

Painted Memories: The Great Chicago Fire

Pre-Visit Preparation

About the Painted Memories Workshop

Although there are no photographs of the Great Chicago Fire, artists recorded their memories of it so vividly that today, more than a century later, we can understand this important event through their work.

During the Painted Memories workshop, we will explore the Great Chicago Fire through art. In the exhibition students will analyze two works of art; the first *Mrs. Catherine O'Leary Milking Daisy*, by Norman Rockwell depicts the legend of how the fire started. The second work is the main focus of the program and is a piece by the artist Julia Lemos who actually lived through the fire. She painted *Memories of the Chicago Fire in 1871* and also wrote a memoir of her experiences.

To help prepare your students for the Painted Memories workshop, please read the informational text "Chicago Burns" with your class. You can also utilize the following activity along with the text.

This packet contains:

- Pre-visit activity instructions and Common Core standards alignment
- Informational text "Chicago Burns"
- Student Response Sheet (Eight-Square)
- Full page versions of images embedded in the "Chicago Burns" text with discussion questions. See following page for more information.

Pre-visit Activity: Writing and Drawing in Response to "Chicago Burns!"

While reading the text as a class or individually, students can follow along using an "eight square." The "eight square" student response worksheet is included in this packet, or you can have students make their own from notebook paper.

- If students are making their own using standard classroom paper, instruct students to make three folds: (1) in half down the long edge (hot dog style); (2) In half

1	5
2	6
3	7
4	8

down the short side (hamburger style) and again in half down the short side. When they unfold their papers, they will have eight squares.

Distribute copies of "Chicago Burns" and the student response sheet. Please note that images are embedded within the text. Full page versions of these images are also part of this packet to allow for easier viewing and additional discussion with your students.

Direct students to use the squares on the left side of the page (1-4) to respond to questions posed while reading the text.

- These questions are called out within the text. When your class comes to one of the questions, either during a read aloud, or if students are reading the text individually, give them a few minutes to respond to the questions in writing.
 1. What did Daniel Sullivan do?
 2. What conditions helped the fire spread?
 3. Describe two things Julia Lemos did to get her family ready to escape the fire.
 4. If you stayed in Chicago like William Kerfoot did, what would your sign say?

Instruct students to illustrate their answers in the boxes on the right side of the paper. (5-8) Prompts for drawing include:

5. The response of Daniel Sullivan and the O'Leary's neighbors
6. The Fire Spreading
7. Escaping the Fire
8. Rebuilding the City

If Time Permits

- Allow students to share their writing and drawing responses in partners or as a class.
- Invite students to use their student response sheet to write an opinion piece on the "Chicago Burns" text
- Show full size images and hold a class discussion using suggested questions. (See the following page for more information about each image)

Standards Alignment

National Governors Association Center for Best Practices, Council of Chief State School Officers Title: Common Core State Standards English Language Arts Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Copyright Date: 2010

Common Core English Language Arts Anchor Standards								
Reading			Writing		Speaking & Listening			
1	2	3	1	4	1	2	4	6

Painted Memories: The Great Chicago Fire

Teacher Guide: Image Discussion



Chicago in Flames; Currier and Ives, Lithograph, ca. 1871 (ichi-23436)

The burning of Chicago became a news sensation and word of the blaze quickly spread throughout the country and the world through railroad communication and telegraph cables. Daily newspapers and other media outlets published black and white drawings of the fire since no photographs of the actual blaze could be taken. Lithography companies like Currier and Ives took some of these well-known drawings and created colorized versions of the dramatic imagery.

Discussion Prompt/Question: What colors do you see in this image? How do they make you feel?



Before and after photographs of the Palmer House Hotel, ca. 1871 (ichi-39580 and ichi-26749)

The Palmer House Hotel was one of the iconic buildings destroyed by the Fire. This image is actually a composite of two photographs, both taken by the P.B. Greene, a photographer working in Chicago. The image on the left shows the beautiful hotel which was brand new at the time of the Fire. The image on the right shows the ruins of the Hotel and conveys the extreme heat and destructive forces of the fire. The layout of this image is based on the stereoscope cards of the time. A real stereoscope card had identical images side by side. When viewed through a stereoscope with its special lenses, the image appeared 3-dimensional. These cards were often sold in sets, and this particular set included before and after images of buildings destroyed by the fire.

