

## **Program Title: Shenandoah National Park: Virginia's Gift to the Nation**

**Suggested Grade Level:** 4<sup>th</sup>- 10<sup>th</sup>

**Maximum Group Size:** 30 students (plus chaperones) in the visitor center at one time

**Time Consideration:** The recommended timeframes are adjustable.

Pre-visit: Two or more 45-minute class periods for teacher-led pre-visit activities

Field trip to the park: 2-3 hours plus travel time

Post-visit: Two to three 45-minute class periods for cooperative project-based learning activity.

The **Virginia's Gift to the Nation** program is led by teachers and chaperones in Shenandoah National Park. The program is designed for larger groups divided into smaller teams to accomplish different activities. Space is limited to 30 students at a time in the visitor center exhibit hall.

- The field trip must be scheduled with the Education Office.  
Email: [shen\\_education@nps.gov](mailto:shen_education@nps.gov), phone: 540-999-3500 x3489.
- Request an academic fee waiver for free entry into the park  
<https://www.nps.gov/shen/learn/education/classrooms/academic-fee-waiver.htm>

This lesson plan includes pre-visit, on-site, and post-visit activities that can be shared with all teachers and chaperones to familiarize themselves with the activities prior to the field trip.

### **Overview:**

Shenandoah National Park is significant to our nation's history as well as Virginia's environment and economy. The location of the Park atop the Blue Ridge Mountains encompasses a variety of natural resources and is an important model of conservation and wilderness preservation. Shenandoah National Park offers a variety of educational and recreational opportunities and is a place of peace and tranquility for human enjoyment and rejuvenation in a natural setting. The park is bordered by nine counties and includes the scenic 105-mile Skyline Drive, mountain summits over 3,500 feet, scenic views, streams with cascading waterfalls, abundant flora and fauna, and wilderness land. The National Park Service mission to preserve and to protect natural, historical, and cultural sites provides the basis for Shenandoah National Park as a public place for learning and enjoyment.

The park is an outdoor classroom for teaching science and history with cross-curricular opportunities in math and language arts. This unit addresses Virginia Standards of Learning for social studies, language arts, and science providing integrated place-based learning that deepens the connections between students and the content. Educators have the flexibility to determine the depth and the time allowed for each section of this lesson plan. The unit culminates in a cooperative project-based learning activity that includes a rubric for ease of assessment.

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### Learning Objectives

Following the park experience and classroom activities, the students will be able to

1. demonstrate skills for
  - historical and geographical analysis
  - interpretation of ideas and events from different historical perspectives
  - making connections between the past and the present
  - analyzing primary and secondary source documents for understanding
  - investigating public policy decisions relating to the environment
2. explain the purpose and the significance of the Shenandoah National Park and the National Park Service;
3. describe meaningful connections between Shenandoah National Park and their home community;
4. determine at least three actions people can take to care for their national park and the environment.

### Virginia Standards of Learning

All Grade Levels

#### Social Science: Skills

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;
- d) recognizing points of view and historical perspectives;
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

#### English: Communication and Multimodal Literacies

The student will use effective oral communication skills in a variety of settings.

- a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- b) Participate as a facilitator and a contributor in a group.
- c) Participate in collaborative discussions with partners building on others' ideas.
- d) Ask questions to clarify the speaker's purpose and perspective.
- e) Summarize the main points a speaker makes.
- f) Summarize and evaluate group activities.
- g) Analyze the effectiveness of participant interactions.

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- h) Evaluate own contributions to discussions.
- i) Demonstrate the ability to collaborate with diverse teams.
- j) Work respectfully with others and show value for individual contributions.

The student will create multimodal presentations that effectively communicate ideas.

- a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- b) Use language and vocabulary appropriate to audience, topic, and purpose.
- c) Give collaborative and individual formal and informal interactive presentations.
- d) Paraphrase and summarize key ideas of a presentation.

The student will determine the purpose of media messages and examine how they are constructed.

