

COMMUNITIES OF CADES COVE

Theme: Communities

Grade Level: First

Best Time to Plan Trip: Fall or Spring

Unit Rationale

A visit to Cades Cove offers students an opportunity to learn about all aspects of ‘community’, including building structures, occupations, modes of travel, and daily life in early America. During this unit, students will discover that neighborhoods vary in composition and location through a comparison of today’s neighborhoods with those of the past.

Significant human stories from the history of the mountains include the periods of prehistoric and non-recorded Native American groups, the Cherokee Indians, early European settlement, traditional Southern Appalachian lifestyles, commercial logging, early tourism development, and the park preservation movement and associated consequences (gateway community, transportation issues, etc).

This trip highlights the park’s outstanding collection of 19th century log structures unparalleled anywhere in the United States. Park managers are charged with maintaining these structures and preserving a historic landscape despite the developments necessary to make the area accessible to millions of visitors each year.

State Education Standards

Tennessee:

Social Studies

Culture

- Understand the diversity of human cultures
- Discuss cultures and human patterns of places and regions of the world
- Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations

English (2009 stds)

Communication

- Develop critical listening skills essential for comprehensive problem solving, and task completion
- Develop critical speaking skills essential for effective communication

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PLANNING A SUCCESSFUL TRIP COMMUNITIES OF CADES COVE

Schedule for a day of activities in Great Smoky Mountains National Park

Morning:

Arrive at Cades Cove Riding Stables

- Use rest rooms
- Board hay wagon
- Lunch and rest rooms at Cable Mill stop
- Return to riding stables

(Approximately 2 hours from start of hay ride.)

- Leave Cades Cove

•Plenty of chaperones are recommended for the purposes of supervision during the hayride. Your hay wagon will be used exclusively by your group. Hay wagons can accommodate 60 to 80 people. (As first graders are small in size, more can fit than a middle school group could for example.)

•Hayrides can take place rain or shine. Remind students to dress appropriately for the weather, especially if the weather changes during the hayride. To cancel, contact the wagon stable operators at 865-448-6286.

Planning a Successful Trip

•Planning for this trip must begin by making reservations for a hay wagon at the Cades Cove riding stables. Call 865-448-6286. The stables are open from Early March to Early November. The cost for a hayride is \$6.00 per person (teachers and adults as well). Ask the wagon operators how long of a stop you can make at the Cable Mill area for your lunch and restroom stop.

•Travel time around Cades Cove varies during certain times of the year. You may wish to ask the stable operators the approximate travel time for your trip especially if you are on a tight time schedule.

•The activities described in this packet can be done from your school bus (without a hay wagon) if desired. School busses are allowed on the loop road.

COMMUNITIES OF CADES COVE

SAFETY CONSIDERATIONS AND OTHER IMPORTANT INFORMATION

•Park Rules and Regulations

Great Smoky Mountains National Park is a federally protected public use area. Certain activities are prohibited by visitors. Be sure to read the rules and regulations of the National Park found in the appendix of this lesson. For further information or questions, you may contact the National Park at 865-436-1713. Please use common sense and appropriate planning whenever you participate in outdoor activities.

•Dressing for the Weather

Please remind your students to wear appropriate footwear and clothing for an extended outdoor program. Short pants, flip flops, or sandals aren't recommended. Temperatures in the mountains can be 10-15 degrees colder than at your school. You may wish to alter portions of the program should inclement weather appear.

•Restrooms and Water

Restrooms are located at the Cades Cove campground store, at the horse riding/wagon stables and at the Cable Mill area (located half way around the 11 mile loop road). Water fountains are located at the campground store and Cable Mill as well. Never drink untreated water from a stream or spring source.

•Packing Lunches

Lunches may not be eaten on the hay wagon, nor inside any historical structures or within 100 feet of them. This helps to protect them from food messes which attract rodents and other animals. You may eat lunches on the grass areas near Cable Mill, or wait until your return to the riding stables to eat at the amphitheater or on the grassy lawn across from the ranger station. For ease of planning and for safety, teachers may wish to pack lunches or snacks and drinks in coolers and load them on the hay wagon.

•Group Size

The wagons can accommodate several classes plus adults. The Cable Mill area has plenty of grassy areas to gather the students for your introduction and conclusions. If taking the students on your self-guided tour, you may wish to divide them up into smaller groups with adult leaders so that all students can hear and participate. We strongly suggest this to better manage your group.

•Cell Phones and Emergency Contacts

Within the National Park, cell phones are not always reliable. Be sure to stick to your agenda. If an unexpected problem occurs, an employee at the bookstore in the Cable Mill area can assist you, as well as the hay ride operator. In case of emergency, call 911. For non-emergencies, contact park rangers at 865-436-1294. Again, if you do not have phone reception, contact the nearest park employee and they can assist using the park radio communication system.

