

Firehouse Light

AUTHOR: Janet Nolan

ILLUSTRATOR: Marie Lafrance

PUBLISHER: Tricycle Press

COPYRIGHT DATE: 2011

ART MEDIUM: Acrylics

GENRE: nonfiction

LIFE SKILLS: pride, caring

SYNOPSIS: This book presents the history of a light bulb hanging in a Livermore, California fire station that has been consistently lit since 1901.

BOOKTALK: Have you changed the bulbs after they burn out? How long does a light bulb last in your home? Can it last 1 year? 5 years? 15 years? 50 years? 100 years? This is the TRUE story of a light bulb in a town firehouse that has burned for over one hundred years!

AUTHOR:

Janet Nolan

- Lives in Oak Park, IL
- Holds a B.A. from The Evergreen State College in Olympia, WA
- Holds a master's degree in Urban Planning and Policy from the University of Illinois at Chicago
- Program Co-Chair of the Illinois chapter of the Society of Children's Book Writers & Illustrators
- Favorite color – green
- Favorite dessert – her Mom's cherry pie cake
- Favorite thing to do – swim in lakes with sandy bottoms
- Loves to read and write

<http://www.janetnolan.com/cv.html>

Other books written by the author:

A Father's Day Thank You

The Firehouse Light

The St. Patrick's Day Shillelagh

ILLUSTRATOR:

Marie Lafrance

- Born in Quebec City
- Studied graphic arts at CEGEP in Vieux-Montreal
- Worked
- Lives in Montreal
- Has a daughter named Beatrice

Illustrator's personal info: <http://marielafrance.blogspot.com/>

Other books illustrated by the illustrator:

First Gift
Who Likes the Rain?
Who Likes the Snow?
Who Likes the Sun?
Who Likes the Wind?

CHALLENGING WORDS (...due to pronunciation, spelling and/or defining):

Brigades, porcelain, electrician

DISCUSSION QUESTIONS: (Please include 4-6 questions)

- 1 After the description in the first paragraph, estimate what year this story takes place.
- 2 At the beginning of the book how was news about fires was shared? Now how are firefighters alerted?
- 3 How did the town acquire the light bulb? How did the light bulb help the firefighters?
- 4 What was a bucket brigade? Why was this needed to get water to the site of the fire?
- 5 Describe some equipment that you noticed in the fire stations in this book. How has the equipment firefighters use changed over the years?
- 6 Why do you think the author repeats the words “Day after day, year after year, the light bulb did not burn out” on ten pages in this book?
- 7 Name some other dangerous, but necessary jobs, that people in our community have. What important duties do they have?
- 8 What other information would you like to know about the light bulb?

ACTIVITIES with CORE STANDARDS:

- *Language Arts:*
Make a timeline of changes in the town over the years, describing the changes. Include changes in the town itself, firefighting tool changes, and changes in the clothing of the people in the town. What time period would you like to live in , if you were not alive now?
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic and group related information together.
3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Students will create a timeline for fire engines throughout the decades. They will research how they operated and create a drawing. This could be group work. Other groups could create the same project with other inventions, ie. Telephones, stoves, cars, etc.

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- 2nd Grade Core Standard #5: Create a list of ideas for writing. Write brief narratives, poems and descriptions that follow a recognizable sequence and contain descriptive details. Revise writing to improve sequence, to add descriptive detail, and to make language clearer.
 - After reading the book, make a list on the board of changes in the community in the book.
 - Have each student select a subject that interests him/her (e.g. movies, cars, refrigerators, etc.)
 - Ask the student to write a haiku about their subject. Discuss what haiku is and give examples.
 - Direct the students to use the haiku starter graphic organizer found at <http://www.readwritethink.org/classroom-resources/printouts/haiku-starter-30697.html>.
 - Each student should illustrate their haiku and a class book titled “Innovations through the Years” could be created.
- Write a letter of thanks to a local fireman.

Mathematics:

- Calculate the number of years the bulb has been burning.
- Discuss why the bulb is the century bulb.

Science:

- Learn how to make a simple circuit board to light up a light bulb.
- Make a display and investigate about the different types of light bulbs: halogen, fluorescent, LED, incandescent, neon, strobe, etc.
- Research Thomas Edison and the invention of the light bulb.

Social Studies:

- Students will answer factual questions based on the website www.centinialbulb.org. See attached sheet.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

- 2nd Grade Core Standard #1A: History: Local History Past to Present - Identify when the local community was established. Identify its founders, early settlers, and other individuals who had a positive influence on the community. Explain changes in daily life from past to present.
 - Read the book and discuss the changes in the community as the decades progress.
 - Make a list on the board of how the changes influenced the community in the book.
 - Tell the students they are going to do research about their community. Have books and Internet sources available.
 - Follow the lesson: “Writing Workshop: Helping Writers Choose and Focus on a Topic” which can be found at <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-workshop-helping-writers-314.html?tab=4#tabs>

- In that series of lessons students will create a timeline chronicling the history of their community.
- Visit the local fire station. Find out about volunteer versus paid fire departments. Invite a fireman to school if a field trip is not feasible.
- Invite an electrician to school to learn about how light bulbs work and what has made this last as long.

RELATED INTERNET SITES:

Teaching Books.net: <http://www.teachingbooks.net/tb.cgi?aid=17009> (Nolan)

<http://www.teachingbooks.net/tb.cgi?aid=11012> (Lafrance)

<http://www.centennialbulb.org> (Be sure to view the Bulb Cam to see live footage of the bulb!)

Name _____ Teacher _____

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(Use the website www.centennialbulb.org to answer the following questions.

1. Exactly how old is the Livermore Lightbulb? _____

2. Who donated the light bulb to the firehouse? _____

3. Who declared it the oldest known working light bulb? _____

4. How did they celebrate the bulbs 100 years? _____