



*City on Fire, Chicago 1871 – Burning City*  
Virtual Visit Learning Guide  
*Recommended for students in grades 3-5*

### About the Exhibition

A rapidly growing city built of wood. A summer-long heat wave. An exhausted and misdirected team of firefighters. Racial, social, and economic tensions bubbling just below the surface. All Chicago needed was a spark. The *City on Fire: Chicago 1871* exhibition is divided into four parts: pre-fire Chicago in the “Wooden City,” the three days of the fire in the “Burning City,” the immediate aftermath in the “Smoldering City,” and the recovery and rebuilding efforts in the “Rebuilt City.”

### About this Video

This video is part of a series designed as a companion to the exhibition. The video series examines each section of the exhibition through closer looks at key sections and includes activities that can be done in the classroom. The “Burning City” introduces students to firefighting in 1871, the geography of the blaze, and a real couple, the Hudlins, who survived the fire and, by their actions, had a positive impact on their community.

#### By watching this video, students will:

- ◆ Increase their content knowledge of the Great Chicago Fire of 1871 and express their understanding through movement
- ◆ Think critically about how individuals can make a positive impact during a crisis
- ◆ Develop empathy for the people of the past
- ◆ Analyze and interpret maps created by the Chicago History Museum

### How to Use This Video

- ◆ This video is recommended for students in grades 3–5.
- ◆ The running time of *City on Fire – The Burning City* is 09:56
- ◆ The video is divided into four sections, three with corresponding activities:
  - Introduction – 00:10
  - Fire Pumper: Firefighting of 1871 – 00:39
  - Mapping the Fire – 03:33
  - Meet the Hudlins – 08:02
- ◆ Preview the video and review activities to plan your instruction.
- ◆ Pause video as needed to give students time to complete the activities.
- ◆ To access the video, you will be asked to complete a short survey. This will help us understand how you intend to use the video and improve future videos.

#### This learning guide includes:

- ◆ Standards Alignment
- ◆ Pre-Viewing Activities
- ◆ Post-Viewing Activities
- ◆ Activity Summaries and Corresponding Student Handouts
- ◆ Additional Resources
- ◆ Image Packet (Separate Download)

The video and learning guide align to these learning standards:

Illinois Social Science Standards:  
<https://www.isbe.net/socialsciences>

- ◆ Inquiry – SS.3-5.IS.1; SS.3-5.IS.5
- ◆ Grade 3 – SS.3.CV.1; SS.3.G.1; SS.3.H.2; SS.3.H.3
- ◆ Grade 4 – SS.4.CV.3; SS.4.G.2; SS.4.H.1; SS.4.H.2; SS.4.H.3
- ◆ Grade 5 – SS.5.CV.4; SS.5.G.1; SS.5.G.4; SS.5.H.1

Common Core, Anchor Standards:  
<http://www.corestandards.org/ELA-Literacy/CCRA/>

- ◆ Reading: 1 and 7
- ◆ Writing: 3 and 7
- ◆ Speaking and Listening: 1, 2, and 4

National Council for the Social Studies, College, Career, and Civic Life (C3):

<https://www.socialstudies.org/standards/c3>

- ◆ D1.3.3-5
  - ◆ D2.Civ.1.3-5; D2.Civ.6.3-5
  - ◆ D2.Geo.3.3-5
  - ◆ D2.His.2.3-5; D2.His.6.3-5; D2.His.10.3-5; D2.His.12.3-5; D2.His.14.3-5
  - ◆ D4.6.3-5; D4.7.3-5
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### **Suggested Pre-Viewing Activities -**

*Watch one or both of these videos, recommended for grades 3-5*

#### *“Lessons from the Great Chicago Fire”*

This virtual gallery tour features artifacts, documents, and images from the Museum’s collection. It covers the events of the fire and recovery following the blaze. Students are invited to share their ideas through close-looking prompts and essential questions. Running time: 11 min. 20 sec.

#### *“City on Fire: Chicago 1871, The Wooden City” (The first video in this series)*

This video helps students consider the combustible materials from which the city was constructed, how social divisions shaped life in Chicago in 1871, and introduces the O’Leary family. Embedded activities encourage close looking and critical thinking. Running time: 7 min, 44 sec.

Videos can be found at:

<https://www.chicagohistory.org/education/field-trips/virtual-field-trips/>

### ***Make Firefighter Hats!***

Students can wear these during the first activity in the *City on Fire: Burning City* video, when they take on the role of firefighters operating an 1871 pumper. Making hats is simple to do; you only need basic supplies, and we provide an easy-to-use template. The activity also includes information on firefighting protective equipment and images of an 1871 firefighter hat and a modern hat for students to analyze and compare.

