



City on Fire, Chicago 1871 – Rebuilt 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 “Rebuilt City” introduces how people navigated the aid system following the fire, explores how the myth of Mrs. O’Leary took hold, and examines fire safety today. Activities are set up to be used independently of each other, enabling educators to customize their classroom experiences.

By watching this video, students will:

- ◆ Increase their content knowledge about the aftermath of the Great Chicago Fire, including the complexities of the aid system
- ◆ Develop empathy for people from the past
- ◆ Analyze and interpret primary source materials from the collection of the Chicago History Museum
- ◆ Learn about fire safety today

How to Use This Video

- ◆ This video is recommended for students in grades 3–5.
- ◆ The running time of *City on Fire – The Rebuilt City* is 10:42
- ◆ The video is divided into eight sections, four with corresponding activities:
 - Introduction – 00:05
 - Tent City – 00:30
 - What Now? – 01:16
 - Who is blamed? – 04:16
 - Meet Joel Bigelow– 05:25
 - Rebuilding the City – 07.29
 - Fire Safety Today – 08:55
 - Conclusion – 09:40
- ◆ 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.4; SS.3-5.IS.6
- ◆ Grade 3 – SS.3.CV.1; SS.3.H.2; SS.3.H.3
- ◆ Grade 4 – SS.4.CV.1; SS.4.CV.3; SS.4.H.2; SS.4.H.3;
- ◆ Grade 5 – SS.5.CV.4; SS.5.H.2; SS.5.H.3

Common Core, Anchor Standards:

<http://www.corestandards.org/ELA-Literacy/CCRA/>

- ◆ Reading: 1 and 7
- ◆ Writing: 3 and 7
- ◆ Speaking & 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.6.3-5
- ◆ D2.Geo.3.3-5
- ◆ D2.His.2.3-5; D2.His.10.3-5; D2.His.12.3-5; D2.His.14.3-5
- ◆ D3.4.3-5
- ◆ D4.3.3-5; D4.4.3-5

Suggested Pre-Viewing Activities -

There are three previous videos in the City on Fire series, all recommended for grades 3-5. Watch one or all of them prior to this final installment.

The “City on Fire: Wooden City” video introduces factors that enabled the fire to spread rapidly through the city and the social tensions that influenced recovery efforts following the fire.

The “City on Fire: Burning City” video introduces students to firefighting in 1871, the geography of the blaze, and a real couple, the Hudlins, who survived the fire and whose actions had a positive impact on their community.

The “City on Fire: Smoldering City” video examines the immediate aftermath of the Great Chicago Fire through a close look at the artifacts left behind, the artwork people created as they processed the event, and the story of Julia Lemos and her family as they escaped the fire.

Activities associated with all three videos can be used independently of each other, enabling educators to customize their classroom experiences. The videos and learning guides are available at <https://www.chicagohistory.org/education/field-trips/virtual-field-trips/#gallery-tour-videos>

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.

Historical Heads Review:

Summative review of all the Historical Heads (from all episodes in the *City on Fire* video series: The O’Leary’s, The Hudlins, Julia Lemos, and Joel Bigelow):

1. What do their experiences have in common? What are some differences between them?
2. What are some of the reasons the fire impacted people in different ways?
3. Who do students wish they could meet? Why?

Tent City

Activity Outline

Summary:

Approximately one hundred thousand people, an astounding one third of the city's entire population was left homeless by the Great Chicago Fire. In the immediate aftermath, people found shelter in any way they could. This activity encourages students to investigate the living conditions people faced in the first days and weeks after the fire through an illustration from the time.

Activity Directions:

- ◆ Watch the "Tent City" section of the video starting at 00:30.
- ◆ Pause the video when the image of people in a refugee camp comes up on the screen (caption for the image reads: "Chicago Fire of 1871 – Sketch of people in a Refugee Camp after the Great Chicago Fire" from the Illustrated London News dated November 11, 1871. CHM, IChi-031488.)
- ◆ Give students a few minutes to view the image. What are their reactions? What questions do they have?
- ◆ Then un-pause the video. The narrator will pose three questions. You can pause in between each to discuss with students. You could also ask them to write down their individual answers on a blank sheet of paper and then discuss as a class.
- ◆ When students are ready, un-pause the video and repeat the process with the next question.
- ◆ The questions asked by the narrator are:
 - ◇ What do you notice in the image?
 - ◇ How would you describe these living conditions?
 - ◇ What do you think people needed right after the fire?

Note: this illustration is part of the image packet (separate download). You may want to print copies of the image for students to use during this activity to augment the video.



Materials:

- ◆ Blank paper (optional)
- ◆ Writing utensil (optional)
- ◆ Printout of refugee camp image (optional, found in the image packet)

Post-Activity Discussion Questions:

- ◆ What surprised you the most about living conditions right after the fire?
- ◆ What steps do you think city officials needed to take to improve the situation?
- ◆ Can you think of ways people likely helped each other or types of organizations that would help?