- a) Compare and contrast techniques used in a variety of media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Interpret information presented in diverse media formats and explain how it contributes to the topic.
- d) Craft and publish audience-specific media messages.

### Research

The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect and organize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of sources.
- d) Cite primary and secondary sources.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

### Virginia Studies

VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;
- b) describing how national events, including women's suffrage and the Great Depression, affected Virginia and its citizens;
- c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and
- d) describing the political, social, or economic impact made by Harry F. Byrd, Sr.

VS.10 The student will demonstrate knowledge of government, geography, and economics by

- c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

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### United States History: 1865 to the Present

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
  - explaining relationships among natural resources, transportation, and industrial development after 1865.
- USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by
- describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
  - analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

### Civics and Economics

- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
  - evaluating how civic and social duties address community needs and serve the public good.
- CE.10 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- examining the impact of the media on public opinion and public policy;
  - describing how individuals and interest groups influence public policy.

### Science

- 6.9 The student will investigate and understand that humans impact the environment and individuals can influence public policy decisions related to energy and the environment. Key ideas include
- natural resources are important to protect and maintain;
  - renewable and nonrenewable resources can be managed;
  - major health and safety issues are associated with air and water quality;
  - major health and safety issues are related to different forms of energy;
  - preventive measures can protect land-use and reduce environmental hazards;
  - there are cost/benefit tradeoffs in conservation policies.

### Earth Science

- ES.6 The student will investigate and understand that resource use is complex. Key ideas include
- global resource use has environmental liabilities and benefits;

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- b) availability, renewal rates, and economic effects are considerations when using resources;
- c) use of Virginia resources has an effect on the environment and the economy;
- d) all energy sources have environmental and economic effects.

### **Background Information**

The land that is now Shenandoah National Park was used by native people for at least 10,000 years before the arrival of Europeans. Artifacts show that some of those people traveled great distances to use the Blue Ridge Mountains for hunting and gathering food and resources they needed for survival.

As more and more settlers arrived from Europe in the 1600s, the native people, the land, the wildlife, the vegetation, and the other abundant resources were impacted. By the 1700s, eastern lands were crowding with people, so Virginia's Royal Governor, Alexander Spotswood, went in search of land farther west to settle. In 1716, his expedition crossed the Blue Ridge Mountains and reported the beauty and abundance of that land west of the mountains. By the mid-1700s, settlers began building homesteads and farms in the hollows at the eastern base of the Blue Ridge, and eventually higher up the mountain. Over time, the native animals were over hunted while much of the natural vegetation was replaced by homes and farms. Thus the natural ecosystem was profoundly changed.

As the young United States of America expanded westward, more wild lands were being "tamed" by settlers. Early conservationists began to advocate for protection of special and unique natural features and historic sites. In 1872, Yellowstone became the first national park in the world, set aside to protect a large natural area from unrestricted development.

In the early days of the national park idea, most national parks were in the western states where there was plenty of federal land with unique natural or historic features. These areas could be more easily designated as national parks. The US Army was responsible for the care and management of the national parks and historic sites. In 1916, the National Park Service was the new federal agency created to manage and care for the growing number of national parks. Because most of the United States population lived in the east, the desire for a large national park in the eastern United States, within a day's drive of millions of people, grew steadily in the early 20th century. Stephen Mather, the first director of the National Park Service, believed that people in the east should have opportunities to enjoy a park similar to those that had been created in the west.

Congress authorized the creation of Shenandoah National Park in 1926. Unlike the western parks, one major obstacle in the creation of Shenandoah was that the authorized land was held by private landowners and often inhabited by tenant farmers. Congress had not authorized any funding to purchase land to create the park. It was left to the Commonwealth of Virginia to raise money to purchase land through public and private fund-raising. Some landowners sold readily while others did not want to leave their mountain homes and fought to keep their land. The Commonwealth of Virginia

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condemned the land and then purchased it, through the legal authority called *eminent domain*. The Commonwealth of Virginia donated the acquired land to the federal government in 1935 to establish Shenandoah National Park, nine years after it was first authorized by Congress. President Franklin D. Roosevelt dedicated the park at a ceremony in Big Meadows in 1936.