•Special Considerations

Ask for assistance from parents and volunteers who have may have a special interest in wildflowers. Many people are amateur botanists. When conducting the on-site program, you might choose not to walk the entire trail because it will take more than one hour. Chaperones should be physically able to walk this moderately strenuous trail.

•Poison Ivy

Please be aware of the presence of Poison Ivy throughout the park, particularly in the spring, summer and fall. 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, stay on trails and avoid direct contact with vegetation. If contact occurs or is a concern, wash affected parts in cold soapy water immediately.

PRE-SITE TEST TEACHER 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)

Answer Key

Circle the correct answer:

1. In the Cades Cove community, did most people travel to the store by riding in a truck?

Yes

No

2. If you were sick in Cades Cove, would you go to the hospital?

Yes

No

3. In the Cades Cove community, did most people get the wood to build their cabins by cutting trees from their farms?

Yes

No

4. Did most people in the Cades Cove community work in an office?

Yes

No

5. Did people in the Cades Cove community have neighbors?

Yes

No

6. Were there churches in Cades Cove community

Yes

No

7. Would neighbors in Cades Cove meet each other at the movie theatre?

Yes

No

8. Was corn the most important vegetable crop grown in Cades Cove?

Yes

No

9. In the Cades Cove community, did people buy most of their food from the grocery store?

Yes

No

10. Do park rangers protect and take care of the buildings in Cades Cove?

Yes

No

PRE-SITE ACTIVITY

WHAT IS A COMMUNITY?

WHAT WAS A COMMUNITY?

Duration: 30 minutes

Class Size: any

Materials: art materials

Directions for this Activity

As an introduction communities, ask students to describe what a community or a neighborhood is. Write the agreed definition on the board in front of the class.

Next, create a list on the board with student responses as you pose the next question:

“If a new person was moving to our community, what are the parts of our community we could tell them about?”

If time allows, encourage students to draw a picture of their community including elements from the board. For an extended activity, you may also wish to ask the class to build a model of your community out of boxes/milk cartons.

After a drawing or a model has been made, tell the students that 100 years ago, your community would have looked a lot different. Ask the students to select answers from the board that would have not been in the community 100 years ago (Wal mart, McDonalds etc.) and see if any thing is left (schools, roads, courthouse etc.).

Prepare the students for their trip to the Cades Cove community by reading the students a book or looking up a web site to describe a mountain community 100 years ago (suggested reading When I was Young in the Mountains, or visit the following National Park Service web site:

<http://www.nps.gov/grsm/historyculture/index.htm>).

Review:

Lead the students in a discussion to compare and contrast communities in your area to those of the past in the Great Smoky Mountains.

Resources and References

“History and Culture.” Great Smoky Mountains National Park. 29 August 2006. National Park Service. 27 Dec 2006 <<http://www.nps.gov/grsm/historyculture/index.htm>>.

Rylant, Cynthia. When I was young in the Mountains. New York: Penguin, 1982.

ON SITE ACTIVITY

COMMUNITY CONNECTIONS IN CADES COVE

Duration: 30 minutes

Class Size: any

Materials: ball of yarn, photos of community members and photo descriptions (included in this packet) optional items listed below. If time allows in preparation, print and cut photos from packet, attach the descriptions to the back of each photo and laminate photos

* Optional Props for the role players
father - hand tool, mother – yarn,
son – stone, daughter – cotton, miller – jar of corn meal, teacher – book, preacher – Bible or songbook, storekeeper – jar of sugar or salt, postmaster – package or letter, farmer – ear of corn, blacksmith – fire poker or other iron tool, doctor – plant or herb wrapped in cloth, community leader – laws (paper rolled up with

Background Information for this Activity

The community of Cades Cove, which was located in what is now Great Smoky Mountains National Park, originated prior to 1820 when John Oliver moved his family into the area. The Cherokee Indians had been there for many years hunting and fishing, but no evidence exists of a permanent settlement. By the mid 1800's, there were almost 700 people in Cades Cove, including teachers, blacksmiths, storekeepers, millers, farmers, postmasters, doctors, and community leaders. Many reminders of the community of Cades Cove that are still present are the grist mill, the blacksmith shop, three churches, and seven homes. This lesson helps students recognize and appreciate the many community helpers that were so important in Cades Cove.

Set-Up

This may be used as either a pre- or post-site activity. However, if time permits, you may do this activity on site in Cades Cove, either before or after the hayride. Have the class form a circle. Choose four students to play the role of a family in Cades Cove—a father, mother, daughter, and son. Ask the “family” to stand in the center of the circle. Read the introduction to the students and ask the suggested questions to get the students thinking about the community helpers that were present in Cades Cove.

