

1. Title / Content Area:	If not Smokey Bear, than who?
2. Developed by:	Kathi Hoyt
3. Grade Level:	Gr. 6 - 8
4. Essential Question:	How does advertising and media affect our thought process? How might a mascot become obsolete and need to be updated?
5. Contextual Paragraph	In 1942, during World War II, the Japanese sent balloons carrying incendiary devices onto our west coast. The Japanese hoped to start forest fires and create fear among us. The US government feared that the incendiary shells exploding in the forest of the Pacific Coast would ignite numerous raging wildfires and panic. The government worked to keep this information from the general public and knew that the protection of our forests was a matter of national importance. To rally Americans to this cause and to help convince them that the prevention of forest fires would help win the war, the Forest Service organized the CFFP, Cooperative Forest Fire Prevention program with the help of the War Advertising Council and the Association of State Foresters. In 1942 Disney's movie "Bambi" was a huge hit and they graciously allowed the CFFP program to use their film's characters on a 1944 poster. These characters were only on loan for one year so the CFFP knew that they would need to find their own animal symbol. On August 9, 1944, the creation of Smokey Bear was authorized by the Forest



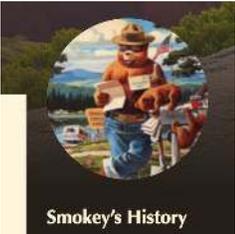
	<p>Service, and the first poster was created. The Smokey Bear Wildfire Prevention campaign is the longest-running public service advertising campaign in U.S. history. Smokey's original slogan was "Smokey Says - Care Will Prevent 9 out of 10 Forest Fires." In 1947, it became "Remember...Only YOU Can Prevent Forest Fires." Then in 2001 it was updated to its current version of "Only You Can Prevent Wildfires."</p> <p>By 1952, Smokey Bear had become so popular and commercial that an Act of Congress removed Smokey from the public domain and placed him under the control of the Secretary of Agriculture. The royalties and fees collected for Smokey are used for wildfire prevention education. Wildfire prevention remains a crucial message to this day.</p>	
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Annotated Resource Set (ARS)

Phase I



6. Resource Set

1944 First Smokey Bear Poster	About the Campaign	Orphan Cub	USDA /US Forest Service Smokey Bear Collection	USDA/US Forest Service Smokey Bear Gallery	Smithsonian
Very first poster depicting Smokey Bear	Smokey Bear campaign and how the slogans changed.	How the original cub came to represent Smokey	“Historical Sketch” about how Smokey came to be. (ties to WWII)	Original posters and photos from collections and in gallery	Pre-Smokey campaign during WWII. Why we needed to change our approach.
					
http://forestservicemus.eum.pastperfectonline.com/photo/3F780010-D A37-476C-BEE7-445725 740670	https://smokeybear.com/en/smokeys-history/about-the-campaign	https://www.smokeybear.com/en/smokeys-history/story-of-smokey	https://specialcollections.nal.usda.gov/guide-collections/us-forest-service-smokey-bear-collection	https://specialcollections.nal.usda.gov/guide-collections/us-forest-service-smokey-bear-collection/only-you-can-prevent-wildfires	https://www.smithsonianmag.com/smart-news/its-a-good-thing-we-have-smokey-these-1940s-fire-prevention-ads-are-something-else-10361209/

Montana Moments blog by MT Historical Society Ellen Baumler	Be Careful with Matches, Smokes, any Fire	Walt Disney's Bambi "Only You Can Prevent Forest Fires. We Can't" 1944	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
Japanese balloons in MT during WW II	Small desk sign. (Advertising)	Disney Poster	(Context)	(Context)	(Context)
					
http://ellenbaumler.blogspot.com/2012/04/japanese-balloons.html	https://forestservice.seum.pastperfectonline.com/webobject/EA687871-B241-458D-B0CF-401379616242	https://specialcollections.nal.usda.gov/guide-collections/us-forest-service-smokey-bear-collection/only-you-can-prevent-wildfires	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)

Notes/Comments:

(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
(Context)	(Context)	(Context)	(Context)	(Context)	(Context)
					
(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)

(Resource Title Here)					
(Context)	(Context)	(Context)	(Context)	(Context)	(Context)

Image Placeholder					
(Resource Link Here)					

Notes/Comments:



Foundations Annotations	
↓	7. Curriculum Connections ↓
<p>Social Studies (World War II) (Homefront during WW II)</p> <p>English (Slogans) (Advertising/Persuasive writing)</p> <p>World of Work / Graphic Design (Ads / Public Service Announcement)</p> <p>Art (Poster Creation)</p>	

 **8. Curriculum Standards** 

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Social Studies Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

ELA Writing Standard RW.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.