Today, Shenandoah National Park encompasses more than 197,435 acres of mountain forests, historic sites, and 500 miles of hiking trails. The park is a refuge for rare plants and animals, the headwaters of three Virginia watersheds: Potomac-Shenandoah, Rappahannock, and James, and contains nearly 80,000 acres of federally designated wilderness. More than a million people visit the park each year to enjoy the natural and cultural resources protected in this national park. The park provides significant economic, educational, and ecological connections to local communities. The park's mission is to preserve and to protect this slice of nature and history for the enjoyment and benefit of all, now and in the future.

### **Vocabulary**

- **condemnation** - to declare convertible to public use under right of eminent domain
- **ecological** - the relationships between groups of living things and their environments
- **eminent domain** - the right of a government to take private property for public use
- **Great Depression** - severe worldwide economic depression in the decade preceding World War II.
- **New Deal** - Franklin Roosevelt's series of government programs to help the nation recover from the Great Depression.
- **segregation** - forced separation (sometimes by law) based on race, religion, gender.
- **steward** - a person whose job it is to manage the land or property of another person
- **wilderness** - a tract or region of land uncultivated and uninhabited humans

### **Pre-Visit Activities**

Complete as many of the following pre-visit activities as appropriate for your grade level and learning objectives to prepare the students for the field trip to the park.

#### **Materials for Pre-visit Activities**

Computers and internet access to conduct research, copies of the student Research Journal, pencils, and clipboards for use on the field trip.

#### **1. Get to Know Shenandoah National Park**

Use the National Park Service and Shenandoah National Park websites to become familiar with the park. The web links are in the Resources and References section.

#### **2. Interactive Curricula on Shenandoah National Park History**

Each unit has 5 lessons with video and interactive activities. Have the students complete as many of the lessons as needed for your purposes. The web links are located in the Resources and References section.

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### *Rapidan Camp: A Retreat Fit For A President*

Covers the events leading up to the Great Depression and describes President Herbert Hoover's approach to the crisis. Students then delve into the basis of Hoover's personal and political philosophies and take an in-depth look at how Rapidan Camp itself reflects them.

### *CCC: A New Deal to Rebuild the Nation*

Connects students to the story of the Civilian Conservation Corps in the context of the social, political, and economic history of the 1920s and 1930s using real places, real people, and real stories in Shenandoah National Park.

### *Spirit of the Mountain*

Connects the social, economic, geographic, and political history of the 1920s and 1930s with the establishment of Shenandoah National Park and the people whose lives were impacted.

### **3. Our Changing World**

Have the students watch 3 videos on air quality and climate change. The three episodes are part of the interactive station that they will see at Byrd Visitor Center in Shenandoah National Park. The web links are located in the Resources and References section.

- Air Quality in the Shenandoah National Park
- Climate Change in the Shenandoah National Park
- 5 Facts about Your Carbon Footprint

### **4. Create Research Teams**

The field trip to Byrd Visitor Center will bring together what students have been learning about the Great Depression, the New Deal, the Civilian Conservation Corps, the formation and creation of Shenandoah National Park, the impact of public policy, and the importance of primary source documents in analyzing history.

Provide each student with a copy of the student Research Journal. The goal is to answer the overarching question: **What is the historical, cultural, and ecological significance of Shenandoah National Park, past, present, and future?**

The interpretive exhibits allow students to walk through the history of Shenandoah National Park in "chapters" that tell about the culture, the ecology, the environment, and the economics involved in creating this national park.

Divide the class into research teams of 3-5 students each and assign each team a different area of focus to research in the exhibit.