What Now?

Activity Outline

Summary:

The city government quickly realized that it could not handle the scope of aid that was needed following the fire. Within just a few weeks they handed over the effort to a private organization called the Chicago Relief and Aid Society, which was run by some of the wealthiest citizens. The Relief and Aid Society was committed to getting aid to those they felt deserved it. However, they created a complicated and often unfair system that was difficult for many people to navigate. In this quiz, your students will get an idea of the types of questions asked on the aid applications people had to complete.

Activity Directions:

- ◆ Have students number a piece of paper 1 through 5. Their response to each question will be either A or B.
- ◆ Stop the video after each question to give students time to answer. A “pause” message will show on screen indicating when to stop.
- ◆ For each question, an explanation is provided (see teacher guide on following page) that gives context around why the question is being asked or the consequences of a particular answer. You can choose to share the explanation after each question is posed in the video, or you can share the explanations when you review student responses to all the questions.
- ◆ Pause the video after the last question (#5) is asked. Make sure students have responded to all five. Ask them to count their As and Bs and write the total number of each on their paper, e.g., 3 As and 2 Bs.
- ◆ Resume the video to play the results. Ask students to show by raising their hands who had mostly As and who had mostly Bs.

Materials:

- ◆ Blank piece of paper
- ◆ Writing utensil

Post-Activity Discussion Questions:

- ◆ Do students think these questions were fair? Why/why not?
- ◆ What ideas do they have for different questions to ask?
- ◆ The Relief and Aid Society wanted to make sure that people’s situations were the same after the fire as before the fire. They set up a system where rich people stayed rich and poor people stayed poor. They thought that was fair. What do students think?
- ◆ Is there a way to recover from disasters that make a place better for everyone? What ideas do students have?

What Now? Activity

Teacher Guide – Questions and Explanations

Question 1: Including yourself, how many people are in your family?

- a. 1 – 4
- b. 5 or more

Explanation: The help from the Relief and Aid Society will last longer for smaller families but will run out more quickly for larger families.

Question 2: Does your family own or rent your home?

- a. Own
- b. Rent

Explanation: People who owned their home before the fire could get materials from the Relief and Aid Society to build a new, simple home! If a family didn't own their home, they could choose to stay in a group shelter, called a barracks, provided by the Relief and Aid Society.

Question 3: Were your parents born outside the United States of America?

- a. No
- b. Yes

Explanation: If the adults in the family don't speak English well, it will make it harder to communicate with the Relief and Aid Society. Sadly, this means a family might receive less aid than they need. Being born in the United States means adults are likely to speak English well, which will make it easier to communicate and get help.

Question 4: Religion is a big part of life for many Chicagoans. Do you go to religious services?

- a. 1 – 4
- b. 5 or more

Explanation: The Relief and Aid Society required recommendations from people stating that the person applying for aid was a good citizen and deserved help. The Relief and Aid Society trusted religious leaders to make these recommendations. If a person could not find trusted people to recommend them for aid, the Relief and Aid Society would examine the application more closely and often interviewed the people in person to determine if they would give them help.

Question 5: What do your parents do for work?

- a. My parents own a business, but it burned in the fire.
- b. My parents work for a business that burned in the fire.

Explanation: People who worked for themselves (small business owners or skilled craftsman, such as carpenters or seamstresses) could get equipment to start their work again. People who worked for a company that burned in the fire would get a list of places hiring instead. Not long after the fire, the Relief and Aid Society made employment a requirement to receive aid. They felt that people only deserved help if they were working and that every healthy person was needed to rebuild the city.

Meet Joel Bigelow

Activity Outline

Summary:

Students are asked to draw, write, and make inferences about the thoughts, hopes, and dreams of Joel Bigelow using the worksheet. Prior to this activity, reviewing what inferences are and how to make them will be helpful. The Joel Bigelow narrative is adapted from his own written account following the fire. To read the original transcription visit: <https://greatchicagofire.org/anthology-of-fire-narratives/joel-bigelow/>

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:

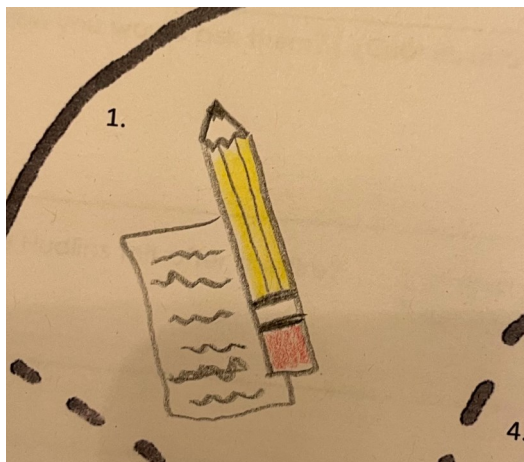
- ◆ Distribute and read the biography of Joel Bigelow (Note; biography is available in English and Spanish).
- ◆ Watch the silhouette video portraying his experience during the fire, time stamp 05:25.
- ◆ Give students time to complete their historical head worksheet. Have students share out their completed sheets.

