

# 2007 Forest Appreciation Week

## Writing Contest

# Smokey Says "Be Careful with All Outdoor Fires"



Top three Statewide students, parents and teachers will be honored at a special celebration in our State Capitol.

Words of Statewide winners and 9 semi-finalists will appear in the WDNR's 2008 Arbor Day-Earth Day Calendar.

Teachers of the three state writing contest winners receive a **FREE LEAF** workshop. Details on Page 2.



200 participating teachers will win a free copy of *Critters of Wisconsin - Pocket Guide*.



Supplemental Activities inside! →

Brought to you by the Wisconsin Department of Natural Resources - Division of Forestry

February 1, 2007

## Dear 4th Grade Teachers and Friends,

By creatively putting pen, pencil, etc. to paper, fourth grade students across Wisconsin have a chance at winning savings bond prizes, a landscape tree for their community or school grounds and having their shared thoughts printed in next year's Wisconsin Department of Natural Resources' annual Arbor Day-Earth Day calendar...if they enter the 2007 Forest Appreciation Week Writing Contest! Awards and prizes are sponsored by the Wisconsin Nursery Association, the Wisconsin Woodland Owners Association, the Wisconsin Arborist Association and Learning, Experiences & Activities in Forestry (LEAF), K-12 Forestry Education Program. In addition, the names of all participating teachers will be entered in a drawing and two hundred teachers will win a copy of the *Critters of Wisconsin-Pocket Guide*. Information from this guide is sure to enhance your classroom activities!

This year's theme, **Smokey says, "Be Careful with All Outdoor Fires,"** asks students to write about Smokey Bear's fire safety messages. As we all know, fire is a necessary part of our lives. We use it for cooking and heating our homes. Fire can also be very destructive when not used properly. Encourage your students to become familiar with the story of Smokey Bear, to understand the nature of fire, why it is important to prevent wildfires and to describe how they practice Smokey Bear's outdoor fire safety rules. For inspiration, check out the Smokey Bear website at <http://www.smokeybear.com>.

Contest requirements can be found on page 3 and copies of this packet can be downloaded from the EEK! (Environmental Education for Kids) "Teacher's Pages" under educational resources - <http://www.dnr.wi.gov/eeek/teacher/edres.htm>. In April, writings of the three state winners and nine semi-finalists will be posted on EEK!

Join in the celebration of Arbor Day and Earth Day everyday by encouraging your students to enter this year's contest. Take a few moments to read words recently shared by a participating teacher.

*"This is a belated thank-you for all that was done for my student, her family and me during the contest recognition ceremony at the state capitol on Arbor Day. My student will have fond memories of the day, as I will. Thank-you for all of the materials that were given to me. They will be read and put to good use. As a matter of fact, I just finished up with my LEAF workshop and found it to be so worthwhile.*

*I did follow up on the planting of her tree. She received coverage in 3 local newspapers, as well as, our local NBC TV news. Appreciation was noted in all the media coverage for the donated tree and the local nursery which kindly volunteered the labor.*

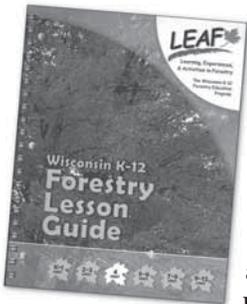
*The writing contest is a wonderful chance for 4<sup>th</sup> graders to express interest in our forests. I am looking forward to it again next year!"* Jean Miazga Teacher, Three Lakes District



Sincerely,  
*Genny Fannucchi*

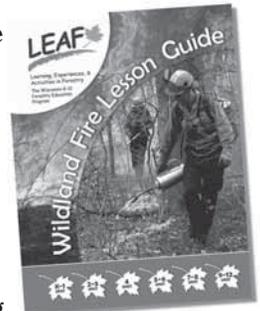
Forest Resource Education  
and Awareness Specialist  
Division of Forestry

## Teachers Win Too!



Teachers of the three state writing contest winners receive a FREE LEAF workshop. In addition, teachers can earn one graduate level credit from the University of Wisconsin-Stevens Point at no cost for attending the workshop (over \$300 value). LEAF workshops are held throughout the year in many locations around the state.

classroom/field materials. Everyone goes home with a LEAF Lesson Guide designed to fit smoothly into their curriculum. The comprehensive Lesson Guide is correlated with Wisconsin's Model Academic Standards and features interdisciplinary classroom lessons, forestry career spotlights, and field enhancements for outdoor learning.



Workshop participants are introduced to Wisconsin forest-related concepts, teaching techniques, and

*The Peshtigo Theater Company Presents: The Life of Fire* activity in this booklet is modified from the fourth grade unit of the LEAF Wildland Fire Lesson Guide.



# 2007 Forest Appreciation Week Writing Contest



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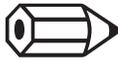
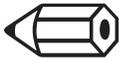
### Contest Requirements:

- ❖ Fourth Grade Students Only
- ❖ Any written form including essay, poetry or other type of creative writing is acceptable. The entry must be 200 words or less and follow the year 2007's theme *Smokey Says, "Be Careful with All Outdoor Fires."*
- ❖ Writing must be the original work of a student currently in fourth grade.
- ❖ A contest entry form must be attached to your classroom entry. Your entry must be sent to the designated judging team coordinator listed in this contest packet on page 26.
- ❖ Entries must be postmarked by March 9, 2007. Contest entries will not be returned and become property of the contest sponsor.
- ❖ Judging Criteria - Theme Application 60%, Originality 30%, Presentation 10%
- ❖ Twelve semi-finalists will be chosen. The essays of the semi-finalists will appear in the 2008 Arbor Day/Earth Day calendar.
- ❖ A panel of judges from the DNR will review the 12 semi-finalists and select three state winners.
- ❖ Three state winners will be recognized for their achievement. The first, second and third place winners will receive savings bonds of \$100, \$75, \$50 and a tree for their school or community.
- ❖ Students, parents and teachers will be honored at a special celebration in our state capitol.
- ❖ Teachers: On the next few pages you'll find activities and additional information that may assist you with this year's writing contest. Have fun and enjoy!

*Celebrate Our Tree  
and Forest Resources*  
**Earth Day - Sunday - April 22**  
**Arbor Day - Friday - April 27**  
**Forest Appreciation Week -  
April 22 - 28**