Download the activity at: [https://static1.squarespace.com/static/60194eee956c02769139b433/t/61a947de869e68112d5459a6/1638483938844/CHM\\_ChicagoFire\\_ActivityKit\\_FirefighterHat.pdf](https://static1.squarespace.com/static/60194eee956c02769139b433/t/61a947de869e68112d5459a6/1638483938844/CHM_ChicagoFire_ActivityKit_FirefighterHat.pdf)

## Suggested Post-Viewing Activities

### *Journaling*

Invite students to begin a journal. After each installment of the video series, invite them to reflect on the circumstances that helped the fire spread and how the fire impacted Chicagoans.

### *Mapping the Fire's Geography Today*

If your school is in Chicago, use a contemporary map and plot out #3 of the fire progress maps (included in the Image Packet) to determine if your school would or would not have been in the path of the fire. Share with students that schools that were not in the path of the fire were opened to citizens after the fire to serve as temporary shelters. Discuss how your school is connected to your community today. How does the school help the community? How does the community assist the school? Note: some street names and addresses have changed since 1871. [For more information on the conversions, visit: https://libguides.chicagohistory.org/buildings/addressconversion](https://libguides.chicagohistory.org/buildings/addressconversion)

### *Examine Survivor Accounts*

Visit the Website "The Great Chicago Fire and the Web of Memory": <https://greatchicagofire.org/>  
Share survivor accounts written by children with your students. We recommend these two, who are also featured in the *City on Fire* exhibition onsite.

Fannie Bell Becker: <https://greatchicagofire.org/anthology-of-fire-narratives/fannie-belle-becker/>

Justin Butterfield: <https://greatchicagofire.org/anthology-of-fire-narratives/justin-butterfield/>

### *Invite a Classroom Visitor*

Invite a local firefighter to visit your class to show some of the equipment they use and share fire safety information.

# Fire Pumper: Firefighting in 1871

## Activity Outline

### *Summary:*

In the video, students will see a demonstration using a model of an 1871 fire pumper to learn how many steps were involved and the teamwork it took to fight a fire. Then they will imagine they are firefighters and act out the same steps.

### *Activity Directions:*

- ♦ Watch the video to see the demonstration of the 1871 fire pumper (00:40–3:30).
- ♦ Then pass out or project the Firefighter Steps and Motions – “Fire Pumper: Fighting the Fire in 1871”.
- ♦ Direct students to stand by their desks.
- ♦ Resume the video (2:30) and have students follow the prompts to act out the process of working the fire pumper.
- ♦ Share the 1871 fire pumper schematic drawing (included in the Image Packet) with students. Examine the illustration, drawing on the experience they just had acting as 1871 firefighters. What parts to they recognize? Are there parts on the drawing they didn’t act out?

If you like, have students do the motions several times. See how fast they can get at working the fire pumper. You can time them to add an element of challenge and enhance the fun.

### *Materials:*

- ♦ Firefighter Steps and Motions – “Fire Pumper: Fighting the Fire in 1871”
- ♦ Image Packet with large version of the Parts of a Steam Pumper.

### *Post-Activity Discussion Questions:*

- ♦ Ask students to share their reactions to the process of using an 1871 fire pumper. Were they surprised by how many steps it took? What step was their favorite? What step do they imagine might be the most difficult?
- ♦ What qualities do firefighters have?
- ♦ Why is it important (today and back in 1871) for firefighters to work as a team?
- ♦ Extension (optional): research how fire engines of today look and work and compare to the 1871 fire pumper.

# Fire Pumper: Fighting the Fire in 1871

## Firefighter Steps and Motions

1. First, **pull** the brake.
2. **Shovel** coal into the fire box.
3. **Pull** the chain to sound the whistle.
4. **Pull** the fire plug out of the water pipe.
5. **Put** your hose **into** the water pipe.
6. **Turn** the valve to adjust the pressure.
7. **Turn** the tap lever and **aim** your hose.