Materials:

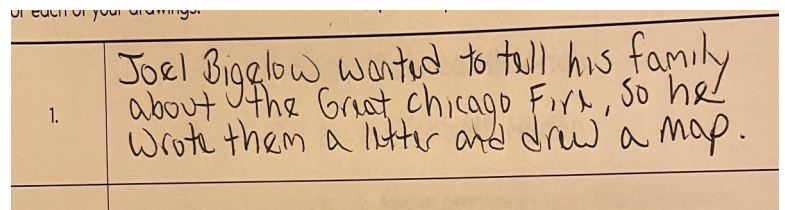
- ◆ Historical Heads worksheet
- ◆ Writing utensil
- ◆ Meet Joel Bigelow biography
- ◆ Optional: colored pencils, crayons, or markers for student drawings.

Post-Activity Discussion Questions:

- ◆ How would you describe Joel Bigelow's outlook after the fire?
- ◆ What advantages did Joel have after the fire? How was his situation different from some of the other people in this video?
- ◆ Why do you think he made his map? How do you think he felt walking around the ruined city as he made the map? (In image packet)
- ◆ What is interesting about his map?
- ◆ What words could you use to describe Joel Bigelow?



Example of student drawing.



Example of student writing on reverse.

Names/Nombres:

Historical Head | Cabeza Histórica

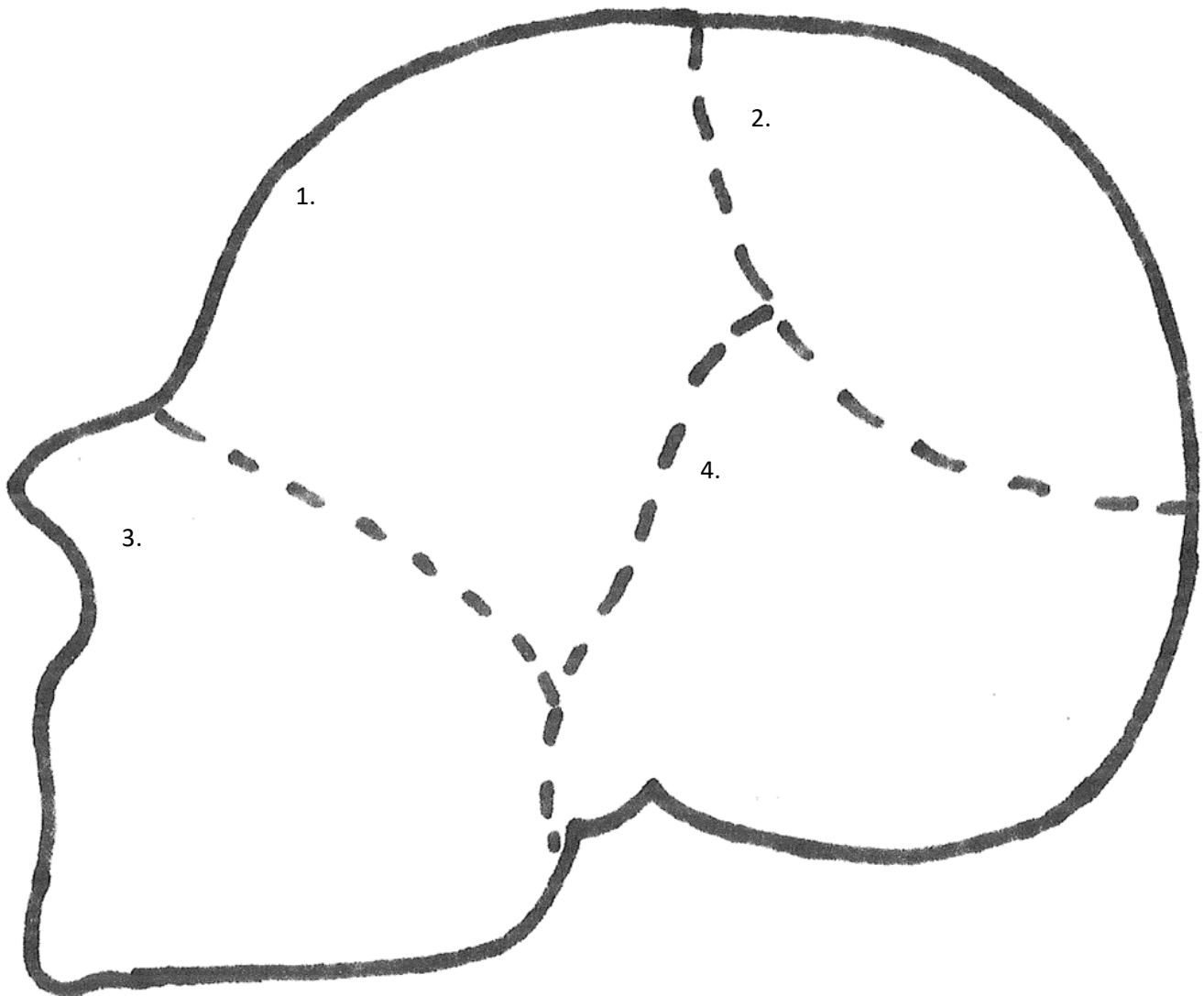
Joel Bigelow

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

Think about the Joel Bigelow video and the "Meet Joel Bigelow" biography. Make inferences about him using the head below. Use symbols and drawings to show your ideas about the thoughts, challenges, hopes, and dreams of Joel Bigelow.

