

# MOUNTAIN LIFE



*Ranger Led  
Program*

THEME: Culture

GRADE LEVEL: Second

BEST TIME TO PLAN TRIP: Fall or Spring

## UNIT RATIONALE FOR CADES COVE

Cades Cove is the largest valley in Great Smoky Mountains National Park. The area had been inhabited by Cherokee Indians prior to the arrival of the first European settlers, John and Lucretia Oliver, around 1819. Elijah Oliver, son of the Oliver's, lived on a farmstead with his wife and their five children until his death in 1905. A thriving community grew from one family to over 100 families by the 1850's. Cades Cove at one time boasted four churches, five schools, four stores, five overshot wheel grist mills, telephone lines, and a population of almost 700 people.

The 0.3 mile easy walk from the parking lot leads to the Elijah Oliver Place. This farmstead will be the site for hands-on learning activities to describe interactions between the people who once lived here and their environment.

## UNIT RATIONALE FOR PORTERS FLAT

Porters Flat, located in Greenbrier Cove is a comparatively primitive section of Great Smoky Mountains National Park. Located on the northern edge of the Park, this wilderness area includes the watershed of the Middle Prong of the Little Pigeon River, pristine hardwood cove forest, and virgin timber lands. It offers some of the most rugged scenery in the Park, yet was once the most thickly settled area within the present Park boundary.

The first European pioneers settled in the Porters Flat, Greenbrier Cove area in the late 1700's. The community grew and at one time boasted three general merchandise stores, two churches, one public school, a hotel, three blacksmith shops, five corn mills, and approximately 500 people, most of them supported by small farms. The mile long moderate walk from the parking lot to Porters Flat provides the opportunity to introduce the natural communities within the cove hardwood forest. Students will be introduced to daily life routines of the 19th century as well as compare and contrast the lives of early settlers to the lives of people today.

## UNIT RATIONALE FOR METCALF BOTTOMS

Built in 1882, Little Greenbrier School near Metcalf Bottoms Picnic area is one of two remaining schoolhouses in the National Park. Community members provided the land, lumber, and time to construct the school which remained open until 1936.

The 0.7 mile walk from Metcalf Bottoms Picnic Area provides the opportunity to introduce the natural communities within the cove hardwood forest. Students will be introduced to daily life routines of the 19th century as well as compare and contrast the lives of early settlers to the lives of people today.



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## STATE CURRICULUM STANDARDS - TENNESSEE (SECOND GRADE)

### SOCIAL STUDIES

#### Culture

- 1.01 Understand the diversity of human cultures
- 1.02 Discuss cultures and human patterns of places and regions of the world

#### Geography

- 3.02 Recognize the interaction between human and physical systems around the world

#### History

- 5.01 Identify major events, people, and patterns in Tennessee, United States and world history
- 5.02 Understand the places of historical events in the context of past, present and future
- 5.03 explain how to use historical information acquired from a variety of sources

#### Individuals, Groups and Interactions

- 6.01 Recognize the impact of individual and group decisions on citizens and communities



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# PLANNING A SUCCESSFUL TRIP

## MOUNTAIN LIFE



### AT CADES COVE

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

**Morning:**

- Meet park ranger at ranger station near amphitheater
- Use rest rooms
- Reload bus to travel to program site
- Hike trail in 2 small groups
- Lunch
- Participation in on-site activities
- Hike trail back to bus
- Return to school

#### Planning a Successful Trip

• Check the weather before you go. Portions of the program may be conducted inside of the historic buildings at the top of the hike. However, lunches may NOT be eaten inside of the historic buildings.

• School buses are permitted on the Cades Cove Road. After using the restrooms at the ranger station and meeting up with the Park Rangers, the bus will park and unload at the Abrams Falls trail head.

### AT PORTERS FLAT

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

**Morning:**

- Meet park ranger in Greenbrier
- Use rest rooms
- Reload bus to travel to program site
- Hike trail in 2 sub-groups
- Lunch
- Participation in on-site activities
- Hike trail back to bus
- Return to School

#### Planning a Successful Trip

• Check the weather before you go. Portions of the program may be conducted inside of the historic buildings at the top of the hike. However, lunch may NOT be eaten inside of the historic buildings.