Discussion Prompt/Question: Use three words to describe the Palmer House Hotel before the fire and three words to describe it after the fire. What conclusions can you make about the fire?



Trying to Save a Wagonload of Goods; Alfred R. Waud, Pencil Chalk & Paint drawing, 1871 (ichi-37787)

Drawings such as this are some of the best visual representations of the fire. The artist, Alfred Waud, was a well-known for his role in the Civil War as an illustrator capturing images of the battlefields and life in the South following the war. He was in St. Louis when the fire began and caught a train to the city as soon as he could. Several illustrations that appeared in the publication *Every Saturday* were based on his quick sketches of the fire and its aftermath. Some additional sketches by Alfred Waud are included in the post-visit activity you will be given the day of the workshop.

Discussion Prompt/Question: Look closely and find details. How does this drawing show the drama of the fire?



Handmade sign; William Kerfoot, 1871 (ichi-64473)

William Kerfoot was a prominent Chicago business man at the time of the Fire. He posted this sign on a temporary wooden building the day after the fire ended. This gesture became an iconic symbol of the resilience and determination of Chicagoans to rebuild following the fire. Another example of this spirit is the famous *Chicago Tribune* headline: "Chicago Shall Rise Again" which was published shortly after the fire ended. The Tribune Building burned in the fire but they borrowed a printing press from Cincinnati and were able to keep issuing the paper with very little disruption. The Kerfoot sign is on display in the *Chicago: Crossroads of America* exhibition and your students will see it during their workshop experience.

Discussion Prompt/Question: Based on the sign and what you read in the "Chicago Burns" text, how would you describe William Kerfoot? What are his character traits?

Chicago Burns!



Chicago in Flames; Currier & Ives, Lithograph, ca. 1871 (ichi-23436)

The Fire Begins

Around 8:00 on the night of October 8, 1871, Patrick and Catherine O’Leary of 13 De Koven Street went to bed early to be well rested for the next day, when they were going to have much work to do. Mrs. O’Leary had to milk the cows, and Mr. O’Leary had to go to work. That evening, a neighbor, Daniel Sullivan came by to visit and saw that the O’Leary’s house was dark and that they were probably in bed. He started to walk home, but from the corner of his eye, he saw a yellow flame flickering inside the O’Leary’s wooden barn.

“Fire! Fire!” he shouted. Sullivan ran into the barn to try and save the O’Leary’s cows. He was able to save one calf. Then he raced to the O’Leary’s front door and started knocking as loud and hard as he could to wake them up. Neighbors flew out of their homes with buckets of water. The fire had already jumped from the O’Leary’s barn to their houses.

Because the wind was blowing and the neighbors’ homes were also built out of wood, soon the entire neighborhood was in flames.

Meanwhile, a fireman named Mathias Schaffer was stationed at the city courthouse. From the courthouse tower he could see much of the city. When he saw smoke in the distance, Schaffer quickly told his assistant to signal the fire engines. The engines started off, but Schaffer realized he had mistakenly sent them to the wrong location.

1

Question:
What did Daniel Sullivan do?

The Fire Spreads

By 10:30 that night, the fire was declared out of control. The wooden buildings, dry from the drought, burned quickly, which helped the fire speed toward the center of the city. At around this time, Julia Lemos, Chicago resident and mother of five, was just getting to bed. She lived on the north side of the city with her elderly parents. Four of her children were staying at a temporary orphan's home while Julia saved money from her job to support her family and parents. Julia remembered that the wind was very strong that night, but thought little of it as she latched her shutters. With her windows closed, Julia had no idea that her life was about to change completely.

Fires were not unusual in Chicago, and people who could see the smoke went to bed thinking it was just another fire. But they were wrong.

By 11:30 that night the fire had destroyed the West Side neighborhood where the O'Learys lived. The fire reached the Chicago River which was filled with wooden boats and wooden bridges. The bridges and boats began to burn, spreading the fire to the other side. The fire was headed to the center of the city. Soon the fire ruined the brand new

hotel called the Palmer House, and destroyed the Chicago Tribune newspaper building, businesses, and magnificent stores on State Street. Even the courthouse, where fireman Schaffer was on fire-spotting duty at the beginning of the blaze, burned.

At 5:00 in the morning on Monday, Julia Lemos was awakened by a loud rumbling noise. She got up, opened the shutters, and saw the streets outside her home filled with people, scrambling to pack their things and escape the threatening flames. Confused, Julia thought at first that she was dreaming, until a neighbor told her that the city had been burning the whole night, and that the fire was

headed their way. She ran to wake up her parents, and worried frantically about her children in the orphanage, wondering if they would escape the fire in time.