Introduction to this Activity

Cades Cove was a community that was located in an area that is now inside Great Smoky Mountains National Park. It was started almost 200 years ago by one family. The Cherokee Indians had already been there for many years, hunting and fishing, but didn't stay there permanently. With only one family in Cades Cove at that time, did they have a “community”? What makes up a “community”? (families, neighbors, laws, various community helpers, schools, churches, etc.) Do we have some of the same community helpers today that they did in Cades Cove in the past? (farmers, doctors, community leaders, postmasters, teachers, etc.) Did the communities of long ago have places and people that we don't have, or need anymore? (blacksmith, mill, etc.) Let's meet a family that might have lived in Cades Cove in the 1800's and see if we can identify some helpers in the community that served them.

Directions for this Activity

1. Read the role description for the “father,” then give him the picture to hold. Repeat this for each of the remaining “family” members. Do families today have to do the same chores (building a cabin, spinning yarn, carding/combing cotton, clearing a field) that families in Cades Cove did in the past? Did family members need each other?

ON SITE ACTIVITY (CONTINUED)

COMMUNITY CONNECTIONS IN CADES COVE

2. To symbolize how each member of the family needed each other, give the “father” the ball of yarn and have him hold the end of the string. Have him pass the ball to the “mother,” who then passes it to the daughter,” who passes it to the “son.” Each member holds the string to symbolize they are connected and need each other. This will start a web that will later extend to the other community members, showing how everyone in a community needs each other.

3. Read the first community helper role description (blacksmith, doctor, etc.) and ask the students in the circle to guess who the person is. As you read the role, don’t let the students see the picture of the community helper. After the students guess the role, discuss how important this helper was to the family and the community. Ask the students if the person provided goods or services for the community, or both. If someone needed their goods or services and didn’t have the money to pay for them, what was used in place of cash?(bartering) Give the picture to a student in the circle, to hold with the picture facing the group. If there are more students than roles, have one or two students partner-up to represent one role, to allow all students to participate. You can explain that most communities had more than one of these helpers in them.

4. After the first role is assigned to the student(s) in the circle, have the “son” pass the yarn ball to the student(s), while holding the string. This will start the web forming from the family to the community members who will be standing in the circle. Ask the students for examples of how the community member helped the “family” (doctor cared for an ill mother, daughter and son went to school taught by the teacher, father needed the blacksmith to repair tools, etc.).

5. One by one, read the rest of the community helper roles and have the students guess them.

Discuss the helper’s importance in the community. Assign the picture to a student(s) in the circle, and have the student holding the yarn ball pass it to the next community helper, while still holding the yarn string. This will continue to form the web between helpers, symbolizing the connection between members of a community, and with the “family.” Try to assign the roles in the circle to students on opposite sides of the circle instead of moving from student to student around the circle, to better emphasize the web. This will encircle the “family” and make the point that they not only needed each other, but the members of the community as well.

6. Ask the students to identify which community members are connected by the yarn, and give examples of how those people might have helped each other (the blacksmith needed the doctor if he got hurt, the doctor needed the storekeeper to order his supplies, the preacher needed the postmaster to mail his letters, etc.).

Conclusion

Cades Cove was a thriving community in the past, and had many members that contributed to its quality of life, providing various goods and services. Some of them are no longer necessary in our modern communities (blacksmith, miller, etc.), but many of them (preachers, teachers, doctors, postmasters, community leaders, etc.), are still very important in our daily lives. Although there is no community in Cades Cove today, some of the places where the people lived and worked are preserved for us to see. Most of the people who lived in Cades Cove left when the national park was created. The park protects the remnants of their community so students and visitors may learn about it and want to protect it also. Whenever you visit Cades Cove and other places in Great Smoky Mountains National Park, remember the people and communities that were there in the past.

ON SITE ACTIVITY (CONTINUED)

COMMUNITY CONNECTIONS IN CADES COVE

Role Descriptions

- Father “When I came here, there was nothing but forest and some creeks. I had to find a good place for a home, cut the trees, and build a cabin for my family. My son helped me clear the land of stones so I could plant a garden and grow our food.”
- Mother “I make a lot of the things we need. I grow cotton and my daughter helps me pick the seeds out and comb or “card” it. I then spin it into thread to weave into cloth for clothes.”
- Daughter “I help my mother make our clothes by taking the cotton she grows and picking out the seeds and combing it to make it soft and fluffy. I also help her cook, clean, wash clothes, and milk the cow.”
- Son “I help my father with the chores around the farm. I pick up field stones so he can plant a garden for our food. I take the stones and stack them up to make fences or walls. I also gather firewood and bring water from the creek.”
- Farmer “I grow food in my garden for my family, and share with my neighbors if they need it. If I don’t have the money to pay for something, I can trade my food for it. Who am I?”
- Miller “I take corn and grind it up into corn meal that you can bake into good things to eat, like cornbread and grits. Sometimes if people can’t pay cash for their corn meal, I will take part of their corn meal as a payment. Who am I? What is the place called where I work?”
- Blacksmith “I work over a hot fire, usually in a small building. I make things out of iron that people need to work around their farm, like tools. Sometimes people bring me things to repair. If I can’t fix them, I would never throw them away—I can melt down the iron and recycle it into a new object. Who am I?”