*First Place 2006 – Gifts from the Forest*

 **Daily Gifts** 

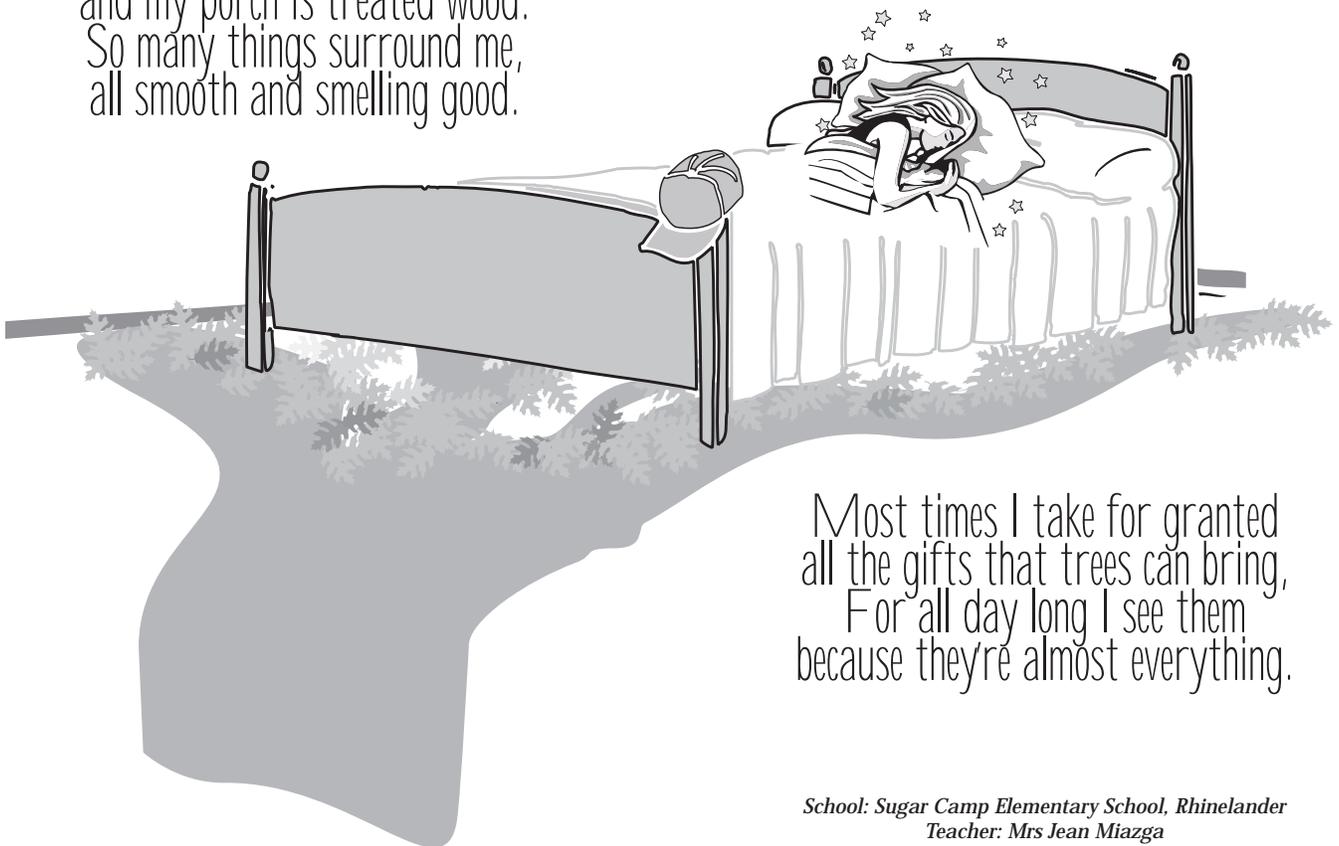
by Isabella Devereaux

When I wake up every morning,  
I'm lying on a tree.  
A gift from my grandma,  
of the oak bed she gave me.

Looking out my window,  
it's branches that I see,  
The tree that my mom planted,  
when I was born, just for me.

Sitting on my front porch,  
almost everything around  
is maple, birch, pine or oak,  
coming from the ground.

My house is made from cedar,  
and my porch is treated wood.  
So many things surround me,  
all smooth and smelling good.

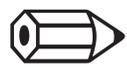


Most times I take for granted  
all the gifts that trees can bring,  
For all day long I see them  
because they're almost everything.

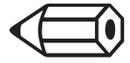
*School: Sugar Camp Elementary School, Rhinelander  
Teacher: Mrs Jean Miazga*



*Inspirational thoughts from a past student winner*



# Smokey Bear's Anniversary, 50 Years of Preventing Wildfires\*



by Steven Vanseth, Robinwood Elementary School, Franklin



This is the match



that lit the cigarette



that lit the leaf



that flew up a tree



and lit the branch



and burnt the tree



that burned down the forest where Smokey lived free.

From that day forward Smokey knew it was his job,  
to prevent wildfires in the forest that we all love.

For 50 years Smokey taught children everywhere  
to follow the rules of this big hairy bear.

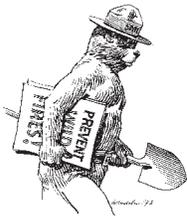
*\*First Place Winner, Forest Appreciation Week Writing Contest 1994. This year marked Smokey's 50th Anniversary. Smokey Bear will be 63 years old on August 9, 2007.*



# Wildland Fire Word Find



P	G	R	W	J	L	O	T	C	H	A	S	N	W	V
T	R	O	D	I	E	S	T	I	P	U	U	E	I	M
J	V	E	J	J	E	C	T	O	P	H	F	G	L	Q
G	U	N	S	R	Y	Y	I	P	K	E	H	Y	D	B
N	L	O	O	C	O	O	R	Z	B	A	O	X	L	D
U	I	F	Z	O	R	E	Q	O	J	T	F	O	A	I
T	E	Y	D	V	S	I	Z	Y	C	A	F	Z	N	A
S	F	T	D	S	M	F	B	J	T	G	A	O	D	L
K	E	L	N	S	M	E	R	E	H	T	A	E	W	P
O	X	L	A	E	L	E	S	H	D	J	F	T	Z	K
U	A	S	F	M	V	S	M	O	K	E	Y	R	I	A
C	N	U	P	R	E	E	I	R	A	D	Z	T	Q	W
J	E	K	S	R	D	Q	R	U	E	P	T	M	H	U
L	W	F	A	X	P	A	V	P	C	O	W	J	P	Z
X	T	H	N	X	E	B	J	D	J	Y	O	J	S	D



Circle the words dealing with forest fires.

AIR  
FLAME  
FOREST  
FUEL  
HEAT  
OXYGEN

PRESCRIBED  
PREVENT  
SMOKEY  
SUPPRESS  
WEATHER  
WILDLAND



See answers on page 26.



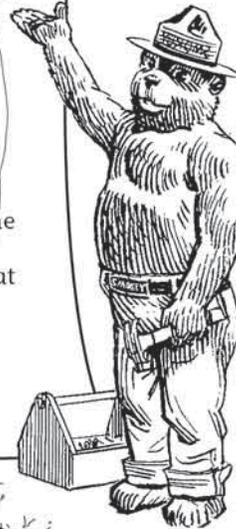
# ✎ Campfire Safety Rules ✎

**Forests are fun! Cooking hotdogs, roasting marshmallows and telling stories around a campfire is great too. But please be careful with all outdoor fires! Make sure that the adults building the campfire follow Smokey's campfire rules.**

## Smokey's Campfire Rules

- ✎ Build campfires in safe places, away from overhanging branches, steep slopes, rotten stumps, logs, dry grass and leaves. Pile any extra wood away from the fire.
- ✎ Keep plenty of water handy and a shovel nearby for throwing dirt on the fire if needed.
- ✎ Start your campfire with dry twigs and small sticks.
- ✎ Add larger sticks as the fire builds up.
- ✎ Put the largest pieces of wood on last, pointing them toward the center of the fire and gradually push them into the flames.
- ✎ Keep campfires small.
- ✎ Create a campfire safety zone. Scrape away litter and any burnable material within a 10-foot diameter circle. This keeps a small campfire from spreading.
- ✎ Be sure your match is out.
- ✎ Stay with your campfire at all times, never leave it unattended. Even a small breeze could cause the fire to spread.
- ✎ Make sure that your campfire is fully out. Drown the campfire with water. Make sure all embers, sticks and coals are wet. Stir the remains to make sure that nothing is burning. Do not bury your coals.

