

THE NEW DEAL



*Ranger Led
Program*

THEME: Land Use and History
GRADE LEVEL: Sixth, Seventh, or Eighth Grade
BEST TIME TO PLAN TRIP: Spring or Fall

UNIT RATIONALE

The Civilian Conservation Corps (CCC) was instrumental in the recovery of our country's economy during the Great Depression. These young men worked to strengthen the infrastructure of our struggling nation through their various projects. The National Park Service was a recipient of much of the work the CCC performed. The Old Sugarlands Trail allows students the opportunity to visit a historically significant location: an old Civilian Conservation Camp..

STATE CURRICULUM STANDARDS - TENNESSEE

SIXTH GRADE

MATH

Math Processes

SPI 0606.1.1

ENGLISH

Communications

SPI 0601.2.4

SPI 0601.2.5

SEVENTH GRADE

SOCIAL STUDIES

Economics

7.2.SPI.1

7.2.SPI.2

Geography

7.3.SPI.18

Ind., Groups, and Interactions

7.6.SPI.3

MATH

Data Analysis

SPI 0706.5.1

SPI 0706.5.2

English

Communications

SPI 0701.2.7

SPI 0701.2.8

EIGHTH GRADE

SOCIAL STUDIES

Economics

8.2.SPI.1

Geography

8.3.SPI.3

Ind., Groups, and Interactions

8.6.SPI.1

8.6.SPI.2

8.6.SPI.4

8.6.SPI.5

ENGLISH

Communications

SPI 0801.2.7

SPI 0801.2.8





SIXTH GRADE

MATH

Math Processes

SPI 0606.1.1 Make conjectures and predictions based on data.

ENGLISH/LANGUAGE ARTS

Communication

SPI 0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).

SPI 0601.2.5 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

SEVENTH GRADE

SOCIAL STUDIES

Economics

7.2.SPI.1. Recognize basic economic concepts (i.e. imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, depression).

7.2.SPI.2. Define renewable and nonrenewable resources.

Geography

7.3.SPI.18. Analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, global warming).

Individuals, Groups and Interactions

7.6.SPI.3. Recognize the causes, consequences and possible solutions applied by governing bodies to persistent global issue (i.e., health, security, resource allocation, economic development, environmental quality.)

MATH

Data Analysis

SPI 0706.5.1 Interpret and employ various graphs and charts to represent data.

SPI 0706.5.2 Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.

ENGLISH/LANGUAGE ARTS

Communication

SPI 0701.2.7 Select the most appropriate behaviors for participating productively in a team (e.g., ask primarily relevant questions that move the team toward its goal and contribute to the topic of discussion, articulate the goals that have been provided for the team work and ask clarifying questions, come to agreement by seeking consensus or following the majority).

SPI 0701.2.8 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).





EIGHTH GRADE

SOCIAL STUDIES

Economic

8.2.SPI.1. Recognize America's natural resources (i.e., land, timber, fish, animal, pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).

Geography

8.3.SPI.3. Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).

Individuals, Groups, and Interactions

8.6.SPI.1. Identify the impact of individual and group decisions on historical events.

8.6.SPI.2. Recognize the impact groups have on change at the local, state, national, and world levels.

8.6.SPI.4. Identify the role of institutions in furthering both continuity and change, (i.e., governments, churches, families, schools, communities).

8.6.SPI.5. Recognize how groups and institutions work together to meet common needs.

ENGLISH/LANGUAGE ARTS

Communication

SPI 0801.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).

SPI 0801.2.8 Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).





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PLANNING A SUCCESSFUL TRIP

THE NEW DEAL



SCHEDULE FOR A DAY OF ACTIVITIES IN GREAT SMOKY MOUNTAINS NATIONAL PARK

- Arrive at Sugarlands Visitor Center
- Hike to site of Civilian Conservation Corps Camp
- First group has lunch while the second group explores camp
- Second group explores camp while the next group eats lunch
- Return to Visitor Center and board school bus

Planning a Successful Trip

- The location for this trip is a 4 mile (round-trip) hike from Sugarlands Visitor Center on the Old Sugarlands Trail. To reach the trail head, the group must cross Newfound Gap Road. This must be done with extreme caution.
- There is no cost to use this site. Bus parking is available at the Sugarlands Visitor Center.
- Arrange to have a teacher or a parent volunteer to lead each of the two groups. Additional adults will be needed to work with sub sets of students and to follow the end of the group along the trail.
- Safety is of the utmost importance, especially in a National Park. Be sure to read the safety information provided on the following page. You may wish to take the page with you on your trip or send it to your chaperones prior to the on-site experience.



