

OSP Interactive Educational Programming

Lesson Title: Significant Events in Georgia and U.S. History as they Relate to the Okefenokee Swamp

Grade Level (s): 8 – easily modified for lower grade levels

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

Teacher: L. Ranew

Duration: 45 minutes

Essential Question(s)/Objective(s):

What Native Americans were hunters/gatherers in the Okefenokee area?

What Native Americans made the swamp their home?

What Europeans settled in the Okefenokee Swamp and its hinterlands?

How did Pres. Andrew Jackson's policy toward Native Americans both Native Americans and European Americans in the Okefenokee Swamp and its hinterlands?

What does it mean to self-sufficient?

How did humans use resources in the Okefenokee?

How has the Okefenokee Swamp's environment affected the cultures that have existed there?

How has the Okefenokee Swamp been affected by humans that have lived there?

GSE:

SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia. a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter. b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area. c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.

SS8H2 Analyze the colonial period of Georgia’s history. a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff. c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period. d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government. e. Give examples of the kinds of goods and services produced and traded in colonial Georgia.

SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840. a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia’s capitals. b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud. c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia’s growth. d. Describe the role of William McIntosh in the removal of the Creek from Georgia. e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

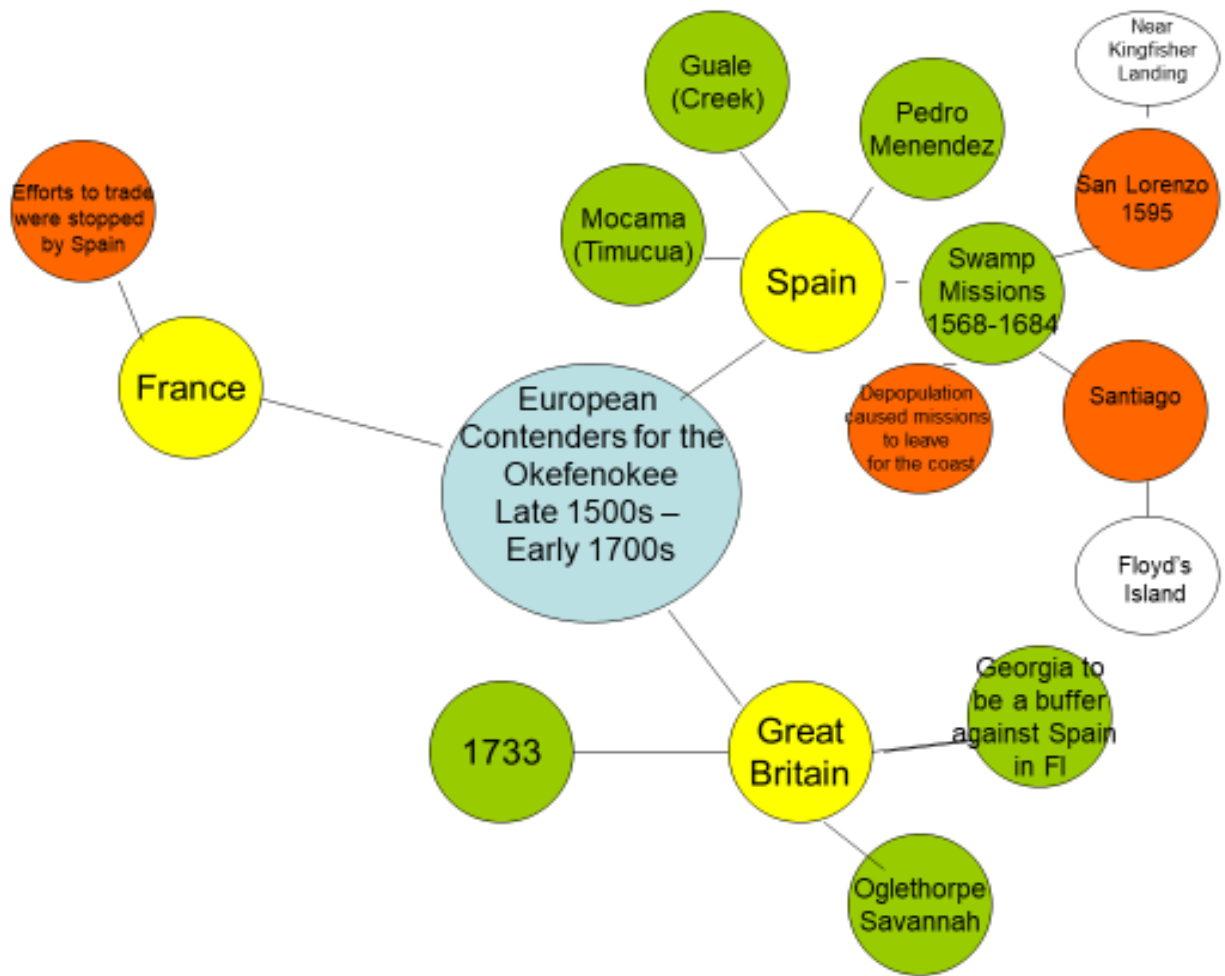
SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression. a. Describe Georgia’s contributions to World War I. b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought). c. Describe Eugene Talmadge’s opposition to the New Deal Programs. d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state. e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration

