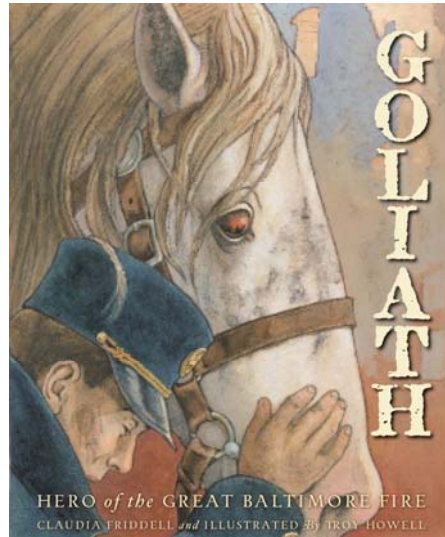


# Teacher's Guide



## **Goliath: Hero of the Great Baltimore Fire**

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**Illustrator: Troy Howell**

Guide written by Claudia Friddell

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# Read, Research, and Report



After reading *Goliath, Hero of the Great Baltimore Fire*, research one of these topics with a partner and give a class report:

- ❖ *Workhorses in early America*
- ❖ *Turn of the century firehouses*
- ❖ *Telegraph fire alarm system*
- ❖ *H.L. Mencken's coverage of the fire*
- ❖ *Thomas Edison's connection to the Baltimore Fire*
- ❖ *Comparison of the Chicago, San Francisco, and Baltimore Fires.*



***Extra! Extra!***

***Read All About It!!***

*Divide the students into pairs or groups of newspaper reporters. Using the information learned from reading Goliath, Hero of the Great Baltimore Fire, have groups choose one of these assignments to create a 1904 Baltimore newspaper.*

- Write a **want ad** for a firehouse hostler.
- Write a front page **headline** and article about Goliath's heroics.
- Write an **interview** with Eugene Short, the driver of the water tower.
- Write a **weather forecast** for Sunday, February 7, 1904.

*Don't forget to read the **Afterward** before you...*

- Write an **obituary** for Goliath.
- Draw a one-frame **cartoon** sketch showing Goliath leading the Jubilee Parade.

# U Lots of Luck! U

Everyone knows what a horseshoe's purpose is when it is on a horse. Did you know that horseshoes off the horse are signs of good luck? Cut out this horseshoe pattern, trace it on cardboard, cut out again, and cover it with foil. With a black permanent marker, write adjectives along the sides of the horseshoe that describe traits of the horses in *Goliath, Hero of the Great Baltimore Fire*. **\*Hang your horseshoe over a doorway with the opening at the top to catch good luck!!**



# Fun and Games

Pretend that you are Engine Company 15 firefighters in *Goliath, Hero of the Great Baltimore Fire* and enjoy these activities!



**Bucket Brigade** – set up a water bucket relay outside with two large tubs of water on one end of the field and two empty tubs at the other end. Divide students into two teams. (Make sure they have a change of clothes!) Space the students evenly between the tubs. Blow a whistle sounding the fire alarm. Students first in line are to dip bucket into tub, scoop water, and run bucket to next person in line. Continue passing buckets until the last person empties bucket into empty tub. Teams send empty buckets back down the line and continue relay until one of the teams wins by filling the empty tub to a designated level.



**Turn Out Relay** – The firehouse turn out drill was the sequence of preparations the firemen took to get ready to respond to a fire alarm. In 1904, firefighters could turn out in less than 20 seconds. Organize a turn out drill for your class by setting up stations for activities in a firehouse: **pull on boots, slide down pole, put on coat and hat, harness horses, and jump on truck.** Time your drills to see if you can be out the door in 20 seconds!



**Noun Concentration** – Hand out twenty note cards to each student. Have them write the following nouns, one on each of the ten cards. On the remaining ten cards, have the students draw an illustration to match each noun. Students can shuffle their cards and play the game with a partner. Have students place cards face down in four rows of five cards each. Students are to collect noun and illustration pairs as in the game, Concentration. The student with the most pairs wins the game. If you need some help, check out the Afterward for definitions! **Concentration nouns: Goliath, spider, bell, fire hose, dynamite, alarm box, flame, fireman, steam engine, and ladder.**

# Why Do You Think?



*After reading **Goliath, Hero of the Great Baltimore Fire**, explain why you think these statements were true in 1904. \*Check the answer key to see if your answers are on the right track!*

1) Children and women were not allowed in the fire stations.

