



EXPEDITIONARY
LEARNING

Module 3A: Unit 3: Lesson 4

Mid-Unit 3 Assessment Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can conduct short research projects to answer a question. (W.6.7)
- I can use several sources in my research. (W.6.7)
- I can refocus or refine my question when appropriate. (W.6.7)
- I can interpret information presented in different media and formats. (SL.6.2)
- I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)
- I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

Supporting Learning Targets

- I can interpret information from different resources as part of my research about the 1906 San Francisco earthquake and fire and explain how it deepens my understanding of the 1906 San Francisco earthquake and fire.
- I can refocus the research question to guide my continuing research.
- I can interpret a short story and make connections between it and other texts I have read.

Ongoing Assessment

Mid-Unit 3 Assessment Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (4 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit Assessment Part 1: Interpreting Resources (38 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (3 minutes)</p> <p>4. Homework</p> <p>A. Continue reading your independent reading book.</p>	<ul style="list-style-type: none"> • This lesson is the mid-unit assessment. There are two parts to this assessment. In Part 1 in this lesson, students analyze and interpret the information presented in different kinds of media, including photographs, charts, maps, and eyewitness accounts to find answers to the question: “How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?” They fill out the graphic organizer, which is similar to the graphic organizers they have been using in this unit to collect information from research. They also analyze a new literary text and describe how it connects to the other literary texts that have been explored in this module. This is to assess W.6.7 and RL.6.11 and also to prepare for SL.6.2. In the second part of the assessment in the next lesson, students will explain orally in a triad discussion with you how the resources they have analyzed in Part 1 of the assessment deepen their understanding of the 1906 San Francisco earthquake and fire. This is to complete the assessment of SL.6.2. • W.6.7 and RL.6.11 will be assessed using the Grade 6 2-Point Rubric—Short Response (see supporting materials) and the Mid-Unit 3 Assessment, Part 1 (answers, for teacher reference). Please note that student responses may differ from those on the answer key; use your judgment as you assess. • Collect Part 1 of students’ assessment at the end of this lesson, but be prepared to return them at the beginning of the next lesson as students will need their work during their discussion in Lesson 5. • In advance: Prepare the assessment research folders, one per team, with resources and a glossary for each team member. See supporting materials of Lesson 3. • In preparation for Lesson 9, collect age-appropriate articles from real newspapers, one per team and one for you to use as a model. Where possible, try to give each team a different article. Ensure there are as many of the features listed in Work Time B of Lesson 7as possible. Students may want to refer to these models when they begin drafting their own articles in Lesson 9 Determine how you want students to organize and save these materials. • Post: Connecting Texts anchor chart, learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Mid-Unit 3 Assessment, Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires (one per student and one to display)• Highlighters or markers (two colors for each student)• Connecting Texts anchor chart (from Lesson 1-3)• Assessment research folders (one per team; see Teaching Note)<ul style="list-style-type: none">– Assessment Resource 1: One Boy’s Experience (and glossary)– Assessment Resource 2: Casualties and Damage after the 1906 Earthquake– Assessment Resource 3: Area Destroyed by Fire of April 18–21, 1906– Assessment Resource 4: View from Laguna and Market Streets of the Great Fire Burning through the Mission District• Grade 6 2-Point Rubric: Short Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (4 minutes)</p> <ul style="list-style-type: none"> • Invite a volunteer to read the learning targets out loud while the other students silently read along: <ul style="list-style-type: none"> * “I can interpret information from different resources as part of my research about the 1906 San Francisco earthquake and fire and explain how it deepens my understanding of the 1906 San Francisco earthquake and fire.” * “I can refocus the research question to guide my continuing research.” * “I can interpret a short story and make connections between it and other texts I have read.” • Explain that in this lesson, students are going to begin their mid-unit assessment, researching to find out more information to answer the question that is going to be the focus of their newspaper article: “How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?” 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Mid-Unit Assessment Part 1: Interpreting Resources (38 minutes) • Display and distribute the Mid-Unit 3 Assessment, Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires and highlighters or markers. • Invite students to read through the directions and graphic organizers with you. Remind them that both graphic organizers should be familiar. Point out the posted Connecting Texts anchor chart for them to refer to for Question 3. • Invite students to ask any questions they may have about the assessment. Ensure that you do not answer any of the questions students are expected to answer. 	<ul style="list-style-type: none"> • For some students, this assessment may require more than the time allotted. Consider giving them time over multiple days if necessary. • If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Distribute the assessment research folders and explain that students should analyze each of the resources in the folder using their graphic organizer. Students should have the following texts in their folders: <ul style="list-style-type: none"> – Assessment Resource 1: One Boy's Experience (and glossary) – Assessment Resource 2: Casualties and Damage after the 1906 Earthquake – Assessment Resource 3: Area Destroyed by Fire of April 18–21, 1906 – Assessment Resource 4: View from Laguna and Market Streets of the Great Fire Burning through the Mission District • Remind them that as this is an assessment, so they will do the work individually. They are not to discuss their ideas with other students. • Circulate to answer questions. Some students may require additional support in reading some of the texts. • Collect assessments, but be prepared to return them in the next lesson for Part 2 of the assessment. 	<ul style="list-style-type: none"> •
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (3 minutes)</p> <ul style="list-style-type: none"> • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What new learning do you have about the 1906 San Francisco earthquake and fire from the resources you analyzed and interpreted in this lesson?” * “Is there anything that might be useful to use in your newspaper article?” 	<ul style="list-style-type: none"> • The debrief after the assessment can help build a culture of achievement in your classroom.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading your independent reading book. 	