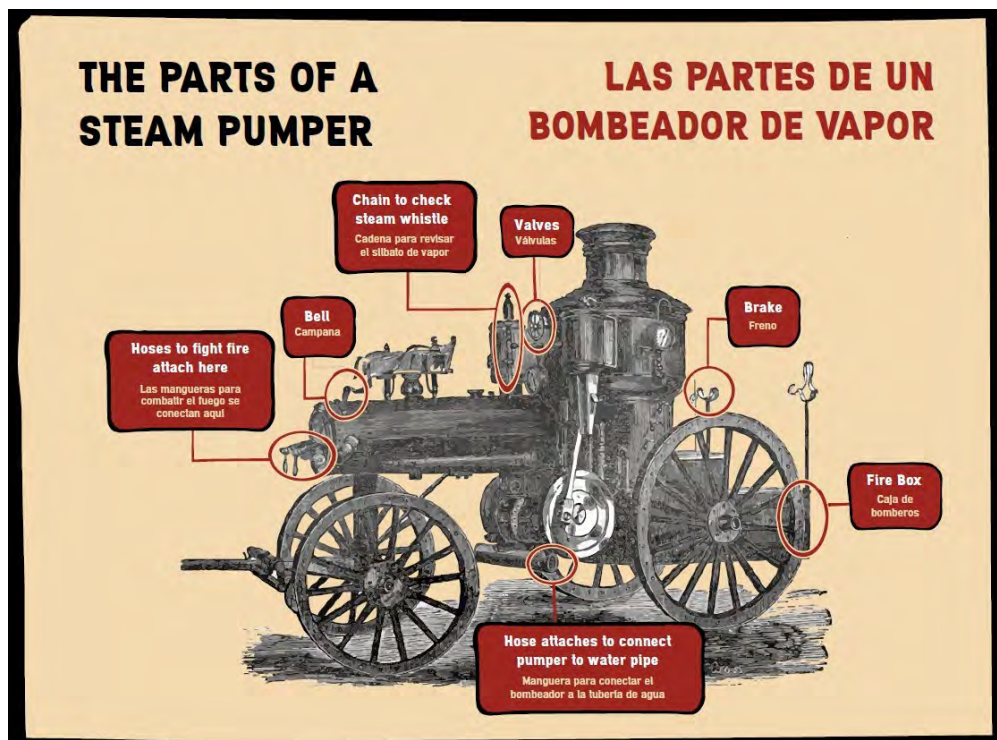
Good job, firefighters!

# Bomberos: La lucha contra el fuego en 1871

## Pasos y movimientos del bombero

1. Primero, **tira** del freno.
2. **Ponga** el carbón en la caja de fuego.
3. **Tira** de la cadena para hacer sonar el silbato.
4. **Saque** el tapón de fuego de la tubería de agua.
5. **Coloca** la manguera **en** la tubería de agua.
6. **Gire** la válvula para ajustar la presión.
7. **Gire** la palanca del grifo y **apunte** la manguera.

¡Buen trabajo de los bomberos!



# Mapping the Fire

## Activity Outline

### Summary:

Students will look closely at three maps that show the progress of the fire:

- ♦ Map #1: Sunday, Oct. 8, 11:59 p.m.
- ♦ Map #2: Monday, Oct. 9, 12:00 p.m.
- ♦ Map #3: Tuesday, Oct. 10, 4:00 p.m.

Through discussion and analysis, students will consider change over time, understand where and how the Great Chicago Fire spread throughout the city of Chicago, and understand how the path of the fire impacted the choices people made.

### Activity Directions:

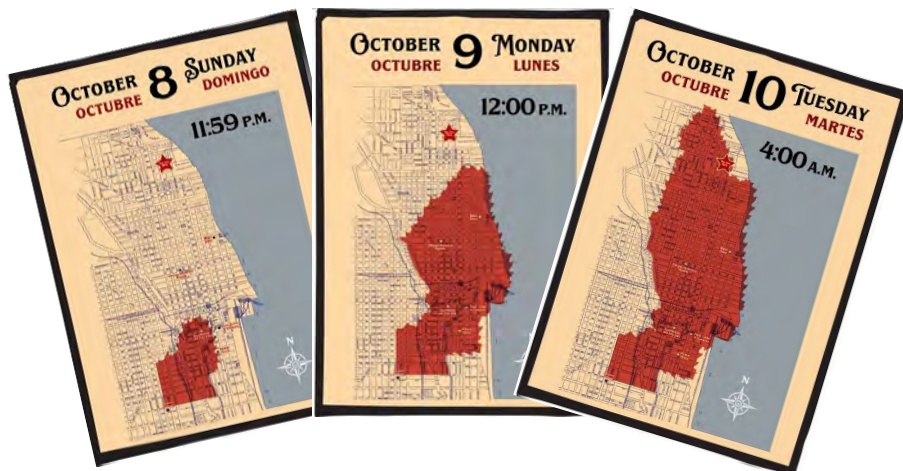
- ♦ Play the portion of the video that reviews the maps starting at 03:33.
- ♦ Stop the video as needed to give students time to answer the questions. A “pause” message will show on screen indicating when to stop.
- ♦ If possible, project the maps or have students work with printed copies of the maps.
- ♦ Discuss student responses and then move on to the next portion of the video and associated question.
- ♦ Prior to answering the questions, you may want to play the entire maps portion of the video so students see a preview of the maps and the type of information they will be trying to find. Then you can begin again, stopping the video for map work and discussion along the way.

