

# HISTORY AND CULTURE



**THEME:** Culture  
**GRADE LEVEL:** Second  
**BEST TIME TO PLAN TRIP:** Fall or Spring

*Ranger Led  
Program*

## Unit Rationale

Mingus Mill, located in the Oconaluftee Valley, provides a beautiful spot where students are introduced to daily life routines of the 19th century. Through games, activities, a peek inside the operating mill, and a short hike students are encouraged to compare and contrast the communities of early settlers to their own. The operating turbine grist mill was completed in 1886 by Millwright Sion Thomas Early and stands out as one of the most technologically advanced mills in the Smokies. The mill provided an important service for farmers, merchants, and local families. Mills were centers of commerce, activity, and community functions. Their importance has led historians to consider mills as one of the primary nuclei about which rural and later major communities evolved.

## STATE CURRICULUM STANDARDS: NORTH CAROLINA (SECOND GRADE)

### SOCIAL STUDIES

- 2.H.1 - Information about the past
  - 2.H.1.2 - Identify contributions of historical figures (community, state, nation and world) through various genres.
  - 2.H.1.3 - Compare various interpretations of the same time period using evidence such as photographs and interviews.
- 2.G.2 - Environmental interactions
  - 2.G.2.1 - Interpret maps of the school and community that contain symbols, legends and cardinal directions.
  - 2.G.2.2 - Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.
- 2.E.1 - Economic concepts
  - 2.E.1.1 - Give examples of ways in which businesses in the community meet the needs and wants of consumers.
  - 2.E.1.4 - Explain why people and countries around the world trade for goods and services.
- 2.C&G.2 - Roles of citizens
  - 2.C&G.2.2 - Explain why it is important for citizens to participate in their community.
- 2.C.1 - Community influences
  - 2.C.2.1 - Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

### SCIENCE

- EX.2.L.2 - Ecosystem
  - EX.2.L.2.3 - Identify that people need water, food and shelter and that these may be found in their environment.



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# PLANNING A SUCCESSFUL TRIP HISTORY AND CULTURE



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

### Morning:

- Meet park ranger at Mingus Mill
- Use rest rooms
- Large group introduction
- Break into 2 groups
- Hike trail/ Tour Mill
- Lunch
- Switch groups
- Large group conclusion

### Planning a Successful Trip

- Check the weather before you go. Lunch may NOT be eaten inside of the historic buildings.
- School buses can park at the program site.
- The maximum number of students for this trip is 50. One adult chaperone is required for every eight students
- Students may leave their lunches on the bus. Teachers and chaperones should bring picnic blankets for the students to sit on. All trash must be carried back to school. NEVER leave food unattended.
- Restrooms and seasonal water fountains are available. Groups should bring their own drinks.
- Be sure that chaperones are aware of the short hiking portion of this trip.
- A teacher or other responsible adult may be asked to lead a short toy making activity. The materials and instructions for this will be demonstrated as the students unload the school bus. A toy making instruction page is included in this packet for the chaperone leading the activity.



# 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.
- It is extremely helpful to rangers leading the program for students to wear clearly labeled name tags with first names only.
- 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>



# BACKGROUND INFORMATION

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## Park Description:

The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage, and they provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and education.

Great Smoky Mountains National Park is one of the largest protected land areas east of the Rocky Mountains. With over 500,000 acres (800 square miles) of forest, the Smokies contain an enormous variety of plants and animals. In terms of biological diversity, a walk from a mountain's foot to its peak is comparable to the 2,000 mile hike on the Appalachian Trail from Georgia to Maine.

Because the National Park Service is charged with protecting resources and natural systems, the park engages in comprehensive research programs, such as air quality monitoring, to foster an understanding of park resources and to show how they are affected by local, regional, and global influences. Since the Smokies are so biologically diverse, the park is designated as an International Biosphere Reserve by the United Nations. The international system contains over 320 reserves in over 80 countries with the primary objectives of conserving genetic diversity and coordinating environmental education, research, and monitoring.