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.

Reflexiona sobre el vídeo de Joel Bigelow y la biografía "Conoce a Joel Bigelow". Haz inferencias sobre él utilizando la cabeza de abajo. Utiliza símbolos y dibujos para representar tus ideas sobre los pensamientos, desafíos, esperanzas y sueños de Joel Bigelow.



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 him? ¿Qué pregunta le harías?	

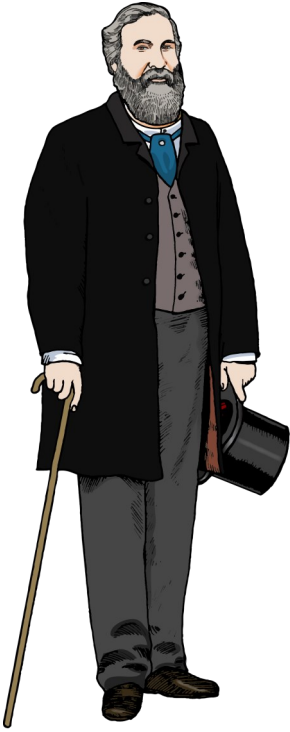
How do you think Joel Bigelow felt after the fire?

¿Cómo crees que se sintió Joel Bigelow 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?

Meet Joel Bigelow



Joel Bigelow and his twin brother were born in Tecumseh, Ontario, Canada, on November 9, 1828. Their parents, Mary and Hiram, moved the family to Lindsay, Ontario, when the boys were 13 years old. In 1850, Joel and his brother opened their own business, a **general store**.

In 1856, Joel married Mary Ann Dryden. Joel and Mary Ann had their first child, a son named Hiram, in 1860. The family moved to Milwaukee, Wisconsin, in 1864 and later moved again to Chicago. In Chicago, Joel opened a **mercantile store**, and their family grew. Their daughter Sarah Eliza was born in 1868.

Sadly, the Great Chicago Fire destroyed Joel's store. But Joel felt hopeful about the future. His family was safe. He also had **insurance**. He knew that meant he would have the money he needed to rebuild. On October 10, 1871, Joel wrote his brothers, who lived in Ontario, a letter. With the letter he also included a hand-drawn map. The map showed the area of the city that burned during the fire.

Joel started his letter by writing: "My dear Brothers, it is my painful duty to write to you of the sad **misfortune** that has **befallen** Chicago." Joel shared that he was thankful that after the fire, he had a house to sleep in. He wrote that thousands of Chicagoans lost their homes.

Joel described the kinds of buildings that burned in the fire and noted their locations on his map. He listed the loss of the Court House, the Post Office, hotels, theaters, museums, banks, and

newspaper buildings. His letter gives us an idea of the challenges the city faced in meeting the needs of people. He explained that bridges across the Chicago River burned, making it hard to get around. The fire also destroyed utilities. This meant that there was no gas for lights or water to drink. Joel wrote that the buildings “. . . are all in ruins. My store among the rest.”

Joel’s letter captures the sadness and uncertainty after a disaster. He wrote: “there must be many lives lost. . . . I am informed 30 are missing on the North Side. There are so many reports one doesn’t know what to believe.”

But his letter also shares good news. He shared that St. Louis and Milwaukee sent replacement fire engines to Chicago. Also, railroad companies gave out free train tickets to people who wanted to leave the city. People around the country sent food and supplies, and a system of giving them to people in need was set up.

Joel was hopeful. He ended his letter by writing, “we are all as well as could be expected after the excitement we have gone through.” He even encouraged his brothers to **invest** a little money in Chicago. He was sure the city would come back stronger than ever.

Joel Bigelow was a **resilient** person. In 1874 there was another large fire in Chicago. His store burned for a second time! But that did not stop him. He had started to buy land, and he was able to stay in Chicago and support his family even after the second fire. Joel passed away when he was 68 years old in 1896. His letter and map are important pieces of Chicago’s history. They help us understand how the Great Chicago Fire affected people. They also show us how the city started to rebuild and recover.