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2) Fire horses had to stand in stalls day and night.

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3) Firefighters slept, ate, and lived in firehouses.

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4) There were spiral staircases in firehouses.

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5) They had 'house cats' or young boys volunteer at the firehouses.

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6) Dalmatians and other well trained dogs lived with firefighters and fire horses at station.

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# Charades



*Divide students into two teams and have them take turns acting out these scenes from **Goliath, Hero of the Great Baltimore Fire.***

- ❖ Firemen spray fire hoses at tops of buildings
- ❖ Firemen 'turn out'
- ❖ Hostler cares for fire horses in firehouse
- ❖ Eugene Short steers water tower to safety
- ❖ Goliath bolts from his firehouse stall and races to Hurst Building
- ❖ Goliath gets burned from explosion, pulls tower to safety
- ❖ Goliath comes back to firehouse after his recovery
- ❖ Goliath leads Jubilee Parade



# Safety First

“Turning out” is the carefully planned and practiced routine that firefighters follow to get dressed and ready to head out the firehouse door. In *Goliath, Hero of the Great Baltimore Fire*, the men and horses of Engine Company 15 were out the door in less than twenty seconds!

*Does your family have a “turn out” plan in case of fire in your home? Have your family help you write up a fire escape plan and post it in your house. \*Draw a diagram of your plan.*





# Community Outreach

In 1904, at the time of *Goliath, Hero of the Great Baltimore Fire*, fire companies were an integral part of each neighborhood. Children loved to visit the firehouses to feed the horses. Now is your chance to get to know the fire company in your neighborhood!

- ❖ **Organize a class field trip to a local firehouse and learn about the modern day lives of firefighters. What is their “turn out” routine?**
- ❖ **Invite a firefighter to visit your class. Have him/her bring fire-fighting gear.**
- ❖ **Write posters, write cards, and draw pictures to send to local fire stations to let firefighters know their bravery is appreciated.**

# The Life of a Hostler

- The company hostler in the era of *Goliath, Hero of the Great Baltimore Fire*, was responsible for the care of the company fire horses
- The hostler was the first man up at the station. At 5:00 a.m. he cleaned out stalls, fed the horses, scraped their hooves, checked their feet for nails, stones, and loose shoes. He washed their mouths and nostrils and cleaned bridles and harnesses. He also washed the tile walls and concrete floors of the stalls.
- At the scene of the fire the hostler unhitched the horses from their rig, removed them to a safe place, cooled them down by walking them, and covered them with blankets.
- When it was time to leave the fire scene, the hostler hooked up the horses to their rigs, returned them to the firehouse, and helped back them into the firehouse.
- The horses and equipment were taken care of immediately after returning from a fire to prepare for the next call. The equipment had to be cleaned and hoses were changed if necessary. The horses were sponged off and dried, covered with a blanket, and given sips of fresh water.

*If you have pets in your house, then you have some of the same responsibilities as a hostler. Describe what your family does to care for your pets.*

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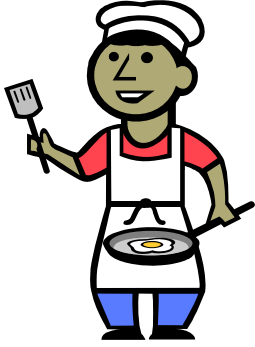
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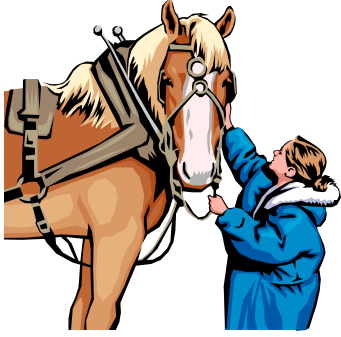
## What's Cookin'?

***Firefighters start a few fires of their own – on the kitchen stove, that is! Since they work at the station houses around the clock, they have to cook their own meals. Many firefighters are also fabulous cooks!***



Bring in a recipe for a one-dish meal (chili, spaghetti, lasagna, casseroles, etc.) and make your own class firehouse cookbook. For extra math challenges, change ingredient quantities to feed ten, twenty, thirty, and forty hungry firefighters!

*\*Make copies and share your cookbook with your local fire company! Share a copy of **Goliath, Hero of the Great Baltimore Fire** with them too!*



# Draft Horses

In **Goliath, Hero of the Great Baltimore Fire**, *Goliath and his team were Percheron Draft Horses.*

*Clydesdale, Shire, Belgian, and Percheron are the four breeds of draft or workhorses. These breeds are extremely well suited for pulling heavy loads. They also have even dispositions, great endurance, and they are extremely strong.*

- ❖ Research and write a paragraph about the history of each of these breeds.
  