The Smokies also have a rich cultural history. Native Americans have lived in this area for thousands of years, and permanent white settlement began around 1800. The coming of commercial logging around 1900 stripped trees from two-thirds of what is now park land. Established in 1934, the park was created from more than 6,000 tracts of private and commercial land that was bought mostly with money raised and privately donated. Centrally located within a two-day's drive for half of the nation's population, Great Smoky Mountains National Park has the highest visitation of all the national parks in the country.

## Mingus Mill Description:

Mingus Mill is an impressive reminder of a bygone time. The sturdy yellow poplar building with its chamfered posts and neatly trimmed latches says much about the craftsmanship of the mountain folk who built it. The communities the mill served – places like Pumpkin Town, Bradley Town and Sand Town- are just memories. As we visit today it is important to remember that only 100 years ago the Oconaluftee Valley was home to a thriving community.

The mill was built in 1886 by Sevier County, Tennessee millwright Sion Thomas Early for John Mingus. Early completed the mill in three months for a cost of \$600. Mingus Mill was one of the most technologically advanced mills in the Smoky Mountains. Though widely used in developed areas, turbine mills were rare in the Smokies. The mill operated until the park service purchased the property in 1934. The mill was restored in 1937, closed during World War II, and then reopened in 1968.

Water from Mingus Creek via a sluice (canal) and a wooden flume turns a turbine which provides power to the mill. An iron shaft connects the turbine to grindstones on the first floor and a wheat cleaner and bolting chest on the second. Wheat or corn is first transported by bucket belt to the wheat cleaner, which is essentially a fan which clears the grain of dirt and excess material, and then drops it back to the first floor. The cleaned grain is then fed into the grindstones, which break it down into flour or cornmeal. The flour is then transported back to the second floor and fed into the bolting chest, which uses bolts of progressively coarse cloth to separate the flour into different grades. While the mill's turbine is not as photogenic as the overshot wheels that power mills such as the Cable Mill at Cades Cove, it was more efficient and required less water power to operate.





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Over 500 people lived in the area in the late 1800's. Most of these folks were farmers though some found work at mills or in the series of small saw mills found along the rivers. Wheat and corn were the primary crops, though a lot of people grew tobacco too. Every farmstead was also home to a few animals – usually pigs, milk cows, chickens, horses, and oxen.

The land was rich here, but farming was difficult work. In times of sickness or hardship you could count on your neighbors to help you. The mountain people were close-knit and learned to depend on each other. Community activities reinforced that closeness. Corn shucking, hog butchering, soap making, quilting . . . all these things helped bring the community together.