Meet Joel Bigelow

Vocabulary:

General Store: a store, often in a small town, that sells a wide variety of goods

Mercantile Store: a larger store, often organized into departments, such as clothing, jewelry, housewares, and toys

Insurance: when a person pays a company to protect them in case of loss or damage to their property; if something goes wrong, the insurance company will pay the person

Misfortune: an unfortunate condition or event; bad luck

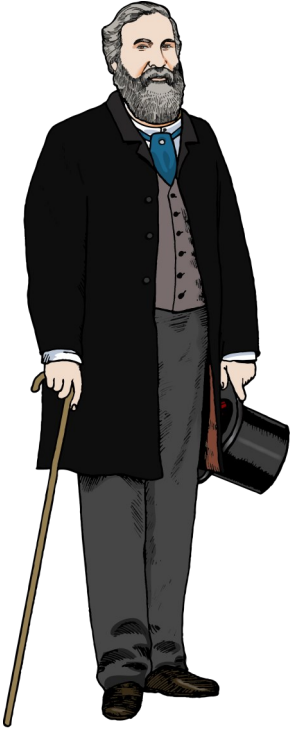
Befallen: to happen to, especially by chance

Invest: when a person uses their money to try to make more money—there are many ways people invest money, such as buying property, businesses, or stocks in companies

Resilient: when a person is able to get through and recover from a difficult situation



Conoce a Joel Bigelow



Joel Bigelow y su hermano gemelo nacieron en Tecumseh, Ontario, Canadá, el 9 de noviembre de 1828. Sus padres, Mary e Hiram, trasladaron a la familia a Lindsay, Ontario, cuando los niños tenían 13 años. En 1850, Joel y su hermano abrieron su propio negocio, un **almacén general**.

En 1856, Joel se casó con Mary Ann Dryden. Joel y Mary Ann tuvieron su primer hijo, un varón llamado Hiram, en 1860. La familia se trasladó a Milwaukee, Wisconsin, en 1864 y más tarde se mudó de nuevo a Chicago. En Chicago, Joel abrió una **tienda mercantil** y su familia creció. Su hija Sarah Eliza nació en 1868.

Por desgracia, el Gran Incendio de Chicago destruyó la tienda de Joel. Pero Joel tenía esperanzas en el futuro. Su familia estaba a salvo. También tenía un **seguro**. Sabía que eso significaba que tendría el dinero que necesitaba para reconstruir. El 10 de octubre de 1871, Joel escribió una carta a sus hermanos, que vivían en Ontario. Con la carta también incluyó un mapa dibujado a mano. El mapa mostraba la zona de la ciudad que ardió durante el incendio.

Joel comenzó su carta escribiendo: "Mi querido hermano es mi doloroso deber escribirte de la triste **desgracia** que le ha **acontecido** a Chicago. Joel compartió que estaba agradecido de que, después del incendio, tenía una casa donde dormir. Escribió que miles de habitantes de Chicago perdieron sus hogares.

Joel describió los tipos de edificios que ardieron en el incendio y anotó sus ubicaciones en su mapa. Enumeró la pérdida del Palacio de Justicia, la Oficina de Correos, hoteles, teatros, museos,

bancos y periódicos. Su carta nos da una idea de los retos a los que se enfrentaba la ciudad para satisfacer las necesidades de la gente. Explica que los puentes que cruzan el río Chicago se quemaron, dificultando los desplazamientos. El fuego también destruyó los servicios públicos. Esto significaba que no había gas para las luces ni agua para beber. Joel escribió que los edificios "... están todos en ruinas. Mi tienda entre el resto".

La carta de Joel capta la tristeza y la incertidumbre tras una catástrofe. Escribió: "debe haber muchas vidas perdidas... Me han informado de que hay 30 desaparecidos en la zona norte. Hay tantos informes que uno no sabe qué creer".

Pero su carta también comparte buenas noticias. Louis y Milwaukee enviaron camiones de bomberos de repuesto a Chicago. Además, las compañías ferroviarias regalaron billetes de tren a la gente que quería salir de la ciudad. Personas de todo el país enviaron alimentos y suministros, y se estableció un sistema para entregarlos a las personas necesitadas.

Joel estaba esperanzado. Terminó su carta escribiendo: "estamos todos tan bien como cabía esperar después de la agitación que hemos pasado". Incluso animó a sus hermanos a **invertir** un poco de dinero en Chicago. Estaba seguro de que la ciudad volvería más fuerte que nunca.

Joel Bigelow era una persona **resiliente**. En 1874 hubo otro gran incendio en Chicago. Su tienda ardió por segunda vez. Pero eso no le detuvo. Había empezado a comprar tierras y pudo quedarse en Chicago y mantener a su familia incluso después del segundo incendio. Joel falleció a los 68 años, en 1896. Su carta y su mapa son piezas importantes de la historia de Chicago. Nos ayudan a comprender cómo afectó a la gente el Gran Incendio de Chicago. También nos muestran cómo la ciudad empezó a reconstruirse y recuperarse.

Conoce a Joel Bigelow

Vocabulario:

Almacén general: una tienda, a menudo en una pequeña ciudad, que vende una amplia variedad de productos.