• School buses are permitted on the Greenbrier dirt road. Use caution- the road is narrow in spots and buses may have to yield to oncoming traffic.

### AT METCALF BOTTOMS

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

**Morning:**

- Meet park ranger at Metcalf Bottoms Picnic Area
- Use rest rooms
- Hike trail in 2 sub-groups
- Lunch
- Participation in on-site activities
- Hike trail back to bus
- Return to School

#### Planning a Successful Trip

• Check the weather before you go. Portions of the program may be conducted inside of the historic buildings at the top of the hike. However, lunch may NOT be eaten inside of the historic buildings.

• School buses are not allowed to cross the one lane bridge in the Metcalf Bottoms picnic area from Wears Valley. Buses must enter the park either from the Gatlinburg entrance or from the Townsend Wye.



# 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.

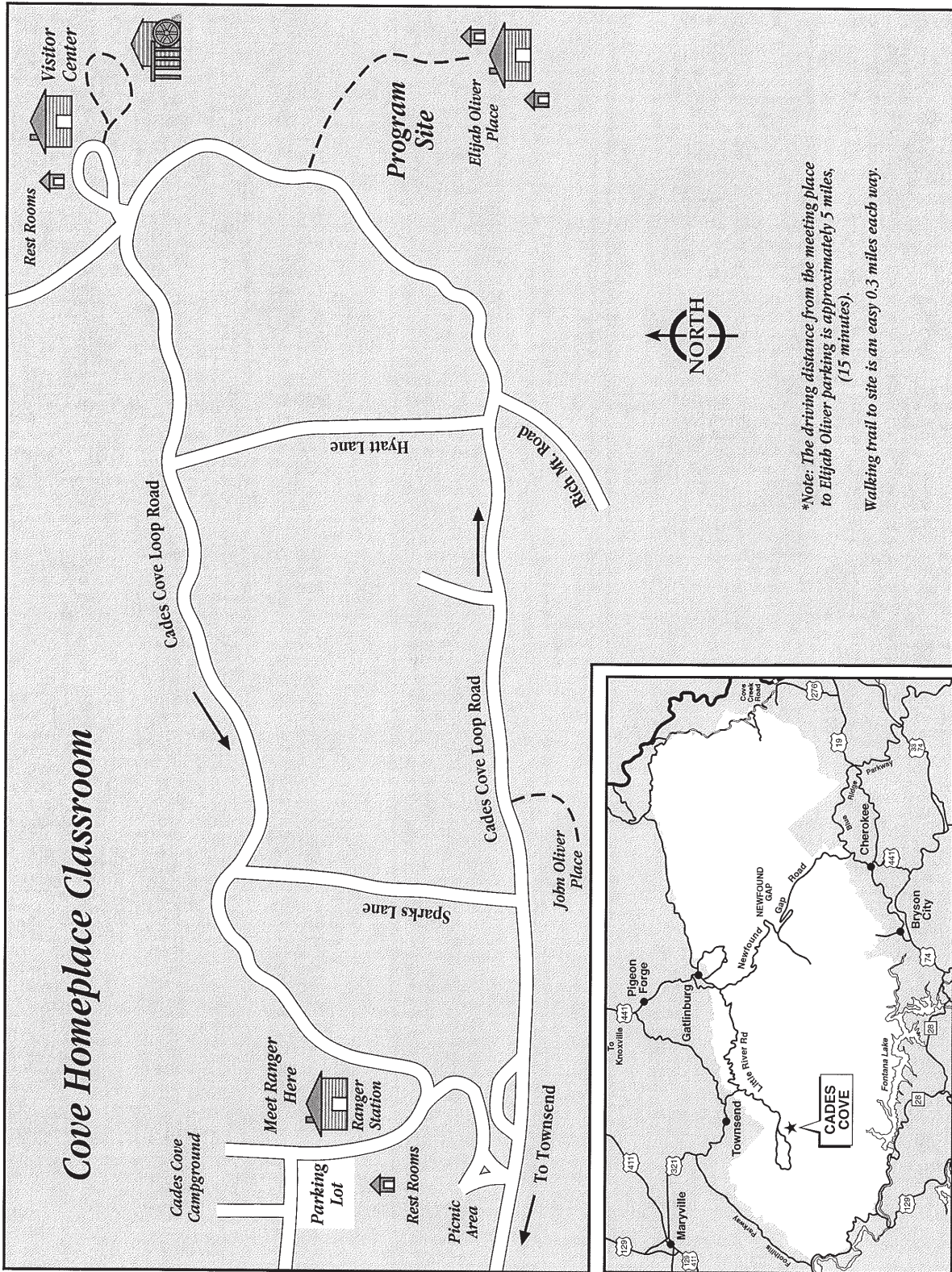
## Animals and Plants of Concern in the park