**Remember a little extra care takes only a few minutes of your time. And it could prevent a wildfire!**



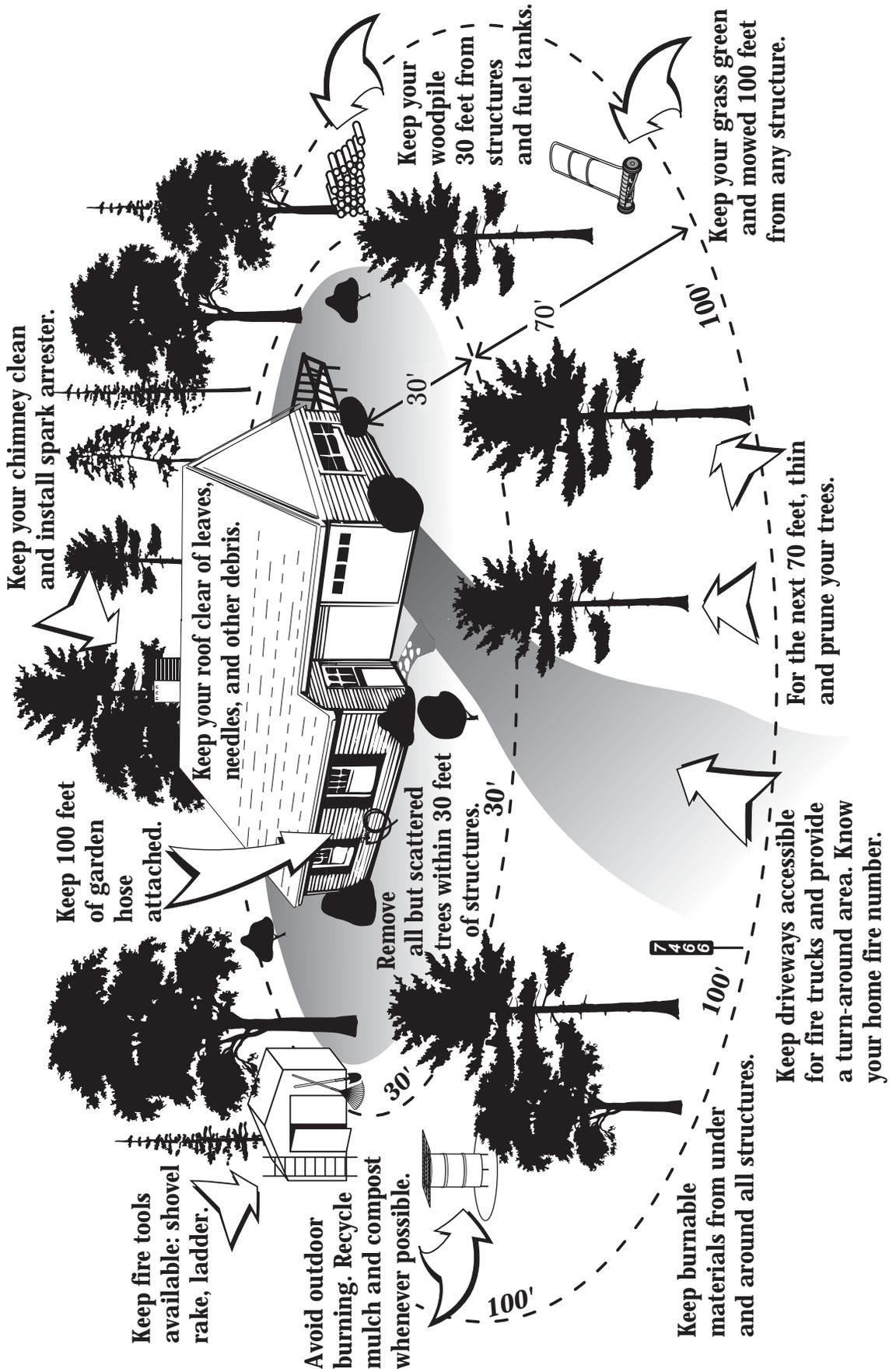
30 feet





# Are You Prepared?

Use these tips to protect your home from wildland fires.



Keep fire tools available: shovel, rake, ladder.

Keep 100 feet of garden hose attached.

Keep your chimney clean and install spark arrester.

Keep your roof clear of leaves, needles, and other debris.

Remove all but scattered trees within 30 feet of structures.

Avoid outdoor burning. Recycle mulch and compost whenever possible.

Keep your woodpile 30 feet from structures and fuel tanks.

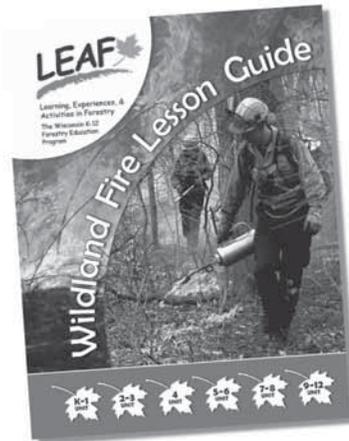
Keep burnable materials from under and around all structures.

Keep your grass green and mowed 100 feet from any structure.

For the next 70 feet, thin and prune your trees.

Keep driveways accessible for fire trucks and provide a turn-around area. Know your home fire number.

# Coming Soon



Historically Wisconsin has experienced major catastrophic fire events. Conditions in recent years have limited large scale fire. Yet, Wisconsin DNR fire crews annually respond to 1,500 fires that burn over 5,000 acres.

Ninety percent of all forest related fires in Wisconsin are started by humans. As more individuals move into the wildland interface, the number of fires and the possibility for catastrophic fires increase. Burning debris, sparks from equipment like chain saws and all terrain vehicles, and campfires/ash disposal are the most common ways that humans cause fire. Each of these modes of fire generation are preventable. Education is a key prevention tool to develop an informed and caring citizenry that will take action to prevent useless fires and that support the use of prescribed burning as a management tool. Fire prevention education materials focused on Wisconsin have been incomplete until now.

## Guide Highlights

- One age appropriate lesson for each LEAF Unit (K-1, 2-3, 4, 5-6, 7-8, 9-12)
- Lessons based on processes and skills
- Designed to address Wisconsin's Model Academic Standards
- Using teaching strategies to meet multiple intelligences
- On-line resources

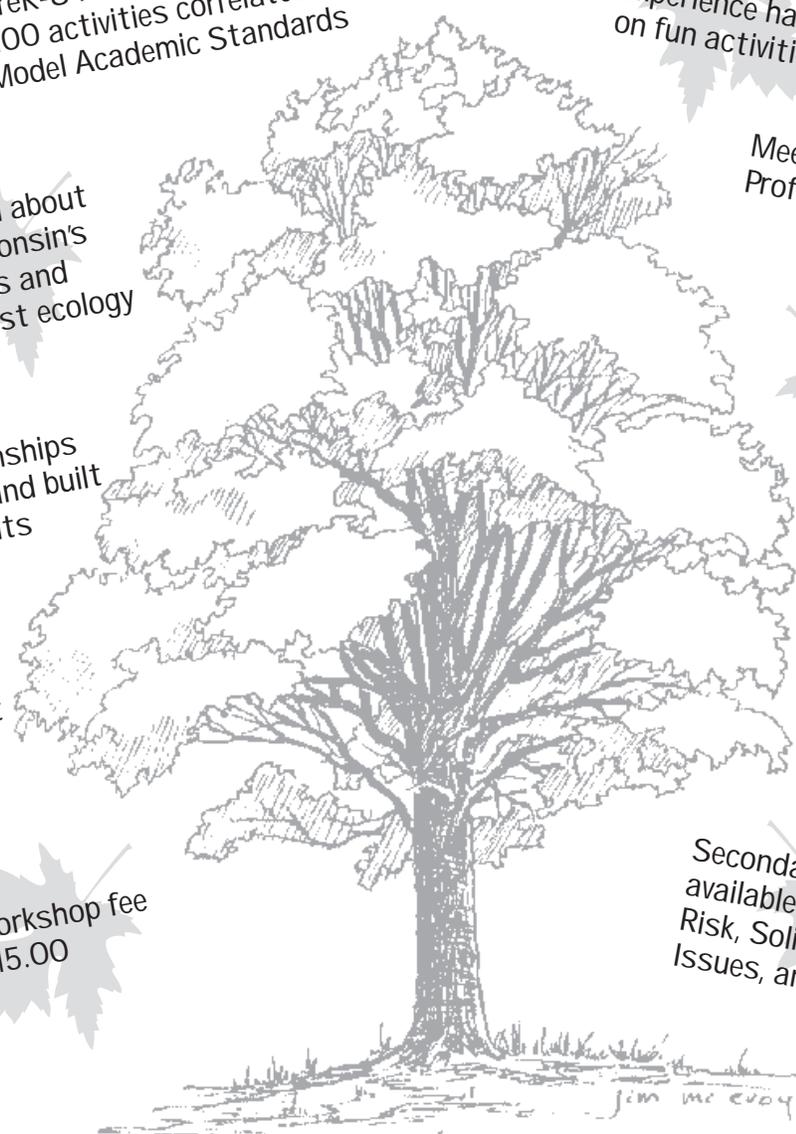
## Lesson Nutshells:

