

Use the article titled “The Great Fire” by Jim Murphy on pages 313-325 in your student reader to answer the questions below.

*Directions*

Read the article. Then answer questions 1 and 2.

1. How do lines 30 and 31 on p. 314 and lines 1 through 4 on p. 317 contribute to the development of a key idea in the article “The Great Fire”? Use two details from the article to support your response.

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2. How did “Peg Leg” Sullivan’s mood change from the beginning of page 314 to the end of page 314? Use two details from the article to support your response.

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Use the article titled “The Great Fire” by Jim Murphy on pages 313-325 and “Fire Friend or Enemy” by Gerardo Benavides on pages 330-334 in your student reader to answer the question below.

*Directions*

Read the articles. Then answer question 3.

3. Both “The Great Fire” and “Fire Friend or Enemy” describe fire. How are their descriptions different? How does the genre of each text influence the way fire is described? Use details from both articles to support your response.

In your response be sure to

- explain how each text describes fire
- explain how the descriptions differ
- explain how the genre of each text influences how fire is described
- use details from both texts to support your response

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## Grade 6 Lesson 11

### Exemplary Response - 2 Point

#### Reading/Writing Standard(s) RI.6.5 W.6.1

**RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

**2017 stem Used:** How do lines # and # contribute to the development of a key idea in the article “X”? Use two details from the article to support your response.

pp. 314-317

1. How do lines 30 and 31 on p. 314 and lines 1 through 4 on p. 317 contribute to the development of a key idea in the article “The Great Fire”? Use details from the article to support your response.

#### Possible Exemplary Response:

The lines contribute to the idea that the city was a city ready to burn. On page 314 it describes how the barn and shed on O’Leary’s property was filled with fire friendly materials making the fire much harder to control or put out. On page 317, the shed contained two tons of coal for the winter as well as a large supply of kindling wood. When both buildings began to burn, the O’Leary’s entire property was at risk of burning.

#### Possible Details to Include:

- Other relevant text-based details

#### Score Points:

Apply 2-point rubric.

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### Exemplary Response - 2 Point

#### Reading/Writing Standard(s) RI.6.3

**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

**2016 stem Used:** How does [character's] mood change from the beginning to the end of [passage]? Use two details from the story to support your response.

p. 181

2. How did "Peg Leg" Sullivan's mood change from the beginning of page 314 to the end of page 314? Use two details from the article to support your response.

#### Possible Exemplary Response:

In the story, "The Great Fire", Daniel "Peg Leg" Sullivan's mood changed from enjoyment at the beginning of the page to frantic by the end of the page. Sullivan began his evening by stopping at O'Leary's to visit but discovers they were already in bed. He then walked across the street, sat down on the wooden sidewalk to enjoy the pleasant night air that was filled with sounds of laughter and music in the neighborhood. Just as Daniel "Peg Leg" Sullivan was climbing to his feet, he noticed a flicker of flame shooting out of O'Leary's barn. Daniel began shouting frantically "FIRE, FIRE!" He ran into the O'Leary barn to get the animals out and his peg leg became stuck. Fearful he would not get out of the barn alive, Daniel wrapped his arms around a calf and rode it out to safety. Daniel's enjoyable mood at the start of the evening quickly changed to frantic and then fearful as the Great Fire began to take hold of Chicago.

#### Possible Details to Include:

- Other relevant text-based details

#### Score Points:

Apply 2-point rubric.

## Grade 6 Lesson 11

### Exemplary Response - 4 Point

#### Reading/Writing Standard(s) RI.6.9 W.6.2

**RI.6.9** Compare and contrast one author’s presentation of events with that of another

**W.6.2** Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

**2017 stem Used:** Both “X” and “Y” describe Z. How are the descriptions different? Why was Z important to/for....? Use details from both articles to support your response.

pp. 313-334

Use the article titled “The Great Fire” by Jim Murphy on pages 313-325 and “Fire Friend or Enemy” by Gerardo Benavides on pages 330-334 in your student reader to answer the question below.

#### *Directions*

Read the articles. Then answer question 3.

3. Both “The Great Fire” and “Fire Friend or Enemy” describe fire. How are the descriptions different? How does the genre of each text influence the way fire is described? Use details from both articles to support your response.

In your response be sure to

- explain how each text describes fire
- explain how the descriptions differ
- explain how the genre of each text influences how fire is described
- use details from both texts to support your response

#### **Possible Exemplary Response:**

Both “The Great Fire” and “Fire Friend or Enemy” describe fire, but in different ways because of their genre.

In “The Great Fire” the fire being described is The Great Chicago Fire of 1871. This was a devastating fire for Chicago as it burnt down much of the city. The text starts off by explaining the events that occurred involving Daniel Sullivan. The text explains how Sullivan discovered that his neighbor’s barn was on fire. The text then begins to explain the Chicago fire and why the city was so flammable. The author ends the text by explaining how the O’Leary family was able to get out of their house safely.

“Fire Friend or Enemy” describes how fire can be beneficial and not just destructive. On page 331, the text states “They set prescribed fires to improve the health of wild lands.” Fire doctors set these fires to help the land by burning dry dead plants. The ashes left behind from the fire also adds nutrients back to the soil. The article also mentions how certain plants need the heat of the fire to open up their seed pods to regrow.

The descriptions also differ because of the genre of the text. “The Great Fire” is written as

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literary nonfiction. While there are facts given about the Chicago fire, it is set within a story about Daniel Sullivan and his neighbors. “Fire Friend or Enemy” is written as an informational text. This text makes the claim that fire can be beneficial as well as dangerous. The claim is then supported by facts and examples.

**Possible Details to Include:**

- Other relevant text-based details

**Score Points:**

Apply 4-point rubric