Kindergarten – 2nd Grade

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Alignment Justification(s): When given the opportunity to visit The Aurora Regional Fire Museum, students will be able to gather information through question and answer discussions, as well as, oral speeches given by the museum coordinator. This method of learning is an interactive opportunity for students to learn about how objects and tools have improved, throughout time. The Aurora Regional Fire Museum has various time periods of fire fighting that are organized and interactive. Each time period panel/stand provides the visitors with hands on tools and objects that have been used, throughout various time periods, to fight fires. There is also a room at the museum, where students can interact with previous communication systems, such as old alarm systems and telephones.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Alignment Justification(s): While visiting the Aurora Regional Fire Museum, students can compare the various fire trucks that are located, within the museum. They can debate on the strengths and weaknesses of each.

1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Alignment Justification(s): Instructors can inform students to pay close attention to the progression of the fire trucks and communication used, throughout the various time periods. Once the students have collected enough information about the communication and transportation used, the instructor can have the students brainstorm ideas of how communication or transportation could have been improved, in order to cut down the impact and destruction of fires.

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Alignment Justification(s): The Aurora Regional Fire Museum provides visitors with many fire fighting artifacts. During the visit, students can write down their observations about each artifact. For example, they can write down how the object feels, how heavy the object is (if they are able to pick it up), the color of the object, etc…

AURORA REGIONAL FIRE MUSEUM

Hours of Operation:

Thursday, Friday, & Saturday
1:00PM – 4:00PM (Walk-Ins)

"**All groups are requested to schedule visits by appointment**. Other hours, guided tours, and educational programs are available for groups of ten or more."

Admission:

Suggested Donations
$5.00 – Adults
$3.00 – Children

"Your generous support helps us continue our mission and educational programs. Discount rates are available for groups of ten or more. Contributions of any amount are gratefully accepted."

Map, Parking, & Directions

53 N. Broadway
Aurora, Illinois
(Corner of New York & Broadway)

*Parking is located behind the building off of LaSalle Street. *

Contact Information

Phone Number:
(630) 256-4140

Website:
http://www.auroraregionalfiremuseum.org/

Email:
ARFMinfo@aol.com

Next Generation Science Standards (NGSS)

Science

NEXT GENERATION SCIENCE STANDARDS

Includes standard alignment and justifications for the Aurora Regional Fire Museum

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3rd – 5th Grade

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Alignment Justification(s): Students can discuss how buildings were constructed before fires versus after fires. Design solutions, as well as, safety elements that resulted from fires are discussed at The Aurora Regional Fire Museum.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Alignment Justification(s): At the museum, an instructor can have students look at the very first fire truck that is on exhibit. The students will then identify the problems in the design and suggest improvements that could be made. As they walk through the museum, the students can take note on what improvements were made to the other fire trucks present.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. Explore the early fire fighting materials, to the most recent. Were the earlier materials effective? Did they have the materials or costs to provide the equipment that we have now?

Alignment Justification(s): Students will be able to explore the early fire fighting materials that were used and observe the progression of the materials to the most recent time. Students can analyze the effectiveness of the earliest materials. They can also analyze if previous materials or costs were available to provide for the development of the equipment that we have now.

6th – 8th Grade

MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

Alignment Justification(s): Students will be able to observe the various developments in the fire fighting attire, such as uniforms and breathing apparatuses. After observing the development of the uniforms and breathing apparatuses, students can create a design for new developments to assist fire fighters and fire fighting.

MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

Alignment Justification(s): At The Aurora Regional Fire Museum, students will be able to discuss how fires are more probable to happen in certain weather conditions. Some of the fires discussed at the museum resulted from particular weather conditions. For example, the Great Chicago Fire can be analyzed, as well as, the technologies that have been developed, in order to prevent another catastrophic fire to occur again.

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. How humans have an impact on fires.

Alignment Justification(s): The various information presented at The Aurora Regional Fire Museum, can inform the students on how humans themselves have impacted fires. Given this information provided at the museum, students can return to the classroom environment and design their own method for minimizing human behaviors that impact the environment, such as causing fires.

What Educational Programs does **the Aurora Regional Fire Museum** offer?

Museum Tours

Getting There, Getting Water, Getting Rescued: An Interactive Tour of our Exhibits

"From simple buckets, to modern fire apparatus your group will explore the evolution of the tools and technology used to fight fires and save lives. Visitors will participate in a "hands-on" bucket brigade, seeing the horse-stalls and our "real" fire horses, and watching a demonstration of a fire alarm system as a bell rings and a ticker tape notifies the station of an alarm. All this is in addition to seeing five pieces of fire apparatus ranging in age from the 1850s though the 1950s."

Architecture

Function, Form and the old Firehouse: An Architectural Presentation and Tour of the old Central Fire Station

"What is architecture? What are some of the factors that influence the design of a building? These are some of the topics to be covered during this program that examines the roles of form and function in fire station architecture. Following a thirty-minute discussion and multi-media presentation in the museum's second-floor Hay Loft Theater, your group will be treated to a quick peek in one of the fire station's bunk rooms, see the fire pole, the former horse stalls, and the building's impressive fire hose drying tower."

Museum & Community History

Museums and Community History: Presentation and Research Activity

"What do museums do? Why is history important? Following a 30-minute discussion and multi-media presentation in the museum's Hay Loft Theater, your group will be treated to a peek "behind-the-scenes" into the museum's collection, and discover what information can be gleaned from studying objects from the past."

Great Chicago Fire

The Great Chicago Fire of 1871: A Presentation and Tour

"Did the cow do it? What was so "great" about the Chicago Fire? Your group will gather in the museum's second-floor Hay Loft Theater for a lively thirty-minute discussion/multi-media presentation on the history of the Great Chicago Fire. Following the program you will have an opportunity to see artifacts that survived the Great Chicago Fire."