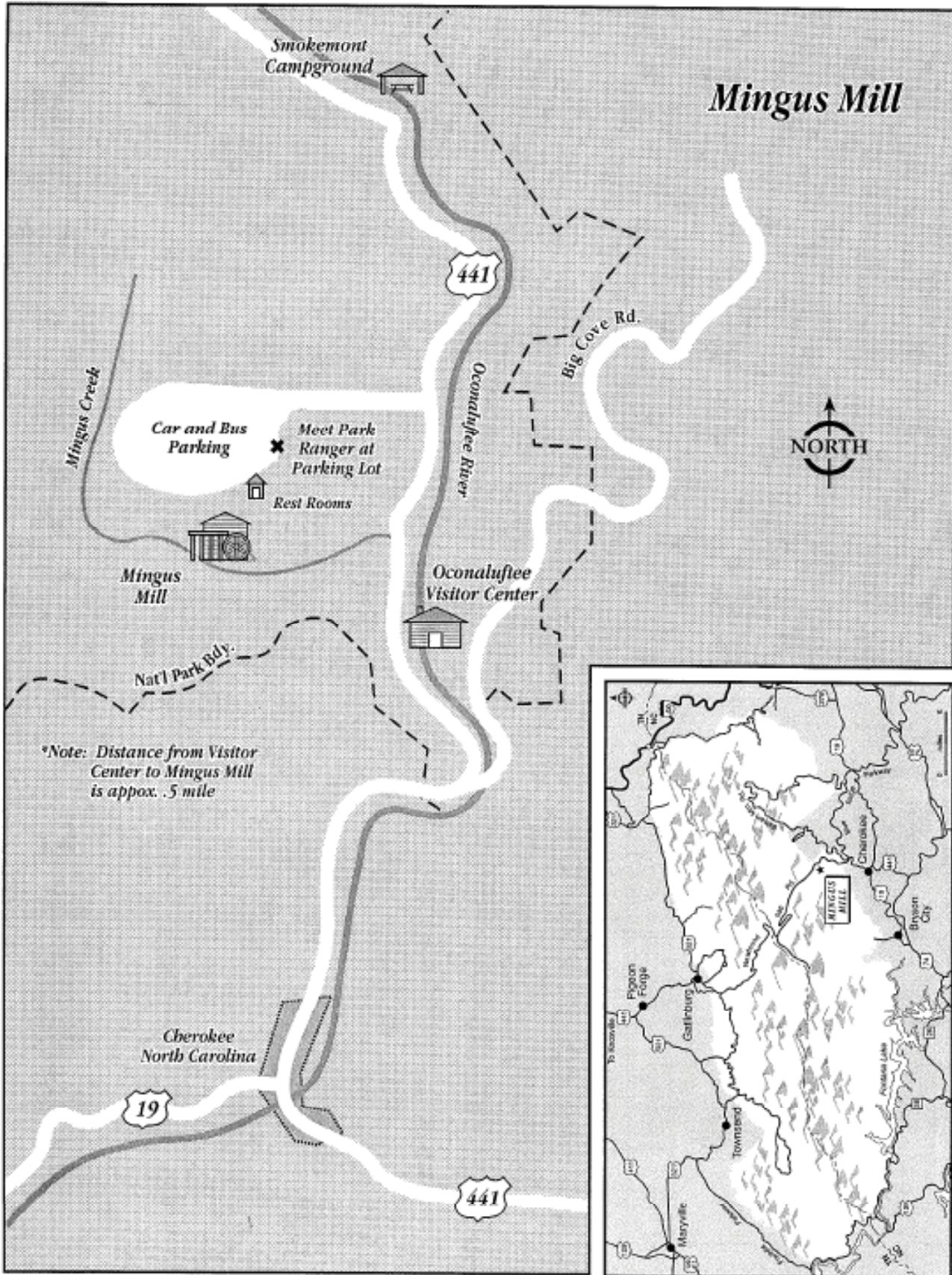
The most important gathering place was church. The Oconaluftee Baptist was one of the largest churches in the area. Sunday was a day of worship, a break from chores. Chores, however, could provide the chance to socialize. Taking your corn to be ground at Mingus Mill was a necessary duty but it also gave people a chance to pass the time with old friends or make new ones. A little bartering or horse trading might even go on as people waited to receive their corn meal or flour from the miller. Floyd's General Store was conveniently located nearby so you could also pick up any needed supplies.

This was a remarkably self-sufficient community and was largely isolated from the outside world. The mountain people handled their own law enforcement, road construction, food production, child birth and sickness, all with little help from the surrounding towns. As we visit Mingus Mill today, let remember the work and cooperation that made the Oconaluftee Valley a special community to call home.