- 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>





# MAP TO CADES COVE



# MAP TO METCALF BOTTOMS



## Metcalf Bottoms Picnic Area

**From Gatlinburg**, enter the GSMNP on US Route 441. Take a right at the Sugarlands Visitor Center onto Little River Rd. Head towards Cades Cove. At about 8 miles turn right into the Metcalf Bottoms Picnic Area. Take the first left before the bridge to the picnic pavilion. Meet the Park Ranger there.

**From Townsend**, enter the Park and turn left on Little River Rd. towards Gatlinburg. Go about 8 miles and turn left into picnic area.

**Note:** Bridge has a weight limit. There is no bus access to picnic area from Wears Valley.

to: Wears Valley

to: Gatlinburg

to: Townsend & Cades Cove





# PRE AND 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 AND POST SITE TEST

## ANSWER KEY

(Teachers: Administer this test once before teaching the pre-visit activities and once after the post site activities for comparable results of comprehension and retention)



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

# PRE-SITE ACTIVITY

## THE MOUNTAIN HOME AND TOOLS



**Grade Level:** Second

**Subject Area:** Science

**Activity time:** 30 minutes

**Setting:** Classroom

**Skills:** Comparing; Contrasting; Describing

**Vocabulary:** adze; broad axe; community; crosscut saw; drawknife; events; froe; history; maul; natural resources; settlement; wedge

**Objectives:** To introduce students to the tools and buildings used by early settlers.

### **Materials:**

- Teacher narrative and student worksheet (provided)

### **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.

Read the background information to students describing the mountain farmstead and use the background sheet on the garden and surrounding out buildings for discussion.

While on-site, students will be shown a variety of tools that would have been used to build a family's home. Use the tools discussion sheet to introduce these tools and allow the students to match the tool to its name on the activity page.



# PRE-SITE ACTIVITY

## THE MOUNTAIN HOME

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### **Early Settlement:**

Settlers moved into the Southern Appalachians in search of freedom and land in the late 1700's. 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 wasn't easy. It took two days just to get to Knoxville 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.

### **Field Trip:**

On the class field trip, students will see where the early settlers lived. They will learn how they built their home and use some of the tools the settlers used. They will see, touch, and smell some of the things the settlers used for food and medicine. They'll play with some of the toys the mountain children used. They will see first-hand how the early settlers used the forest as a supermarket and a drugstore.



# PRE-SITE ACTIVITY CONTINUED

## THE GARDEN AND BUILDINGS AROUND THE HOME

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### **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.