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Grade 6: Module 3A: Unit 3: Lesson 4

Supporting Materials



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Mid-Unit 3 Assessment, Part 1:

Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

Name:

Date:

I can conduct short research projects to answer a question. (W.6.7)

I can use several sources in my research. (W.6.7)

I can refocus or refine my question when appropriate. (W.6.7)

I can interpret information presented in different media and formats. (SL.6.2)

I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)

I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

Focus Question: What destruction did the San Francisco earthquake and fire cause?

1. You are a journalist writing a newspaper article to answer the focus question above. What specific interview question would you ask an eyewitness to find out more information to answer this question?

2. Follow these directions:

1. Choose a resource.
2. Read through it carefully, using the glossary to help you understand what it means.
3. Reread the text and consider how it answers your questions.
4. What factual information is included to answer the main question: What destruction did the San Francisco earthquake and fire cause??
5. Which eyewitness quotes answer your interview question in a compelling way?
6. Underline factual information in one color.
7. Underline compelling quotes in another color.



Mid-Unit 3 Assessment, Part 1:

Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

8. Record the source in the first column (title and author).
9. Record the factual information and quotes that you have underlined in the second column. Make sure you copy quotes word for word in quotation marks.
10. In the third column, describe how this fact answers the question: What destruction did the San Francisco earthquake and fire cause?
11. Repeat with another resource.

Source (title and author)	Factual Information or Quote (copy quotes word for word in quotation marks)	How does it answer the question?



Mid-Unit 3 Assessment, Part 1:

Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

3) This is Stanza 10 of Eliza’s Pittsinger’s poem “Poem of the Earthquake”:

*Down came the buildings with a crash
And sudden as the lightning flash,
Or Tempest on the Ocean;
Down came the palaces and domes
Entangled with the people's homes
That were their chief devotion.*

Glossary

tempest: violent, windy storm

entangled: tangled up

devotion: worship

Refer to the Connecting Texts anchor chart and the texts you have analyzed so far in this module:

Excerpts of “Comprehending the Calamity” from Unit 2

Chapter 9 of the novel *Dragonwings*

Stanza 9 of “Poem of the Earthquake”

Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance

“Waking Up in a Nightmare”



Mid-Unit 3 Assessment, Part 1:

Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires

Answer this question in the graphic organizer below:

* How are the texts you have read about the earthquake so far connected? How do the experiences of Eliza Pittsinger in this stanza compare to those of Emma Burke, Moon Shadow, the family in the play, and the girl in the short story? What is similar about their experiences of the earthquake? What is different?

Text	Connections
Stanza 10 of Eliza's Pittsinger's poem: "Poem of the Earthquake":	



Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906
San Francisco Earthquake and Fires (Answers, for Teacher Reference)

Please note: Students may interpret these resources in a different way. Use your judgment when assessing.

I can conduct short research projects to answer a question. (W.6.7)

I can use several sources in my research. (W.6.7)

I can refocus or refine my question when appropriate. (W.6.7)

I can interpret information presented in different media and formats. (SL.6.2)

I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)

I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

Focus Question: What destruction did the San Francisco earthquake and fire cause?

1. You are a journalist writing a newspaper article to answer the focus question above. What specific interview question would you ask an eyewitness to find out more information to answer this question?

Suggestion: What destruction did you face in your home or on your street?