- K-1-** In this lesson, students relate emotions to a variety of fire situations by gluing emoticon cards (drawings that represents a specific emotion) on fire-related pictures. Through group discussion, students identify safe and dangerous fire situations. Finally, students use drawings to identify trustworthy and responsible adults to talk to if they feel scared or recognize a dangerous fire condition.
- 2-3-** In this lesson, students examine ashes from paper to describe the changes that fire can cause. They also learn the elements of the fire triangle by studying a burning candle. Students then distinguish the difference between good and bad fire situations and learn what they can do to prevent bad fire situations. In conclusion, students create a cartoon that conveys a fire prevention message.
- 4-** In this lesson, students work together and act out scenes in a play about fire. Students collaborate in small groups to enhance the script by adding actor emotions, on-stage activities, costumes, and scenery. Throughout the play, students learn about and discuss fire's relationship to people and the environment, the history of fire in Wisconsin, and issues related to development in fire prone areas.

- 5-6-** In this lesson, students work in groups to develop solutions to wildland fire issues. They participate as a class in a town board meeting where a group of students votes on wildland fire legislation presented by the town's wildland fire council. In conclusion, students work in small groups to create system diagrams that help them predict the consequences of the legislation and develop more effective ways to resolve wildland fire issues.
- 7-8-** Using primary data sources and articles, students work in teams to investigate the circumstances that lead up to the Cottonville fire. They plot the origin of the fire on a map and using the data they have, predict the direction of the fire. Students then review an emergency radio traffic log to plot the course of the fire and transcribe map data. They test their predictions and postulate why the fire burned as it did. Using the data they have and newspaper articles, they study how the fire was suppressed and evaluate successes and limitations to fighting the fire. Following the suppression of the fire, investigation groups are given real post-fire landowner dilemmas to propose solutions and discuss the pros and cons of each.
- 9-12-** In this lesson, students learn how to conduct a public opinion survey and learn the value of using the scientific method to ensure accurate results. Students read an insider's classified memo about wildland fire issues in Wisconsin. They work in research groups to develop hypothesis and make predictions about the role of public knowledge and perception in a specific wildland fire issue. Students complete a wildland fire survey and analyze the results of their class sample population. Students discuss their findings and how they might be different if they had a less biased sample of the Wisconsin public. In conclusion, students outline a research process to better determine public opinion about wildland fire issues.

# Project Learning Tree (PLT)

An award-winning environmental education program for PreK-8 formal and non-formal educators. Go out on a limb . . . attend a workshop!



\* Receive a PreK-8 PLT Activity Guide with nearly 100 activities correlated to Wisconsin Model Academic Standards

Experience hands-on fun activities!

Meets Teacher Standards for Professional Development

Organize a workshop at your school or nature center and receive one **free** registration!

PLT Early Childhood Materials, ages 3-6

Secondary modules available on Forest Ecology, Risk, Solid Waste, Forest Issues, and Places We Live

Workshop fee \$15.00

Branchout - meet other educators - share ideas!

Discover the interrelationships of natural and built environments

Learn about Wisconsin's trees and forest ecology

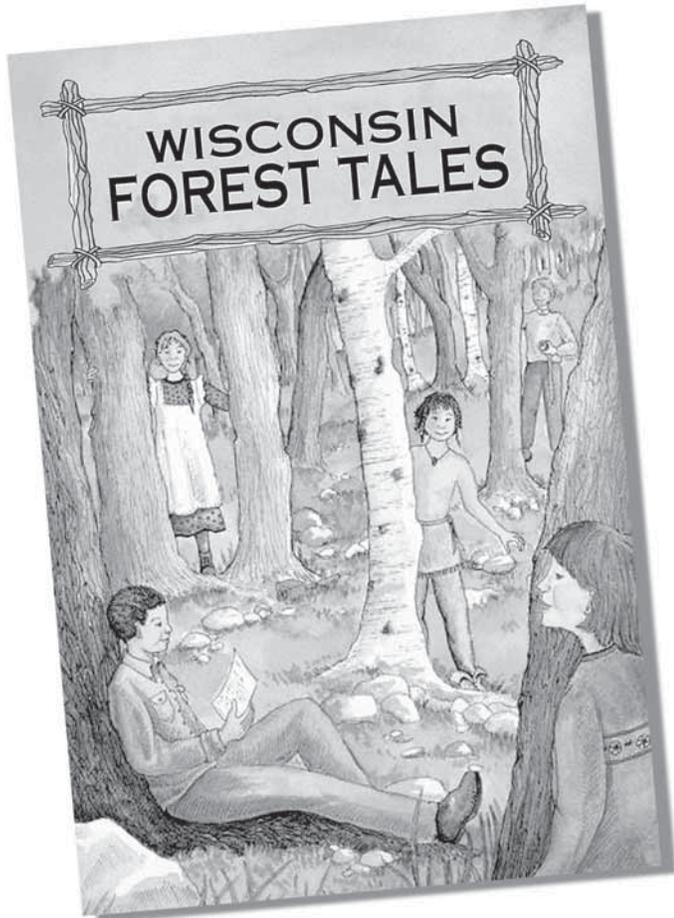
\*Correlations available on the DNR website at <http://www.dnr.wi.gov>  
Click on Education and Training, a Activities and Projects, Project Learning Tree, then Educational Resources



WDNR – PLT/WILD/WET  
101 S. Webster St.  
Madison, WI 53707-7921  
Phone: 608-264-6280  
E-mail: [dnrpltwildwet@wisconsin.gov](mailto:dnrpltwildwet@wisconsin.gov)  
<http://dnr.wi.gov/education/pltwildwet>



# Free Book Teaches Wisconsin forest History



Would you like a fun and engaging way for your students to learn about the history of Wisconsin's forests? The "Wisconsin Forest Tales" book, a collection of eight historical fiction stories, is a popular tool to help teach Wisconsin history while working on reading skills too! The book is available at no cost to 4th-grade teachers in Wisconsin. It was written in 2004 by Wisconsin author Julia Pferdehirt with funding from the Wisconsin Environmental Education Board, the Wisconsin Department of Natural Resources and LEAF (Learning, Experiences & Activities in Forestry – Wisconsin's K-12 forestry curriculum).

If you are a Wisconsin 4th-grade teacher and have not already received one, please request a "Wisconsin Forest Tales" kit by sending an e-mail to Forestry.Webmail@wisconsin.gov <mailto:Forestry.Webmail@wisconsin.gov> with your name, the name of your school, and the school's shipping address (for UPS delivery). In addition to a copy of the book, this kit includes a guide book with a related classroom activity for each story, a poster, a CD and a "Trees are Tremendous" video.

