

Lesson Plan:

Firefighting's Weird History & Fascinating Future



Kids

OBJECTIVE

Students will be able to identify at least three firefighting details from the past, present and future using informational text and video.

- "Firefighters Are on Their Way" Video
- Firefighting: Past, Present and Future KWL Chart
- "Firefighting's Weird History & Fascinating Future" Video
- Firefighting: Past, Present and Future Informational Text
- Highlighters or Colored Pencils
(3 different colors for each student)



OPENER

Option: Introduce this lesson showing the "Firefighters Are on Their Way" video.

Ask students what they already know about firefighting. Have students work in pairs to complete **What I Know About Firefighting** on their personal KWL Chart. **What I Know About Firefighting** has three knowledge details to complete (past firefighting, present firefighting and future firefighting). After five minutes, have students share responses and record on whiteboard or chart.

ACTIVE ENGAGEMENT

Write "Firefighting's Weird History & Fascinating Future" on a whiteboard or chart. Let students know that this is the title of a video they will be watching. Working with a partner, students will discuss what they think the video is about and why. Have students share their predictions. Record predictions on whiteboard or chart.

Show the "Firefighting's Weird History & Fascinating Future" video to stimulate thinking and engage interest.



Review predictions and come to consensus on what is the main idea or point of the "Firefighting's Weird History & Fascinating Future" video.

Distribute "Firefighting: Past, Present and Future" Informational Text. Point out the headings in the text. The headings are like chapters in a book. Ask students to look for the five headings in the text. Have students share the heading titles.

Explain to students that they will work in pairs to highlight details about firefighting from the past, present, and future. Model the process and share your thinking out loud as you categorize the details. (For example, "'In the 1800's, firefighters would fight fire with little protection.' I know the 1800s was a long time ago so I would use the _____ highlighter to mark this as a detail from the past.")

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ACTIVE ENGAGEMENT (cont.)

Have students work in pairs to read the informational text for each heading topic. Students will identify firefighting legends from the past, current firefighting activities and future firefighting activities for each heading. Have students use a highlighter or colored pencil to highlight or underline key words or phrases for past firefighting legends, a different color to highlight or underline words or phrases for a present firefighting activity and another color to highlight or underline words or phrases for future firefighting.

Walk around the room meeting with each team. Ask questions about text content. Why do you think firefighters did this activity in the past or present? What problems do you think they might have encountered with this activity? Do you have any thoughts on future firefighting techniques that would make firefighting safer? Encourage students to continue this line of discussion for each heading topic.

Bring students back together and share past, present and future firefighting activities students identified in the informational text.



CLOSING AND ASSESSMENT

Have students work independently to complete **What I Learned About Firefighting** on their personal KWL Chart. **What I Learned About Firefighting** has three knowledge details to complete (past firefighting, present firefighting and future firefighting). After five minutes, divide class into small groups. Have students share what they have learned in today's lesson. Bring students back as a community and invite students to share what they have learned today.

Common Core Standards

Grade 3

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Grade 4

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 5

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.