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### Example of Research Team Assignments

#### Team 1

*Focus: Creating a New National Park.*

Chapter 1: A National Park in the East

Chapter 2: The Call Goes Out

Chapter 3: Virginia Eyes the Prize

#### Team 2

*Focus: Mountain Residents*

Chapter 4: Pristine and Uninhabited

Chapter 6: Assembling the Park's Pieces

Chapter 7: An Unsettling Question

Chapter 10: Notice to Vacate

#### Team 3

*Focus: Presidential Influences*

Chapter 5: Hooking Hoover

Chapter 8: A New Deal for the Park

Chapter 9: The Park is Dedicated

#### Team 4

*Focus: Building the New National Park*

Chapter 8: A New Deal for the Park

Chapter 11: A National Park Opens

Chapter 14: A Natural Balance

#### Team 5

*Focus: Desegregation, World War II*

Chapter 12: World War II and Post-war

Chapter 13: An Uphill Climb: Lewis Mountain Store

#### Team 6

*Focus: Return to Nature*

Chapter 14: A Natural Balance

Chapter 15: Bigger Than its Boundaries

#### Team 7

*Focus: Managing Resources for Future Generations*

Chapter 16: Managing the Meadow

Chapter 17: Wilderness

#### All Teams

Chapter 18: Our Changing World

Provide each student a copy of the Research Journal, clipboard, and pencil and make final preparations for the field trip.



## **Shenandoah National Park Field Trip**

The in-park activities will generally take a minimum of 2 hours. Plan for adequate travel time from your school to Byrd Visitor Center, located at Milepost 51 on Skyline Drive.

For an effective learning experience, please remember the following:

- Bring enough competent chaperones to assist on the field trip. The park recommends at least 1 adult for every 10 students.
- Review appropriate dress and behavior for the field trip and remind students they will still be in school while at the park.
- Before arriving at the park, have the students divided into their research teams and assign chaperones.
- Space is limited to 30 students at a time in the visitor center exhibit hall.
- Plan for lunch. School groups are welcome to picnic in the park after the program. Picnic areas offer picnic tables and restrooms, but there are no shelters for inclement weather.

### **1. Introductory Movie, *Shenandoah: The Gift***

When you arrive at Byrd Visitor Center, have the students watch the 15 minute introductory movie *Shenandoah: The Gift* in the visitor center auditorium. This will provide an overview of what they will see in the exhibit hall.

### **2. Conduct Research**

Students will interact with the exhibit as they follow the history of the park. Students should have their Research Journals, clipboards, and pencils.

- Divide the class into their research teams.
- Remind them of the overarching question: **What is the historical, cultural, and ecological significance of Shenandoah National Park, past, present, and future?** and their assigned area of focus to research in the exhibit.
- Have each team answer their questions in the Research Journal for the specific exhibits they have been assigned.
- All teams should explore the last interactive station *Exhibit 18: Our Changing World* with the Carbon Footprint interactive and record findings in the journals.
- If time permits, teams should explore the rest of the exhibit without writing the answers to the questions in the journal.

### **Optional field trip activity suggestions**

- Visit the former Civilian Conservation Corps camp site in Big Meadows
- Hike Dark Hollow Falls, Story of the Forest, Mill Prong, or any other short hikes near Big Meadows
- Explore Big Meadows
- Attend a ranger talk
- Visit Skyland and hike nearby trails such as Limberlost or Stony Man

## **Post-Visit Activity**

Following the Shenandoah National Park field trip, complete the following post-visit activity as a culminating project. Complete a Program Evaluation Form. Return the program evaluation to:

Shenandoah National Park  
3655 US Hwy 211 East  
Luray, VA 22835  
Attention: Education Office

## **Materials for Post-visit Activities**

Computers and internet access, student Research Journals, Research Project Guide sheet (attached)

### **1. Shenandoah National Park: A Gift to the Nation – Cooperative Project-Based Learning Activity**

The students will create a group project(s) to answer the overarching question:  
**What is the historical, cultural, and ecological significance of Shenandoah National Park, past, present, and future?**

#### **a. Research Team Reports**

Have each team prepare and present an oral summary report of the main idea of their assigned area of focus (example Team 1: Creating A New National Park). Divide the class into the research teams. Each team member should have his/her own Research Journal from the park field trip. Allow time for the teams to prepare their report presentations. During the team presentation, the other teams can take notes and record the summary findings in their journals.