ON SITE ACTIVITY (CONTINUED)

COMMUNITY CONNECTIONS IN CADES COVE

Mayor (Community Leader) “I make decisions for the community and help write rules and laws that make the community better and safer. People vote on me and elect me to my office.

Who am I?”

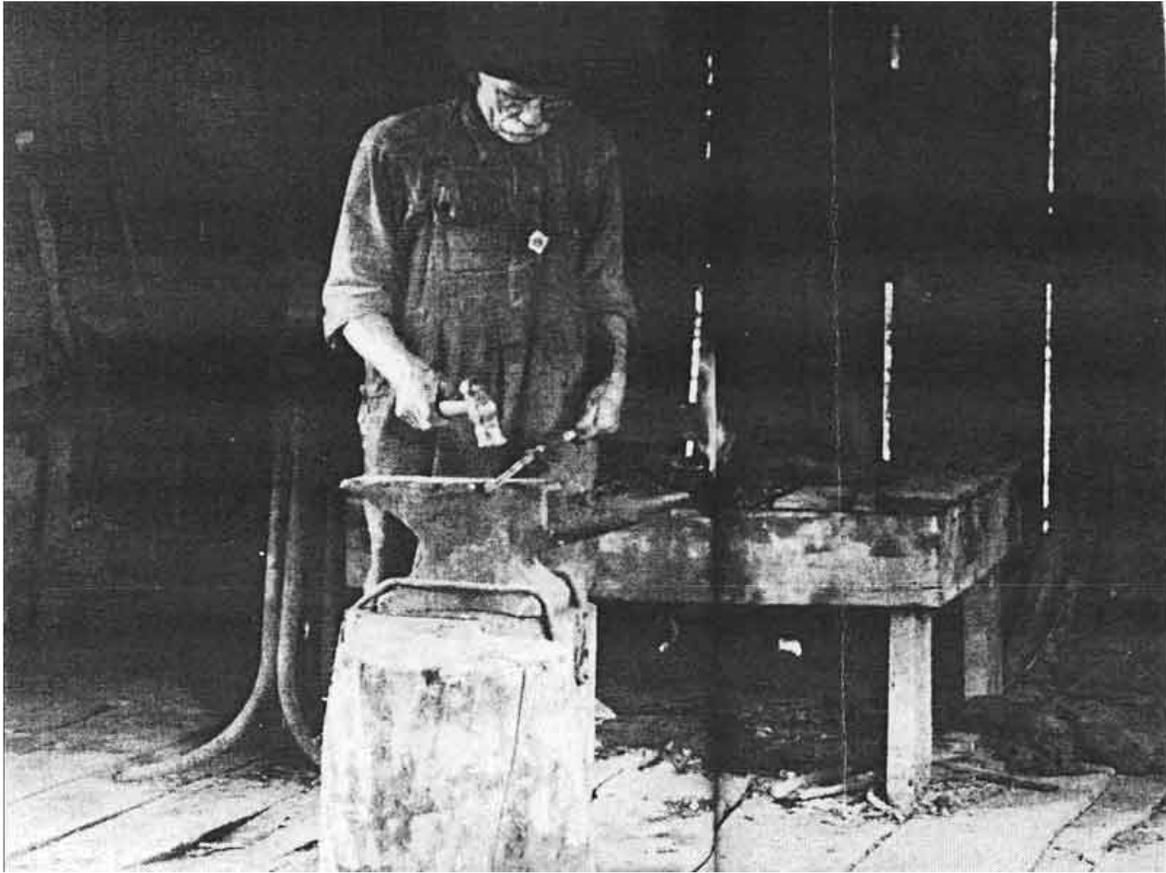
Storekeeper “I sell things that people can’t make or grow on their farms, like sugar, salt, and coffee. I also sell tools, clothes, and candy. If someone can’t pay for their items, they often trade butter or eggs for them, and I sell them to other people that need them. Who am I?”

Preacher “I am usually at the church on Sundays. I lead the people in worship and singing. I also help the people of the community when there are weddings and funerals. I don’t often get paid for my work, but people give me food and help me around my farm in exchange for my services. Who am I?”

