

## OSP Interactive Educational Programming

**Lesson Title: Native American and Pioneer Cultures of the Okefenokee Swamp**

**Grade Level (s): 1-, Special Needs**

**OSP Educational Programming:** Enhance our focus on Native American and early Okefenokee settler cultures.

**Teacher:** L. Ranew

**Duration:** 25 + min., but flexible; add 20 min. for scavenger hunt on Pioneer Island

**Essential Question(s)/Objective(s):**

- Who do you think were the first humans to live in the Okefenokee Swamp?**
- What Creek nations should be associated with the Okefenokee Swamp?**
- What can be learned about Native Americans from the mounds?**
- What part of Georgia was inhabited by the Cherokee?**
- Describe the Creek culture, specifically the Timucua.**
- What is a legend?**
- What life lessons can be learned from the legend *How Rabbit Brought Fire to the People*?**
- How did the Trail of Tears involve the Okefenokee Swamp?**
- How did the population of the Okefenokee Swamp change beginning in the 1850s?**
- Describe the culture and economics of the Okefenokee Swamp during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.**

**GSE:**

- SS2H2** Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.
- SS2G2** Describe the cultural and geographic systems associated with the historical figures in **SS2H1** and Georgia’s Creek and Cherokee in SS2H2. a. Identify specific **locations** significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the **Creek and Cherokee** adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. d. Describe the **regions in Georgia where the Creek and Cherokee** lived and how the people used their local resources.
- SS3H1** Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. c. Discuss how American Indians continue to contribute to American life (e.g., arts, **literature**).
- SS4H3** Explain westward expansion in America. b. Describe the impact of westward expansion on American Indians; include the **Trail of Tears**, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- SS4G1** Locate important physical and man-made features in the United States. a. Locate major physical features of the United States: **the Atlantic Coastal Plain**, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

<b>Key Vocabulary</b>	The Atlantic Coastal Plain, Creek, legend, Seminole, Trail of Tears, Wildes Massacre, self-sufficient, Chesser Family, Obediah Barber, Lydia Stone, hollering, pileated woodpecker, golden trumpet plant, sweet gum tree, potash/lye
<b>Teacher Materials</b>	<p>PowerPoint optional (Nature Center)  Board w/ lesson &amp; story terms to alphabetize (Pioneer Island)  Atlantic Coastal Plain  Mounds  Creek  Timucua  Seminole  Trail of tears  Self-sufficient  Legend  Barber  Stone  Chesser  Sweet gum  Pileated  Golden trumpet</p> <p>Creek legend/story – How Rabbit Brought Fire to the People <b>*copy attached</b>  Props – stuffed bird, rabbit, and weasels; fire (battery operated candle)  List of true/false statements</p>
<b>Student Materials</b>	Scavenger hunt handout <b>*copy attached</b> , pencil
<b>Teaching Strategy/Procedures</b>	<p>Warm-up: Who do you think were the first humans to live in the Okefenokee Swamp?</p> <p>Lecture on topics shown in slides 1-9 in PPT</p> <p>Read the story. <a href="http://www.indigenouspeople.net/howrabbi.htm">http://www.indigenouspeople.net/howrabbi.htm</a></p> <p>True/False follow-up:</p> <ol style="list-style-type: none"> <li>1. Rabbit had a plan.</li> <li>2. Rabbit was brave.</li> <li>3. Putting pine tar and fire in your hair is a good idea.</li> </ol> <p>See summarizing strategy.</p> <p>Lecture on topics shown in slides 10-20 in PPT.</p>
<b>Differentiation</b>	
<b>Summarizing Strategy</b>	<p>Tell your neighbor the steps of Rabbit’s plan.  Listen to your neighbor tell what Rabbit could have done besides take the fire.</p> <p>Tell your partner something you now know about living in the Okefenokee Swamp. Refer to the list, if needed.</p>

<b>Assignment(s)</b>	Using the scavenger hunt, check off each item shown as you see it on Pioneer Island.
<b>Assessment For and/or Of Learning</b>	

**<http://www.indigenouspeople.net/howrabbi.htm>**

## **How Rabbit Brought Fire to the People**

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In the beginning there was no fire and the earth was cold. Then the Thunderbirds sent their lightning to a sycamore tree on an island where the Weasels lived. The Weasels were the only ones who had fire and they would not give any of it away.

The people knew that there was fire on the island because they could see smoke coming from the sycamore, but the water was too deep for anyone to cross. When winter came the people suffered so much from the cold that they called a council to find some way of obtaining fire from the Weasels. They invited all the animals who could swim.

"How shall we obtain fire?" the people asked.

Most of the animals were afraid of the Weasels because they were bloodthirsty and ate mice and moles and fish and birds. Rabbit was the only one who was brave enough to try to steal fire from them. "I can run and swim faster than the Weasels," he said. "I am also a good dancer. Every night the Weasels build a big fire and dance around it. Tonight I will swim across and join in the dancing. I will run away with some fire."

He considered the matter for a while and then decided how he would do it. Before the sun set he rubbed his head with pine tar so as to make his hair stand up. Then, as darkness was falling, he swam across to the island.

The Weasels received Rabbit gladly because they had heard of his fame as a dancer. Soon they had a big fire blazing and all began dancing around it. As the Weasels danced, they approached nearer and nearer the fire in the centre of the circle. They would bow to the fire and then dance backwards away from it.

When Rabbit entered the dancing circle, the Weasels shouted to him: "Lead us, Rabbit!" He danced ahead of them, coming closer and closer to the fire. He bowed to the fire, bringing his head lower and lower as if he were going to take hold of it. While the Weasels were dancing faster and faster, trying to keep up with him, Rabbit suddenly bowed very low so that the pine tar in his hair caught fire in a flash of flame.

He ran off with his head ablaze, and the angry Weasels pursued him, crying, "Catch him! Catch him! He has stolen our sacred fire! Catch him, and throw him down!"

But Rabbit outran them and plunged into the water, leaving the Weasels on the shore. He swam across the water with the flames still blazing from his hair.

The Weasels now called on the Thunderbirds to make it rain so as to extinguish the fire stolen by Rabbit. For three days rain poured down upon the earth, and the Weasels were sure that no fire was left burning except in their sycamore tree.

Rabbit, however, had built a fire in a hollow tree, and when the rain stopped and the sun shone, he came out and gave fire to all the people. After that whenever it rained, they kept fires in their shelters, and that is how Rabbit brought fire to the people.



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