- ❖ Describe the many jobs of draft horses in the early 20<sup>th</sup> century.

# Complete Your Thoughts

*There are three different types of sentences. A statement is a telling sentence that ends with a period. A question is an asking sentence that ends with a question mark. An exclamation is a sentence that shows excitement by ending with an exclamation mark. Read these passages from Goliath, Hero of the Great Baltimore Fire. Label the sentences with an S, Q, or E to identify them as statements, questions, or exclamations. Add the proper punctuation at the end of each sentence.*

- \_\_\_\_\_ 1. "They'll never make it out"
- \_\_\_\_\_ 2. "You got the worst of it, didn't ya"
- \_\_\_\_\_ 3. Two boys ran down Lombard Street chasing after a runaway cap
- \_\_\_\_\_ 4. "How's Goliath Hill"
- \_\_\_\_\_ 5. "They're trapped"
- \_\_\_\_\_ 6. The doc says it's too soon to know
- \_\_\_\_\_ 7. What's got a beast like you riled this morning
- \_\_\_\_\_ 8. Standing still – that was something every fire horse was trained to do
- \_\_\_\_\_ 9. The captain shouted, "Turn out, men"
- \_\_\_\_\_ 10. On a cold February morning, a restless fire horse stomped and snorted in his Baltimore, Maryland stall
- \_\_\_\_\_ 11. "You smell something outside, don't ya"
- \_\_\_\_\_ 12. "Goliath is back"



# *The Artist's Touch*

*The illustrator has the difficult job of bringing a picture book story to life. Divide students into groups and lead them in discovering the important ways that Troy Howell enriches the drama in Goliath, Hero of the Great Baltimore Fire.*

- Study the **Cover** illustration and discuss why this image might have been chosen to draw readers into the story.
- Discuss Troy Howell's illustrations on the **Title Page**. Why do you think he chose these?
- Look at the illustration on the **Dedication Page** and read the **Afterward**. Discuss what makes the small illustration on the **Dedication Page** clever.
- Tell Goliath's story to a partner by only looking at the illustrations.
- Draw illustrations of Goliath's heroic day in comic strip form.

# Yesterday and Today

Draw on the board the outline of a firehouse with three large doors. Above each door write the headings: 1904, Then and Now, and Today. Call out the firehouse terms below. Have students take turns writing the words in the correct column, deciding whether they belong in a 1904 firehouse, a modern day firehouse, or in both. Use *Goliath, Hero of the Great Baltimore Fire* as your guide.

ambulance	beds	brass poles	coal
steam engines	dogs	fire alarms	stove
spider	hostler	females	lanterns
television	telephone	hay	hoses



# Ready...Set...Action!

You can't have action in a story without verbs. Cut out these verbs found in *Goliath*, *Hero of the Great Baltimore Fire* and have students take turns acting them out in class while others guess the correct verb. Make a list of the guesses that are synonyms, or words with similar meanings.

<b>chomp</b>	<b>strain</b>	<b>drag</b>	<b>snort</b>
<b>stomp</b>	<b>slam</b>	<b>steer</b>	<b>unhitch</b>
<b>explode</b>	<b>collapse</b>	<b>leap</b>	<b>lift</b>



# Express Yourself

The illustrator helps convey the characters' feelings and thoughts through their facial expressions. The words that describe these expressions are adjectives (nervous, excited). Fill in the chart below with different adjectives to describe the expressions on the characters' faces throughout *Goliath, Hero of the Great Baltimore Fire*.

**SCENE**

**CHARACTER**

**EXPRESSION**

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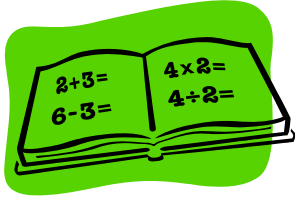
# Bang! Crash! Boom!

The literary device, onomatopoeia, describes words that imitate the action they make (buzz, tweet). Below are examples of onomatopoeia in *Goliath, Hero of the Great Baltimore Fire*. Match the action with the word it describes.

## Onomatopoeia

## Action

Gong!	Wind pushing through the door
Boom!	Goliath kicking the stall
Whoosh!	Sound of fire alarm
Bam!	Blast of dynamite
Stomp!	Crack of a whip
Snap!	Loud noise with foot



# Problem Solvers

Read *Goliath, Hero of the Great Baltimore Fire*, and get ready to solve these problems!