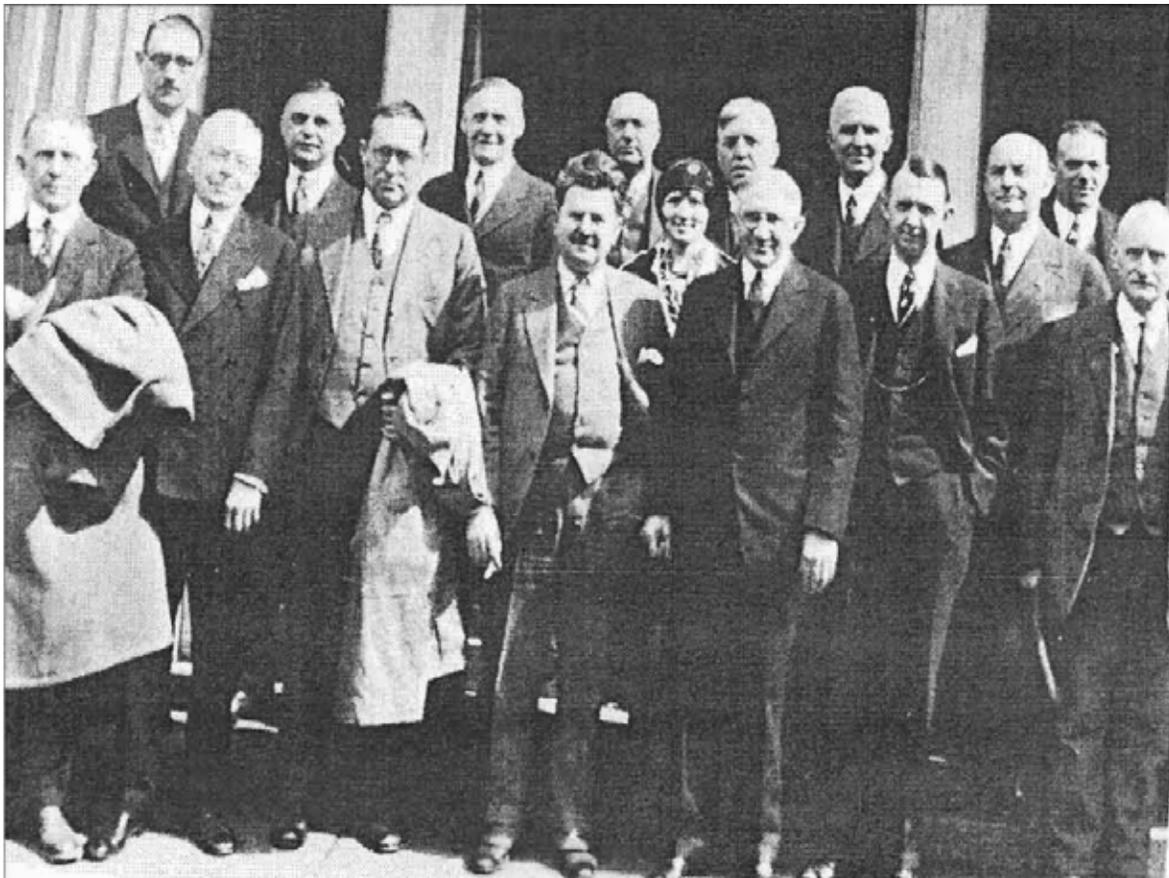
Postmaster “I stamp and deliver letters and packages to people. Sometimes my office is located in the store or in a house. Who am I?”

Doctor “I take care of people that are sick or have been hurt. I don’t have an actual office, but work out of my house, or visit people’s homes. Who am I? Do I ride in a car to visit people? If not, how do I get around? If people can’t pay cash for my services, how else can they pay me?”

Teacher “I help students learn subjects like reading, writing, and arithmetic. I work in a building that only has one room, or sometimes I work in the church. My students are a mixture of many different ages. Sometimes I only work three or four months a year, when the students are not needed around their farms. The parents in the community take up a collection to pay for my services. Who am I?”



(Blacksmith)



(Community leaders)



(Daughter carding wool)



(Preacher)



(Doctor on horseback)