### Materials:

- ♦ Copies of the Fire Progress Maps (3 maps; note: if you are able to project the maps or print them, that is the best way to see the details. Students can work in groups and share maps.)
- ♦ Mapping the Fire (student handouts; 3 sets of questions/1 set per map)
- ♦ Teacher Answer Key (on next page)
- ♦ Writing Utensil

### Post-Activity Discussion Questions:

- ♦ How do these maps add to our knowledge of the 1871 fire?
- ♦ Shortly after the fire, many companies printed and sold maps that showed the path of the fire. Why do you think people wanted maps of the fire?
- ♦ Today, we can show where important historical events took place or special places in communities using programs such as Google Maps/Earth. What would you map for your community?





# Mapping the Fire

## Teacher Activity Key

Note about the maps: These maps were made by the Chicago History Museum based on the historical record. They are on display in the *City on Fire* exhibition. The “You are Here” star marks the current location of the Chicago History Museum at 1601 North Clark Street.

### Map #1

1. What date and time is this map showing us?  
*October 8, [1871], at 11:59 p.m. (From witness testimony, we know the fire began around 9:00 p.m. that evening, so this map shows the spread several hours after the fire started.)*
2. The O’Leary cottage was on the corner of Jefferson and what other street?  
*DeKoven*
3. What body of water did the fire jump across?  
*The Chicago River (you can discuss with students to make an inference that it specifically jumped the South branch of the river).*
4. What government building was in the path of the fire?  
*Courthouse and City Hall*
5. What general direction was the fire moving?  
*North*

### Map #2

1. What date and time is this map showing us?  
*October 9, [1871], 12:00 p.m. (You can take a moment with students to calculate how many hours have elapsed between the first and second map.)*
2. How has the fire changed from the first map to this map? What words can you use to describe the situation?  
*Open ended, but some responses might include that it has gotten larger and that the situation is more serious.*
3. The Palmer House was a hotel. What do you think might be different for guests fleeing a hotel than for people leaving their homes to escape the fire?  
*Open ended, but some responses could include that people who stay in hotels are usually from out of town, and they may not know their way around the city, so they would not know where to go. Guests in hotels would have less to try to save (just what they packed), and if they survived the fire, guests in the hotel could leave Chicago and go home. They would not have lost their homes, places of work, etc. in the fire.*
4. What body of water did the fire jump across for a second time?  
*The Chicago River (specifically the Main Branch)*

## Mapping the Fire

### Teacher Activity Key

5. The Water Tower is marked on this map. Why do you think this is an important place to show?  
*Open ended, but answers might include that it is still standing today, it survived the fire, or that it supplied water to the city, and this shows when the fire reached it. (Note: while the tower did not burn, the pumping station did, and that stopped the flow of water to firefighters.)*
6. What general direction is the fire moving?  
*North*

Teacher Note for Map #2: you can share with students that this map shows how the fire spread to the downtown area of the city where many kinds of businesses such as stores, hotels, banks, and restaurants were located. This map also shows the Chicago Historical Society, which today is the Chicago History Museum. After the Great Chicago Fire the Museum relocated several times.

### Map #3

1. What date and time is this map showing us?  
*October 10, [1871], 4:00 a.m. (You can take a moment with students to calculate how many hours have elapsed between the second and third maps.)*
2. How has the fire changed from the second map to this map?  
*Open ended, but some responses might include that it has gotten larger and that the situation is more serious.*
3. Many people who survived the fire described going to the shore of Lake Michigan and even wading into the water. Find the area on the map where you think people went to get to the lake.  
*Students should pinpoint Lake Michigan, and they can further show where people might enter the lake. From survivor accounts, we know many refugees went to the edge of and into the water on the North Side in the Lincoln Park area.*
4. What areas of the city did not burn in the fire? Use the compass rose on the map to decide if those areas are the North, South, West, or East parts of the city.  
*Students can point out any areas outside of the red zone. This would generally include South and West.*

Teacher Note for Map #3: You can share with students that the last area the fire reached was mainly residential (less commercial) than the area shown on the second map. The fire finally reached the northern edge of the city, where there was less to burn, and it began to rain. These two factors helped to finally put out the fire in the early morning hours of Tuesday, Oct. 10, 1871.





