

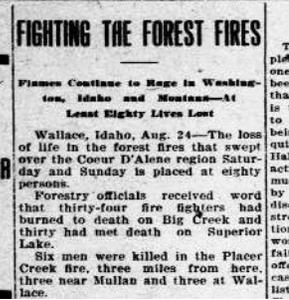
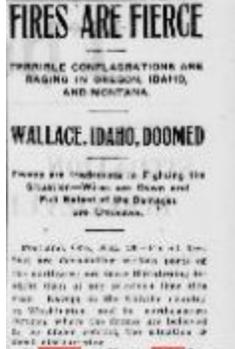
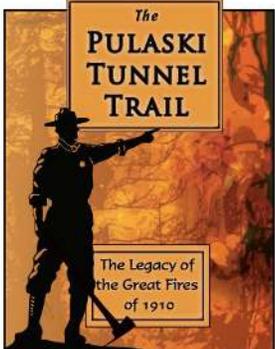
1. Title / Content Area:	Our Story: Keeping History Alive
2. Developed by:	Ruth Ferris
3. Grade Level:	5 - 8
4. Essential Question:	<ol style="list-style-type: none"> <li>1. What can we learn from the past?</li> <li>2. How can we be sure of what really happened in our past?</li> <li>3. What are the attributes of heroism and how could they change?</li> <li>4. If you were to leave behind your own legacy for future generations, what would it would be and why?</li> </ol>
5. Contextual Paragraph	<p>The Forest Fire of 1910 burned over 3 million acres and was the cause of approximately 85 deaths*. (* Actual number undetermined.) By mid August there were between 1,000 - 3,000 fires burning in Washington, Idaho, Montana, British Columbia. The main fire blew up and burned for over two days (August 20-21, 1910).</p> <p>The US Forest Service was a very young organization when faced with this natural disaster. This disaster changed how the nation viewed and fought forest fires.</p> <p>Ranger Edward Pulaski was one of the heroes in this event. Jim See researched and developed curriculum materials and historic exhibits that I would encourage you and your class explore (see web resources).I have also included Teacher Notes that outline my teaching plan. <a href="http://bit.ly/1910BigBurn">bit.ly/1910BigBurn</a></p>



# Annotated Resource Set (ARS)

## Phase I

6. Resource Set					
Ax, Pulaski	Ranger Joe Halm and McKay at Pulaski Tunnel	Former Marshall Man a Hero	Another Town is Doomed by Fierce Torrents of Fire	Avery Firefighters	Fighting the Forest Fires
Tool for fighting wildfire. Designed by Ed Pulaski after 1910 Fire.	After the fires, looking at the tunnel where Purlasky saved most of his crew.	Report of how Ranger Pulaski saved most of his crew from the fire.	Continuation - Report of how Ranger Pulaski saved most of his crew from the fire p8	Photo courtesy of Museum of North Idaho Photo	Vandals will be shot; negro soldiers.
					
<a href="https://forestservice.seum.pastperfectonline.com/webobject/46EDB7A8-EA3F-4EDD-8E6E-53686641960">https://forestservice.seum.pastperfectonline.com/webobject/46EDB7A8-EA3F-4EDD-8E6E-53686641960</a>	<a href="https://forestservice.seum.pastperfectonline.com/photo/D5F6CE1B-01B0-460E-A070-944166201918">https://forestservice.seum.pastperfectonline.com/photo/D5F6CE1B-01B0-460E-A070-944166201918</a>	<a href="http://chroniclingamerica.loc.gov/lccn/sn89066240/1910-09-16/ed-1/seq-6/">http://chroniclingamerica.loc.gov/lccn/sn89066240/1910-09-16/ed-1/seq-6/</a>	<a href="http://chroniclingamerica.loc.gov/lccn/sn87065167/1910-08-24/ed-1/seq-1/">http://chroniclingamerica.loc.gov/lccn/sn87065167/1910-08-24/ed-1/seq-1/</a>	<a href="http://1910fire.com/Avery%20Firefighters/Avery%20Firefighters.htm">http://1910fire.com/Avery%20Firefighters/Avery%20Firefighters.htm</a> <a href="https://goo.gl/xhwNqm">https://goo.gl/xhwNqm</a>	<a href="http://chroniclingamerica.loc.gov/lccn/sn84027621/1910-08-24/ed-1/seq-1/">chroniclingamerica.loc.gov/lccn/sn84027621/1910-08-24/ed-1/seq-1/</a>

Soldiers with Ranger Debit Avery, Idaho	Fighting the Forest Fires	Distressing Stories Are Told by Refugees	Distressing Stories	Fires are Fierce	Pulaski Tunnel Trail
Buffalo soldiers who were charged with protecting the community from vandals.	Importance of comparing primary sources. Which ones seem the most accurate, why?	Page 1 cont page 8	Page 8	Problems recruiting able bodied men. Town caught on fire.	Secondary Source
					
<a href="http://1910fire.com/Appendix%20Pages/Photos%20of%20the%20Era/HTML%20Pages/Soldiers%20with%20Debit.htm">http://1910fire.com/Appendix%20Pages/Photos%20of%20the%20Era/HTML%20Pages/Soldiers%20with%20Debit.htm</a>	<a href="http://chroniclingamerica.loc.gov/lccn/sn8302518/2/1910-08-23/ed-1/seq-1/">http://chroniclingamerica.loc.gov/lccn/sn8302518/2/1910-08-23/ed-1/seq-1/</a>	<a href="http://chroniclingamerica.loc.gov/lccn/sn8504224/1910-08-27/ed-1/seq-1/">http://chroniclingamerica.loc.gov/lccn/sn8504224/1910-08-27/ed-1/seq-1/</a>	<a href="http://chroniclingamerica.loc.gov/lccn/sn8504224/2/1910-08-27/ed-1/seq-1/">http://chroniclingamerica.loc.gov/lccn/sn8504224/2/1910-08-27/ed-1/seq-1/</a>	<a href="http://chroniclingamerica.loc.gov/lccn/sn85053308/1910-08-26/ed-1/seq-2/">http://chroniclingamerica.loc.gov/lccn/sn85053308/1910-08-26/ed-1/seq-2/</a>	<a href="https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5444702.pdf">https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5444702.pdf</a>