### **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:**

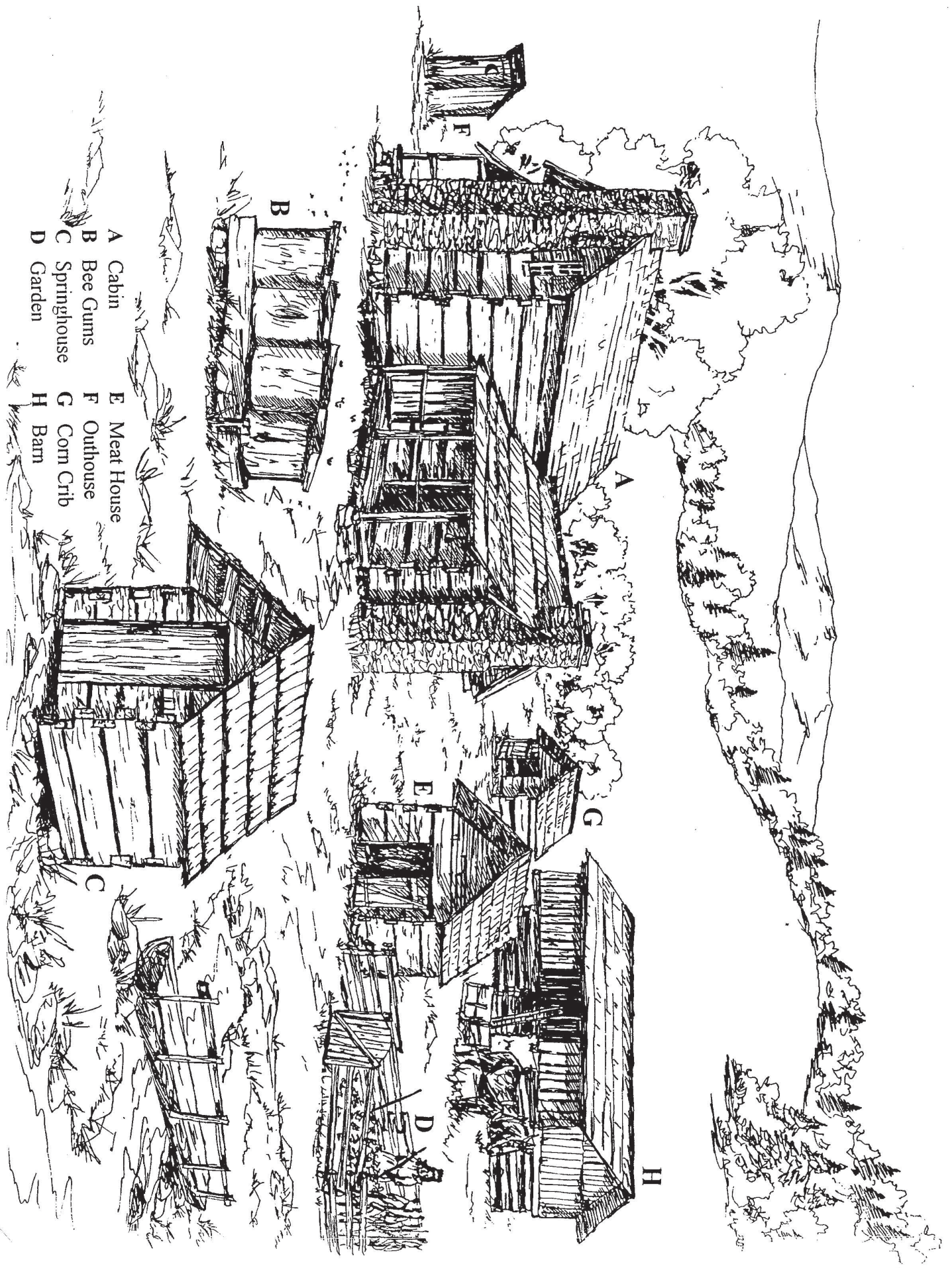
As corn became more plentiful in the mountains, hogs became a more reliable part of the settlers’ diet. Settlers normally let their pigs range in the mountains, fattening themselves by feeding on a natural “mast” of acorns and chestnuts. The settlers put the wilderness and its own brands of food to good 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



# PRE-SITE ACTIVITY

## TOOLS DISCUSSION SHEET

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### **Broad Axe:**

The American-style broad axe had a squarish head more than twice the size of a felling axe. The cutting edge was often only sharpened on one side and had a short bent handle protruding outward from the sharpened side of the axe head. A person would walk along the side of the log hewing the log flat or smooth.

### **Adze:**

The adze was a sharp tool with its blade at a right angle to the handle. A person would walk along a log that had been hewed with a broad axe and strike the log lightly to smooth out the surface.

### **Wedges:**

Rails or logs were split with wedges. Iron wedges or wooden wedges called gluts were driven into the wood with a heavy maul.

### **Froe:**

To split shingles, laths, staves, and clapboards, a knife-like tool called a froe was struck with a short maul. The blade of the froe was dull and never sharp in order to separate the wood fibers rather than cut across them. The clapboard-maker struck the maul away from himself and twisted the froe handle to split the board with the grain.