Name/Nombre: \_\_\_\_\_

## Mapping the Fire: Map 1

## Trazar el mapa del fuego: Mapa 1

1. What date and time is this map showing us? | Qué fecha y hora nos muestra este mapa?

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2. The O'Leary cottage was on the corner of Jefferson and what other street? | La casa de O'Leary estaba en la esquina de Jefferson y qué otra calle?

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3. What body of water did the fire jump across? | ¿Por qué masa de agua saltó el fuego?

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4. What government building was in the path of the fire? | ¿Qué edificio gubernamental estaba en el camino del fuego?

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5. What general direction was the fire moving? | ¿En qué dirección general se movía el fuego?

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Name/Nombre: \_\_\_\_\_

## Mapping the Fire: Map 2

## Trazar el mapa del fuego: Mapa 2

1. What date and time is this map showing us? | ¿Qué fecha y hora nos muestra este mapa?

\_\_\_\_\_

2. How has the fire changed from the first map to this map? What words can you use to describe the situation?

¿Cómo ha cambiado el fuego desde el primer mapa hasta este mapa? ¿Qué palabras puedes utilizar para describir la situación?

\_\_\_\_\_

3. The Palmer House was a hotel. What do you think might be different for guests fleeing a hotel than for people leaving their homes to escape the fire?

El Palmer House era un hotel. ¿Qué crees que puede ser diferente para los huéspedes que huyen de un hotel que para las personas que salen de sus casas para escapar del fuego?

\_\_\_\_\_

4. What body of water did the fire jump across for a second time?

¿Qué masa de agua cruzó el fuego por segunda vez?

\_\_\_\_\_

5. The Water Tower is marked on this map. Why do you think this is an important place to show?

La Torre del Agua está marcada en este mapa. Por qué crees que es un lugar importante para mostrar?

\_\_\_\_\_

6. What general direction was the fire moving? | ¿En qué dirección general se movía el fuego?

\_\_\_\_\_



Name/Nombre:

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## Mapping the Fire: Map 3

## Trazar el mapa del fuego: Mapa 3

1. What date and time is this map showing us? | ¿Qué fecha y hora nos muestra este mapa?

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2. How has the fire changed from the second map to this map? | ¿Cómo ha cambiado el fuego del segundo mapa a este mapa?

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3. Many people who survived the fire described going to the shore of Lake Michigan and Even wading into the water. Find the area on the map where you think people went to get to the lake. | Muchas personas que sobrevivieron al incendio describieron haber ido a la orilla del lago Michigan e incluso haber vadeado el agua Localiza en el mapa la zona por la que crees que la gente se dirigió al lago.

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4. What areas of the city did not burn in the fire? Use the compass rose on the map to decide if those areas are the North, South, West, or East parts of the city. | ¿Qué zonas de la ciudad no ardieron en el incendio? Utiliza la rosa de los vientos del mapa para decidir si esas zonas son el norte, el sur, el oeste o el este de la ciudad.

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## Meet the Hudlins

### Activity Outline

#### Summary:

Students are asked to draw, write, and make inferences about the thoughts, hopes, and dreams of Joseph and Anna Elizabeth Hudlin using the worksheet. Prior to this activity, reviewing what inferences are and how to make them will be helpful.

**Note:** The video was created by Manual Cinema, which specializes in silhouette videos. They have created numerous videos for the *City on Fire: Chicago 1871* exhibition.

#### Activity Directions:

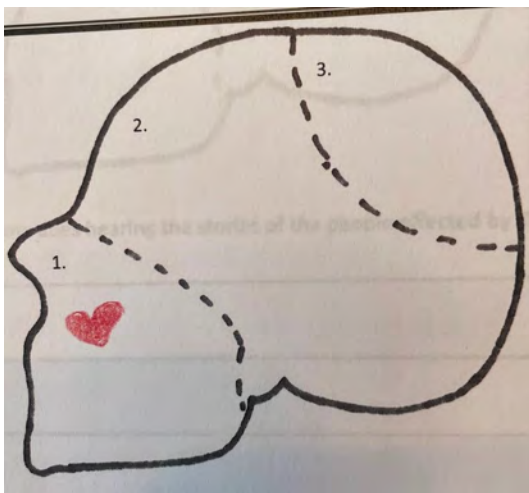
- ◆ Distribute and read the biography of the Hudlins.
- ◆ Watch the silhouette video portraying their experience during the fire, time stamp 08:02.
- ◆ Give students time to complete their historical head worksheet. Have students share out their completed sheets.