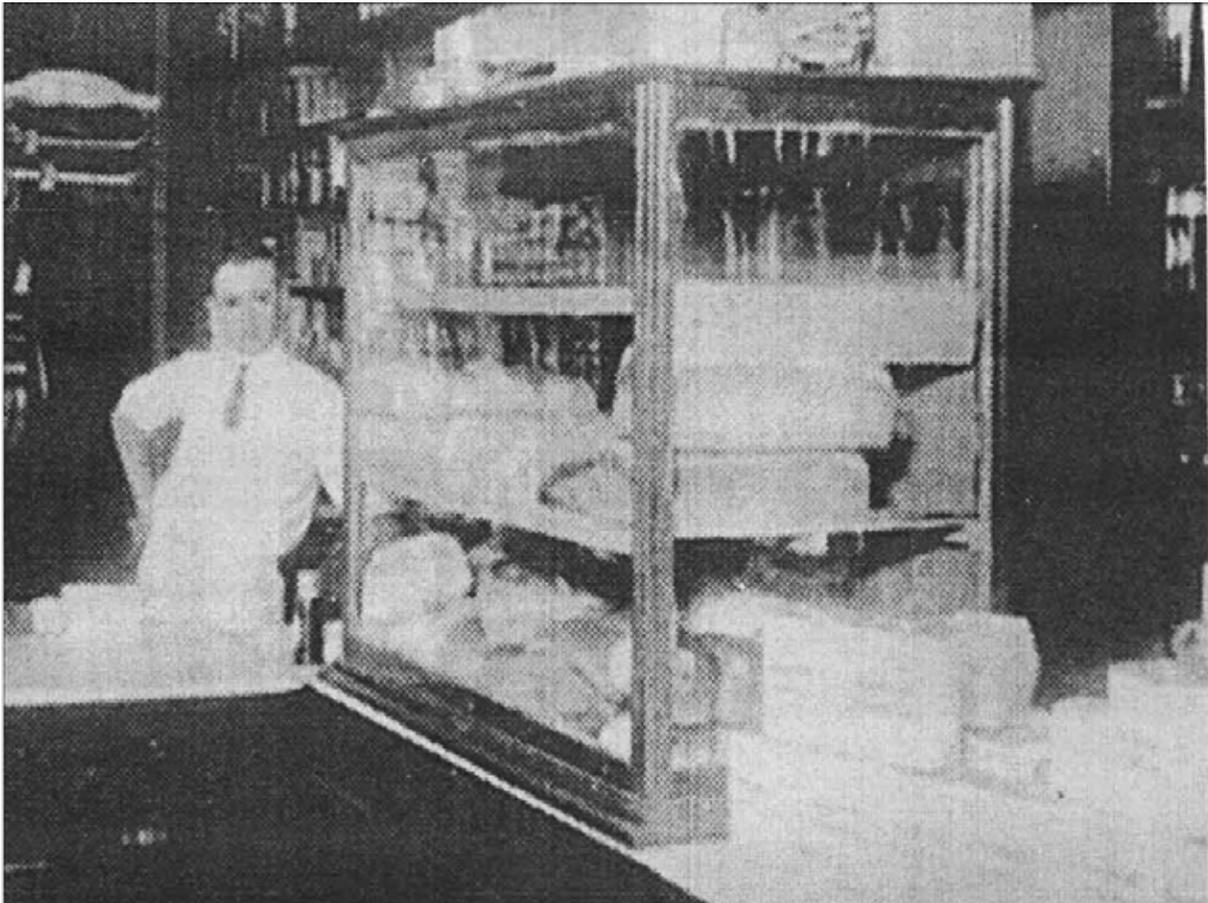
(Farmer)



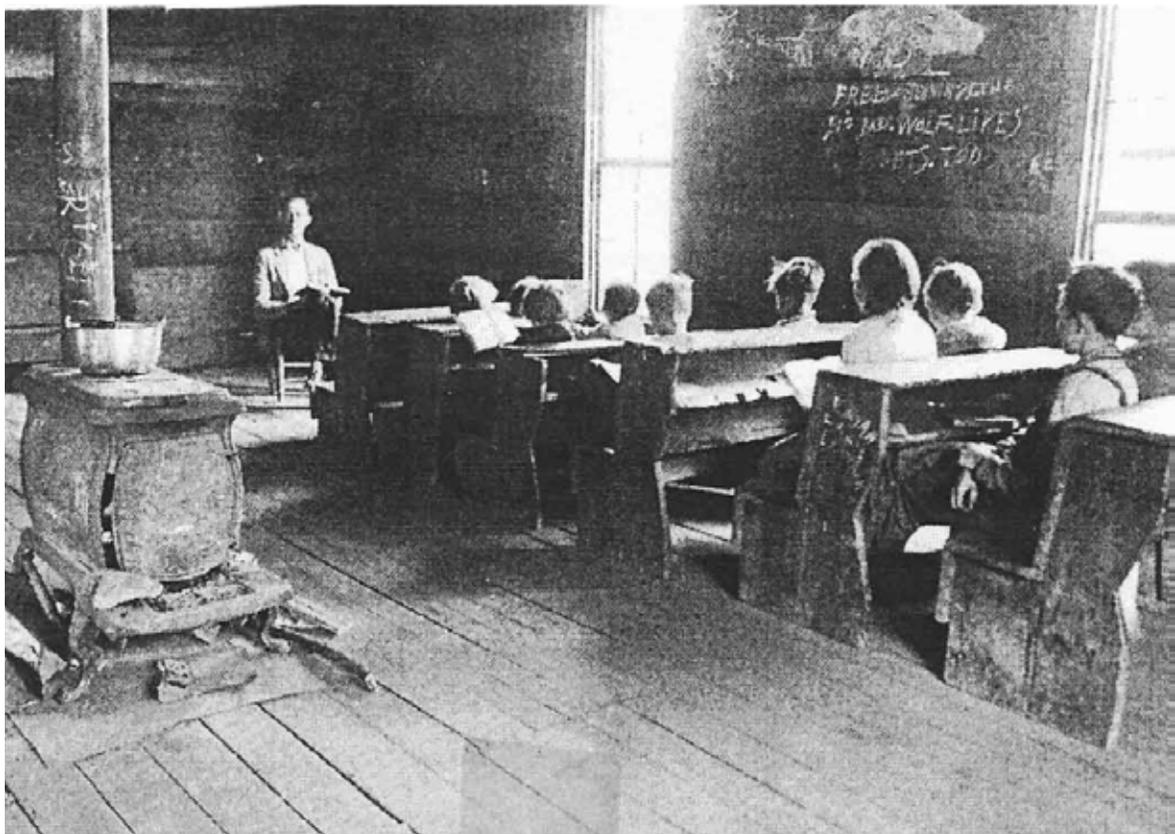
(Father using tools)