*Before and after photographs of the Palmer House Hotel
(ichi-39580 and ichi-26749)*

2

Question:
What conditions helped the fire spread?

Fleeing the Fire

Firefighters tried to stop the fire but were unsuccessful. By Monday night the fire once again jumped over the river and headed to the North Side. People rushed out of their homes carrying only a few possessions, looking for safety as they ran through the streets. Julia Lemos first ran to the orphanage to gather her children, then made a deal with her landlord to carry her most prized possessions in his wagon. They packed important papers, their best clothing, and a mattress. Even as they saw the wagon leave, they doubted whether they would see their things again.

She and her family began to walk with the crowds of people, heading north and away from the fire. Some people found shelter along Lake Michigan and in the large cemetery that was being converted to a park called Lincoln Park. Many also found shelter in the prairie that surrounded the city. Julia Lemos first led her family to the northern prairie, where they were able to sleep for a few hours, before the fire caught up to them and they had to run again.

Not everyone was running away from the fire, however. The fire was big news, and reporters were working hard to cover the story for newspapers around the country, and even around the world! Alfred Waud, who worked as an illustrator for newspapers and magazines,

was in St. Louis, Missouri, when he heard about the fire. Waud immediately traveled north from St. Louis, arriving in Chicago while it was still burning. He sketched many scenes he saw and heard about, and sent his sketches to publishers to print in news articles about the fire.



Trying to Save a Wagonload of Goods; Alfred R. Waud, Pencil, Chalk, and Paint Drawing, 1871 (ichi-37787)

3

Question:

Describe two things Julia Lemos did to get her family ready to escape the fire.

The Fire Ends

On the third day of the fire, it began to rain. The very tired Chicagoans looked up to the sky grateful the rain was helping put out the fire. At last the flames died down. The fire had burned for three long days, but finally Chicago was safe. As a result of the fire, about three hundred people had died, two hundred million dollars in property had been destroyed, and one hundred thousand people were left without homes. The people of Chicago had a lot of work to do before winter arrived.



Handmade sign; William Kerfoot, 1871 (ichi-64473)

Julia Lemos and her family took shelter in a church, where they made plans to leave the city. They were surprised and happy that most of their belongings were found. The following day, they were able to catch a train for New York, where Julia could work and save up for their return to Chicago.

While many left the city, others stayed to begin rebuilding right away. On October 11, the day after the fire ended, William Kerfoot set up an office to continue his real estate business, the first building to appear in the business district after the fire. He hung a handmade sign on

the front of his office that read: “All gone but wife children and energy.” Only four days after the fire started in the O’Leary barn, the people of Chicago showed their spirit and began to rebuild the city they loved. Chicago soon became bigger than ever.

Julia Lemos returned to Chicago with her family, but the memories of the fire remained with her. In 1912, over forty years after the fire, she painted and wrote of her experience. Today, her painting and her story are cared for at the Chicago History Museum.

4

Question:

If you stayed in Chicago like William Kerfoot did, what would your sign say?

Name _____

Student Response Sheet: “Chicago Burns”

Write Use the text to answer the questions below.	Draw Use the text and your written answers to draw pictures that match the prompts below.
1 What did Daniel Sullivan do?	5 The response of Daniel Sullivan and the O’Leary’s neighbors
2 What conditions helped the fire spread?	6 The Fire Spreading
3 Describe two things Julia Lemos did to get her family ready to escape the fire.	7 Escaping the Fire
4 If you stayed in Chicago like William Kerfoot did, what would your sign say?	8 Rebuilding the City



PUBLISHED BY CURRIER & IVES

125 NASSAU ST. N.Y.

CHICAGO IN FLAMES.

Chicago in Flames; Currier & Ives, Lithograph, ca. 1871 (ichi-23436)

What colors do you see in this image? How do they make you feel?



Before and after photographs of the Palmer House Hotel (ichi-39580 and ichi-26749)

Use three words to describe the Palmer House Hotel before the fire and three words to describe it after the fire. What conclusions can you make about the fire?



Trying to Save a Wagonload of Goods; Alfred R. Waud, Pencil, Chalk, and Paint Drawing, 1871 (ichi-37787)

Look closely and find details. How does this drawing show the drama of the fire?



