**Title:** “Great Chicago Fire”

**Grade Levels:** 3rd grade

**Period:** 4-5 days

**Purpose:** Students will research the Great Chicago Fire and be able to create a fire plan, read a primary document and locate where the eyewitness was located, and create a news article on the accomplishment of the city after the fire.

**Description:** The teacher delivers a classroom PowerPoint that helps describe the important facts and overview of the Chicago fire. Along the way students will be able to perform activities to help solidify the ideas and concepts of the fire.

**Objectives:**

1. Students will be able to realize the cause of the Chicago fire and the importance of having a fire plan.

2. Students will evaluate primary documents and find where the eyewitness accounts came from.

3. Students will create an article that will show how Chicago rose again to become an important city in America.

**GLEs:**

Elements of Geographical Study and Analysis:

5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.

A. Reading and constructing maps.

Relationships of Individuals and Groups to Institutions and Traditions:

 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions.

1. Effects of personal and group experiences on perceptions.

Tools of Social Science Inquiry:

7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents).

D. Using technological tools.

Newspaper Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CATEGORY** | 4 | 3 | 2 | 1 |
| **Who, What, When, Where, and How** | Article adequately addresses the 5 W’s (who, what, when, where, and how). | The article adequately addresses 4 of the 5 W’s.  | The article adequately addresses 3 of the 5 W’s. | The article adequately addresses 2 of the 5 W’s. |
| **Spelling and Proofreading** | No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | No more than 2 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | 3 or more spelling or grammar errors remain in the final copy of the newspaper article. |
| **Requirements** | The article includes all the required content: 1 page long | The article includes 85-99% of the required content. | The article includes 75-84% of the required content. | Less then 75% of the required content was included in the article.  |
| **Graphics** | Graphics are in focus, are well-cropped and are clearly related to the article they accompany. | Graphics are in focus and are clearly related to the article they accompany. | 80-100% of the graphics are clearly related to the article they accompany. | More than 20% of the graphics are not clearly related to the article OR no graphics were used. |
| **Articles- Supporting Details** | The details in the article are clear, effective, and vivid 80-100% of the time. | The details in the article are clear and significant 90-100% of the time. | The details in the article are clear and significant 75-89% of the time.  | The details in more than 25% of the article are neither clear nor significant.  |

Points Earned \_\_\_\_\_\_\_/20