Tienda mercantil: una tienda más grande, a menudo organizada en departamentos, como ropa, joyería, artículos para el hogar y juguetes.

Seguro: cuando una persona paga a una compañía para que la proteja en caso de pérdida o daño de sus bienes; si algo sale mal, la compañía de seguros pagará a la persona.

Desgracia: condición o acontecimiento desafortunado; mala suerte.

Acontecido: suceder, especialmente por casualidad

Invertir: cuando una persona utiliza su dinero para intentar ganar más dinero; hay muchas formas de invertir dinero, como comprar propiedades, negocios o acciones de empresas.

Resiliente: cuando una persona es capaz de superar y recuperarse de una situación difícil.



Fire Safety Today

Activity Outline

Summary:

Sadly, the Great Chicago Fire was not the last fire in Chicago. However, for each fire the city has suffered, safety lessons have been learned. Over time, important laws have been passed that impact the materials and methods used in construction as well as safety features that must be included. Technology has also evolved that make our buildings safer and firefighting even more effective. In this activity, students will learn more about common safety features in today's buildings.

Activity Directions:

- ◆ Watch the first part of the "Fire Safety" section starting at 08:55.
- ◆ When it says "pause," invite students to make observations about the illustration they are looking at. What kind of room is it?
- ◆ Pass out the Fire Safety Matching worksheet. Give students time to match the seven safety features in the drawing. The Kitchen illustration with the answers is available in the image packet in case you want to post it in your classroom following the activity.
- ◆ Review student responses using the teacher answer key (on the next page), which also provides information about each safety feature to share with students. Which features are familiar to students? Which ones are new to them?
- ◆ Ask students to answer the final question, which prompts them to choose one of the seven safety features and write why they think it is important.
- ◆ Share out student responses.
- ◆ Un-pause the video and watch it through to the end.

Materials:

- ◆ "Fire Safety Matching" worksheet (Note: this worksheet is available in English and Spanish.)
- ◆ Writing utensil

Post-Activity Discussion Questions:

- ◆ Which of the safety features have you seen before?
- ◆ Do you know of other ways we stay safe from fire that were not in the picture?
- ◆ What are ways we all contribute to fire safety at home and at school?

Optional: take a fire safety walk at school. Point out the fire safety features in your school building.

Fire Safety Today

Teacher Answer Key

1: Smoke Alarm – A

These alarms have special sensors that warn you of fire danger so you can safely get out.

2: Grounded Outlets – F

Grounding means directing extra electricity to the earth, where it can go safely without hurting anyone.

3: Fire Breaks – D

These prevent fires from spreading from floor to floor.

4: Fire Extinguisher – B

Putting out a small fire with a fire extinguisher can stop it from becoming a big fire.

5: Drywall – E

Even though wood burns, covering it with drywall keeps it safer because it slows down the spread of a fire.

6: Conduit – G

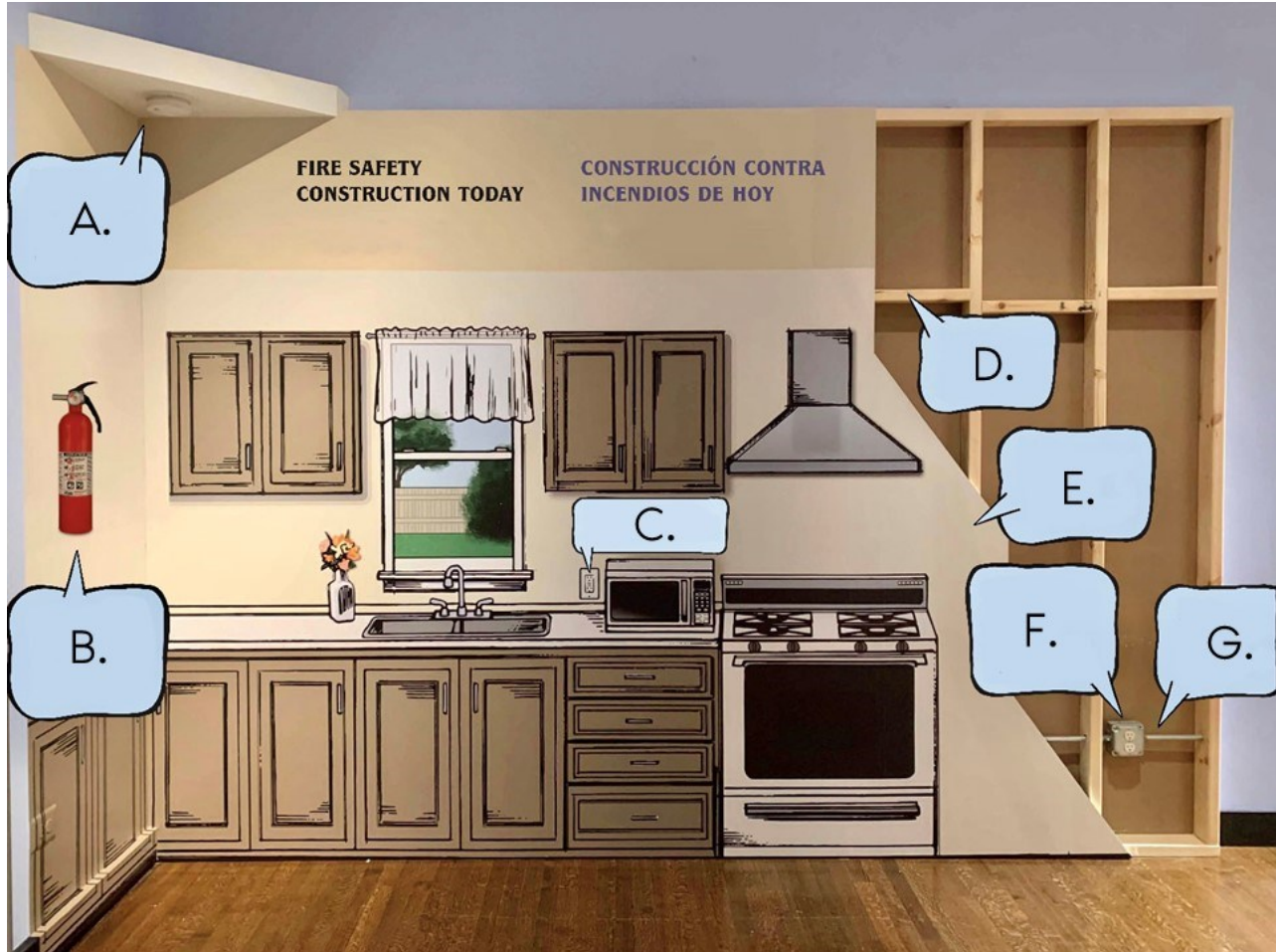
This is special piping that keeps electrical wires safe.