### **Drawknife:**

This two handled knife blade was utilized to taper the sides of shingles; to fashion axe, rake, and other tool handles; and to make stool legs and wheel spokes. The woodworker pulled the drawknife towards himself as he carved the piece of wood.

### **Crosscut Saw:**

The crosscut saw, or two-man saw, was used to cut down trees and to saw the logs into the desired length for construction. Two people would hold the handles of the saw and take turns pulling the saw toward them to cut “across” the log.

### **Maul:**

Mauls were made of dense hardwood, like dogwood, and looked like a short, fat baseball bat. A person would strike the large cylindrical head of the maul on a wedge to split logs, or on the froe blade to split shingles from a large block of wood.





Match the tool with the correct name.



Wedge

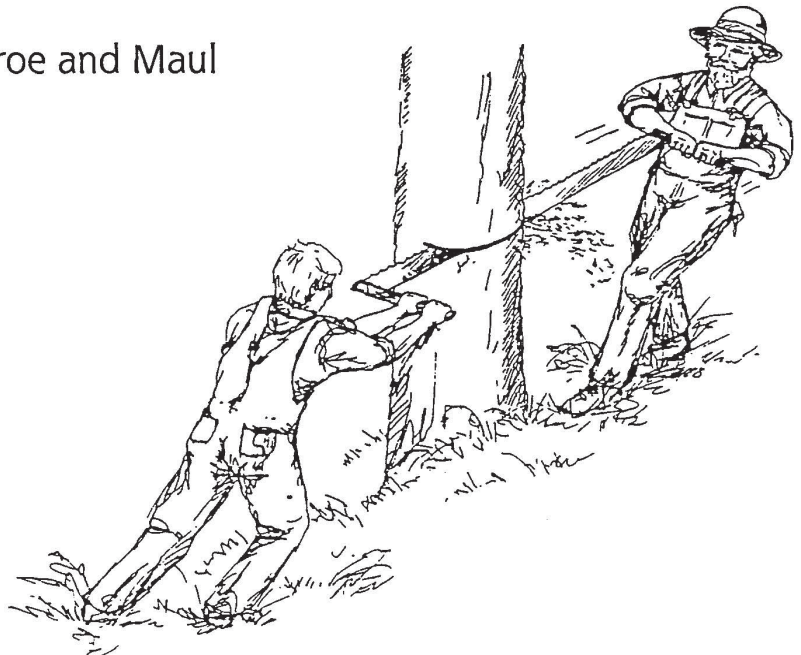
Crosscut Saw  
(two-man)

Adze

Broad Axe

Drawknife

Froe and Maul



# ON-SITE ACTIVITY

## PARK RANGER DIRECTED LESSONS AT CADES COVE



**Grade Level:** Second

**Subject Area:** Science

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

**Class Size:** Maximum of  
50

**Setting:** Outdoors in the  
park

**Skills:** Comparing;  
Constructing; Contrasting;  
Demonstrating; Listening;  
Observing

**Vocabulary:** adze; broad  
axe; community; crosscut saw;  
drawknife; events; froe; his-  
tory; maul; medicine; natural  
resources; settlement;  
traditions; wedge

**Objectives:** To allow students to experience what life was like in Great Smoky Mountains National Park 100 years ago.

**Materials:** 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.

### **History Hike (30 minutes)**

The park ranger will lead students and adults on a half mile hike on the trail to Elijah Oliver's cabin. The ranger will ask questions of the students and point out hidden clues within the forest that show how the mountains were once home to a community.

### **Mountain Medicines and Toys (30 minutes)**

Students will be shown a variety of natural elements and asked how they were used as medicines by early mountain families. The park ranger will describe the work and play of mountain children. Students will try some wood toys and make their own toy to take home with them.

### **Building a Log Cabin (30 minutes)**

The park ranger will demonstrate tools frequently used in building a log cabin and ask students to identify them. In pairs, students will then be given a chance to use one of the tools: the crosscut saw. Teacher or chaperone help is imperative at this station.