#### **b. Putting It All Together**

As a class, have the students create a group project to display in the school or to present to an audience. Students should use their creativity and draw on information gained from the pre-visit lessons and their Research Journals. Each team should contribute their research on their assigned area of focus.

- Give each team a copy of the Research Project Guide and project rubric.
- Allow class time to develop the selected project idea.
- Have them design and create a project.

**OPTION:** Have each research team create a project specific to their assigned area of focus and present to the class.

#### **Suggested project ideas:**

- Create a multi-media presentation with Glogster, Prezi, Power Point or other program
- Design a learning cube
- Make a poster or a travel brochure
- Write an informative or a persuasive speech
- Write a script and act out a dramatic representation.

## **Research Project Guide**

Design and produce a poster, brochure, presentation, or video to answer this question:

**“What is the historical, cultural, and ecological significance of Shenandoah National Park, past, present, and future?”**

Use the knowledge from the internet lessons and the data collected in your research journals. Do additional research for more detail if necessary. Credit each source you use according to the citation guidelines provided by the teacher. Photos and illustrations are very helpful visual aids and will enrich your project content. If you do use photos from the internet or other sources, be sure to also cite (credit) appropriately.

Use the following questions to guide you through your project development:

1. Why was Shenandoah National Park established in Virginia and how was this important for Virginia and the nation in that time period?
2. How has Shenandoah National Park’s creation affected both people and natural resources? Consider both positive and negative influences.
3. Who were the major contributors to the creation and development of Shenandoah National Park throughout the park’s history? Why was the park important to them?
4. How does the park meet the National Park Service mission to protect natural resources and historic objects for future generations while providing ways for people to enjoy using the park? Has the park changed the way it meets this mission over time?
5. In what ways is Shenandoah National Park connected to your home community and what can people do to care for the park and the environment? Why should people care?

You may choose from the following project suggestions or others idea as approved by your teacher:

- Create a multi-media presentation with Glogster, Prezi, Power Point or other program
- Design a learning cube
- Make a poster or a travel brochure
- Write an informative or a persuasive speech
- Write a script and act out a dramatic representation

Work together. Share responsibility. Ask questions if you need clarification. Enjoy creating a product to share!

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**Project Rubric**

CATEGORY	3	2	1
KNOWLEDGE & CONTENT	Overarching question is clearly answered. Research supports the answer. Clear connection to SS and/or Science content.	Overarching question is mostly answered. Research supports the answer. Good connection to SS and/or Science content.	Overarching question is not clearly answered. Lacks research to support the answer. Connection to SS and/or Science content not clear.
ORGANIZATION, NEATNESS, ATTRACTIVENESS	Project is organized in a neat, understandable, attractive manner. Illustrations or graphics enhance understanding of topic. Sources are cited. Few mistakes in written content. Topic or title is clearly stated.	Good organization. Neat and legible. Illustrations or graphics enhance understanding, but are lacking explanation or are not cited properly. Some mistakes in written content. Topic or title is understandable.	Organization is weak. Neatness and legibility are compromised. Graphics or illustrations are not used, are not explained, or do not enhance understanding of content. No citations of material. Missing or weak title. Topic is unclear.
EVIDENCE OF PLANNING & RESEARCH	Clear evidence of the planning and the research involved in the project. Use of multiple credible sources for research. All sources are cited properly in a visible location.	Evidence of planning and research. Sources are cited. Few mistakes in citations.	Little evidence of planning. One source used. Source is cited.
ORAL PRESENTATION (explanation, eyes & body, voice)	Demonstration of familiarity and confidence explaining content. Does not read directly from project or notes. Maintains eye contact with audience. Good posture. Speaks clearly. No filler words or unnecessary pauses. No over exaggerated body movements or other distractions.	Understands content. Uses some notes. Adequate eye contact. Easy to understand. Verbal and bodily distractions at a minimum. Able to keep focus on project by audience during the presentation.	Reads directly from project or notes. Little eye contact with audience. Difficult to follow and understand. Some verbal and bodily distractions.