7: GFCI (Ground Fault Circuit Interrupter) – C

These are a special kind of outlet used in damp areas like kitchens and bathrooms that can automatically shut off power to the outlet.

Fire Safety Today

There are 7 fire safety features in this kitchen. Take a close look and match them all! Write the letter of each safety feature in the drawing next to the number of the description that matches it.



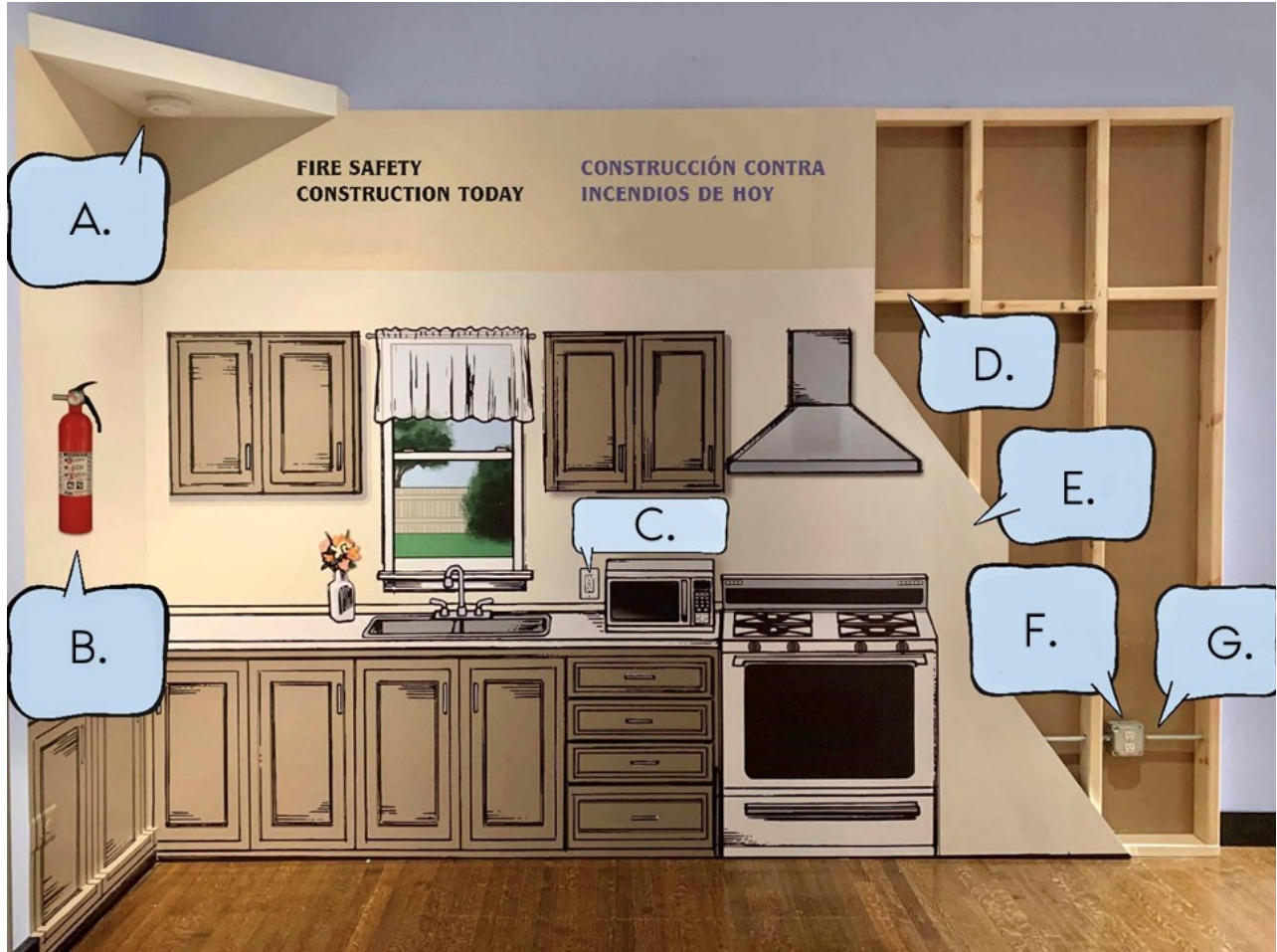
1. ____ Smoke Alarm
2. ____ Grounded Outlets
3. ____ Fire Breaks
4. ____ Fire Extinguisher
5. ____ Drywall
6. ____ Conduit
7. ____ GFCI Outlet