2. Follow these directions:
 1. Choose a resource.
 2. Read through it carefully, using the glossary to help you understand what it means.
 3. Reread the text and consider how it answers your questions.
 4. What factual information is included to answer the main question: What destruction did the San Francisco earthquake and fire cause?
 5. Which eyewitness quotes answer your interview question in a compelling way?
 6. Underline factual information in one color.
 7. Underline compelling quotes in another color.
 8. Record the source in the first column (title and author).
 9. Record the factual information and quotes that you have underlined in the second column. Make sure you copy quotes word for word in quotation marks.



Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906
San Francisco Earthquake and Fires Answers, For Teacher Reference

10. In the third column, describe how this fact answers the question: What destruction did the San Francisco earthquake and fire cause?

11. Repeat with another resource.

Source (title and author)	Factual Information or Quote (copy quotes word for word in quotation marks)	How does it answer the question?
<p>“View from Laguna and Market Streets of the Great Fire Burning through the Mission District”</p>	<ul style="list-style-type: none"> • The fire burned through the Mission District. • Thick black smoke could be seen in the air. 	<ul style="list-style-type: none"> • The caption describes some of the destruction in San Francisco.
<p>“One Boy’s Experience”</p>	<ul style="list-style-type: none"> • “When we went upstairs again we looked in the pantry—what a scene! broken cups, saucers, plates; on the floor, in the sink and everywhere. It was the same way in the parlor where some of our vases had broken.” • “Looking up the street we could see where a large plate glass window had been broken in a store at the corner and when we looked away down town to see where the City Hall was you could see right through it.” 	<ul style="list-style-type: none"> • Describes personal destruction in the home • Describes destruction the boy saw out on the streets

Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906
San Francisco Earthquake and Fires Answers, For Teacher Reference

Source (title and author)	Factual Information or Quote (copy quotes word for word in quotation marks)	How does it answer the question?
<p>“Casualties and Damage after the 1906 Earthquake”</p>	<ul style="list-style-type: none"> • The area of the burned district covered 4.7 square miles. • Wood buildings lost = 24,671 • Brick buildings lost = 3,168 • Total buildings lost = 28,188 	<ul style="list-style-type: none"> • Describes the destruction caused by the fire specifically with numbers of buildings
<p>“Area Destroyed by the Fire of April 18–21, 1906”</p>	<ul style="list-style-type: none"> • A large section of San Francisco was completely destroyed by the fire. 	<ul style="list-style-type: none"> • Shows the magnitude of the fire damage

3) This is Stanza 10 of Eliza’s Pittsinger’s poem: “Poem of the Earthquake”:

*Down came the buildings with a crash
And sudden as the lightning flash,
Or Tempest on the Ocean;
Down came the palaces and domes
Entangled with the people’s homes
That were their chief devotion.*

Glossary

tempest: violent, windy storm

entangled: tangled up

devotion: worship

Mid-Unit 3 Assessment, Part 1:
Researching the Destruction Caused by the 1906
San Francisco Earthquake and Fires Answers, For Teacher Reference

Refer to the Connecting Texts anchor chart and the texts you have analyzed so far in this module:

- Excerpts of “Comprehending the Calamity” from Unit 2
- Chapter 9 of the novel *Dragonwings*
- Stanza 9 of “Poem of the Earthquake”
- Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance
- “Waking Up in a Nightmare”

Answer this question in the graphic organizer below:

* How are the texts you have read about the earthquake so far connected? How do the experiences of Eliza Pittsinger in this stanza compare to those of Emma Burke, Moon Shadow, the family in the play, and the girl in the short story? What is similar about their experiences of the earthquake? What is different?

Text	Connections
Stanza 10 of Eliza’s Pittsinger’s poem: “Poem of the Earthquake”:	<ul style="list-style-type: none"> • All of the texts describe how buildings and homes were destroyed and how sudden and violent the destruction was. This stanza of the poem emphasizes that idea. • The girl in the short story describes how her home was destroyed and how it happened very suddenly and violently. • Moon Shadow describes how he watched the family in bed disappear as the building they lived in collapsed around them. • The play describes how a family’s home was destroyed as they were in it.

Assessment Resource 1:
One Boy's Experience

The Roosevelt Boys' Club's newsletter, *Our Junior Citizens* published this eyewitness account on July 28, 1906. The Mission District club house was in the 1200 block of Treat Ave. near 26th and Harrison streets, the site of Garfield Square, and currently occupied by public housing.