- 1) The Hale Water Tower weighed five tons. One ton equals two thousand pounds. How many pounds does the Tower weigh? Be sure to show your work.
  
- 2) The extension on the Hale Water Tower reached 65 feet into the air to reach the upper floors of tall buildings. Convert the extension length to inches. Then, convert the length to yards.
  
- 3) The firefighters of Engine Co. 15 fought the Baltimore fire of 1904 for 55 straight hours. Convert this time to minutes. Next, translate their hours of service into days and hours.

# Everyday Heroes

No one outside of Engine Co. 15 knew who Goliath was until he acted heroically during the first hours of the Great Baltimore Fire. After the fire, Goliath became the most beloved animal in Maryland.

*Divide class into four groups. After reading Goliath, Hero of the Great Baltimore Fire, assign each group one of these topics to discuss and then share with classmates.*

- Discuss what you think makes a hero. What characteristics do heroes have? Look up the definition of a hero. Do you think Goliath was a hero? Why or why not?
- Is there a difference between the characteristics of heroic people and animals? Look up heroic animals on the internet. Each member of the group is to choose an animal that has acted heroically and then share information with the class.
- Goliath was trained to work every day in dangerous situations. Have each member of your group choose one of these professionals to research and give specific examples of how their jobs often involve heroic actions. **Police officer, firefighter, paramedic, military service person, K9 dog.**
- Many heroes are ordinary people or animals who find themselves in extraordinary circumstances. Think about people that you know or have heard about who have found themselves in a dangerous or difficult situation and have acted bravely. (Maybe **you** have acted heroically!) Share your stories with each other and then the class.



# Goliath

## Hero of the Great Baltimore Fire

### Answer Key

**Why Do You Think?** – 1) In 1904, only men could be firefighters. Women and children were not permitted inside the firehouse because they were considered a distraction. Each fireman had a number that the watchman could signal on a small house bell so they could receive visitors outside. Children often stopped by their neighborhood firehouse to feed the horses. 2) Fire horses stood in stalls in the back of the firehouse or next to the rig they pulled. The horses wore bridal bits at all times except when eating grain to hasten the hitching speed when the house gong sounded. Horses and the company men had to be out of the firehouse in twenty seconds. 3) Firefighters slept, ate, and lived in the firehouses, just like firefighters do today, because fires occur at any time! Firefighters slept in beds on the second floor of the firehouse next to the brass pole that led them to their stations on their rigs below. A firehouse could have up to fifteen calls per night so they slept in their long underwear. Their boots stood at the foot of their beds so when the gong sounded, they could jump into their boots, pull on their “bunker pants” (pants with suspenders), and were ready to slide down the poles and put on coats and fire hats. 4) Spiral staircases took up less room in the firehouse and also prevented the horses from going upstairs! 5) “House cats” were boys who did chores around the firehouses. They cleaned stalls, swept floors, prepared lanterns, and did errands for the firefighters who could not leave the firehouse while they were on duty. Many “house cats” were the sons of firefighters. 6) Dalmatians were the most common fire dogs during the era of horse-drawn fire engines, but other breeds lived and worked in the firehouses as well. The dogs had a calming effect on the horses, they were excellent watch dogs for the apparatus, and they ran ahead of the rigs to clear the streets of people and animals. Dalmatians were able to run twenty to thirty miles in a day.

**Complete Your Thoughts** – 1) E! 2) Q? 3) S. 4) Q? 5) E! 6) S. 7) Q? 8) S. 9) E! 10) S. 11) Q? 12) E!

**Yesterday and Today** – 1904: steam engine, hostler, hay, lanterns, spider, coal. THEN AND NOW: dogs, beds, fire alarms, brass poles, hoses, stove. TODAY: ambulance, telephone, females, television.

**Bang! Crash! Boom!** – Gong! – sound of the fire alarm. Boom! – blast of dynamite. Whoosh! – wind pushing through door. Bam! – Goliath kicking the stall. Stomp! – loud noise with foot. Snap! – crack of a whip.

**Problem Solvers** – 1)  $5 \times 2,000 = 10,000$  lbs.      2)  $65 \times 12 = 780$  inches.  $65/3$   
= 21 yds. 24 in.      3)  $55 \times 60 = 3,300$  minutes.  $55/24 = 2$  days 7 hours.