The CD included in the kit features topic-related songs (and words so your students can sing along) by Wisconsin musicians Stuart Stotts and Ken Lonnquist, a reader's theater script written by the book author to accompany each story in the book, the entire book (each story is included as a PDF file for you to print as many copies as needed for your class) and various other resources.

An electronic copy of the book, the reader's theater scripts and the activity guide are also available online at: <http://wisconsinforestry.org/webtemplate.php?linkname=wiforesttales>

DNR also has a limited supply of free sets of the books (nine books in a box) for Wisconsin classrooms. To request a set of books, send an e-mail to [Forestry.Webmail@wisconsin.gov](mailto:Forestry.Webmail@wisconsin.gov)

Three sets (25 copies each) of the books are also available for checkout from the Wisconsin Center for Environmental Education Resources Library at UW-Stevens Point. Contact them at 715-346-4853 or online at <http://www.uwsp.edu/cnr/wcee/library/index.htm>

Teachers with access to school or public libraries in the Wisconsin Library Delivery System Network (<http://psw.scls.lib.wi.us/delivery/networks/networks.html>) can borrow these books for up to four weeks.





WHS 1784

A drawing of the Peshtigo fire.

## THE GREAT PESHTIGO FIRE

**T**HE PESHTIGO FIRE wasn't a surprise to people like the father of our imaginary character, Susanna. Most of Illinois and Wisconsin had drought during the entire year of 1871. Rain rarely fell. Crops died. The forest and prairies were so dry that a single spark really could start a fire that couldn't be stopped.

What made the Peshtigo fire especially dangerous was the windstorm that came with it. One man, a priest named Father Pernin, wrote that he heard a "strange and terrible noise . . . [like] locomotives approaching a railroad station, or the rumbling of thunder."

Father Pernin even described the fire. "Flames darted over the river as they did over the land, the air was full of them . . . the air itself was on fire." Father Pernin led people to the river. He splashed water over people's heads.

No one knows exactly how many people died in the Peshtigo fire. The city of Peshtigo burned to the ground. About eight hundred people died there, including most of the "greenhorn" railroad men mentioned in our story.

The McCartney family in the story was imaginary. But some people really did stay in their houses to protect their belongings. Those people died.

The fire burned up the west shore of Green Bay. Other towns, like Marinette, Menekaune, and Menominee, burned, too. The fire spread to the east shore and burned farms and small villages in Door County. Hundreds of people died. The countryside where sugar maples grew was called the sugar bush. Out in the sugar bush, there was no river. People had nowhere to hide. Hundreds more people died.

The Peshtigo fire could have been started by a careless farmer burning stumps or a spark from the metal wheels of a railroad train. It is possible that hunters didn't put out a campfire or lightning struck dry grass. No one will ever know.



LEAF is a partnership program between  
**Wisconsin Department of Natural Resources -  
Division of Forestry**

and

**Wisconsin Center for Environmental Education**  
College of Natural Resources  
University of Wisconsin-Stevens Point.

## The Peshtigo Theater Company Presents: The Life of Fire

*Adapted from: LEAF Wisconsin K-12 Wildland Fire Lesson Guide. Discover more about LEAF at [www.leafprogram.org](http://www.leafprogram.org)*

### Big Ideas

In Wisconsin, there are two main types of wildland fire: wildfire and prescribed fire. Wildfires start without the intent of the landowner or land manager and are unwanted. Prescribed fires are planned and controlled to meet the goals of a landowner or land manager. (subconcept 1)

The ignition of wildland fire can be caused by human activity (e.g., debris burning and other outdoor burning, machine sparks, children playing with matches, power lines, fireworks) or natural sources (e.g., lightning, spontaneous combustion). Human activity is responsible for most wildland fires in Wisconsin. (subconcept 2)

Fire requires oxygen, heat, and fuel to exist. Collectively these elements are known as the fire triangle. Under most conditions, the three factors can be manipulated to slow or stop the spread of fire. (subconcept 3)

Humans are a fundamental component of ecosystems. Earth's fire regimes have been shaped by human influences. (subconcept 7)

Throughout Wisconsin's history, fire has been understood and used in different ways. Human use of fire is influenced by the knowledge, needs, and goals of individuals and society. (subconcept 14)

Wildland fires have led to loss of human life, property, and natural resources throughout Wisconsin's history.

Destructive fires can cause changes in land use practices, community development trends, and local, state, and federal governance. (subconcept 15)

Individuals have the responsibility to start and stop fires in safe and effective ways. Citizens who illegally start a fire or carelessly allow a fire to escape may be penalized with fines and even imprisonment. (subconcept 26)



### Nutshell

In this lesson, students work together and act out scenes in a play about fire. Students collaborate in small groups to enhance the script by adding actor emotions, on-stage activities, costumes, and scenery. Throughout the play, students learn about and discuss fire's relationship to people and the environment, the history of fire in Wisconsin, and issues related to development in fire-prone areas.

### Background Information

Fire has always been a part of Wisconsin's history. Although fires of natural origin such as lightning were common, humans were and continue to be responsible for much of the wildland fires that occur. Early inhabitants learned to use fire to manage the land. They burned areas to increase prime habitat for wild game. Many of these fires escaped control and burned large areas. The lumbering era that followed European settlement left the woods with large quantities of slash (the tops of trees left in the woods after harvesting a tree). Dry slash acted as kindling that led to many large scale fires. Some historians believe that as much of Wisconsin's forests burned during the late 1800s and early 1900s as were harvested for lumber.

For a fire to start and continue to burn, three elements must be present—heat, fuel, and oxygen. There must be heat to start and continue a fire, fuel to burn, and oxygen to facilitate combustion. These three elements are referred to as the fire triangle. The removal of any one of these three elements will extinguish the fire.

Controlling a large wildland fire wasn't possible in the late 1800s and early 1900s. There was no fire fighting personnel, nor the methods to control fire. As a result, a number of catastrophic wildfires occurred in Wisconsin during this period, destroying human life, property, and natural resources. Many farmers during this period lost crops, homes, and their lives to wildfire. At times, whole towns and businesses could become engulfed in flames.



## Objectives

Upon completion of this lesson, students will be able to:

- ✦ Draw the fire triangle and label the three elements fire needs to exist.
- ✦ Explain how human activities cause wildland fire.
- ✦ Identify a major fire event in Wisconsin's history and explain how the fire affected local communities.
- ✦ List the major causes of wildland fire in Wisconsin.
- ✦ Describe the different ways that people perceived and used fire at different periods in Wisconsin history.
- ✦ Identify ways that human fire practices have changed the Wisconsin landscape.

## Subject Areas

Language Arts, Science, Social Studies

## Lesson/Activity Time

Total Lesson Time: 240 minutes

### Time Breakdown:

- ✦ Introduction - 15 minutes
- ✦ Activity 1 - 60 minutes
- ✦ Activity 2 - 75 minutes
- ✦ Conclusion - 90 minutes

## Teaching Site

Classroom.

## Vocabulary

**Cutover** - Land that has been logged. This term is often used as "the cutover," which refers to Wisconsin after it was heavily logged during the period from the 1850s to the 1920s.

**Informed Decision** - Deciding how to act on something after learning more about it.

**Land Developer** - Someone who buys and sells land.

**News Anchor** - A person at a television station who reads the news and introduces stories by reporters on the scene.

**Prop** - An object used by an actor or actress in a play.

**Script** - The words that actors read during a play.

The Peshtigo Fire of 1871 was the deadliest fire in Wisconsin's history. As many as 1,500 human lives were lost. Many communities within the 1.5 million acres that burned in the fire were destroyed. Some communities like Peshtigo rebuilt. Others like Peshtigo Harbor never did. Ironically, the Chicago fire burned the same day as the Peshtigo fire and received far more media attention. Even Wisconsin's own governor responded by taking aid to Chicago. The telegraph lines had been destroyed in the Peshtigo region, and he was unaware of the situation in his own state. In 1887, Marshfield burnt to the ground. In 1894, the Phillips fire burned 400 homes and 100,000 acres. Catastrophic wildfires continued into the early 20th century. During the dust bowl era of the early 1930s, 336,000 acres burned annually in Wisconsin.