ONE BOY'S EXPERIENCE
A Member of the Roosevelt Boys' Club writes of His Experience
During and After the Great Earthquake
BY LLOYD HEAD

It was between five and half-past five Wednesday morning the temblor came: backwards, forwards, sideways it shook, making things dance on the bureau as if they were alive, while the dishes in the pantry and the China closet rattled about at a great rate. I guess no one had time to think what had happened, at least I didn't. I just held on to [the] side of the bed to keep from falling out and ducked my head in the pillow, for I was so scared I couldn't even yell. When the shaking had somewhat subsided I jumped up and ran into my mother's room where my father and mother and my small sister slept. My father didn't seem scared very much but I guess he was, all the same, and so were all of us except the baby; she just sat up in bed and didn't even cry, but I'll bet she thought it was kind of funny whenever we heard a rumble we all piled down into the back yard as fast as we could.

When we went upstairs again we looked in the pantry—what a scene! broken cups, saucers, plates; on the floor, in the sink, and everywhere. It was the same way in the parlor where some of our vases had broken. At first we thought that a number of things had been broken but we soon found out that we had come off very lucky for the things that had broken had gone into so many pieces that it looked more than it really was. When we had cleaned up the broken crockery and bic-a-brac and eaten some sandwiches that my oldest sister had been going to take to a picnic with her that day, we all felt better and went to the window to look out.

People lined the sidewalks and everything was confusion. Looking up the street we could see where a large plate glass window had been broken in a store at the corner and when we looked away down town to see where the City Hall was you could see right through it. A fire was blazing further down town and rumors were spread around that the Cliff House had fallen into the water and that certain cities along the coast were under water.

Assessment Resource 1:
One Boy's Experience

Nobody knew what to do and everybody seemed rattled. The fire was rapidly increasing and at intervals slight earthquakes would cause small sized panics. People would rush to the middle of the street between the car tracks and stay there quite a while after the shock had passed away. We had stayed in the house and ran down stairs at every slight shock and we soon got tired of that so my mother and sister sewed some sacks together and my father and I made a tent in the back yard and began a camp there; we made a brick fireplace in the yard by digging a hole in the dirt and placing bricks around it, leaving a place for a draft and then put a piece of tin over the bricks for a stove top. My mother then went after some stuff to eat so that we wouldn't be without something if we had to go up to the hills to get away from the fire. By that time it was gaining headway and cinders from the fire came floating down on us until there was a thin layer of them all over the yard.

The sun shone blood-red through a thick haze of smoke and people began coming in a steady steam from the district near the fire. Some carried all they had save in little carts or wagons which had before been only playthings. Hatless, coatless, mothers and fathers, with children all packing something trudged on in the direction of the hills. Night came and my father and two sisters and I slept until morning in our tent. My mother stayed up all night watching the fire with my aunt and grandmother, who had come over to stay with us and had brought ample provisions for two or three days. Our little brick stove now came in handy for we cooked all our food on it and if it had not been for the circumstances under which it occurred I believe we should all have enjoyed our camping out; but as it was it was anything but pleasant. There was no water and the noise of buildings being blown up continually startled us.

Photograph of earthquake victims in line for provisions in the Mission District.

We went home and for two or three days after the fire we had not much to do but get provisions, cook (now out in the street for there were no more fires allowed in back yards), sleep, and eat. The people seemed to take this all in good humor and when you walk around you see the most comical names on some of the camps and on others such names as Camp Thankful, Camp Grateful, etc.

The above article was written some weeks ago, and the camps Master Lloyd speaks of have now pretty well disappeared from the streets. In the Mission district, where the Roosevelt Boys' Club is situated there is little to be seen that is out of the ordinary away from the various relief camps in the parks.



One Boy's Experience:
Glossary

Excerpt 1: ONE BOY'S EXPERIENCE. A Member of the Roosevelt Boys' Club writes of His Experience During and After the Great Earthquake.	
temblor	an earthquake
bureau	a writing desk
rumble	to make a low, heavy, rolling sound
pantry	a room or closet used for storage (as of provisions) or from which food is brought to the table
crockery	earthenware
rattled	to make a rapid succession of short sharp noises
cinders	ashes
trudged	walked or marched steadily and usually laboriously
ample	generously sufficient to satisfy a requirement or need
provisions	stocks of needed materials or supplies
comical	causing laughter especially because of a startlingly or unexpectedly humorous impact



Assessment Resource 2:
Casualties and Damage after the 1906 Earthquake

Dead: More than 3,000

A report of U.S. Army relief operations (Greely, 1906) recorded:

- 498 deaths in San Francisco
- 64 deaths in Santa Rosa
- 102 deaths in and near San Jose

A 1972 NOAA report suggested that 700–800 was a reasonable figure.