# MAP TO MINGUS MILL





# PRE-SITE/POST-SITE TEST

Pre- Site Score \_\_\_\_\_

Post-Site Score \_\_\_\_\_



Name \_\_\_\_\_

Fill in the blanks with the correct word from below.

food

shelter

crosscut











National Park

medicine

clothing

1. The mountain people gathered plants from the forest to use as \_\_\_\_\_ when they were sick.
2. Great Smoky Mountains \_\_\_\_\_ is protected for all people to visit and enjoy.
3. The \_\_\_\_\_ saw was used to cut down trees and saw logs to build a log home.
4. The mountain people gathered \_\_\_\_\_ in the streams and forests, made their \_\_\_\_\_ from trees in the forest, and traded things from the forest, like animal furs, for \_\_\_\_\_.

Draw a line to match items from the past with those items used today.

	<u>Mountain</u>	<u>Modern</u>	
Rabbit			Chainsaw
Trees			Prescription Medicine
Springhouse			Hamburger
Crosscut Saw			Lumber
Medicinal Plants			Refrigerator





# PRE-SITE/POST-SITE TEST ANSWER KEY



Fill in the blanks with the correct word from below.

food

shelter

crosscut











National Park

medicine

clothing

1. The mountain people gathered plants from the forest to use as medicine when they were sick.
2. Great Smoky Mountains National Park is protected for all people to visit and enjoy.
3. The crosscut saw was used to cut down trees and saw logs to build a log home.
4. The mountain people gathered food in the streams and forests, made their shelter from trees in the forest, and traded things from the forest, like animal furs, for clothing.

Draw a line to match items from the past with those items used today.

	<u>Mountain</u>	<u>Moderne</u>	
Rabbit			Chainsaw
Trees			Prescription Medicine
Springhouse			Hamburger
Crosscut Saw			Lumber
Medicinal Plants			Refrigerator

# PRE-SITE ACTIVITY

## THE MOUNTAIN HOME



**Grade Level:** Second

**Subject Area:** History

**Activity time:** 30 minutes

**Setting:** Indoors

**Skills:** Inferring, communicating, predicting, comparing, brainstorming, classifying, organizing, analyzing, presenting, collecting information, applying

### **Vocabulary:**

- Cherokee: The Native American tribe that call the Smoky Mountains home long before the white settlers moved here.
- Outhouse: An outdoor rest room without running water. Similar to a port a potty.
- Prosperity: Thriving, successful, good fortune.
- Self-sufficient: Needing little help from the outside. Provide for your own basic needs- food, water, shelter.
- Settler : A person who has migrated to an area and established permanent residence there, often to colonize the area.
- Wilderness: An area with no roads, buildings, settlements and few people.

### **Objectives:**

- 1) list five structure commonly found on a mountain farm
- 2) list the three basic needs all humans have
- 3) list three ways the learner's lives are different than the lives of the settlers
- 4) learn the history of the park and Mingus Mill

### **Materials:**

- Teacher narrative (provided)
- Student worksheet (provided)
- Background Information sheet (pages 5-6)

### **Background:**

Great Smoky Mountains National Park offers a unique opportunity to witness the panorama of Southern Appalachian history and culture. So tied to a sense of place, this history is embodied in a wide variety of preserved historic structures, cultural landscapes, cemeteries, archeological sites, museum objects, and archival documents. The Park is the keeper of intangible resources as folklore, literature, and music contribute to tell the stories of both Native American and Euro-American peoples. These treasures enable us to connect one generation to another.

As an introduction to the on-site activities, the following information will assist students to visualize a working farm from the 1800's. During the on-site experience, students will see only a few of the buildings shown here. Many of the buildings were moved, burned or disassembled during the establishment of Great Smoky Mountains National Park.

### **Procedure:**

Read the background information of this lesson and the "Background Information" on pages 5 and 6 to students describing the mountain farmstead and use the background sheet on the garden and surrounding out buildings for discussion.

### **Resources:**

Stein, Chris. Comprehensive Resource Education Plan. Great Smoky Mountains National Park , 2001.