#### Materials:

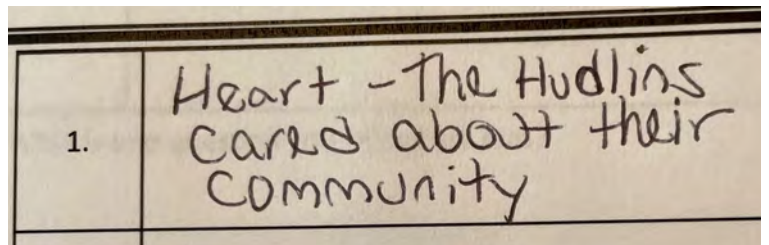
- ◆ Historical Heads worksheet
- ◆ Writing utensil
- ◆ Meet the Hudlins biography
- ◆ Optional: colored pencils, crayons, or markers for student drawings.

#### Post-Activity Discussion Questions:

- ◆ What did Joseph Hudlin do to help his place of work?
- ◆ How did Anna Elizabeth assist her neighbors?
- ◆ Think about the Hudlins' character traits. What words would you use to describe Anna Elizabeth and Joseph?
- ◆ What lessons can we learn from the Hudlins? How can we be good neighbors?
- ◆ What ways do people help each other today when a disaster happens?



Example of student drawing.



Example of student writing on reverse.