Note – WPA, CCC in Okefenokee; purchase of OS in 1935 and 1937

SS8G1 Describe Georgia’s geography and climate. a. Locate Georgia in relation to region, nation, continent, and hemispheres. b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution. c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands. d. Analyze the importance of water in Georgia’s historical development and economic growth

Key Vocabulary	Okefenokee, mounds, Timucua, Creek (Hitchiti, Muscogee) Spanish, French, Laguna de Oconi, hinterlands, J. Oglethorpe, Seminoles, Scots Irish, Hapotle Tustanugee Thlucco, Indian Removal Act, Trail of Tears, Wildes Massacre, self-sufficient, saw mill, turpentine, Cowhouse Island, cross-ties, Suwannee Canal, Francis Harper, Hebard Lumber Company, Pres. Franklin Roosevelt, Okefenokee National Wildlife Refuge, Okefenokee Swamp Park
Teacher Materials	Blackboard – terms listed Map – web on Europeans and missions Key for Pioneer Island handout
Student Materials	Handout on Pioneer Island Pencils
Teaching Strategy/Procedures	Address each term in the interpretive lecture.

Differentiation	<p>Grades 2 & 3 – Often younger groups have many chaperones. Encourage a chaperone to provide assistance as needed as students explore Pioneer Island and complete the handout.</p> <p>Grades 4, 5, 6 – Students explore Pioneer Island and complete the handout with a partner.</p> <p>Grades 7 & 8 – Students individually explore Pioneer Island and complete the handout.</p>
Summarizing Strategy	Students are to tell a neighbor something they learned today and then listen to what the classmate learned.
Assignment(s)	
Assessment For and/or Of Learning	The teacher checks Pioneer Island handout answers and provides feedback as to how many answers are correct, allowing for students to return to the buildings and modify their answers.



Pioneer Island at the Okefenokee Swamp



Circle the answer you think is correct.

1. You came into the swamp park on (a) Pioneer Island (b) Cowhouse Island (c) Billy's Island.
2. You are now on (a) Pioneer Island (b) Cowhouse Island (c) Billy's Island.
3. How many rooms were in pioneer homes? (a) 1 or 2 (b) 2 or 3 (c) 3 or 4
4. Pioneer families spent their time (a) playing music (b) watching television (c) talking on the phone.
5. The (a) Maya (b) Seminole (c) Timucua is sitting down.
6. The (a) Maya (b) Seminole (c) Timucua is the shortest.
7. A huge (a) snow storm (b) flood (c) fire occurred here in 2011.
8. Pogo is a (a) gator (b) chicken (c) possum.
9. There is a grey, stone marker at the building closest to the parking lot about (a) the Wildes family (b) Lydia Stone (c) Billy Bowlegs.
10. Pioneers made their own (a) coffee (b) soap (c) gunpowder.