Choose one safety feature and explain why you think it is important.

The feature I chose is:

This is important because:

En esta cocina hay 7 elementos de seguridad contra incendios. Fíjate bien y aciértalos todos. Escribe la letra de cada elemento de seguridad en el dibujo junto al número de la descripción que corresponda.



1. ____ Detector de humo
2. ____ Enchufes con descarga a la tierra
3. ____ Cortafuegos
4. ____ Extinguidor
5. ____ Hojas de yeso
6. ____ Conducción
7. ____ Interruptor de corriente eléctrica

Elige un elemento de seguridad y explica por qué crees que es importante.

La característica que elegí es..:

Esto es importante porque..:

Additional Resources about the Great Chicago Fire

CHM Resources

Painted Memories Virtual Student Workshop:

There are no known photographs of the Great Chicago Fire of 1871, but artists' vivid depictions of it help us understand this important event and its lasting impact. Via videoconferencing, this workshop engages students in a close reading experience with Julia Lemos's painting *Memories of the Chicago Fire* and her written account of the disaster. Students share their responses to the painting and the artist's words through writing, drawing, discussion, and movement. The workshop wraps up with a discussion around the effects of disasters and the lessons we can learn from the Great Chicago Fire to help us manage similar situations today. The session concludes with time for student questions.

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

City on Fire: Chicago 1871 Exhibition and Website

Learn more about the exhibition, programming at the Chicago History Museum and around the city. Access free resources, which will grow over time. www.Chicago1871.org

The Great Chicago Fire and the Web of Memory Website

This site includes many artifacts and documents from the Chicago History Museum that kids will enjoy seeing, but best navigated with an adult, as the site is very dense. www.greatchicagofire.org

Books

For Young People

- ◆ *I Survived the Great Chicago Fire, 1871* by Lauren Tarshis; ages 7 to 10
- ◆ *Fiery Night: A Boy, His Goat, and the Great Chicago Fire* by Sally M. Walker; ages 8 to 11
- ◆ *Children of the Fire* by Harriette Gillem Robinet; ages 8 to 12
- ◆ *Emmi in the City: A Great Chicago Fire Survival Story* by Salima Alikhan; ages 8 to 12
- ◆ *The Great Chicago Fire: Rising from the Ashes* by Katherine Hannigan; ages 8 to 12
- ◆ *The Great Chicago Fire of 1871* by Kay Melchisedech Olson; ages 9 to 12
- ◆ *The Great Fire* by Jim Murphy; ages 9 to 12

For Adults

- ◆ *The Great Chicago Fire and the Myth of Mrs. O'Leary's Cow* by Richard F. Bales
- ◆ *Chicago's Great Fire: The Destruction and Resurrection of an Iconic America City*, by Carl Smith
- ◆ *Urban Disorder and the Shape of Belief: The Great Chicago Fire, the Haymarket Bomb and the Model Town of Pullman*, by Carl Smith
- ◆ *The Great Peshtigo Fire: An Eyewitness Account* by Reverend Peter Pernin

Videos

Lessons from History: The Chicago Fire of 1871

Featuring Casey Grant from the National Fire Protection Association and best-selling author Lauren Tarshis of the *I Survived* book series. Running time 7:09. Recommended for ages 8 and up. <https://www.youtube.com/watch?v=VZhvbmqYniA>

The Great Chicago Fire: A Chicago Stories Special

PBS special that includes animations, recreations, and interviews with historians and with descendants of eyewitnesses. Running Time: 56:24. Recommended for ages 11 and up. www.pbs.org/video/the-great-chicago-fire-i17jer