(Mother spinning wool)



(Storekeeper)



(School teacher)



(Son)



(Post Master)

ON SITE ACTIVITY

TAKE A TRIP INTO THE PAST!

Location: Cades Cove Loop Road

Duration: 2 hours

Class Size: up to 80 (haywagon limit)

Background Information for the Class

Cades Cove is one of many former communities that are found within the boundaries of Great Smoky Mountains National Park. It was known to the Cherokee as bountiful hunting lands, but not until the John Oliver family arrived, prior to 1820, was there any permanent settlement.

Churches came in the 1820's and 1830's, and schools followed soon after. Gristmills and blacksmith shops were some of the Cove's first industries, and were scattered throughout the valley. Though seemingly isolated geographically, the Cove residents were surprisingly connected to the outside world. At one time, there were five roads in and out of Cades Cove, providing routes for trade, travel, and later tourism. The Cove had four stores, five schools, postal service, and even telephone lines for a while. Throughout the years, many doctors came and went, and circuit-riding preachers served the four Baptist and Methodist churches. The historic structures preserved by the national park allow visitors the chance to imagine and appreciate life as it was in the community of Cades Cove.

Directions for this Activity

This activity includes riding a hay wagon or school bus around the eleven-mile Cades Cove loop road, making some stops along the way. If taking the hayride, you may speak with your driver and arrange the following stops with them before you depart. If you stop for a restroom break or lunch at the visitor center, ask the wagon operator if there is time to explore the historic mill area. Before you begin your trip, read the introduction to the group and encourage the students to imagine a living community and not just an assemblage of

empty buildings. Ask them to think about children their age and how they lived in the past. There are several good places to stop along the loop road and view some historic structures. At these stops, you may use the script and suggested questions that are included to engage the students in discussion.

Resources and References

Brewer, C. 1999. Cades Cove Tour booklet. Published by Great Smoky Mountains Association. Gatlinburg, Tennessee.

Stein, Chris., et al. "Comprehensive Resource Education Plan." (2001): Great Smoky Mountains National Park.

Cades Cove Tour. Gatlinburg: Great Smoky Mountains Association, 1999.

ON SITE ACTIVITY

TAKE A TRIP INTO THE PAST! (CONTINUED)

Introduction

The community of Cades Cove began almost 200 years ago and existed until the establishment of the national park. How did Cades Cove get its name? There are many stories, but one is that it was named for the wife of the Cherokee Chief, Abram, whose name was Kate, and over the years was changed to “Cade.” A cove is a sheltered valley like this one, with mountains surrounding it. As we ride through Cades Cove, remember that it wasn’t just a gathering of scattered farms cut off from the rest of the world, but imagine the thriving community it was, with neighbors, businesses, churches, schools, social events, and—full of life—much like our communities today. (Give some examples of places in our communities that might have been in Cades Cove in the 1800’s.) The road we will be on follows part of the original road that connected neighbors with each other and the rest of the community. At one time, there were about 700 people who lived here. How do you think people traveled back then? They walked, rode horseback, used wooden sleds and wagons.

Stop #1 on the wagon: The John Oliver Cabin, located to the right, off the loop road John Oliver brought his family here before 1820. They were the first non-native (non-Indian) settlers to come to the Cove, and received help from the Cherokee Indians who stayed in the area temporarily while hunting on the land. The Cherokee shared their food with the Olivers, who were not prepared for their first winter in the Cove. If not for the help of their new neighbors, they likely would have starved. Do neighbors still help people with needs today? Yes. The cabin you see was built by John Oliver almost 200 years ago. What did John Oliver build his cabin out of and where did he get it? The cabin was built out of logs cut from the surrounding forest. It has an upstairs loft where the boys usually slept. How many people might live in a house this size? Sometimes 10-15 (8-10 children plus parents, grandparents, etc.) As was the custom, people didn’t build their houses in the middle of the valley, but along the foot of the mountains, to save the valuable land in the middle of the Cove for farming and grazing. What crops do you think they grew? Corn was the most important crop, but they also grew beans, potatoes, and other vegetables. What animals did they raise and for what uses? They raised cows for milk and butter, hens for eggs, pigs for meat, and sheep for wool. Sometimes farmers like John Oliver were so busy providing for their family and their neighbors that they didn’t have other jobs.