# PRE-SITE ACTIVITY: THE MOUNTAIN HOME (CONTINUED)



## **Early Settlement:**

Settlers moved into the Southern Appalachians in search of freedom and land in the late 1700s. They found abundant water teeming with fish, wildlife of unexpected variety, and a vast unbroken forest. They also encountered the Cherokee Indians, a people who already inhabited this incredible wilderness. The early settlers stayed and built their homes, and for them home was not simply a cabin. Home was the complete farmstead.

## **Water:**

The location of a bold spring- a good year-round source of water- determined the site of a farmstead. The early settlers searched out the clear, cool flow of a bubbling spring. Assured of pure water from a natural supply, the settlers could then turn their thoughts to other matters.

## **Shelter:**

Once the settlers found a water source, they needed shelter. This meant warmth and protection for themselves and their animals against the wild creatures along with the cold of the surrounding wilderness. For shelter, the settlers used two available materials: wood and stone. Foundations and chimneys were built of stone. Families warmed themselves and cooked for themselves at the stone fireplace. Wood made everything else. Logs of yellow-poplar, sometimes four feet wide, were smoothed on one side and made into puncheon floors. Straight poplar and chestnut logs formed the walls of the buildings. White oak shingles, split rail fences, and logs for the fire- were all important uses of wood in the life of the settler.

## **Basic Needs:**

The farmstead had to be self-sufficient. A woman found it impossible to borrow a cup of sugar; there was no sugar. A man could never turn to town for things he wanted; there was no town. As the Cherokee had done earlier, the settlers provided for themselves. In this land of “make do or do without,” they worked with what they had in order to satisfy their basic needs. Farmsteaders got most of their food from hunting, fishing or farming. The forest provided the farmstead families with food and a home. But there were other things that people needed to survive. Many children got sick with very bad fevers. Doctors were very far away and travelling was not easy. It took two days just to get to Asheville because no one had cars, and roads were very rough, even for horses. So the settlers had to learn how to take care of themselves. They learned to use plants and other things they could find in a the forest as medicines. The forest became the drugstore.

## **The Meat House**

An entire building was used to preserve and store meat. Shortly after the first frost, always in cold weather, the winter supply of meat was put away. Fattened hogs were butchered and cured, the meat was arranged in layers on shelves, and was covered with a thick layer of valuable imported salt. After curing, the meat was hung from the rafters to keep it dry and out of the reach of “varmints.”

## **Corn Crib:**

Corn, in addition to keeping the livestock alive was by far the chief item of the early settler’s diet. Besides roasting ears and the ever-present corn meal that made hoe cakes, corn bread, and corn meal mush, corn was frequently converted into a liquid which came to be known as moonshine. The corn crib was an important storage area on the farmstead.



## PRE-SITE ACTIVITY: THE MOUNTAIN HOME (CONTINUED)



### **Garden:**

The garden, a central part of any farmstead, provided corn, beans, cabbage, lettuce, onions, peppers, cucumbers, beets, potatoes, turnips, pumpkins, and other vegetable crops. It was said that a farmer would harvest two crops each year. First, the food crop that was planted for the family and livestock. Second, stones and rocks that were moved to the surface due to farming techniques and soil erosion were removed. A woman and her children had to take good care of the garden so that everyone could eat come winter. One of the main activities in the fall was drying the seed for the following year. Originally brought from the lowlands or secured from the Cherokee, good dry seeds were almost as important to the settlers as water itself. A picket fence surrounding the garden was a must in order to keep out deer and other animals, but it failed to keep all the rabbits from the lettuce or crows from the corn. The family yard dog- a different breed from the hunting dogs used for hunting- earned his keep around the garden by chasing pests away.

### **Barn:**

The barn was the first signal of growing prosperity for the pioneer, a sign of his conversion into a farmer. He used his barn as a headquarters in the battle for food. If the barn was the headquarters, farm animals were the troops. Oxen, tamed with gigantic yokes and important in logging because of their sure-footedness, were also the pioneers earliest beasts of burden. These oxen, along with cattle, sheep, and a horse or two, produced work, food, transportation, and companionship. Of all the farm animals, the milk cows were perhaps the most treasured. Most farms kept two milk cows so that they would produce at different times, therefore always supplying milk for the family.

