

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): April/Aubrey D. Jenkins

Lesson Title: It's Getting Hot in Here!

Grade Level/Course: K-2 (Can be adapted to 3-5, 6-8, 9-12)

Subject: Social Studies

SC Academic Standards and Skills Addressed:

- K-2.3 Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.
- 1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.
- 2-3.1 Summarize the role of community workers who provide goods and services.

Introductory Statement/Lesson Overview:

This lesson is designed to introduce the accomplishments and contributions of Aubrey D. Jenkins. Through discussing his accomplishments and contributions as a fire chief and his involvement in his community, students will learn the significance of firefighters in society and safety measures that can be taken in case of fire emergencies.

Goals/Lesson Objectives:

1. Students will be able to use the skills of brainstorming and inference to draw a conclusion of how Mr. Jenkins is connected to the introductory visual provided.
2. Students will be able to visually describe the role and responsibilities of Aubrey Jenkins.
3. Students will be able to explain measures to take in case of an emergency fire.

Instructional Materials:

Primary composition notebooks, crayons, pencils, YouTube video,

Lesson Progression and Time Frame:

Activity 1: Introduce students visually to Aubrey D. Jenkins. The teacher posts pictures/drawings that can be associated with Mr. Jenkins. Students individually record in their notebooks their brainstorming ideas on how the pictures are connected to Mr. Jenkins. Students (3-5) share out with the class. The teacher records ideas on the board or chart. Students write their hypothesis down in their notebooks. (10 minutes)

Activity 2: The teacher introduces vocabulary. Displays words and pictures. Teacher and students participate in a call and response to practice vocabulary (chief, firefighter, volunteer, station, staff, emergency, community, safety, honor, and career). (10 minutes)

Activity 3: Watch the YouTube video of fire safety (See link in resources). Students fill in a graphic organizer on fire safety with partners. (15 minutes)

Activity 4: Video/guest speaker by Aubrey D. Jenkins and/or a firefighter. Discuss the roles and responsibilities of firefighters. (It is suggested that the teacher have students prewrite any questions students may have.) (10-15 minutes)

Activity 5: Teacher asks “How providing emergency services might be an advantage or a disadvantage?” The teacher records approximately 5 students’ responses on the board. Then read a children’s book on the roles and responsibilities of firemen (suggested: This is the Firefighter by Laura Godwin). List roles and responsibilities of firefighters on board or chart paper. (10-15 minutes)

Activity 6: Students view PowerPoint/visual on major accomplishments of Aubrey D. Jenkins. Students complete a reflective journal entry that describes Mr. Jenkins role in the community. The journal entry should have a drawing that accurately depicts Mr. Jenkins’s job and community involvement. Students should also write at least 3 complete sentences describe the reasons for their drawings. (20-25 minutes)

Extensions/Differentiation

- Older students can research how African Americans handled emergency fires in their communities in the past and their role in the development of the emergence of fire departments.
- Older students could research ways to extinguish fires. This could include proper, natural and/or chemical elements and compare and contrast their effectiveness.
- Students could interview fire chiefs and/or firefighters.
- Students could research the impact of fire on their natural environment, population, etc.
- For struggling students, a labeled graphic organizer can be provided to help them outline the role and responsibilities of Aubrey D. Jenkins.
- Students could map out a safety exit plan for the home.

Assessment:

1. Journal Entry. Use the below checklist to assess work.

_____/30 Student has drawn a picture that describes Aubrey Jenkins’s job.

_____/30 Student has drawn at least three (3) important accomplishments and/or contributions of Aubrey Jenkins.

_____/10 Student's drawing is neat and colored.

_____/30 Student has used at least three (3) complete sentences that accurately describes Aubrey Jenkins's role and responsibilities.

2. Vocabulary/Spelling test

Suggested Resources:

PowerPoints:

Aubrey D. Jenkins Introduction, Vocabulary, and Major Accomplishments



Aubrey
Jenkins_M.Thomas.p

YouTube Video:

Fire Safety Rap!

https://m.youtube.com/watch?v=s_5FqaWTj9c by Harry Kindergarten Music (Sep. 24, 2015)

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