During the early 1900s, fire control efforts were started in Wisconsin. Manpower to fight these fires, however, was lacking until the Civilian Conservation Corps was started by President Roosevelt during the Depression. Since then, advances in suppression technology, detection, and response strategies have improved dramatically. Today response time is within minutes of a fire's detection. Although this is comforting to know, the risk for catastrophic wildfires is still present.

Humans remain the number one cause of wildland fires in Wisconsin. In 2005, over 1,500 human-caused wildland fires were reported and suppressed in Wisconsin. Over 1,000 of these fires were caused by humans burning trash or debris. As more people build houses and cabins in fire prone areas, the risk of wildland fire grows. As a result, the need for humans to understand the risks and how to properly control fire are important. In 2005, the largest wildland fire in Wisconsin in 25 years burned over 3,400 acres and 100 structures in a mere four hours. This wildfire occurred because what was to be a small fire escaped human control.

Fire was always a natural part of our environment. Our forests and prairies were burning long before cities and towns existed. The long term suppression of fire has altered the extent and range of fire dependent ecosystems. Prairies and oak savannas were maintained by fire. Fire killed shrubs and young trees, keeping the forest out of the prairie. As settlers began to farm the prairies found mostly in Southern Wisconsin, they eliminated fire. Brush grew on land that was too rough to farm and the prairies changed to forests. This nearly eliminated the prairie ecosystem that had historically covered the land. In the forested regions of the state, the elimination of fire has altered the composition of forest species. Sun-loving species that need a fire disturbance to open up areas for them to grow have decreased. So, fire's presence or absence plays a large role in changing the landscape of Wisconsin.

## Materials List

For each student (according to scene assignment)

-  Copy of Student Page 2A-C, Scene 2 Script
-  Copy of Student Page 3A-C, Scene 3 Script
-  Copy of Student Page 4A-D, Scene 4 Script
-  Copy of Student Page 5A-C, Scene 5 Script
-  Copy of Student Page 6A-C, Scene 6 Script

For Every 2 Students

-  Copy of Student Page 1A-D, Scene 1 Script

For the teacher

-  Copy of Student Page  1A-D, Scene 1 Script
-  Copy of Teacher Key Ak1, Discussion Question Answer Key
-  Chalk/marker board

## Teacher Preparation

-  Pick two students who read well to act out Scene 1 – “The Laws of Fire.” Have them prepare to act out the scene by practicing the lines, locating costumes, and finding any props that they may need. Prometheus is a Greek god, so a toga, a crown of fire, and a scepter would be appropriate. You will also need to make a copy of Student Page 1A-C, Scene 1 Script for each student pair.
-  Read Scenes 2-6 of *The Life of Fire*, make the necessary student copies, and make note of props that might be useful. Some scenes are more difficult to prepare and act out than others. The easiest scenes are Scene 2 – “Fire and the First People” and Scene 5 – “No More Wildfires.” The most difficult scene is Scene 3 – “The Cutover and Deadly Fires.”

 **Student pages and teacher key can be downloaded from the LEAF website. Only a click away at <http://www.uwsp.edu/cnr/leaf/Resource/index.htm>**

## Procedure

### Introduction – Enhancing the Script

1. Tell students that over the next few days, they are going to put on a play. The play is about the history of fire in the place we now call the State of Wisconsin.

Tell the class that you have the script for the play, but it is incomplete. All the words are there, but there is no information on how the actors should dress and act or how the stage should be designed.

Explain to the class that the script was rescued from the Peshtigo Theater Company after a fire destroyed the building. The play writer finished the script, but never added all of the details to make the play come alive.

2. Tell students that it is their job to make the play come alive. To do this, they will need to add the following four things to the script: emotions, on-stage activity, costumes, and stage. Write the terms on the board and ask the students to describe what is meant by each. Allow students to discuss the terms and write their ideas on the board. The final definitions should be similar to the following:

 **Emotions:** The feelings that the actors express during the play. Emotions are put in the script to indicate how the character is supposed to feel. Emotions can include sad, frustrated, happy, excited, angry, etc.

 **On-Stage Activity:** The actions that are taking place on stage while the actors are talking. Actions can include things like waving to someone, pretending to drive, walking around the room, etc.

 **Costumes:** The clothes and makeup that the actors wear.

 **Stage:** The setting and scenery in which the play takes place. The stage includes such things as seating arrangement, props (e.g., tools, musical instruments, books), and the backdrop (i.e., the area visible behind the actors).

Once the definitions are complete, have students copy them in their notebooks.



### Activity 1 – Scene 1 – “The Laws of Fire”

1. Divide the class into pairs. Hand each student pair a copy of Student Page 1A-B, Scene 1 Script. Explain to the students that the play is entitled The Life of Fire and that it has six scenes. The first scene is entitled “The Laws of Fire”. It is the only scene that has the actor emotions and on-stage activities included in the script.
2. Give students approximately 10 minutes to read the script and find and discuss the emotions and activities in parenthesis. Have them read the discussion questions found at the end of the scene. Explain to students that each scene has discussion questions at the end, and they need to pay close attention to what the actors in each scene say so they know the answers to the questions. As the teacher, you will serve as the Master of Ceremonies (MC) and will lead a class discussion using those questions after the scene has been acted out.
3. Discuss the script using the following questions:

- 🍁 What is the scene about?
- 🍁 Is there anything that they don't understand?
- 🍁 Did they understand how the emotions and actions are used to help actors make the scene come alive?
- 🍁 Would they change anything about the script?
- 🍁 Do they think that they could act out either of the parts in the script?

4. Tell the students that several actors have already prepared to be the main actors! They have practiced the script, designed their costumes, but have not yet set up the stage. Have the class help you decide how the stage should be arranged.

Ask for two volunteers, one to escort Prometheus off the stage, and one to be the sponsor who ends the scene.

Use the script to decide how the actors should be seated, how the actors should enter, and how the audience should be seated. You should also discuss if the actors need any props and be sure they are available.

5. Finally, tell students that you will play the role of the MC, whose job is to create the play program, introduce each scene, and guide the discussion at the end of each scene.
6. Tell the class that you are about to put on a full dress rehearsal of Scene 1 – “The Laws of Fire.” Ask the

students to pay attention to how closely the actors follow the script and to take notes about the information they are presenting about fire.

Be sure students understand that the scene and the play are about the relationship between people and fire. To be a good actor, they will need to understand this relationship and know all of the information in the script.

When you are ready, prepare the stage and begin Scene 1.

7. After Scene 1 is complete, use the discussion questions to lead a discussion about how the scene went and what the students learned about fire. See Teacher Key Ak1, Discussion Question Answer Key, for the questions and answers. There is more information provided for each question than students can gather from the scripts. Use the information to enhance students' understanding of the questions.