# ON-SITE ACTIVITY

## PARK RANGER DIRECTED LESSONS AT PORTERS FLAT



**Grade Level:** Second

**Subject Area:** Science

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

**Class Size:** Maximum of  
50

**Setting:** Outdoors in the  
park

**Skills:** Comparing;  
Constructing; Contrasting;  
Demonstrating; Listening;  
Observing

**Vocabulary:** adze;  
community; crosscut saw;  
drawknife; events; felling axe;  
froe; history; maul; medicine;  
natural resources; settlement;  
traditions

**Objectives:** To allow students to experience what life was like in Great Smoky Mountains National Park 100 years ago.

**Materials:** 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.

### **History Hike (60 minutes)**

The park ranger will lead students and adults on a one mile hike on the Porters Creek trail. The ranger will ask questions of the students and point out hidden clues within the forest that show how the mountains were once home to a community.

### **Mountain Medicines and Toys (30 minutes)**

Students will be shown a variety of natural elements and asked how they were used as medicines by early mountain families. The park ranger will describe the work and play of mountain children. Students will try some wood toys and make their own toy to take home with them.

### **Building a Log Cabin (30 minutes)**

The park ranger will demonstrate tools frequently used in building a log cabin and ask students to identify them. In pairs, students will then be given a chance to use one of the tools - the crosscut saw. Teacher or chaperone help is imperative at this station.



# ON-SITE ACTIVITY

## PARK RANGER DIRECTED LESSONS AT METCALF BOTTOMS



**Grade Level:** Second

**Subject Area:** Science

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

**Class Size:** Maximum of  
50

**Setting:** Outdoors in the  
park

**Skills:** Comparing;  
Constructing; Contrasting;  
Demonstrating; Listening;  
Observing

**Vocabulary:** adze;  
community; crosscut saw;  
drawknife; events; felling axe;  
froe; history; maul; medicine;  
natural resources; settlement;  
traditions

**Objectives:** To allow students to experience what life was like in Great Smoky Mountains National Park 100 years ago.

**Materials:** 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.

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

The park ranger will lead students and adults on a one mile hike on the Porters Creek trail. The ranger will ask questions of the students and point out hidden clues within the forest that show how the mountains were once home to a community.

### **Mountain Medicines and Toys (20 minutes)**

Students will be shown a variety of natural elements and asked how they were used as medicines by early mountain families. The park ranger will describe the work and play of mountain children. Students will try some wood toys and make their own toy to take home with them.

### **Building a Log Cabin (20 minutes)**

The park ranger will demonstrate tools frequently used in building a log cabin and ask students to identify them. In pairs, students will then be given a chance to use one of the tools - the crosscut saw. Teacher or chaperone help is imperative at this station.

### **School Days (20 minutes)**



# POST-SITE ACTIVITY

## REFLECTING ON HISTORY



**Grade Level:** Second

**Subject Area:** History

**Activity time:** Unlimited

**Setting:** Indoors

**Skills:** Comparing; Contrasting; Describing; Gathering information; Interviewing; Listening; Presenting; Recording data; Researching; Reporting; Writing

**Vocabulary:** Varying vocabulary depending on person interviewed

**Objectives:** To give students an opportunity to learn about family history.

**Materials:**

- interview worksheets (provided)

**Background:**

Students learned how families lived in the early 1900's after visiting the Cades Cove 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



1. My Name: \_\_\_\_\_
2. Family Member's Name: \_\_\_\_\_
3. What year were you (family member) born in? \_\_\_\_\_
4. Where did you (family member) grow up? \_\_\_\_\_
5. What did you (family member) do for fun when you were in the second grade?  
\_\_\_\_\_
6. What were your (family member) favorite toys and games?  
\_\_\_\_\_
7. Did you (family member) have any chores?  
\_\_\_\_\_
8. How did you (family member) get to school?  
\_\_\_\_\_
9. Did you (family member) have a pet?  
\_\_\_\_\_
10. 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:** Varying skills depending on activities selected

**Vocabulary:** Varying vocabulary depending on activities selected

**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.

Cavender, Anthony. Folk Medicine in Southern Appalachia. The University of North Carolina Press, 2006.

Editors of The Foxfire Magazine. The Foxfire Book. Anchor Press, 1972.

Great Smoky Mountains Association. Hiking Trails of the Smokies. Great Smoky Mountains Association, 2003.

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

