**?**

**W2K**

**Analyze** cause-and- effect relationships in the sequence of events

in *The Great Fire*.

**Consider** how cause-and-effect relationships

over

the course of *The Great Fire*.

between central ideas and supporting

details.

**Discover** the

**Read** parts of *The Great Fire* by Jim Murphy.

**Lesson Goals**

**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary to help you.*

**Lesson Question**

|  |  |
| --- | --- |
| cause | something that an action or result |
| effect | the of a cause |
| central idea | the most ideas in a section of text |
| sequence of events | the in which things happen |
| supporting details | details that tell more about the central idea |


# The Chicago Fire

## The Chicago fire of burned for thirty-one hours and displaced more than one hundred thousand people.

* The fire started in the of Patrick and Catherine O’Leary.
* The city of Chicago had about fifty-five miles of roads and six hundred miles of sidewalks, all made of .
* The night before the Chicago fire, a smaller fire had burned for more than sixteen hours, four city blocks.

**2**

**5**

of a cause

**Effect**: the

or result

**Cause**: something that brings about an

**Cause and Effect**

**Central Idea and Supporting Details**

*Underline the supporting details in the passage.*

The fire had begun near the corner of De Koven and Jefferson and quickly fanned out thanks to increasingly gusty winds. One tongue traveled north up Jefferson, while the other headed east toward Lake Michigan. There was no way firefighters from two engines could contain a wind-driven fire with such a wide front. Still, they did their best.

*–The Great Fire, Jim Murphy*

**Slide**

* Central ideas can be found for a whole book, a chapter, or a single paragraph.

: details that tell more information about the central idea

.

**Central Ideas and Supporting Details**

**Central ideas**: the most important ideas in a section of text

* Different sections of text can have

**Slide**

# Finding Cause and Effect

*Underline the cause in the passage.*

The fire had begun near the corner of De Koven and Jefferson and quickly fanned out thanks to increasingly gusty winds. One tongue traveled north up Jefferson, while the other headed east toward Lake Michigan. There was no way firefighters from two engines could contain a wind-driven fire with such a wide front. Still, they did their best.

*–The Great Fire, Jim Murphy*

**The became The fire quickly fanned out in**

**increasingly gusty.**

**5**

**two .**

**Slide**

of causes and effects shapes the

Notice how the

sequence of events.

4.

leads to another effect.

3. Check to see if one

or if the cause

Check to see if the effect has multiple results in multiple effects.

2.

1. Find the first cause and effect in the reading.

:

Steps to analyze cause and effect in a

in which things happen.

The **sequence of events** is the

**Considering Cause and Effect in a Sequence of Events**

**2**

**4**

**Considering Cause and Effect in a Sequence of Events**

*Circle the causes and underline the eﬀects in the paragraph.*

When William Lee reached Goll’s drugstore, he was gasping for air and frantic. In a breathless voice, Lee demanded the key to the alarm box that was mounted on the outside of the store. Bruno Goll refused to hand it over, insisting that a fire truck had already passed.

Lee had no time to argue with Goll. He was too concerned about the safety of his family, so he hurried back to them almost immediately. He got there just in time to see the fire taking hold of his neighbor’s shed and fence, while the breeze blew a rain fire on his property. Two things were very clear to Lee: first, despite what Goll had said, no fire engines had arrived, and, second, his house was about to catch fire.

*–The Great Fire, Jim Murphy*

**Summary** Cause and Effect in *The Great Fire*

**?**

How do cause and effect drive the events in Jim Murphy’s account of the Chicago fire?

**Lesson Question**

**Answer**

*Use this space to write any questions or thoughts about this lesson.*