Handmade sign; William Kerfoot, 1871 (ichi-64473)

Based on the sign and what you read in the “Chicago Burns” text, how would you describe William Kerfoot? What are his character traits?

Name _____

Memories of the Chicago Fire in 1871 • Artist: Julia Lemos

1. Choose a detail. Circle it.



2. Write your detail. Draw it.



3. Act it out!

How can you use your body to act-out your detail?

I would...



Book Cover Choices

- 1.** Choose the title or write your own!



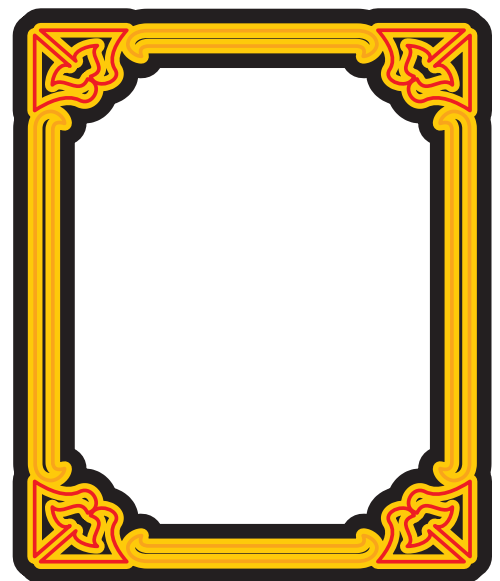
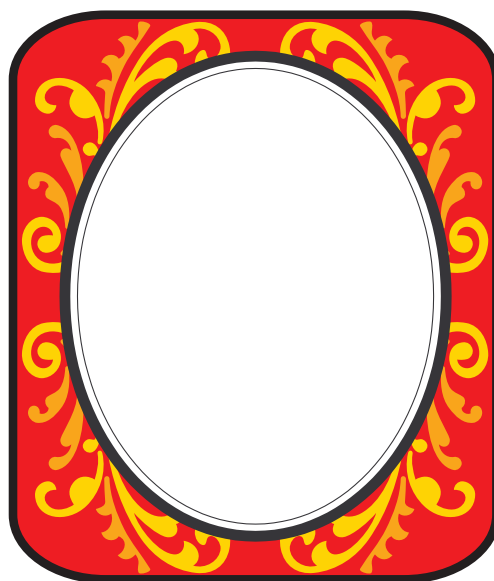
The
Untold Story of
The Great Chicago Fire

By: _____

- 2.** Choose the call-out or write your own!



- 3.** Choose a frame and draw a picture!





Painted Memories: The Great Chicago Fire

Post Visit Graphic Novel Activity

About the Graphic Novel Activity

News of the Great Chicago Fire quickly spread through the country. Newspaper articles and books were written to share more information about the city and its rebirth. Back at school, students will have the opportunity to “tell their story” of the Great Chicago Fire.

Building on the book cover activity at the end of the workshop, students will create a group graphic novel about the fire. Pages include informational text, photographs, and illustrations from the collection of the Chicago History Museum. Continuing the students’ investigation and interpretation of visual sources, prompts on each page support students in adding their own writing and drawing illustrating their ideas to complete the book.

This packet contains:

- Post-visit activity instructions and Common Core standards alignment.
- Teacher reference images of each page of the book
- Copies of book pages: Enough to make 6 books.

Post Visit Activity: Creating a Graphic Novel

Students work in collaborative groups to write and illustrate a book about the Great Chicago Fire.

Instructional note: The first page (title page and index) and last page (about the authors and illustrators/back cover) of the book are intended for students to write collaboratively as a group before or after they have completed their

individual pages. The remainder of the book: (pages 3 through 14) are set up so students can work individually on one double sided paper (two book pages) which includes both a writing and a drawing prompt.

- Organize the class into groups of 6 students each. This group size is recommended to match the length of the book.
- Give each student in a group one (double-sided) paper to complete (starting with page 3/4 and ending with page 13/14).
- Instruct students to look through the book pages together and do some pre-planning. This will help give their completed book a more cohesive feel, even with multiple authors.
- You can distribute the first (title page and index) and last (about the authors and illustrators/back cover) pages, which groups complete together, before or after students work on their individual pages.
- After students complete their individual work, instruct them to assemble the pages of the book in order and make any final changes and edits.
- Add the covers made at the Chicago History Museum during the workshop. Covers can be attached at the beginning and end of the book. Inform students it is common for graphic novels to have multiple covers; illustrators are invited to contribute “Guest Cover” artwork. So including all their covers will make their Great Chicago Fire book more interesting for the reader.
- Secure all pages together.