ELA RW.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA Speaking & Listening SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

Reading Standards for Literacy in History/Social Studies RH.6-8.7 Integrate visual information with other information in print and digital texts.

 **9. Content & Thinking Objectives** 

Students will understand that Smokey Bear was created as part of an ad campaign during World War II and will understand how his image and message have changed over the years. Students will understand the role that advertising plays in our lives and how it influences our thinking.. Students will create a Public Service Announcement (PSA) that is relevant to our current time period, carries the message of conservation and fire prevention, and does not use the Smokey Bear icon or other copyrighted material..

 **10. Inquiry Activities & Strategies** 

Lead a discussion on why conservation and preventing forest fires are important. Bring in the history (World War II) of the Japanese attacks on our forests. Have students compare & contrast (Venn Diagram) original World War II poster and the first Smokey Bear poster. Continue with a discussion on the differences and why we would want to change an ad or poster.

Direct students to the webpage

(<https://specialcollections.nal.usda.gov/guide-collections/us-forest-service-smokey-bear-collection/only-you-can-prevent-wildfires>) Have them go through the gallery and look at all of the posters, articles, pictures, etc. Pair and discuss 1. Which is their favorite? 2. What makes it their favorite? 3. Which is their least favorite and why? **Focus on Posters. Create a class list of what makes a poster “good” or their favorite parts. What does a

poster need to catch someones attention, make it memorable? Point out the Disney posters, ask students why there are only 2 and why the switched to Smokey Bear. Lead in for quick lesson (discussion) on copyright.

Place students into groups of 2 and have them brainstorm catchphrases for conservation and fire prevention. Have them choose 1 to illustrate. Create a rubric for what you are going to look for with the poster. Remind students that Smokey Bear has a copyright and they will need to use a different approach and/or character.

Students will then move on to creating a Public Service Announcement. You can find some of the original Smokey PSA's on youtube. Students will need to storyboard their PSA and create scripts. Students may use a variety of creation tools such as Powtoons, iMovie, Green Screen, Animoto, Adobe Spark or any you are comfortable with. Students may also create an Infographic as an alternative.



11. Assessment Strategies



Upon completion of this unit the students will understand the history of Smokey Bear, the importance of his message and how advertising is used to deliver a message. The student will create a new POS (Public Service Announcement) that contains the message of conservation and fire prevention without using the image of Smokey Bear.

Other Resources



12. Web Resources



Smokey Bear website: <https://www.smokeybear.com/en>

Middle School Resources and Lessons: <https://www.smokeybear.com/en/for-educators/middle-school-resources>

Forest Service Website / History of Smokey Bear: <https://www.fs.fed.us/blogs/story-smokey-bear>

Smokey Bear Activities / Ohio: <http://forestry.ohiodnr.gov/smokeybear>



13. Secondary Sources





14. Print and Other Media Resources



Smokey Bear Facebook page: <https://www.facebook.com/smokeybear/>

Smokey Bear Twitter page: https://twitter.com/smokey_bear?lang=en

New Smokey Bear Song: <https://youtu.be/g5XkiQyxkLQ>

Original Smokey Bear Song: <https://youtu.be/Myz93sXW66Y>

ARS Component Guide

Phase I Components

1. **Title / Content Area:** Provide the title of the ARS. If the title doesn't explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women's History, etc.).
2. **Developed by:** Provide your name and any other contributors to the ARS.
3. **Grade Level:** Provide the grade level(s) for which the set is to be taught.
4. **Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
5. **Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set and describing the context in which the set is to be used
6. **Resource Set:** Provide titles, context, thumbnails and addresses for specific resources. It isn't necessary to provide a thumbnail for all resources (e.g. audio and video files).
Important: Be sure to use a permanent URL and check your hyperlinks for all resources.

Phase II Components

7. **Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
8. **Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied
9. **Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities
10. **Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support
11. **Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

Other Resources

12. **Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS
13. **Web Resources:** Provide links to any additional web resources that could be used to supplement the ARS
14. **Print and Other Media Resources:** Provide other resources that could be used to supplement the ARS