SAFETY CONSIDERATIONS AND OTHER IMPORTANT INFORMATION



- Great Smoky Mountains National Park is a federally protected public use area. Please help the rangers keep all of the plants and animals protected in the park by not picking the plants or taking anything from the park.
- Please remind your students to wear appropriate footwear and clothing for this extended outdoor experience. Flip flops, slip-on shoes, or sandals are not appropriate for the program.
- Temperatures in some parts of the park can be 10-15 degrees colder than at your school. Long pants and layers are suggested for the program. Pants are the best precaution against cool temperatures, bee stings, ticks, and poison ivy.
- Within the park, cell phones are not always reliable. Rangers will follow the on-site agenda. If an unexpected problem occurs, rangers do carry park radios to make contact with the park dispatch office. For non-emergencies, call the Park Ranger dispatch at 865-436-1230 or contact a park employee.

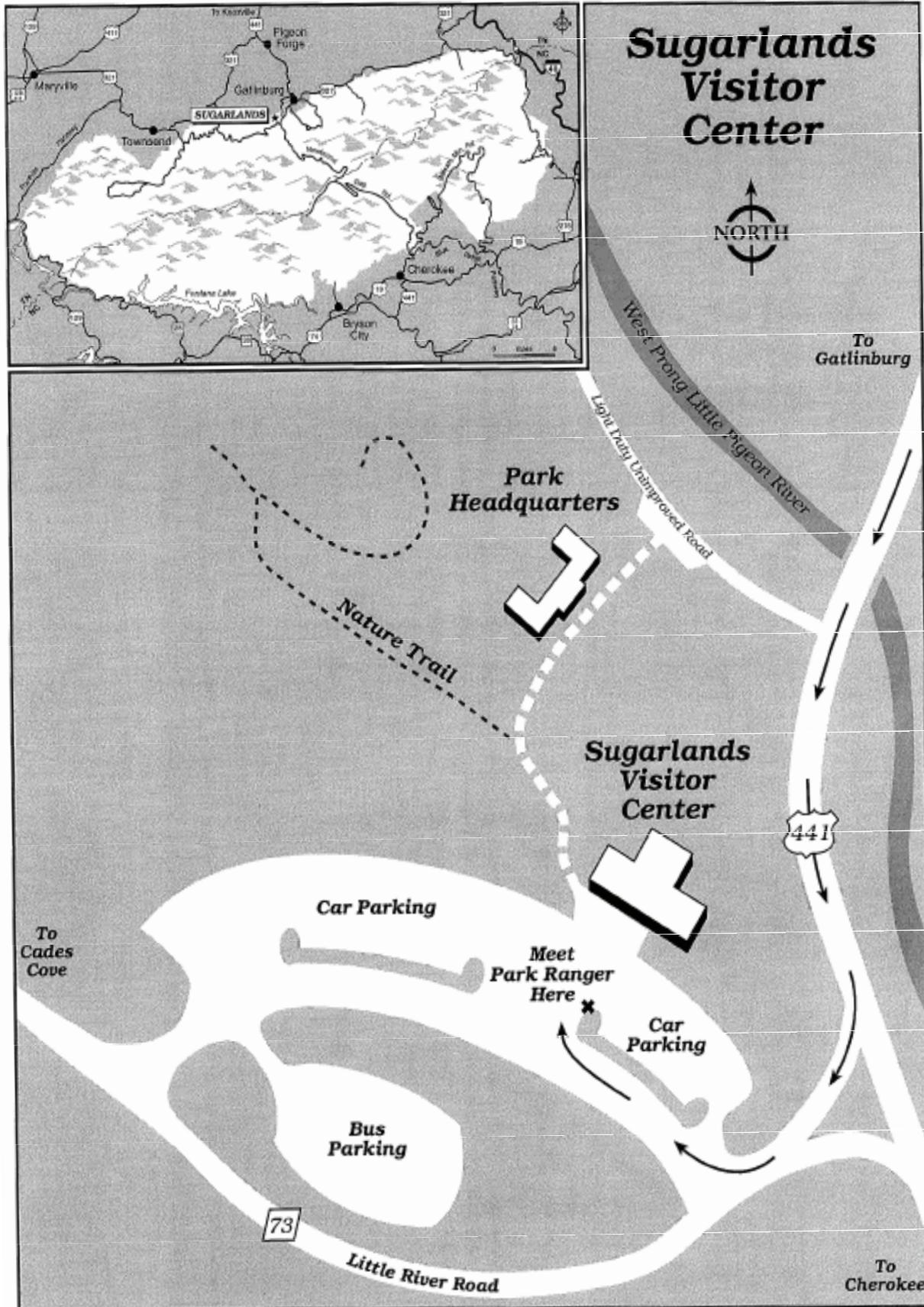
Animals and Plants of Concern in the park