Notes/Comments:

Wallace, ID Forest Fire, Aug 1910	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
Transcript of historic newspapers that report on the forest fire that burnt in Western Montana and Idaho.	(Context)	(Context)	(Context)	(Context)	(Context)
					
<a href="http://www.gendisasters.com/idaho/6962/wallace-id-forest-fire-aug-1910?page=0,1">http://www.gendisasters.com/idaho/6962/wallace-id-forest-fire-aug-1910?page=0,1</a>	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)

Phase II

## Foundations Annotations

### 7. Curriculum Connections

1. Science -
  - a. Environmental effects
  - b. Types of Fires
  - c. Long term effects of the fire.
2. Math
  - a. Temperatures
  - b. Graphing
  - c. Map work
3. Literature/Language Arts
  - a. Connecting literature and primary sources.
  - b. Explore thoughts, ideas, feelings and experiences.
  - c. Connections between literature and history.
4. Social Studies
  - a. Economic impact
  - b. Civic responsibility - able bodied men were recruited to fight the fires or face being jailed.
  - c. Geography - maps
  - d. Analysis of Primary Sources

### 8. Curriculum Standards

1. CCSS ELA-Literacy RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
2. CCSS ELA-Literacy RH 6-8.7 Integrate visual information (charts, photographs, videos, or maps) with other information in print and digital text.
3. CCSS ELA-Literacy.RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
4. CCSS ELA-Literacy RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

## 9. Content & Thinking Objectives

1. Critical Thinking - Analyze, Evaluate
2. Empathy - promote the development of empathy by engaging students in discussion of literary works, highlighting the emotional aspects of the pieces in question and connecting it to primary sources connected to the event.
3. Reading Targets:
  - a. use a text to answer questions and find evidence to support those answers.
  - b. read several texts describing the same event, idea or topic. Explain how each author presents that topic.
  - c. write narrative pieces based on real events.

## 10. Inquiry Activities & Strategies

Mystery Strategy <https://teachinghistory.org/nhec-blog/24485>

Junior Detectives - Use photo as a hook - students examine photo. Write 4 questions. Pair Share What is it? How would it have been used? What is your evidence? 2-3 minutes then change other person asks questions. Each person writes their best prediction on a sticky note and put it in an assigned parking lot.

Junior Detective <https://www.researchgate.net/publication/308019867/download>

Building Historical Context Using Chronicling America - <http://tpsconnect.org/2018/05/31/building-historical-context-using-chronicling-america/>

## 11. Assessment Strategies

### 1. Journal reflections

Students write their reflections on a lesson, such as what they learned, what caused them difficulty, strategies they found helpful, or other lesson-related topics. Students can reflect on and process lessons. By reading student work—especially —[types of learning journals that help students think](#)—teachers can identify class and individual misconceptions and successes.

### 2. 10 Word Wrap Up

Challenge students to use exactly 10 words to summarize their learning, (main idea, define a key vocabulary term, etc.) Provide some thinking time before they begin writing. After they have written their 10 word wrap up, let them share in small groups or whole class.

## Other Resources

### 12. Web Resources

1. The Great 1910 Fires of Idaho and Montana Day Trip Guide to Historic Sites in Idaho and Montana [https://www.fs.usda.gov/Internet/FSE\\_DOCUMENTS/stelprdb5343877.pdf](https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5343877.pdf)
2. Curriculum Materials written by Jim See <https://www.fs.usda.gov/detail/ipnf/specialplaces/?cid=stelprdb5442880>
3. The Big Ed Pulaski Story (Pulaski Tool) <http://www.wallaceminingmuseum.org/Tour1/exhibit2/e20010b.htm>
4. The Pulaski Tunnel Trail <https://www.fs.usda.gov/attmain/ipnf/specialplaces>
5. The Pulaski Tunnel Trail Brochure [https://www.fs.usda.gov/Internet/FSE\\_DOCUMENTS/stelprdb5444702.pdf](https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5444702.pdf)
6. The Great Fire of 1910 and the Edward Pulaski Story by Jim See & Dan Fritz [https://www.fs.usda.gov/Internet/FSE\\_DOCUMENTS/stelprdb5444732.pdf](https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5444732.pdf)
7. PBS - The Big Burn <https://www.pbs.org/wgbh/americanexperience/films/burn/>
8. The Great 1910 Fire of Idaho, Montana, and Washington <http://1910fire.com/>
9. Mystery at the Museum (19 minutes in) [https://youtu.be/eDSJb\\_bthQ](https://youtu.be/eDSJb_bthQ)

### 13. Secondary Sources

Spokane-Review Historical photos <http://www.spokesman.com/galleries/2010/jul/22/historic-photos-1910-fire/>  
Pulaski's Legacy <http://www.spokesman.com/stories/2010/aug/17/pulaskis-legacy-alive-standard-fire-tool/>

### 14. Print and Other Media Resources

1. The Big Burn by Jeanette Ingold
2. Flames and Courage by Meadows, Helen; Gubel, Sandra; Griffin, Marjorie (illustrations).
3. The Big Burn: Teddy Roosevelt and the Fire that Saved America by Timothy Egan
4. Year of the Fires: The Story of the /great /fires of 1910 by Stephen J Pyne

# 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