Standards Alignment

National Governors Association Center for Best Practices, Council of Chief State School Officers Title: Common Core State Standards English Language Arts Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Copyright Date: 2010

Common Core English Language Arts Anchor Standards							
Reading		Writing			Speaking & Listening	Language	
1	7	3	7	9	1	2	6

Painted Memories: The Great Chicago Fire

Teacher Reference: Graphic Novel Book Pages

Please note the copies in your packet for students to complete are double sided.

Complete the title page below, and don't forget to attach the cover you made at the Museum to the front!

Write title here

By:

Your Name

Alfred Waud & Julia Lemos

School Name & Year

ChicagoHistoryMuseum

Index of Photographs/Drawings

Page 3

- "Michigan Avenue from the Lakes", Jenné and Almini Lithograph, c.1866, I&H 62074
- "Courthouse Square", Jenné and Almini Lithograph, c.1866, I&H 62082
- "Chicago Water Works", Jenné and Almini Lithograph, c.1866, I&H 04829
- "Park Row", Jenné and Almini Lithograph, c.1866, I&H 63120

Page 6

- "Memories of the Great Chicago Fire in 1871", Julia Lemos, painting, c.1912, I&H 62234
- "Trying to Save a Wagon Load of Goods", Alfred Waud, sketch, c.1871, I&H 37787

Page 7

- "Halt! Who Goes There!", Alfred Waud, sketch, c.1871, I&H 02330

Page 9

- "Scene on the Prairie, Monday Night", Alfred Waud, sketch, c.1871, I&H 64140

Page 11

- "East view of the Courthouse from Randolph St.", photograph, c.1871, I&H 02728
- "Ruins of the Palmer House Hotel", photograph, c.1871, I&H 26749
- "Chicago Water Works After the Fire", photograph, c.1871, I&H 13918
- "Interior View of the Post Office and Customs House After the Fire", photograph, c.1871, I&H 64159

Page 15

- "Portrait of Alfred Waud", Carte de Visite, c.1863, I&H 40041
- Detail of "Memories of the Great Chicago Fire in 1871", Julia Lemos, painting, c.1912, I&H 62234

All the images in this book are from the collection of the Chicago History Museum.

ChicagoHistoryMuseum

Title page and Index: completed by the group
(no work needed on the index)

Pages 3 and 4: completed by an individual student

Look at the pictures on this page. In your own words describe what Chicago looked like before the fire.

3

ChicagoHistoryMuseum

Draw what it looked like the night the fire began.

The Great Chicago Fire began around 8:00PM on the night of October 8, 1871, in the barn of Patrick and Catherine O'Leary. Due to the dry and windy conditions, the fire quickly spread to neighboring buildings.

ChicagoHistoryMuseum

4

The fire moved fast, spreading north and east throughout the city. Hotels, businesses, stores, and the Courthouse were destroyed. The fire jumped the Chicago river and began to burn down people's homes.

Draw how you think the fire looked, the Julia Lemos did.

5

ChicagoHistoryMuseum

Look at the images on this page. What did people see, hear and feel as they ran from the fire?

ChicagoHistoryMuseum

6


Pages 5 and 6: completed by an individual student

Painted Memories: The Great Chicago Fire

Teacher Reference: Graphic Novel Book Pages


Please note the copies in your packet for students to complete are double sided.

Soldiers and policemen watched over the burning city to help people escape and protect the belongings they left behind.



Imagine you are in this picture. Use the speech bubbles and text box to write the conversation between the policeman and the soldier.

Draw what it looked like as people tried to put out the fire.



Many people helped the firefighters as they tried to stop the fire. Some put wet carpets on their roofs to protect them from the flying sparks while others grabbed buckets and helped form bucket brigades.


7 ChicagoHistoryMuseum

8 ChicagoHistoryMuseum

Pages 7 and 8: completed by an individual student


Pages 9 and 10: completed by an individual student

People ran to the open land at the edge of the city to escape.



Imagine you are in this crowd of people. Describe what you are seeing and feeling.

Draw the rain falling on the burned city.




Finally on the third day of the fire, it began to rain which helped put out the fire.


