

# LESSON THREE

# FIRE



## **Objective/Goal:**

To relate to the children the importance of respecting fire and create awareness of the many roles of fire both in everyday and ceremonial life. Children will be able to understand the importance of respecting fire and have an increased awareness of the qualities of fire – its resemblance to living things, its creation of light, and its relationship to the sun. Children will also understand concepts of fire safety.

## **Setting the stage for learning**

Invite children to circle time with the sounds of soft music. As children are sitting in a circle discuss the importance of fire to the world and provide children with the question of what it would be like if we did not have any fire. Begin to read the story about how people got fire. Think of ways to extend learning into classroom areas by adding materials such as: housekeeping area complete with play stove and fireplace, dress up fireman clothing, books about fire safety, supervised cooking experiences.

## **Storytelling**

Invite an elder or spiritual leader to explain the importance of fire in ceremonies. A fire story from the Cherokee will be used as an example for this lesson. Source: James Mooney, Myths of the Cherokee from the Nineteenth Annual Report of the Bureau of American Ethnology 1897-98, Part I. [1900] (Public Domain) <http://www.sacred-texts.com/nam/cher/motc/motc002.htm>

# The First Fire

*In the beginning there was no fire, and the world was cold, until the Thunders (Ani'-Hyûñ'tikwâlâ'ski), who lived up in Gälûñ'lätî, sent their lightning and put fire into the bottom of a hollow sycamore tree which grew on an island. The animals knew it was there, because they could see the smoke coming out at the top, but they could not get to it on account of the water, so they held a council to decide what to do. This was a long time ago.*

*Every animal that could fly or swim was anxious to go after the fire. The Raven offered, and because he was so large and strong they thought he could surely do the work, so he was sent first. He flew high and far across the water and alighted on the sycamore tree, but while he was wondering what to do next, the heat had scorched all his feathers black, and he was frightened and came back without the fire. The little Screech-owl (Wa'huhu') volunteered to go, and reached the place safely, but while he was looking down into the hollow tree a blast of hot air came up and nearly burned out his eyes. He managed to fly home as best he could, but it was a long time before he could see well, and his eyes are red to this day. Then the Hooting Owl (U'guku') and the Horned Owl (Tskilî') went, but by the time they got to the hollow tree the fire was burning so fiercely that the smoke nearly blinded them, and the ashes carried up by the wind made white rings about their eyes. They had to come home again without the fire, but with all their rubbing they were never able to get rid of the white rings.*

*Now no more of the birds would venture, and so the little Uksu'hî snake, the black racer, said he would go through the water and bring back some fire. He swam across to the island and crawled through the grass to the tree, and went in by a small hole at the bottom. The heat and smoke were too much for him, too, and after dodging about blindly over the hot ashes until he was almost on fire himself he managed by good luck to get out again at the same hole, but his body had been scorched black, and he has ever since had the habit of darting and doubling on his track as if trying to escape from close quarters. He came back, and the great blacksnake, Gûle'gî, "The Climber," offered to go for fire. He swam over to the island and climbed up the tree on the outside, as the blacksnake always does, but when he put his head down into the hole the smoke choked him so that he fell into the burning stump, and before he could climb out again he was as black as the Uksu'hî.*

*Now they held another council, for still there was no fire, and the world was cold, but birds, snakes, and four-footed animals, all had some excuse for not going, because they were all afraid to venture near the burning sycamore, until at last Känäne'ski Amai'yëhî (the Water Spider) said she would go. This is not the water spider that looks like a mosquito, but the other one, with black downy hair and red stripes on her body. She can run on top of the water or dive to the bottom, so there would be no trouble to get over to the island, but the question*

*was, How could she bring back the fire? "I'll manage that, said the Water Spider; so she spun a thread from her body and wove it into a tusti bowl, which she fastened on her back. Then she crossed over to the island and through the grass to where the fire was still burning. She put one little coal of fire into her bowl, and came back with it, and ever since we have had fire, and the Water Spider still keeps her tusti bowl.*

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## Plans and Procedures



### Circle Time Questions

- What did the animals want to get from the island?
- Why did the animals want the fire?
- What color is fire?
- Why were the animals having a hard time getting the fire from the tree?
- Who went to try to get the fire?
- How many snakes tried to get the fire?
- Who finally brought the fire back to the animals?
- What kind of idea did spider have? Was it a smart idea?
- How does fire make our lives easier?
- Can fire be dangerous?
- What can we do if we see a fire that is dangerous?

### Mother Earth and Creation Mural

Provide children with red, yellow, and orange construction paper and glue. Ask the children to tear the paper into pieces and glue together to make a fire spirit. Do not provide scissors but rather encourage tearing the paper. The children can add their completed project to the creation mural.

### Nature Walk

Take children to a nearby outdoor location. Show them the different signs and symbols about where it is safe to build a fire and areas where fire is restricted. During the walk ask children to identify things that could start on fire and the dangers if it were to happen. Invite a local firefighter to do a lesson on fire safety for children. Include discussion about safety precautions when around fire and what to do if they find matches or lighters. Give examples of how fire can be dangerous. What did you learn about fire today? Where did fire come from? How do you protect yourself from fire?

## Music and Movement

Discuss the dangers of fire getting on the children. Model the “Stop, Drop, and Roll” technique. Ask the children to spread out in the classroom or outside so they can practice the technique together.

## Vocabulary

Red	-	sa
Fire	-	peta
Burn	-	span
Two	-	nunpa
Snake	-	zuzeca
Wisdom	-	woksape

### **NOTES FOR LESSON PLANNING:**