## Historical Head | Cabeza Histórica

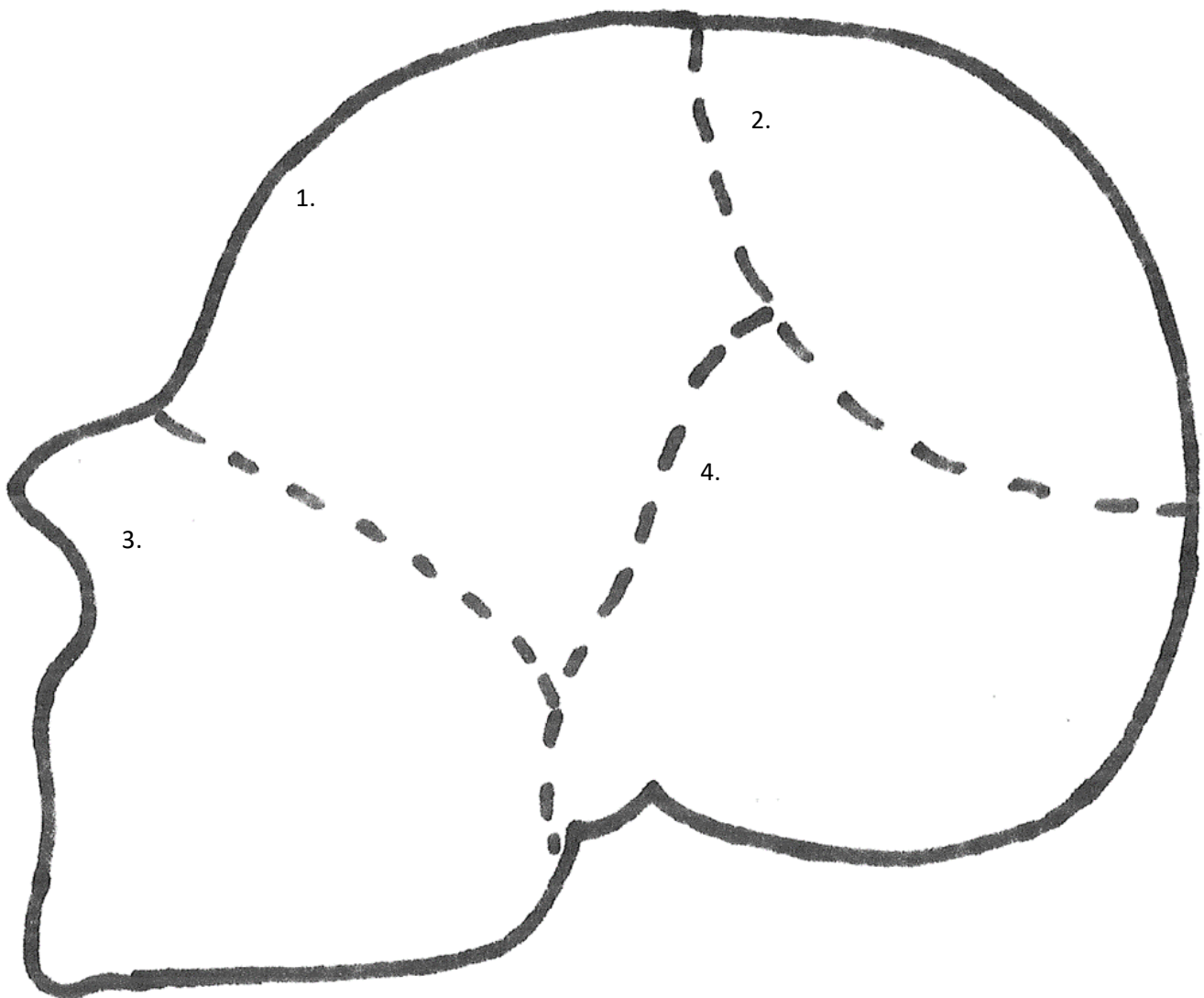
### Joseph and Anna Elizabeth Hudlin

Many people across Chicago were impacted by the Great Chicago Fire. Throughout the exhibition, some of their stories are told.

Think about the video about the Hudlins and the "Meet the Hudlins" biography. Make inferences about them using the head below. Use symbols and drawings to show your ideas about the thoughts, challenges, hopes, and dreams of Anna Elizabeth and Joseph Hudlin .

Muchas personas en todo Chicago se vieron afectadas por el Gran Incendio de Chicago. A lo largo de la exposición se cuentan algunas de sus historias.

Piensa en el video sobre los Hudlins y la biografía "Conoce a los Hudlins". Haz inferencias sobre la familia Hudlin usando el encabezado de abajo. Utiliza símbolos y dibujos para representar tus ideas sobre los pensamientos, desafíos, esperanzas y sueños de los Hudlins.



Use the numbered lines to write explanations for each of your drawings.

Usa las líneas numeradas para escribir explicaciones para cada uno de tus dibujos.

1.	
2.	
3.	
4.	
What is one question you would ask them?   ¿Cuál es una pregunta que les harías?	

How do you think the Hudlins felt after the fire?

¿Cómo crees que se sentían los Hudlins después del incendio?

How does learning the stories of the people affected by the Great Chicago Fire change your understanding of it?

¿Cómo cambia tu comprensión al aprender las historias de las personas afectadas por el Gran Incendio de Chicago?

*This activity has been adapted from James Percoco's "Historical Head" activity, for more information on this activity see page 31 of his book A Passion for the Past: Creative Teaching of U.S. History (Portsmouth, N.H.: Heinemann, 1998).*

Esta actividad ha sido adaptada de la actividad "Cabeza histórica" de James Percoco, para obtener más información sobre esta actividad, consulte la página 31 de su libro Una pasión por el pasado: Enseñanza creativa de la historia de EE. UU. (Portsmouth, N.H.: Heinemann, 1998).



## Meet the Hudlins Biography



Anna Elizabeth and Joseph Hudlin were an African American couple.

They lived in Chicago's South Division with their five children.

Joseph Hudlin was born into **slavery** in Culpepper Court House, Virginia. Eventually, he and his brothers escaped. He came to the Midwest while working on a Mississippi River steamboat. As a steward, it was his job to take care of the passengers on the boat.

Anna Elizabeth Hudlin was born free in Uniontown, Pennsylvania. Her mother had been born into slavery. A religious group called the Quakers freed her. Anna Elizabeth moved westward in search of a

better life. Joseph and Anna Elizabeth each spent time in St. Louis, Missouri, before making their way to Chicago.

The Hudlins, who married in 1855, were part of the first generation of Black families in Chicago. They were the first African Americans in Chicago to build their own home. Their address was 239 Third Avenue (now Plymouth Court). They finished building the simple five-room wooden cottage in 1857. Their home would become very important one day when it served as a shelter for people during the Great Chicago Fire.

In Chicago, Joseph worked at the Board of Trade as a porter. It was his job to carry and move things. The Board of Trade was a place where farmers, loggers, and miners could trade and sell their raw products. Anna Elizabeth was very active in the community. She volunteered for many different organizations and causes. The Hudlins were abolitionists, people who thought slavery

was wrong and worked to end it. They were members of Chicago's first African American church, Quinn Chapel. The Hudlins and their friends shared a sense of **responsibility** for their neighbors. They worked to help others and build a strong community in Chicago.

On the night of October 8, 1871, the first night of the fire, the Hudlins awoke due to a loud noise. They realized the noise they heard was people fleeing the fire! Luckily their home was far enough away from the blaze that it did not burn. Anna Elizabeth decided to open their home to people escaping the fire. Anna tended to the scared families, both Black and white. Joseph decided he could help at his place of work. He ran into the Board of Trade building and saved important papers from burning. Those papers allowed the Board of Trade to reopen soon after the fire.