### **Pig pen:**

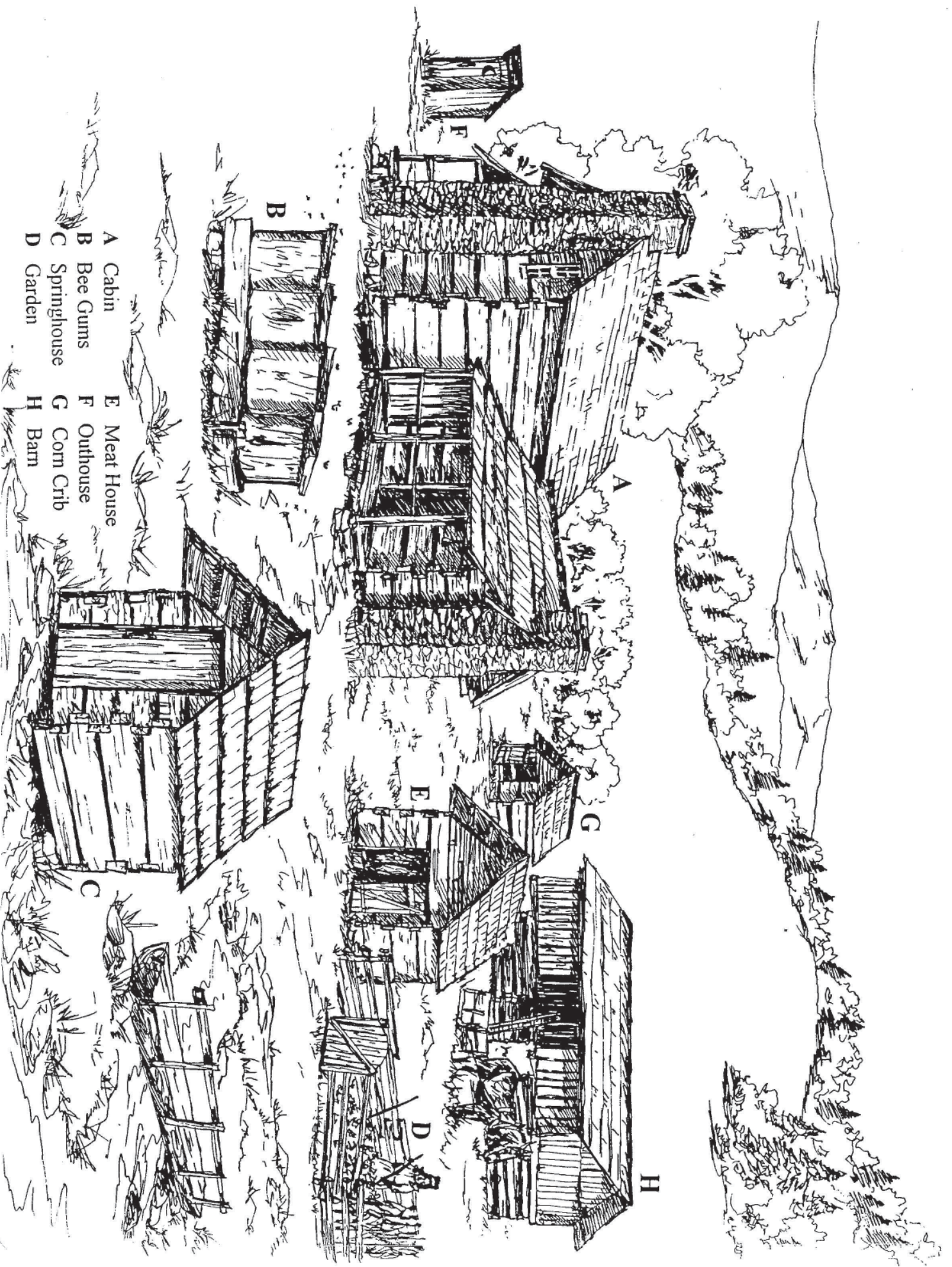
As corn became more plentiful in the mountains, hogs became a more reliable part of the settlers' diet. Settlers normally let their pigs range in the mountains, fattening themselves by feeding on a natural "mast" of acorns and chestnuts. The settlers put the wilderness and its own brands of food to good use; this way, they didn't have to waste any corn.