9 ChicagoHistoryMuseum

10 ChicagoHistoryMuseum

Look at the pictures on this page. Write 3 sentences to describe the city after the fire.





Write 3 sentences about the fire using the words you chose.



1.
2.
3.

Many Chicagoans did not know what to do next. Was it better to move on to a new city or town, or should they stay and rebuild?

Leaving Chicago	Staying in Chicago
	
We are leaving because	We are staying because

Two families have made different decisions about what to do after the fire. Draw a picture of both families and write one reason explaining the choice the family made.

11 ChicagoHistoryMuseum

12 ChicagoHistoryMuseum

Pages 11 and 12: completed by an individual student

Painted Memories: The Great Chicago Fire

Teacher Reference: Graphic Novel Book Pages

Please note the copies in your packet for students to complete are double sided.

Chicagoans began to rebuild the city right away! One man, William Kerfoot, quickly rebuilt his office and outside the door he posted a sign saying "All gone but wife, children, and energy." People across the country also helped Chicago rebuild by donating money and supplies.

Fill in the blank and draw a picture of it.

My favorite place in Chicago is _____

The Great Chicago Fire destroyed a little over three square miles of the city. About 17,450 buildings were destroyed and nearly 100,000 people were left homeless. People worked hard to help each other overcome the tragedy. Many architects and innovators came to the city to help rebuild it. These people and Chicagoans worked together to create the city we live in today.

Use the list to help you draw the new city.

Rebuilding Chicago
Important Buildings & Places:
Houses
Hospitals
Museums
Factories
Parks
Railroads

ChicagoHistoryMuseum

Pages 13 and 14: completed by an individual student

Page 15 About the Authors and Illustrators and Back Cover: completed by the group (no work needed on the back cover)

About the authors and illustrators:

Alfred Volz served as a sketch artist during the Civil War. His job was to quickly draw the battles and send his work to newspapers. The newspaper printed his drawings with articles about the war.

In 1872, Volz was working for the newspaper, *Every Saturday*, and got on a train to Chicago as soon as he heard about the Great Chicago Fire. You can see his drawings on pages 6, 7, and 9.

In 1872 at the time of the Fire, Julia Lewis lived at the corner of Menomonee and Wells Streets in Chicago with her five children and two elderly parents. She and her family experienced the Great Chicago Fire first hand. Immediately following the Great Fire, she and her family left the city, but returned about one year later. About forty years after the Fire, she wrote an essay about her experience and created her painting *Memories of the Chicago Fire*. You can see this painting on page 6.

Draw a picture of yourself/group.

Write a little bit about yourself/group.

ChicagoHistoryMuseum

ChicagoHistoryMuseum

The development of Painted Memories: The Great Chicago Fire was supported by a generous grant from the Terra Foundation for American Art.

TERRA
FOUNDATION FOR AMERICAN ART

Complete the title page below, and don't forget to attach
the cover you made at the Museum to the front!

Write title here

By:

Your Names

Alfred Wand & Julia Lemos

School Name & Year

Index of Photographs/Drawings

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- "Chicago Water Works", Jevne and Almini Lithograph, c. 1866, ichi 06859
- "Park Row", Jevne and Almini Lithograph, c.1866, ichi 63120

Page 6

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- "Scene on the Prairie, Monday Night", Alfred Waud, sketch, c.1871, ichi 64140

