



Edible Elements Homeschool Lesson Plan

Raddish Lesson Plan Road Map

We design these lessons to be adaptable and flexible to your students and your life. You can do “A Little Taste” in 30-45 minutes, or you can use the extension activities and make the projects and activities listed last over several lessons or even weeks. The lessons are meant to be interdisciplinary, covering many subject areas at once. Students of all ages can use these materials, with pre-writers able to draw or verbally share responses.

If desired, you could extend these lessons into a project-based learning unit of study, where students tackle a real world problem and create solutions. The learning happens in the process of getting to the presentation of the solution, and students often find it more meaningful when they are investigating a topic of their choice.

For a deeper look at the topic, “A Big Bite” offers extension ideas for learners who are able to read, write, and think on a higher level.

Driving Questions: Fire is one of the essential elements in this month's kit, Edible Elements.
How does the element of fire shape our lives? How do we manage fire?

A Little Taste

Resource List

Background Information (also linked within lesson)

- Smokey Bear educator website (resources for elementary, including video):
<https://smokeybear.com/en/for-educators/elementary-resources>
- Smokey Bear origin/history: <https://smokeybear.com/en/smokeys-history/story-of-smokey>
- Video version of Smokey Bear history: <https://www.youtube.com/watch?v=9d4WlR8UjU>
- Smokey's Lessons on Fire Safety (video): https://www.youtube.com/watch?v=_quol3P3_E
- A Day in the Forest with Smokey Bear (video):
<https://www.youtube.com/watch?v=idS-ryvoGxl>

Optional Extensions

Novel: Smokey Bear: The Cub Who Left His Pawprints on History, by Karen Signell

Picture books: Little Golden Books featuring Smokey Bear, various authors

Song about Smokey: <https://www.youtube.com/watch?v=Myz93sXW66Y>

Fire Danger Forecast site: <https://www.usgs.gov/land-resources/lcsp/fire-danger-forecast>

Conceptual Knowledge - What Do You Want Them to Know?

1. Who is Smokey Bear? - origin and changes over time
2. Fire safety rules for the outdoors
3. How to create a persuasive ad in different media formats

Cross-Curricular Links

- Science, Social Studies, Language Arts, Fine Arts

Project Idea/Scenario

Create an ad for Smokey Bear appropriate to your geographic region.

Plan the Process: What Will the Students Do?

Learn about Smokey Bear history, research local fire danger, create art to convey information.

Frontloading Activity - Activating Background Knowledge

Where is fire used safely in your daily life?

Brainstorm; to get ideas going teacher can draw (Pictionary style) to have them guess. Start inside and then move outside; focus of this lesson is on outdoor fire safety.

- Inside the house: Gas ranges, water heaters or wall heaters, candles
 - How do we stay safe with these uses of fire?
- Outside: Barbecues, fire pits, and campfires
 - What are the rules to keep safe here?
- What is the difference between a fire that could start inside your house versus a fire outside?
 - If a fire started in your kitchen, what safety checks do you have in place? (smoke detectors, fire extinguishers, etc.)
 - In nature, what can happen to an accidental fire? What safety checks are in place? (park rangers, fire departments, etc.)

Sequence

1. Students learn about another safety measure that is used to convey outdoor fire safety information, Smokey Bear. Read the history of Smokey Bear ([internet](#) and/or books).
2. Students examine different ways that Smokey Bear is used to get out the message of fire safety. Watch [one](#) or [both](#) of the videos that were created using Smokey Bear.
3. Students come up with a few examples of fire safety messaging, and pick a message that they think is clear and persuasive. Examine the list of ad campaigns over the years from the [Smokey Bear history site](#).

Project Ideas

1. A graphic poster that has a simple message that asks for help to prevent forest fires
2. A commercial or video that shows fire safety tips
3. A radio ad that gives information about fire safety and prevention

Extensions

1. Write a letter to Smokey using his address and share the ad you created (Smokey Bear, Washington, DC 20252).
2. Create a fire danger warning system for your area [based on climate, weather, and geography](#).
3. Present new fire safety knowledge and your ad to your community.
4. Learn more about the Ad Council and find other ad campaigns. Why has Smokey Bear's campaign lasted longer than any others?

Driving Questions: Fire is one of the essential elements in this month's kit, Edible Elements. How does the element of fire shape our lives? How do we manage fire?

A Big Bite

Students can examine one of the most famous fires in American history, the Chicago fire of 1871. Research history of Chicago fire of 1871 and after-effects. How did this fire ultimately shape building design and architecture and lead to the Great Rebuilding?

Resources

- Newsweek podcast, The Great Chicago Recovery: <https://www.newsweek.com/podcast-great-chicago-recovery-story-rebirth-great-american-city-1156086#form>
- National Geographic Article, The Chicago Fire of 1871 and The Great Rebuilding: <https://www.nationalgeographic.org/article/chicago-fire-1871-and-great-rebuilding/>
- The Weather Channel video, Building Chicago for Disaster: <https://www.dailymotion.com/video/xf9y7i>
- Chicago History Museum "Touring the Fire" Map and Landmarks of Landmarks of the Fire: <https://www.greatchicagofire.org/tours/>

Sequence

Students can take notes during research to answer the questions:

1. What factors contributed to the fire being so destructive?
2. How was Chicago rebuilt? What materials were used and why?

Project Ideas

1. Create a drawing or model showing the differences between buildings from before and after the fire.
2. Fire Prevention Week was created on the 40th anniversary of the Chicago Fire. Research past weeks and create a plan for a Fire Prevention Week in your community.
3. Conduct a fire safety study of houses in your neighborhood. Which houses are most protected, based on materials you see? What measures would you suggest to improve fire safety where you live?
4. Would Chicago look the same today if the fire had not happened? Choose a side, and write a letter to a friend to argue your case.