

Fire & Life Safety Education



Title: The Great Chicago Fire & Fire Prevention Week

Subject: 5th Grade Lesson Plan

Section: 5-1

Reference:

North Carolina Common Core State Standards for English Language Arts for Grade 5

North Carolina Essential standards for Grade 5

Murphy, Jim. *The Great Fire*. New York: Scholastic, 1995. Print.,

Pascal, Janet B., *What Was the Great Chicago Fire?* New York: Grosset & Dunlap, 2016. Print.

Tarshis, Lauren. *I Survived the Great Chicago Fire, 1871*. New York: Scholastic, 2015. Print.

NFPA lesson plan: “*The Great Chicago Fire*” available on NFPA’s Sparky’s School House

Learning Environment: Cognitive & Psychomotor

Time: 25 minutes total

Materials: lesson plan, books (listed below) for illustration [optional], laptop, DVD player, access to NFPA’s Sparky’s School House and NFPA’s “About Fire Prevention Week” found on the NFPA website

North Carolina Common Core State Standards

NCSS R.5.4: Determine the meaning of words and phrases as they are used in a text.

NCSS R.5.7: Analyze how visual and multimedia elements contribute to meaning, tone or beauty of a text.

NCSS L.5: Demonstration understanding of figurative language, word relationships and nuances in word meanings.

NCSS SL.5.1.c: Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others.

NCSS SL.5.1.d: Review key ideas expressed and draw conclusions in light of information and knowledge of the discussion.

NCSS.SL.5.2: Summarize written text read aloud or information presented in diverse media and formats including visually, quantitatively and orally.

NCSS.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

NC Essential Standard:

Social Studies – 5.C & G2.4: Explain why civic participation is important in the United States.

Technology – 5.TT.1.3: Use technology tools to present data and information (e.g., multimedia, audio and visual recording, online collaboration tools, etc.).

Terminal Objective:

After participating in five to ten-minute presentations led by a facilitator, each 5th student shall discuss the Great Chicago Fire and how it related to the annual Fire Prevention Week with 100 percent accuracy.

Enabling Objectives:

1. After watching a seven-minute video, each 5th grade student shall recall the historical event known as the Great Chicago Fire.
2. Each 5th grade student, individually, shall recall the historical event known as the Great Chicago Fire and explain how it relates to Fire Prevention Week today.
3. Each 5th grade student, individually, shall understand the importance of Fire Prevention Week themes and how they are relevant even today.

Preparation:

A. Facilitator Information

B. Familiarize yourself with the historical information of the Great Chicago Fire.

C. Familiarize yourself with the scenarios before the lesson. These may give you additional ideas for additional discussion topics such as firesetting activity and peer pressure.

D. Before beginning presentation, introduce yourself and tell what the lesson will deal with.

Enabling Objective 1

After watching a seven-minute video, each 5th grade student shall recall the historical event known as the Great Chicago Fire.

Content:

1. Show the video – “Lessons in History: The Great Chicago Fire” – available on NFPA’s Sparky’s School House (7 minutes)

Application: Ask questions:

- a. What were some of the factors that led up to the Great Chicago Fire?
 - i. Weather, previous fires, dry conditions
- b. What happened because of the Great Chicago Fire?
 - i. Loss of life, loss of property, destroyed part of the city
- c. What happened because of the Great Chicago Fire?
 - i. Loss of life, loss of property, destroyed part of the city
- d. What is the unofficial cause of the Great Chicago Fire?
 - i. Ms. O’Leary’s cow kicked over a lantern in the barn
- e. Why is the Great Chicago Fire important today?
 - i. It’s during the anniversary of the GCF, that we have Fire Prevention Week.

Enabling Objective 2

Each 5th grade student, individually, shall recall the historical event known as the Great Chicago Fire and how it relates to Fire Prevention Week today.

Content:

1. Begin a conversation about Fire Prevention Week. Ask questions to generate a discussion –
 - a. What is Fire Prevention Week?
 - i. It’s the week when people across the country focus on fire prevention, working safety devices, and escape planning
 - b. When did it start?
 - i. (children may not know) since 1922
2. Review and discuss the list of previous Fire Prevention Week themes. Look for commonalities.
3. Ask, questions such as:
 - a. “Why do you think these messages are so similar?”

- b. What do you think this says about the importance of fire safety to Americans?
- c. What themes are you familiar with?
- d. Have any of these themes caused to act upon them such as: changing smoke alarm batteries, replacing old smoke alarms, creating an escape plan, etc.

Enabling Objective 3

Each 5th grade student, individually, shall understand the importance of Fire Prevention Week themes and how they are relevant even today and in the future.

Content:

Familiarize yourself the with spheres of influence graphic attached and how fire prevention is related to the student, family and community. Use this graphic organizer to help students answer the following questions and discuss community involvement in fire safety.