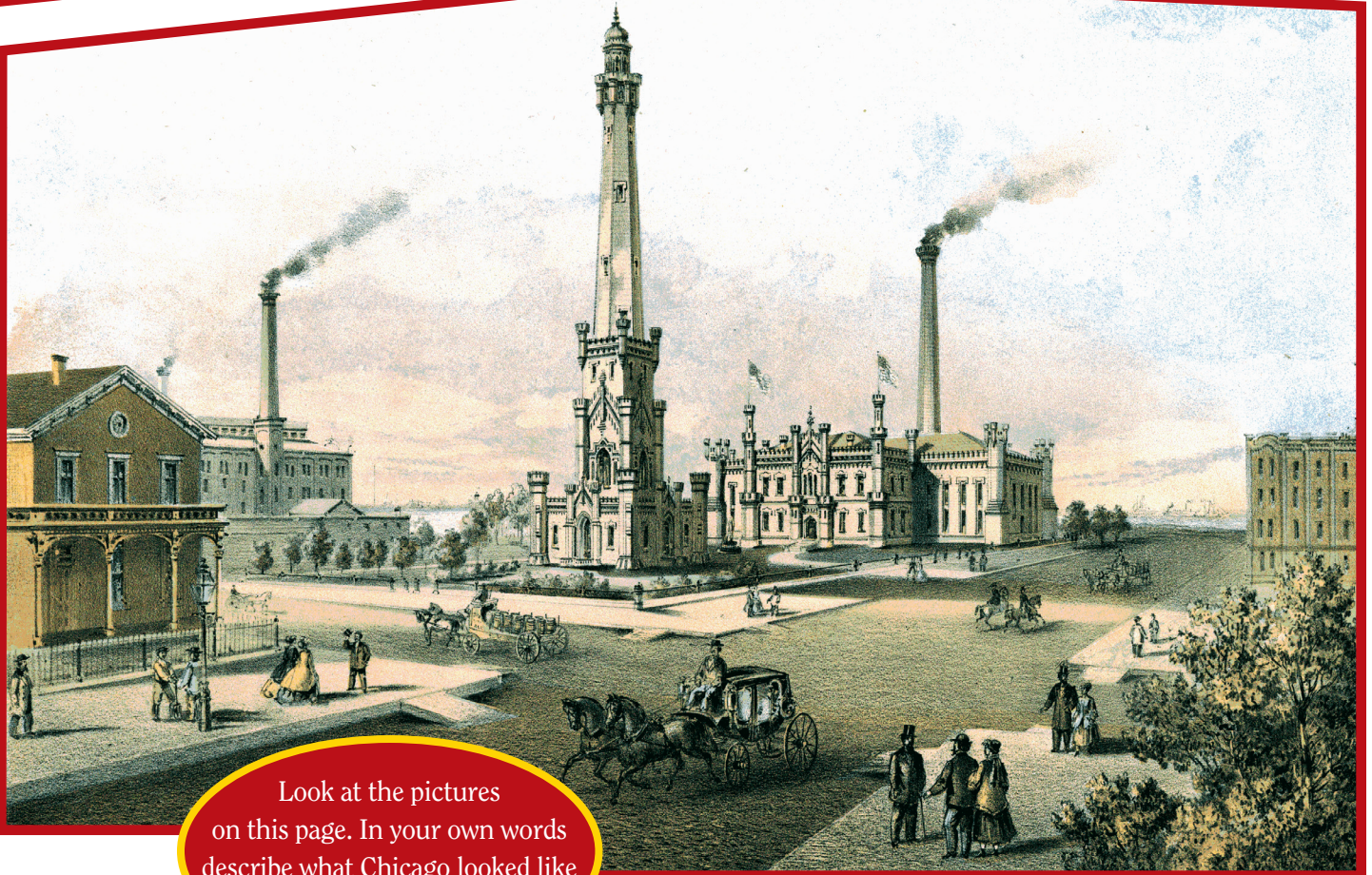
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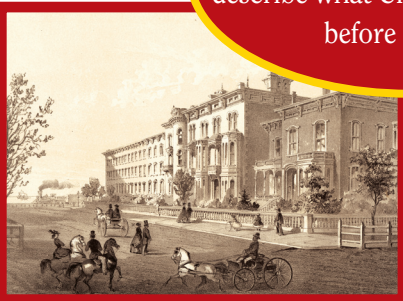
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the night the Fire began.

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Look at the images on this page.
What did people see, hear and feel,
as they ran from the fire?



Soldiers and policeman watched over the burning city to help people escape and protect the belongings they left behind.



Imagine you are in this picture. Use the speech bubbles and text box to write the conversation between the two men and the soldier.

Draw what it looked like
as people tried to put out the fire.

Many people helped the firefighters as they tried to stop the fire. Some put wet carpets on their roofs to protect them from the flying sparks while others grabbed buckets and helped form bucket brigades.

