

**Performance Tasks** – Be prepared to present your findings to the class and be able to answer questions regarding them. Consider doing two for extra credit.

**For the analytical** – Analyze an eyewitness account using a document analysis form. A document analysis form from the National Archives may be found here: [http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf) Research and analyze one or more eyewitness account of another American disaster such as the *Riverboat Sultana*, 9/11 attack on the World Trade Center, Johnstown Flood, etc. Use a document analysis form for these also and turn them in as part of your project. Compare and contrast the experiences of the people you read about using your own points of comparison. You may respond with an essay or graphic organizer such as a Venn diagram.

**For the artistic** – Go to The Great Chicago Fire and Web of Memory at <http://www.chicagohs.org/fire/intro/wom-index.html> and click on each area labeled “Galleries.” You will see visual representations of the fire, such as photographs, paintings, drawings, etc. Select those that speak to you and create a collage using a medium you prefer. Choose a name for your creation and be prepared to explain not only what it means to you, but also what the individual pictures may depict.

**For the poetic** – Read as many additional eye witness accounts as you’d like. Compose two or more poems. They may be entirely your own, a format poem, or a combination of the two. A description of “Found Poetry” from the Academy of American Poets may be found at: <http://www.poets.org/viewmedia.php/prmMID/5780> You may also want to use an “I Am” poem. A form from CanTeach is located at: <http://ettweb.lk.k12.nj.us/forms/iampoem.htm> Remember, at least one of the poems must be your own. You may also illustrate the poems or present them in an appealing manner.

**For the economist** – Formulate the economic effects of the fire and the political, economic and social reasons Chicago may have rebounded so quickly. Read two articles from The Great Chicago Fire and the Web of Memory - <http://www.chicagohs.org/fire/queen/library.html> and <http://www.press.uchicago.edu/Misc/Chicago/764176.html> In addition, feel free to do more research. Perhaps you could assess the monetary loss of the fire by today’s rate. Present your findings to the class. Use graphic organizers and any other visuals you may create to aid in their understanding.

**For the theatrical** - Use living history and convince your classmates that you ARE one of the eyewitnesses. Select an account that allows for a wide variety of acting – being older and successful in your career, returning to the fire as a child and reliving it, etc. Have some semblance of a costume and/or props. Answer questions in and out of character.

**For the debater** - You must have a partner for this. You are debating the cause of the fire. One should convince your classmates that it was Mrs. O’Leary’s cow - and the other should defend the cow and propose a different suspect. Begin with these resources: From the Chicago Historical Society –<http://www.chicagohs.org/fire/oleary/> and <http://www.thechicagofire.com/index.php>

**See nothing you like?** Speak with your teacher and decide on a method to relate your knowledge of The Great Chicago Fire.