### **Springhouse:**

The springhouse protected the settlers' valuable water source. It was also the settlers' refrigerator and spigot. Evaporation, the oldest form of refrigeration, together with the cold running water, kept melons, sweet milk, and crocks of buttermilk fresh for many days. A cooling trough made from a hollow log or built in the soil and lined with stones, held containers in cold water.







- A Cabin
- B Bee Gums
- C Springhouse
- D Garden
- E Meat House
- F Outhouse
- G Corn Crib
- H Barn



# ON-SITE ACTIVITY

## PARK RANGER DIRECTED LESSONS



**Grade Level:** Second

**Subject Area:** History

**Activity time:** 3 hours  
(including a lunch break)

**Setting:** Outdoors in the park

**Skills:** Analyzing, brainstorming, communicating, comparing, connecting, demonstrating, inferring, observing, predicting, presenting

### **Vocabulary:**

- **Community:** A group of people living in a particular local area
- **Grist Mill:** A building in which grain is ground into flour or corn into corn meal.
- **Technology:** The usage and knowledge of tools, techniques, and crafts.
- **Turbine:** Rotors or blades that spin when driven by steam, gas, water or wind.

### **Objectives:**

- 1) Describe similarities and difference between the pioneer's families and their own.
- 2) Identify three native plants in the forest.
- 3) Name three ways earlier cultures used native plants.
- 4) Explain how people modify the environment to meet their needs.

**Materials:** provided by park rangers

### **Background:**

The following is a brief description of your on-site activities. Most of these activities will be led by park staff.

#### **\* Community Photos**

The park rangers use large photos of historic community buildings to introduce what a community is. Adults will lead small student groups in a discussion of their assigned photo.

#### **\* History Hike (45 minutes)**

Students will join the park ranger on a short nature walk to describe how the forest was both a supermarket and a drugstore for families living in the mountain community 100 year ago.

#### **\* Explore the Mill/Toys and Games (45 minutes)**

The park rangers invite students into the Mingus Mill to meet the miller and explain the workings of the grist mill and its technology. While the ranger tours with the students, a teacher or other responsible adult will be outside the mill, leading students in a toy making activity.





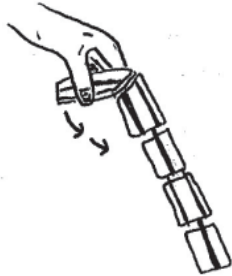
# PARENT/TEACHER INSTRUCTIONS TOY MAKING ACTIVITY



## Demonstration:

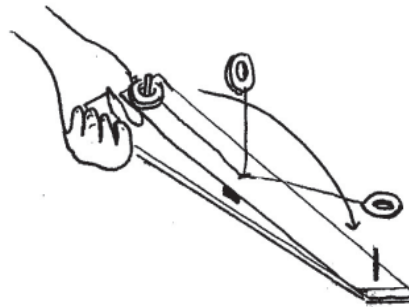
Three toys will be provided on-site for you to explain and demonstrate. You may pick a student to demonstrate each toy in front of the class under your supervision.

**Pecking Chickens:** Gently rotate the paddle (and ball) in a circular motion. The chickens' heads will bob up and down as if they are feeding on the corn.



**Jacob's Ladder** (blocks of wood strung together): Holding one block between your fingers, angle the block downward until the other blocks cascade below it, etc. etc.