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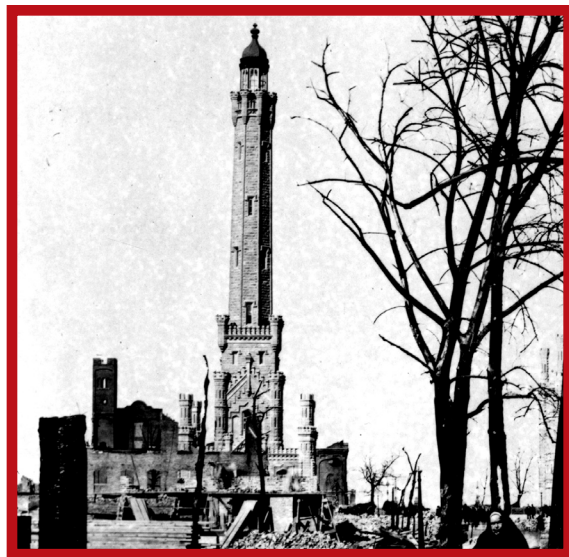


Imagine
you are in
this crowd of people.

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seeing and feeling.

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falling on the burned city.

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it began to rain which helped put out the fire.



Look at
the pictures
on this page.
Write 3 adjectives
to describe
the city
after the Fire.

- 1.
- 2.
- 3.

Write 3 sentences about the fire
using the words you chose.



Many Chicagoans did not know what to do next. Was it better to move on to a new city or town, or should they stay and rebuild?

Leaving Chicago

Staying in Chicago

We are leaving because

We are staying because

Two families have made different decisions about what to do after the fire. Draw a picture of both families and write one reason explaining the choice the family made.

Chicagoans began to rebuild the city right away! One man, William Kerfoot, quickly rebuilt his office and outside the door he posted a sign saying "All gone but wife, children, and energy." People across the country also helped Chicago rebuild by donating money and supplies.

Add three more places to the list that you think are important.

Rebuilding Chicago Important Buildings & Places:

Houses
Hospitals
Museums
Factories
Parks
Railroads

Use the list to help you draw the new city.

Chicago Today

Fill in the blank and
draw a picture of it!

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The Great Chicago Fire destroyed a little over three square miles of the city. About 17,450 buildings were destroyed and nearly 100,000 people were left homeless. People worked hard to help each other overcome the tragedy. Many architects and innovators came to the city to help rebuild it. These people and Chicagoans worked together to create the city we live in today.

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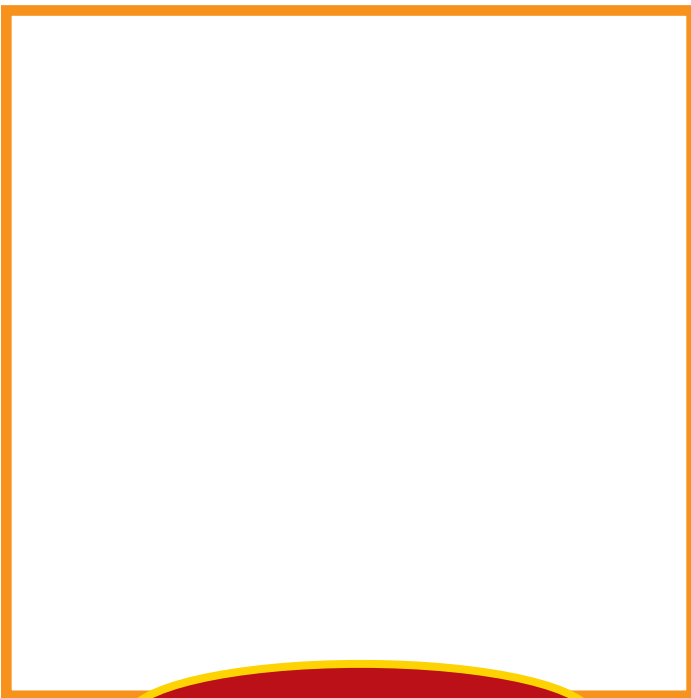
Alfred Waud served as a sketch artist during the Civil War. His job was to quickly draw the battles and send his work to newspapers. The newspaper printed his drawings with articles about the war.

In 1871, Waud was working for the newspaper, *Every Saturday*, and got on a train to Chicago as soon as he heard about the Great Chicago Fire. You can see his drawings on pages 6, 7, and 9.



In 1871 at the time of the Fire, Julia Lemos lived at the corner of Menomonee and Wells Streets in Chicago with her five children and two elderly parents.

She and her family experienced the Great Chicago Fire first hand. Immediately following the Great Fire, she and her family left the city, but returned about one year later. About forty years after the Fire, she wrote an essay about her experience and created her painting *Memories of the Chicago Fire*. You can see this painting on page 6.



Draw a picture of yourself/group



Write a little bit about yourself/group.

Chicago **History** Museum



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