After the fire, people spoke of the bravery and **generosity** of the Hudlins. Joseph was called a hero. The *Chicago Tribune* newspaper wrote that Anna Elizabeth was the "Angel of the Fire" because she helped so many people.

### **Vocabulary:**

Slavery: when one human being is owned by another and considered property. In what is now the United States, Black people were enslaved by white people from even before the founding of the country. Slavery was finally outlawed in 1865 by the Thirteenth Amendment to the Constitution.

Responsibility (acting responsibly): When a person is dependable and makes good choices. A responsible citizen looks out for the well-being of others and understands that they can make their community a better place.

Generosity: When a person is willing to give or share their resources with others. This includes things like belongings, time, or talents.

## Conoce la biografía de los Hudlin



Anna Elizabeth y Joseph Hudlin eran un matrimonio afroamericano.

Vivían en la División Sur de Chicago con sus cinco hijos.

Joseph Hudlin nació como **esclavo** en Culpepper Court House, Virginia.

Finalmente, él y sus hermanos escaparon. Llegó al Medio Oeste

mientras trabajaba en un barco de vapor del río Misisipi. Como

mayordomo, su trabajo consistía en cuidar a los pasajeros del barco.

Anna Elizabeth Hudlin nació libre en Uniontown, Pennsylvania. Su

madre había nacido en la esclavitud. Un grupo religioso llamado los

cuáqueros la liberó. Anna Elizabeth se trasladó al oeste en busca de

una vida mejor. Joseph y Anna Elizabeth pasaron un tiempo en St. Louis, Missouri, antes de dirigirse a Chicago.

Los Hudlin, que se casaron en 1855, formaron parte de la primera generación de familias negras de Chicago. Fueron los primeros afroamericanos de Chicago en construir su propia casa. Su dirección era el 239 de la Tercera Avenida (actual Plymouth Court). Terminaron de construir la sencilla casa de madera de cinco habitaciones en 1857. Su casa se convertiría en algo muy importante cuando sirvió de refugio para la gente durante el Gran Incendio de Chicago.

En Chicago, Joseph trabajó en la Junta de Comercio como portero. Su trabajo consistía en transportar y mover cosas. La Junta de Comercio era un lugar donde los agricultores, leñadores y mineros podían comerciar y vender sus productos en bruto. Anna Elizabeth era muy activa en la comunidad. Era voluntaria en muchas organizaciones y causas diferentes. Los Hudlin eran

abolicionistas, personas que pensaban que la esclavitud estaba mal y trabajaban para acabar con ella. Eran miembros de la primera iglesia afroamericana de Chicago, la Capilla Quinn. Los Hudlin y sus amigos compartían el sentido de la **responsabilidad** por sus vecinos. Trabajaron para ayudar a los demás y construir una comunidad fuerte en Chicago.

En la noche del 8 de octubre de 1871, la primera noche del incendio, los Hudlin se despertaron por un fuerte ruido. Se dieron cuenta de que el ruido que oían era de gente huyendo del fuego. Por suerte, su casa estaba lo suficientemente lejos de las llamas como para no quemarse. Anna Elizabeth decidió abrir su casa a las personas que escapaban del incendio. Anna atendió a las familias asustadas, tanto negras como blancas. Joseph decidió que podía ayudar en su lugar de trabajo. Corrió hacia el edificio de la Junta de Comercio y salvó papeles importantes de la quema. Esos papeles permitieron que la Junta de Comercio reabriera poco después del incendio.

Después del incendio, la gente hablaba de la valentía y la **generosidad** de los Hudlin. A Joseph le llamaron héroe. El periódico Chicago Tribune escribió que Anna Elizabeth era el "Ángel del Fuego" porque ayudó a mucha gente.

#### **Vocabulario:**

Esclavitud: cuando un ser humano es propiedad de otro y es considerado como tal. En lo que hoy es Estados Unidos, los negros fueron esclavizados por los blancos incluso desde antes de la fundación del país. La esclavitud fue finalmente prohibida en 1865 por la Decimotercera Enmienda de la Constitución.

Responsabilidad (actuar con responsabilidad): Cuando una persona es fiable y toma buenas decisiones. Un ciudadano responsable vela por el bienestar de los demás y entiende que puede hacer de su comunidad un lugar mejor.

Generosidad: Cuando una persona está dispuesta a dar o compartir sus recursos con los demás. Esto incluye cosas como las pertenencias, el tiempo o los talentos.