1. Continue the conversation by asking questions such as:

- a. Do you have any influence over fire safety in your home today?
 - i. If so, how/what?
 - ii. If not, are there any steps you can take to influence safety in your home?
 - b. When you are older and in charge of a household, what can you do to place importance on fire safety?
 - c. When you are older, what can you do to place importance on fire safety in your neighborhood/community?
- 2. Challenge the students to put you out of a job when they become the head of their household.**
- a. Example: "When you grow up and have a house of your own here in _____, I want you to have working safety devices that you maintain, have a practiced escape plan and follow so many safety rules that my Fire Chief has to cut my position from the department. I want your goal to be to put me out of a job because no one in _____ needs to be reminded of fire safety."

Application: Divide the children up into groups of 5-6 students. Give each group 1-2 various scenarios and ask them to discuss how they would promote safety within their home. Allow the students sufficient time for discussion and lead them towards the appropriate information; if necessary.

Summary (Closure)

Review the concepts with the children before leaving class. What 3 actions can you and your family take to reduce the risk of injury from a fire in your home?

How can community members individually help to make their community safer from fire?

Encourage students to read the (two) chapter books on the Great Chicago Fire and to research the fire to a further extent.

Leave brochures/handouts for students & families with the teacher.

*** This lesson relies heavily on discussion. Engagement is a huge part of the process!

Scenario Cards:

SCENARIO 1

You and your younger brother are home alone. While you are playing a video game, your brother brings you a lighter and asks you to “show him the light” like Daddy does.

What do you do? What is your reaction to your younger brother?

What do you do in the future? Do you mention this to Mom, Dad, or another adult?

SCENARIO 2

Your sister came home from preschool asking to check your smoke alarms. She says she gets to go to the prize box tomorrow if she turns in the form that lets the teacher know they’ve been checked. Both of your parents are busy installing a new washing machine and don’t have time to check your alarms.

What should you do?

What can you do to make sure your smoke alarms are working six months from now?

... a year from now?

SCENARIO 3

Your baby brother is terrified of the noise the smoke alarm makes. Since he screams and cries, your mom wants to take down the smoke alarms in your home until he gets a little bit older.

What is your reaction to this news?

What can you do/say to make your mom understand the importance of working smoke alarms?

SCENARIO 4

You finally convince your family to practice the escape plan you created. You tell everyone what to do and where to meet. While you are practicing, your little sister can't get the front door open and begins to panic. Mom stops the drill and says that it was a bad idea to upset your sister and that you won't be doing that again.

What is your immediate reaction?

How can you make your mom understand the importance of practicing an escape plan?

SCENARIO 5

Chuck and José are a year older than you. You want to hang with them, but they don't usually pay you any attention. This afternoon on the bus, they invite you to play in Chuck's back yard.

When you get there, they have matches in their hands and they are standing around a big pile of leaves next to the woods. "Just do it, already," Chuck says.

What do you do? What is your reaction to the matches?

What do you do about this in the future?

SCENARIO 6

Your younger cousin, Martin, has come to live with you. He's four-years-old and in a local preschool. Recently, the firefighters brought the fire truck to his school.

One afternoon, you walk in the den just as he's dialed 9-1-1 so that he can see the fire truck and the firefighters.

What do you do? What is your reaction to your cousin?

What do you do in the future? Do you mention this to Mom, Dad, or another adult?

SCENARIO 7

You and your cousins are at the movie theater when the fire alarm goes off. Your aunt says to stay put, but you all have had fire safety and don't think that is a good idea.

What should you do?

What can you tell your aunt about fire safety and escape planning?

What is your best way out if you choose to leave?

SCENARIO 8

You watch a video at school on fire safety and learn that you should keep your door shut when you go to bed because it could keep out smoke and heat in the event of a fire.

You announce at dinner that you will now sleep with your door shut. Mom says that you won't because she wants the door open so that she can hear your little brother in case he wakes up at night.

What do you think you should do?

How can you influence your mom to shut the door?

What else can your mom do to listen out for your little brother?

SCENARIO 9

Your fire department has asked for volunteers with a smoke alarm canvas. Your church is the meeting point for the event and will host the firefighters and the volunteers. You want to make cookies for their snack. Mom says she's too busy to bake and that the fire department gets all her tax money so they should surely have some money for cookies.

What do you do? What do you say?

Is there anything you can do to get you or your mom involved in the smoke alarm canvas?

SCENARIO 10

The volunteer fire station is hosting an open house event that is free to the community on Saturday. Dad doesn't want to go because the firefighters will try to guilt him into joining the fire department and he doesn't have time for that.

You want to go to the station to learn more about fire safety.

What do you do? What is your reaction to your dad?

SCENARIO 11

Kate, Jenna, and Maria are riding bikes together when they see heavy smoke behind some trees. Maria wants to call 9-1-1, but Kate insists that it is none of their business. You are Jenna and you think that Maria should call 9-1-1, too.

What do you do? What is your reaction to Kate? ... to Maria?

What do you do in the future about Kate?

SCENARIO 12

The alarm sounds in the middle of the night and your family executes their fire escape plan. Once you get outside you notice Tangles the Cat is missing. Your little brother runs back towards the door.

What do you do immediately? What is your reaction to your little brother?

What do you do in the future?

Who should go find Tangles?

Spheres of Influence Graphic illustrating how the lesson relates to the students

