragedy inspire innovation?

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Suggested Grade Level Range: 3-5

Student Learning Objectives

Students will be able to...

- take informed action within the community
- develop questions and plan inquiries from primary sources
- evaluate primary sources

Standards Addressed

- SS.4.H.3 Explain probably causes and effects of events and developments in Illinois history
- SS.3-5.IS.5 Develop claims using evidence from multiple sources to answer essential questions

SQ1: What events led up to the Great Chicago Fire of 1871?	SQ2: How did the people of Chicago work together to rebuild after devastation?	SQ3: How does the tragedy of the Great Chicago Fire impact us today?
<ul style="list-style-type: none">• Source A: "Bird's-eye view of Chicago as it was before the great fire" (1871)• Source B: "Chicago, as seen before the Great Conflagration" (c. 1871)• Source C: 360 Painting: Chicago 1871	<ul style="list-style-type: none">• Source A: Sycamore True Republican, "The Trees" (1877)• Source B: Sycamore True Republican, "Sycamore of 40 Years Ago" (1911)• Source C: The Great Fire (student friendly newspapers version)	<ul style="list-style-type: none">• Source A: Video: "How the Great Chicago Fire of 1871 Changed Building Construction"• Source B: Places from the Fire• Source C: Triangle Shirtwaist Factory

Procedure

Anticipatory Set/ Staging the Compelling Question

- Read [Fiery Night: A Boy, His Goat, and the Great Chicago Fire](#). Explore the sources within the story to begin inquiry on the topic and begin investigating into the questions.

Supporting Question 1: What events led up to the Great Chicago Fire of 1871?

Reading and analyzing sources activity:

- Photo analysis- Show "[Bird's-eye view of Chicago as it was before the great fire" \(1871\)](#) and ask students stage 1 questions: What do you see? Does this photograph have a title? When was this photograph taken? etc.
- Show students "[Chicago, as seen before the Great Conflagration" \(c. 1871\)](#)" and

ask students stage 1 questions: What is happening in this photo? Does this look like the first photograph? How do you know? How did this happen? etc.

- Students will explore the 360 painting with pinned information about the fire.

Formative performance task:

- Students will compare and contrast the two images. Students will begin to explore further questions that may come up while working through the 360 painting.

Supporting Question 2: How did the people of Chicago work together to rebuild after devastation?

Reading and analyzing sources activity:

- Think-pair-share: partner read the different articles ([Sycamore True Republican, "The Trees" \(1877\)](#) and [Sycamore True Republican, "Sycamore of 40 Years Ago" \(1911\)](#)) and have students discuss how local areas helped Chicago after the fire. Encourage questions as to *why* these areas helped Chicago.

Formative performance task:

- Read the newspaper column "The Great Fire" and have students question what they are reading: was it only up to the city to rebuild? Who else helped? Is this similar to anything you have learned about before?

Supporting Question 3: How does the tragedy of the Great Chicago Fire impact us today?

Reading and analyzing sources activity:

- Model and explore the article to show students monuments that are in the city today that were also there during the fire.

Formative performance task:

- Watch the video on ["How the Great Chicago Fire of 1871 Changed Building Construction"](#). Have students focus on the fire code and building materials portion. Brainstorm what else this code and materials can help with (other natural disasters, other areas in the world). Has this been tested? Did it help reduce the damage? How can those be prevented?
- Read the article on the [Triangle Shirtwaist Factory](#). Ask students, based on the information they have learned so far, how this tragedy in New York could have been prevented.

Summative Assessment/Informed Action

Construct an argument:

- Research how a community can come together and help during times of need. Find a local business or event that can benefit from support within

the community. Create a way to bring the community together to help (bake sale, gofundme, even a newspaper article!)