



Bucket Brigade

Lesson Plan

Duration:

1 hour

Description:

In the Bucket Brigade program, students are presented with the history of fire fighting in America from the 18th through the 20th century with a focus on Maryland and Baltimore. Students will see how technology and the needs of American society contributed to the evolution of the fire service. This program is supplemented by several hands-on activities that provide students with experiences comparable to that of firefighters. The program culminates with a fire safety talk followed by time in the museum's Discovery Room where students have even more opportunity for kinesthetic and tactile learning.

Inquiry Question:

How do modern firefighting techniques compare to those of 200 years ago?

Desired Results:

After this program students will understand the following:

- The roles of all citizens and fire fighters in fire safety.
- How to identify a fire fighter in full turn out gear.
- How the techniques of fire fighting and fire prevention have evolved over time.
- How life has changed in urban areas as a result of fire prevention efforts.
- How emergency communication has changed.

Activities:

During the program, students will:

- Participate in a simulated bucket brigade.
- Mimic operating a hand-powered fire engine.
- Practice working as a team to raise a fire hose.
- Experience fire alarm signals and learn how they were sent and improved over time.
- Learn about fire safety and home preparedness.
- Explore a fire engine and child-sized turn out gear in the Discovery Room.

Assessment:

During the tour, students will be able to respond successfully to:

- Who fought fires in Colonial America?
- What tools changed the way fires were fought?
- What has changed about the ways people sound fire alarms?
- What should you do if your clothes are on fire?
- What should you do if you are in a smoke filled room?



Maryland State Curriculum Standards – Social Studies Connections

Subject: Political Science

Grades: Pre K-3

Topic: A. The Foundations and Function of Government

Indicator: 1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services

Objectives:

- a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order.
- b. Explain the consequences of violating rules and laws.
- c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government.

Subject: Political Science

Grade: 3

Topic: B. Individual and Group Participation in the Political System

Indicator: 2. Analyze the role of individual and group participation in creating a supportive community.

Objectives:

- a. Explain the decision making process used to accomplish a community goal or solve a community problem.
- b. Explain the roles and responsibilities of effective citizens in a political process.
- c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations.

Subject: History

Grades: K-3

Topic: A. Individuals and societies change over time

Indicator: 2. Investigate how people lived in the past using a variety of primary and secondary sources

Objectives:

- a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents.
- b. Compare family life in the local community by considering jobs, communication, and transportation.