- All animals in the park are wild and their behaviors are unpredictable. Treat all animals with caution.
- Venomous snakes - Two species of venomous snakes live in the Smokies, the copperhead and timber rattlesnake. Students should be cautious where they place their hands and feet.
- Insects - Yellow jacket wasps are the insects of greatest concern. They build nests in the ground along trails and streams and are aggressive when disturbed. Stings cause local swelling and can lead to severe allergic reactions in sensitive individuals. Such persons should carry epinephrine kits.
- Poison Ivy - Poison ivy is a three-leaved plant which can grow on the ground as well as on “hairy” vines up trees. To avoid chances of an allergic reaction wear long pants, stay on trails, and avoid direct contact with vegetation. If contact occurs or is a concern, wash affected parts in cold soapy water immediately.
- Pets are not allowed on most park trails. Please do not bring them on the field trip.
- For more information about the park (Things to Know Before You Come) please visit the park’s website: <http://www.nps.gov/grsm/planyourvisit/things2know.htm>





MAP TO SUGARLANDS VISITOR CENTER



PRE-SITE ACTIVITY: ROOSEVELT'S TREE ARMY



Grade Level: Middle School

Subject Area: Social Studies

Activity time: as time allows

Setting: Indoors

Skills: Discussing; Listening; Researching

Vocabulary: Varying vocabulary depending on research sources

Objective: To introduce students to the history and accomplishments of the Civilian Conservation Corps.

Materials: the following narrative or internet access for student research

Procedure: Read the following narrative to students or have them conducted their own research about the Civilian Conservation Corps (CCC). Use the following questions to stimulate class discussion:

1. Why do you think the CCC Camps were run by the Army? Did it help men to "become their best"?
2. Do you think the Federal Government would ever need to create a program like the CCC again?

Background about the CCC:

New York Governor Franklin Delano Roosevelt won the Presidential election in 1932 with a determination to resurrect the economy of the United States. The American people were struggling in the Great Depression to find work, unemployment rates were very high and America's natural resources were being rapidly depleted from overuse and unwise practices of logging and mining. President Roosevelt revitalized the faith of the nation with several measures, one of which was the Emergency Conservation Work (ECW) Act, more commonly known as the Civilian Conservation Corps. With this action, he brought together two wasted resources, the young men and the land, in an effort to save both. He proposed to recruit thousands of unemployed young men, enroll them in a peacetime army, and send them into battle against destruction and erosion of our natural resources. Before it was over, more than three million young men nationally engaged in a massive salvage operation, the most popular experiment of the New Deal. These men worked at a wage of \$30.00 a month and were required to send \$25.00 to their families to allow them to spend money on needed supplies while boosting their hometown economy as well. In its third year (1935), the CCC operated out of 2,650 camps operated by the U.S. Army across the nation, enrolling 600,000 workers in over 100 job descriptions. 70 percent of men enrolling on the program were malnourished and poorly

clothed. The work in the camps turned their health and well being around. The enrollees worked hard from 7:45 a.m. to 4:00 p.m. Their afternoon and evening activities included educational classes and sports as well as religious and social gatherings. The camps gave men the assurance of eating hearty and gaining weight, while they improved millions of acres of federal and state lands, and parks. New roads were built, telephone lines strung and the first of millions of trees that would be planted had gone into the soil. The Corps remained in operation until 1942. The investment by the Federal Government into America's work force put the economy back on its feet. The bombing of Pearl Harbor by the Japanese in 1941 and the resulting involvement in World War II were deciding factors in redirecting money from the Corps and into the war effort.

Reference: Civilian Conservation Corps Legacy, ©2000. <http://cccalumni.org/history1.html>



ON-SITE ACTIVITY

PARK RANGER DIRECTED LESSONS



Grade Level: Middle School

Subject Area: Social Studies

Activity Time: 4 hours

Class Size: Maximum of 50 students

Setting: Outdoors

Skills: Comparing; Contrasting; Discussing; Formulating Questions; Observing

Vocabulary: Varying vocabulary depending on student discussion

Objectives: Students will explore a historic CCC camp will learning about the history within Great Smoky Mountains National Park.

Materials: Study equipment provided by park rangers

Background:

The following is a brief description of your on-site activities. These activities will be led by park staff, but please be familiar with them, as the classroom teacher may be asked to assist on-site.

Hike (3 hours, 4 miles round-trip)

Students will hike to the remnants of two CCC camps located along the Old Sugarlands trail. Along the way, clues of the past will allow students to discuss what life may have been like during the Great Depression.