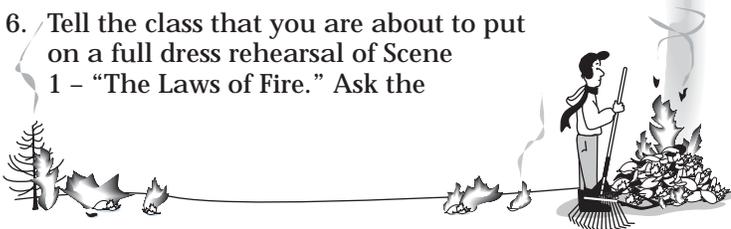
### Activity 2 - Rehearsal

1. Divide the class into five groups (see Teacher Preparation for suggestion on group divisions). Each group will develop and act out a different scene. The number of speaking roles for each scene is listed below:
  - 🍁 **Scene 2** - “Fire and the First People” – 2 speaking roles
  - 🍁 **Scene 3** - “The Cutover and Deadly Fires” – 2 speaking roles
  - 🍁 **Scene 4** - “After the Cutover” – 5 speaking roles
  - 🍁 **Scene 5** - “No More Wildfires” – 5 speaking roles
  - 🍁 **Scene 6** - “A Changing Landscape” – 5 speaking roles

Note: If you have a larger class, more students can be added to a scene as discussion leaders, in non-speaking roles, or groups can add speaking characters. You may also add parts such as stage hands, play reviewers, and musicians. If you have a smaller class, students can play multiple roles (in different scenes).
2. Once the groups are formed, hand each student the student pages that correspond to their group's scene (Student Pages 2A-C, 3A-C, 4A-D, 5A-C, 6A-C). The student pages consist of the playbill and the script.

Have students work together to decide the roles that they will play. Once the students have decided they should fill out one playbill and give it to you, the MC.

3. Have students highlight the parts of the scene where their character speaks. They will then need to decide the emotions that the actors should express, the activities that should occur on stage, the costumes they should wear, and the arrangement of the



stage. All of this should be done by achieving consensus within each group. Students should write all the activities and emotions directly on the script.

4. During the group discussions, move from group to group and collect a playbill for each scene. As MC, you will put all the playbills in order and make a play program. The play program does not need to be more than the complete set of playbills, but can include original artwork, more background information, and recognition of guests or students who played non-acting roles.

Make six copies of the program, one for each group of students. As the MC, you will use the master copy to introduce each scene. The MC will read the title of the scene, the names of the students, their character, and the introduction.

5. As the groups finish their preparations, have them practice reading their parts of the script in order. Be sure to go over their plans for the stage and costumes and make sure that they are feasible. If possible, view parts of each group practicing their roles.
6. Once the groups are prepared, set a date for the performance. All groups should present on the same day. Be sure to remind students to bring props and costumes.

## Conclusion – The Final Performance

1. Explain to the class that you, as the MC, will direct the activity of the play. The play should last only one and a half hours, so the transitions between scenes must be smooth.
2. Remind students that when they are not acting, they are members of the audience. Ask them to be quiet and respectful, as if they were at a real play. Just like a real audience, they should also applaud when the scenes are finished.
3. Begin the day with Scene 2 – “Fire and the First People.” Help the groups arrange the room before the scene. As MC, read the scene title, identify the characters, and read the scene introduction.
4. Once the play is finished, discuss the questions that follow each scene. Use Teacher Key Ak1, Discussion Question Answer Key, to make sure that the answers are accurate. There is more information provided for each question than students can gather from the scripts. Use the information to enhance students’ understanding of the questions.

## Summative Assessment

Have students write a review of the play. Bring in some play and movie reviews from the newspaper and pass them out to students. Have students take a critical view of the play. They should include:

- ✦ A discussion on how the information in the play was presented
  - ✦ Comments on how the actors performed
  - ✦ A brief summary of each scene of the play including the key information that was presented
  - ✦ Their opinion of how people in Wisconsin have changed their views of wildland fire through history
- Treat the in-class play as a practice session and put on the play for the whole school. Create costumes, scenery, and music and make a show of it!

## References

Pernin, P. (1999). *The Great Peshtigo Fire: An Eyewitness Account*. 2nd Edition. Madison, WI: State Historical Society of Wisconsin.

Gough, R. (1997). *Farming the Cutover: a Social History of Northern Wisconsin, 1900-1940*. Lawrence, KS: University Press of Kansas.

*Lessons from the Forest: Teaching About Fire*. (2002). Clearing: Environmental Education Resources for Teachers. Issue No. 112, Fall 2002.



## Recommended Resources

### Books

*Wisconsin Forest Tales* by Julia Pferdehirt. (Black Earth, WI: Trails Custom Publishing, 2004.)

Each chapter of this Wisconsin-based fourth grade reader takes place during a different era in Wisconsin's forest history. Students easily relate to the young characters and active writing style. Images and facts in each chapter help tie the information to forestry in Wisconsin today.

*The Great Peshtigo Fire: An Eyewitness Account*, 2nd Edition by Peter Pernin. (Madison, WI: Wisconsin Historical Society Press, 1999.) This book is an account from a survivor of the Peshtigo fire of 1871. The revised edition includes photographs of Peshtigo before and after the fire.

*Farming the Cutover: a Social History of Northern Wisconsin, 1900-1940* by Robert J. Gough. (Lawrence, KS: University Press of Kansas, 1997.) This book describes the visions and accomplishments of the cutover settlers from their own perspective.

## Wisconsin Model Academic Standards

### 4th Grade: The Peshtigo Theater Company Presents: *The Life of Fire*

*English Language Arts A.4.1*

*Reading and Literature*

**Standard is:** Use effective reading strategies to achieve their purposes in reading.

- Read aloud with age-appropriate fluency, accuracy, and expression
- Discern how written texts and accompanying illustrations connect to convey meaning

Students design a play set from a script and picture and act out the play by reading a script.

*English Language Arts C.4.2*

*Oral Language*

**Standard is:** Listen to and comprehend oral communications

- Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories

Students answer questions after each scene in a play and discuss the answers.

*English Language Arts C.4.3*

*Oral Language*

**Standard is:** Participate effectively in discussion

- Volunteer relevant information, ask relevant questions, and answer questions directly
- Reflect on the ideas and opinions of others and respond thoughtfully
- Ask for clarification and explanation of unfamiliar words and ideas

Students answer and discuss questions after each scene in a play.

*Social Studies A.4.4*

*Geography: People, Places, and Environments*

**Standard is:** Describe and give examples of ways in which people interact with the physical environment, including use of land, locations of communities, methods of construction, and design of shelters.

Students participate in a play and discussion that follows that explores the role humans have played in wildland fire and how it has altered our environment.

*Social Studies A.4.8*

*Geography: People, Places, and Environments*

**Standard is:** Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.

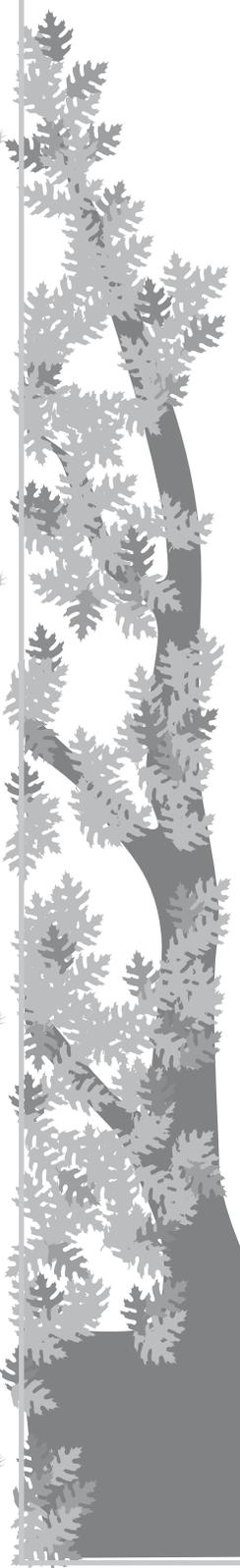
Students participate in a play and discussion that follows that explores how human communities have been altered by wildland fire.