Gladys Hansen and Emmet Condon, after extensive research, estimated that over 3,000 deaths were caused directly or indirectly by the catastrophe. The population of San Francisco at the time was about 400,000.

Homeless: 225,000

225,000 from a population of about 400,000 (photos)

Buildings Destroyed: 28,000

“The 3-day conflagration following the earthquake caused substantially more damage than did the earthquake. The area of the burned district covered 4.7 square miles ...” (NOAA report). By one count:

- Wood buildings lost = 24,671
- Brick buildings lost = 3,168
- Total buildings lost = 28,188

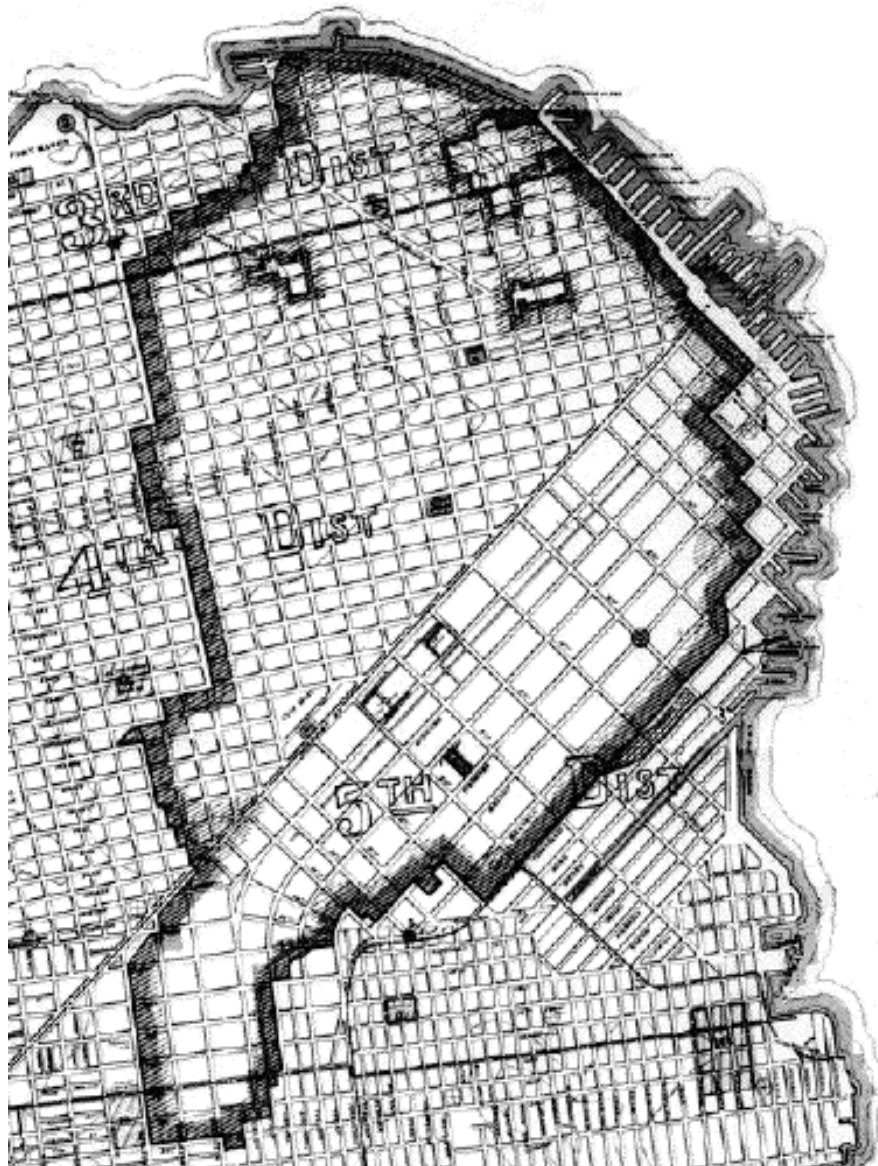
Monetary Loss: More than \$400 million

Estimated property damage (NOAA report): 400,000,000 in 1906 dollars from earthquake and fire; \$80,000,000 from the earthquake alone.