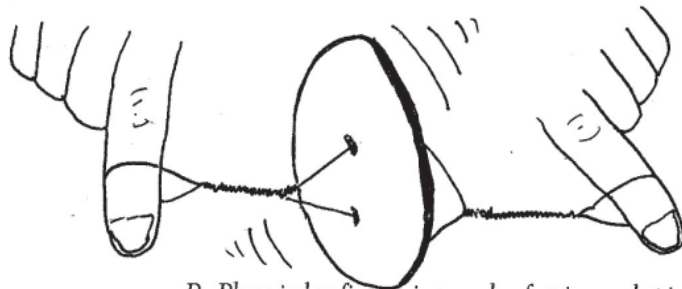
**Ringtoss:** Place the wooden ring, attached by leather, onto one peg and gently use your thumb to spring it across onto the other peg. Practice makes perfect!



## Instructions for Making a Toy:

Explain to students that they will be making a mountain toy using a piece of wood and string. Instruct students to put string through one hole in wood and then through the other and tie ends in a knot (see diagram). Chaperones may need to assist students, especially in tying the knot. Demonstrate the "whizzers" or "buzz saws" as shown in diagram.

A. Thread string through wood and tie.



B. Place index fingers into ends of string and spin wood around until string is tightly twisted. Next, pull string back and forth to create buzzing or "whizzing" noise. Practice until effect is achieved.

# POST-SITE ACTIVITY

## REFLECTING ON HISTORY



**Grade Level:** Second

**Subject Area:** History

**Activity time:** unlimited

**Setting:** Indoors

**Skills:** Collecting information, Communicating, Comparing, Connecting, Describing, Formulating questions, Gathering information, Implementing investigations, Interviewing, Listening Presenting, Public speaking, Recording data, Research, Reporting

### **Vocabulary:**

- Ancestor: Someone from whom you are descended (but usually more remote than a grandparent)
- Genealogy: The study or investigation of ancestry and family history.
- Interview-a conversation between people where questions are asked by the interviewer to obtain information.
- Tradition: A part of culture that is passed from person to person or generation to generation.

### **Objectives:**

- 1) Compare similarities and differences between themselves and others.
- 2) Name a family ancestor.
- 3) Plan, conduct, record and present their family interview.

### **Materials:**

- Interview worksheets (provided)

### **Background:**

Students learned how families lived in the late 1800s after visiting the Mingus Mill community. Students discovered how family members depended on each other and how they lived during a time where few modern conveniences existed. They also learned how families handed down traditions through music, stories, and games. This activity provides an opportunity for students to help save a piece of their own history by recording family interviews and sharing them with the class.

### **Procedure:**

Have each student interview someone in their family, using the following sheet. Share interviews in class.





# Family Member Interview



My Name: \_\_\_\_\_

Family Member's Name: \_\_\_\_\_

What year were you (family member) born in? \_\_\_\_\_

Where did you (family member) grow up? \_\_\_\_\_

What did you (family member) do for fun when you were in the second grade?

\_\_\_\_\_

What were your (family member) favorite toys and games?

\_\_\_\_\_

Did you (family member) have any chores?

\_\_\_\_\_

How did you (family member) get to school?

\_\_\_\_\_

Did you (family member) have a pet?

\_\_\_\_\_

What was your (family member) favorite candy?

\_\_\_\_\_



# POST-SITE ACTIVITY

## EXPLORE YOUR NATIONAL PARKS



**Grade Level:** Second

**Subject Area:** Science

**Activity time:** 30 minutes

**Setting:** Indoors

**Skills:** Computer skills, research, collecting information, connecting, brainstorming, analyzing, presenting, communicating

### Objectives:

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](http://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](http://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



# RESOURCES AND REFERENCES

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Artwork on pages 5,6,10 and 12 by Mark Barrett, Great Smoky Mountains National Park.

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