## Website for Smokey Bear - [www.smokeybear.com](http://www.smokeybear.com)

*The Smokey Kids section includes games, stories, and fun activities.  
Smokey's Vault contains Smokey's story and imagery from the past 60 years.  
The Only You section contains information about wildfires, the people  
who fight them, and how they can be prevented.*





*Certificate of Participation*

# *Forest Appreciation Writing Contest*

*2007*

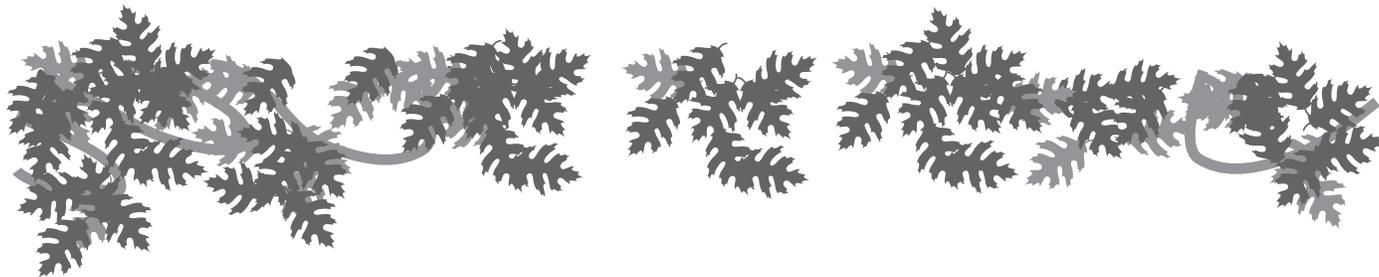
*Smokey Says, "Be Careful with All Outdoor Fires."*



*Student*

*Paul DeLong*  
*Chief State Forester*

*Wisconsin Department of Natural Resources*  
*Division of Forestry*



# 2007 4<sup>th</sup> Grade Writing Contest Judging Team Coordinators

---

*Listed by CESA District\**

## *CESA Districts 1, 2, 3*

*Adam Zirbel*

Forester/Project Manager  
Vernon County Land and  
Water Conservation Department  
220 Airport Avenue  
Viroqua, WI 54665  
(608) 637-5476

## *CESA Districts 4, 5, 6*

*Brooke Hushagen, WDNR*

N3344 Stebbins Road  
Poynette, WI 53955-9708  
(608) 635-8121

## *CESA Districts 7, 8, 9*

*Kris Tiles, UWEX*

875 S. 4th Ave  
Park Falls, WI 54552  
(715) 762-0036

## *CESA Districts 10, 11, 12*

*Bria Radtke, WDNR*

1300 W. Clairemont Avenue  
PO Box 4001  
Eau Claire, WI 54702-4001  
(715) 831-8278

*\* Teachers please note: Judges are not affiliated with your local CESA office.*

*L.Pokid*



# Forest Appreciation Week Writing Contest Entry Form.

Each classroom entry must have this form. Submit only one (1) entry per classroom by March 9, 2007. Fill in the blanks.

Attach this form to your chosen classroom entry and mail it to your CESA's judging team coordinator. Mailing addresses for the judging team coordinators are listed by CESA on the previous page.

Date \_\_\_\_\_ CESA District \_\_\_\_\_

Student's Name \_\_\_\_\_

Student's Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

Teacher's Name \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

Teacher's e-mail address \_\_\_\_\_

*Supply email address to be eligible for future valuable prize giveaways!*

School Phone ( ) \_\_\_\_\_

Principal's Name \_\_\_\_\_

Number of students in your classroom that participated \_\_\_\_\_

*(This question helps us determine the overall number of students participating in 2007.)*

## Wisconsin Cooperative Educational Service Agencies

*(Districts Operating High Schools)*

*Please circle your CESA District:*



Answers to Wildland Fire Word Find on page 6.



*Thinking about distributing Arbor Day tree seedlings this year? If so, below are a few simple tips for the care and distribution of tree seedlings to your students.*

*A. Prior to distribution of seedlings*

Have each student bring a clear plastic bag about the size of a bread wrapper from home.

*B. When your seedling box or bag arrives*

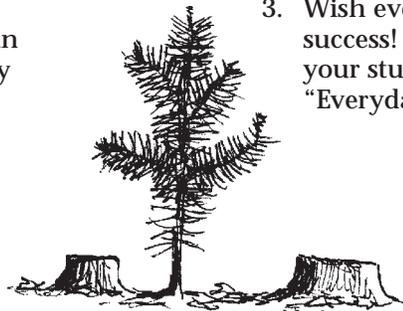
1. Keep your trees cool. Refrigerate your seedlings (34-36 degrees Fahrenheit is ideal). Seedlings are perishable and should be refrigerated until planting time. **DO NOT FREEZE.** Do not store your trees in the sun, in a car trunk, in a heated classroom or other warm place before distributing them to your students.
2. Keep your trees moist. Do not open your sealed bag or box of seedlings. Leaving the bag closed will keep seedlings moist and cool until planting time.

*C. At distribution time*

1. Package individual seedlings.
  - ❖ Wrap the roots of each seedling in paper towels.
  - ❖ Dip the wrapped area of the seedling in water and place in the plastic bag.
  - ❖ Tie the bag closed above the roots using string, tape or twist ties.
2. Review planting instructions with your students. If children cannot plant their tree the day that they receive it, tell them to place it in the vegetable drawer of their refrigerator until it can be planted. Plant the seedling at approximately the same depth as it grew in the nursery or slightly deeper. Encourage students to plant their seedling as soon as possible. Emphasize that for the seedling to live, its roots must be

kept moist until it is planted. Remind students to select a planting site that will give the seedling room to grow and has correct light conditions.

- ❖ Dig a hole as deep as the root system and about 1 foot wide. (Remind children that the majority of a tree's feeder roots are in the upper six inches of soil where they compete with grass roots for oxygen, moisture and nutrients. Feeder roots thrive on soil that is loose, moist and fertile - conditions often lacking in soils around homes.)
  - ❖ Remove the seedling and if used, the paper towel from the bag and place it in the planting hole. Seedling roots should hang freely in the planting hole and not be crooked, crowded, twisted or bent.
  - ❖ Crumble soil back around the roots and pack the soil gently after planting.
  - ❖ Water your seedling. Water will finish packing the soil around the roots.
  - ❖ Mulch your planting area to a depth of 2 inches and a radius of 9-12 inches. Make sure to pull the mulch away from the seedling's trunk to prevent bark rot.
  - ❖ Remember to water the seedling weekly during dry periods. New trees need the equivalent of 1 to 1.5 inches of rainfall per week during their first year.
3. Wish everyone tree-mendous success! And remind your students that "Everyday is Arbor Day!"



*Applications for 4th Grade Arbor Day Free Tree Program due March 15, 2007.*

*Applications available at*

*<http://dnr.wi.gov/org/land/forestry/Nursery/Order/arborday-order.asp>*

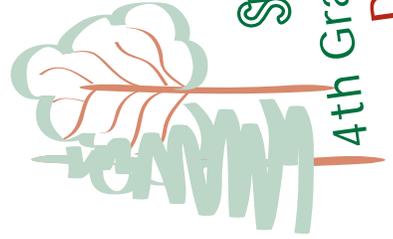




# State of Wisconsin

Department of Natural Resources  
Box 7921  
Madison, WI 53707-7921  
Attention: Genny Fannucchi - FR/4

Presorted Standard  
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Paid  
Madison, WI  
Permit 906



  
Smokey Says, "Be Careful with All Outdoor Fires"  
4th Grade Statewide Writing Contest  
Deadline → March 9th, 2007