<u>Score</u>	<u>Grade</u>
12	A+
10-11	A
8-9	B
7	C
6	D
5 or less	F

## Unit Assessment

1. Participation in activities and discussions.
2. Satisfactory completion of field trip learning activity.
3. Satisfactory completion of cooperative learning project to be graded using the project rubric.

## Going Further

1. Have students write a letter demonstrating historically accurate information including date for creation of the park, setting, events, and personal impact from the point of view of one of the following individuals:
  - a person being displaced from their mountain land by the creation of the park
  - a politician making public policy decision for creation of the park
  - a young man working for the Civilian Conservation Corp
  - a tourist that has recently enjoyed the newly created Skyline Drive
2. Have students research jobs associated with the National Park Service and the educational background, college major course of study, or other courses necessary to pursue those careers.
3. Encourage students to take advantage of the many programs, talks, guided tours, hikes, and opportunities offered at Shenandoah National Park. Visiting the park is a great way to use summertime to get outdoors and to be immersed in nature.
4. Encourage students to visit other national parks in the United States throughout their lives.
5. Have students determine ways your school can help to protect our local and global environment.
6. As a class, identify a local site in your community that you feel should be protected and preserved. Come up with an action plan to present to community leaders.

## Resources and References

### Pre-visit Activity #1: Get to Know Shenandoah National Park

National Park Service website:

Home page: <https://www.nps.gov/index.htm>

History: <https://www.nps.gov/history/index.htm>

FAQs: <https://www.nps.gov/aboutus/faqs.htm>

Shenandoah National Park website:

Home page: <https://www.nps.gov/shen/index.htm>

Plan Your Visit: <https://www.nps.gov/shen/planyourvisit/index.htm>

Maps: <https://www.nps.gov/shen/planyourvisit/maps.htm>

History and Culture: <https://www.nps.gov/shen/learn/historyculture/index.htm>

Nature and Science: <http://www.nps.gov/shen/learn/nature/index.htm>

Park Statistics: <http://www.nps.gov/shen/parkmgmt/statistics.htm>

FAQs: <http://www.nps.gov/shen/faqs.htm>

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### Pre-visit Activity # 2: Interactive Curricula on Shenandoah National Park History

*Rapidan Camp: A Retreat Fit For A President*

<https://www.nps.gov/teachers/classrooms/a-retreat-fit-for-a-president-distance-learning-program.htm>

*CCC: A New Deal to Rebuild the Nation*

<https://www.nps.gov/teachers/classrooms/ccc-a-new-deal-to-rebuild-a-nation.htm>

*Spirit of the Mountain*

<https://www.nps.gov/teachers/classrooms/spirit-of-the-mountain.htm>

### Pre-visit Activity #3: Our Changing World

Watch three videos

<http://www.nps.gov/shen/learn/photosmultimedia/our-changing-world.htm>

### Print Resources

*Everything Was Wonderful: A Pictorial History of the Civilian Conservation Corps in Shenandoah National Park*, Engle, Reed (2003), Shenandoah National Park Association

*The Greatest Single Feature...A Skyline Drive: 75 Years of a Mountaintop Motorway*, Engle Reed, (2006), Shenandoah National Park Association

*Herbert Hoover's Hideaway: The Story of President Hoover's Summer Retreat*, Lambert, Darwin and Engle Reed, (2011), Shenandoah National Park Association

*In the Light of the Mountain Moon: An Illustrated History of Skyland*, Engle, Reed, (2003), Shenandoah National Park Association

*In the Shadow of Ragged Mountain: Historical Archaeology of Nicholson, Corbin, & Weakley Hollows*, Horning, A. J., & Amberson, J. (2004), Shenandoah National Park Association.

*Shenandoah National Park Official Handbook*, Whisnant, A. M., & Whisnant, D. E. (2011), Donning Co. Publishers.

*The Undying Past of Shenandoah National Park*, Lambert, Darwin (1989), Roberts Rinehart, Inc.