Roosevelt's Tree Army (30 minutes)

The work completed by the CCC can still be seen in Great Smoky Mountains National Park today. Students will discuss the characteristics of the young men who participated and the importance they played in the history of the national park.



POST-SITE ACTIVITY

STEWARDSHIP



Grade Level: Middle School

Subject Area: Science

Activity Time: 30 minutes

Setting: Classroom

Skills: Applying;
Communicating; Connecting

Vocabulary: conservation;
protection; stewardship

Objectives: To understand what the term “Stewardship” means and how students can become a steward in their school and their community.

Materials: Internet access

Procedure:

To view the Stewardship podcast video go to

<http://www.thegreatsmokymountains.org/eft/10modules.html> Turn the microscope knob that appears on the computer screen to Section 7, Backyard Stewardship. Click “Watch Video” and view video. Ask students how they can become stewards within their own school and community.



POST-SITE ACTIVITY

EXPLORE YOUR NATIONAL PARKS



Grade Level: Middle School

Subject Area: Science

Activity Time: 30 minutes

Setting: Indoors

Skills: Varying skills depending on activities selected

Vocabulary: Varying vocabulary depending on activities selected

Objective: To teach students about the various aspects of the National Park Service.

Materials: Internet access

Background:

The Great Smoky Mountains are world renowned for their diversity of plant and animal species. This great variety makes the park an exemplary outdoor laboratory for the study of relatively undisturbed native flora, fauna, physical environs, and processes of the Southern Appalachians. The park is the largest federally preserved and protected upland area east of the Mississippi River offering park visitors a refuge from the stresses of everyday life.

You and your students can learn more about this special place as well as participate in

on-line activities to further your knowledge of the National Park Service and other federally protected lands.

Please check out the following web addresses:

Especially for Kids

To learn how to become a web ranger for the National Park Service, go to:

www.nps.gov/webrangers

To learn how to become a Junior Park Ranger at Great Smoky Mountains National Park or other parks, go to:

www.nps.gov/learn/juniorranger.htm

Especially for Teachers

For a comprehensive understanding of the background and development of the National Park Service, that is perfect for teachers and others those who need the maximum amount of accurate information in the minimum amount of time, go to:

<http://www.ParkTraining.org>

The U.S. Department of Education is pleased to announce the newly remodeled and updated Federal Resources for Education Excellence (FREE) website. It now provides richer, more expansive resources to teachers and students alike. There are over 1,500 resources to take advantage of at FREE ranging from primary historical documents, lesson plans, science visualizations, math simulations and online challenges, paintings, photos, mapping tools, and more. This easily accessible information is provided by federal organizations

and agencies such as the Library of Congress, National Archives, National Endowment for the Humanities (NEH), National Gallery of Art, National Park Service, Smithsonian, National Science Foundation (NSF), and National Aeronautics and Space Administration (NASA). Go to: <http://www.free.ed.gov/>





PARENT/CHAPERONE LETTER

Greetings Parents/Chaperones:

Park rangers are pleased to be presenting an educational program to the students in Great Smoky Mountains National Park. In order to achieve the goals for a successful program, the park rangers will need your assistance in the following ways:

(These points will help to ensure that park rangers and teachers will be able effectively conduct the lessons and activities throughout the trip.)

- The program will be conducted outside and there will be some hiking throughout the trip. Prepare your student with appropriate footwear, long pants, layers, and rain gear.
- If your child is bringing a lunch from home, we recommend that students bring water to drink and a lunch with minimal packaging. Soft drinks are usually left unfinished by students, and remaining sugary drinks cannot be poured out on the ground. (Minimally packaged lunches lead to less trash being left behind or scattered by the wind. Additionally, this reduces the accumulated trash to be disposed).

If you are a chaperone attending the field trip:

- Please be an active part of the lessons. Keep up with the group and listen to the information being given in the case that you may be called upon to assist (handing out materials, sub-dividing groups etc.).
- Please do not hold conversations with other chaperones or use a cellular phone while the rangers are teaching the students.
- Refrain from smoking during the trip. If you must smoke, please alert a ranger or teacher and remove yourself from the group.
- Please be aware that the program will be conducted outside and that there will be some hiking throughout the trip. Prepare yourself with appropriate footwear, long pants, layers, and rain gear.
- We recommend that parents and students bring a small towel in their backpacks to sit on at lunch (there are no picnic tables at the program site).

Thank you for your needed assistance. We look forward to meeting you on the program!

Sincerely,

The Education Staff at Great Smoky Mountains National Park