Source: <http://earthquake.usgs.gov/regional/nca/1906/18april/casualties.php>



Assessment Resource 3:
Area Destroyed by Fire of April 18–21, 1906

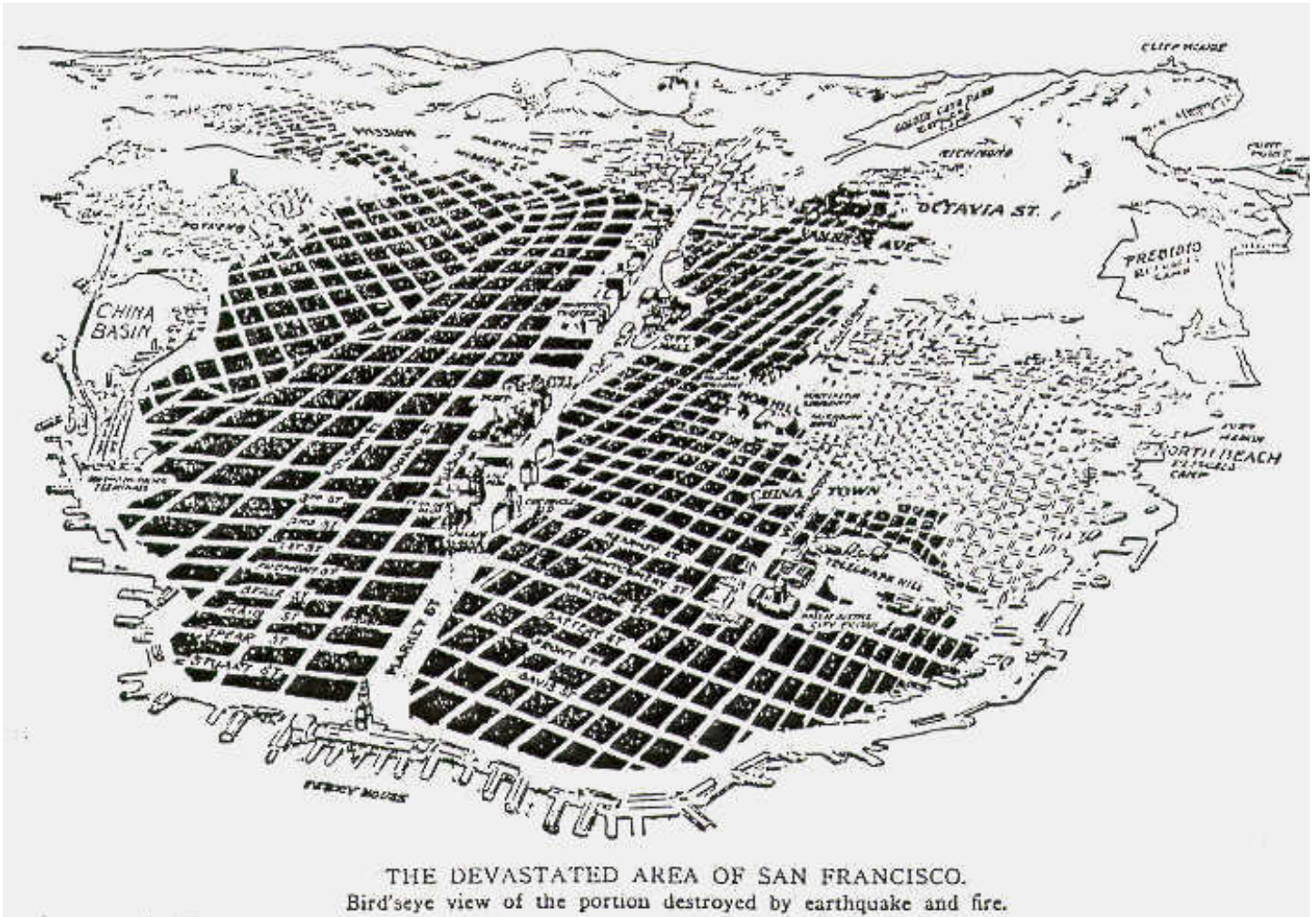


1906 U.S. Army Map of Area Burned by the San Francisco Fire [sfmuseum.org]



Assessment Resource 3:

Area Destroyed by Fire of April 18–21, 1906



[Source: <http://www.cr.nps.gov/seac/1906fire.htm>]



Assessment Resource 4:

View from Laguna and Market Streets of the Great Fire Burning through the Mission District



2-Point Rubric: Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none"> Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none"> A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none"> A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

¹From New York State Department of Education, October 6, 2012.