ON SITE ACTIVITY

TAKE A TRIP INTO THE PAST! (CONTINUED)

Stop #2 on the wagon: The Missionary Baptist Church (on left of wagon)

Did people go to church in Cades Cove? Yes. This is one of three churches still standing in the Cove. The churches were usually one of the first things established in a community after people settled their homesteads. People not only worshipped at church, but met there for times of singing and socializing, since they didn't have places like malls or theaters to meet friends. Sometimes it was the only time during the week they might see their neighbors. Does this church look like our churches of today? They met in homes and log churches until the nice frame buildings like this one could be built. Most churches didn't have a regular preacher, but one that came around once or twice a month, on horseback, from other communities. Did the children attend school? Yes, often at the church. The church doubled as the school house until a separate school was built. Schools were usually one large room with many students of different ages and one or two teachers. Students only attended school 3 or 4 months, generally late fall and winter, when they weren't needed to help around the farm. What kind of subjects did they study? They studied some of the same subjects we do today, such as spelling, reading, math, science, geography, and history.

Optional Stop #3 off the wagon: The Cable Mill Area

Can you find the three businesses that were in this group of buildings? The blacksmith shop is the small log building on our left as we start down the left side of the mill area walking loop. What did a blacksmith do? He worked over a very hot fire (sometimes 1000's of degrees) melting iron and forming it into tools and household items. He also did a lot of recycling! If, for instance a horseshoe was no good anymore, instead of throwing it away, he would turn it into a door hinge. Look at the door hinges on the blacksmith shop—they're horseshoes! How would he get paid? Few people had cash to pay for things, so a lot of people would pay with food they raised or by offering to do work. This type of trading is called bartering. As we continue walking, we will pass a barn, and the next business we will see is John Cable's grist mill. Mills were very important places in the community. Most everyone grew corn and had a lot of it ground up into corn meal to make cornbread, grits, and hominy. They ate some form of corn with just about every meal. Where do we get our corn and cornmeal from today? Some people grow corn, and you can buy corn and cornmeal at the grocery store. The miller was paid by bartering too, by taking out a portion of the customer's meal that he had ground. Mill day was usually on Saturday and people would catch up with their neighbors while they waited their turn at the mill. The big white house we see just past the mill is Mr. Cable's daughter's house. "Aunt Becky" Cable lived in the front room on the left side and she ran a store out of the front room on the right side. She sold items such as sugar, salt, coffee, candy, and other things that people couldn't make or grow on their farms. Unlike our modern

ON SITE ACTIVITY

TAKE A TRIP INTO THE PAST! (CONTINUED)

grocery stores, she didn't sell a lot of food in her store, since most people raised their own food. Do we go to stores today that are inside someone's house? Not usually. Do you think people in Cades Cove could order things out of a catalog like we do? Yes! If the store didn't have what you needed, it could be ordered from a catalog. The post office was often inside the general store. How would you pay for your items if you didn't have money? By bartering—common things people gave Becky Cable for payment were butter, eggs, tools, and homemade baskets. She also had supplies the doctor might have needed to care for sick people. Did the doctor work in a hospital? No. If people could come to him, he would see them in his home, but he usually had to go by foot or horseback to their homes. He also got paid by bartering when people traded food or work for his care. Is this an example of trading goods for services? Yes. What is the “good” and what is the “service?” The food is the “good” and the “service” is his care. The three businesses we've just seen (the blacksmith shop, the gristmill and the general store) were three of the most important businesses in the community of Cades Cove. Are these businesses still important in our communities today? We still have stores, but most communities don't have blacksmiths and gristmills.

Optional Stop # 4 on the wagon: Cades Cove Overlook/Conclusion

(If you do not make this final stop along the loop, you may use this conclusion at the end of the hayride.)

Today we have seen many places in the community of Cades Cove where people used to live and work. They are empty now, but when we visit them, we can imagine the families working on the farm, the sound of the blacksmith hitting his hammer shaping the iron, or the students laughing and playing outside the church during school recess. These places are protected by park rangers who work in Great Smoky Mountains National Park, but they belong to you. This is your national park and everything in it is yours to enjoy, but you can also help protect it. Some ways you can help park rangers protect these special places are by not writing or carving on buildings, not taking things from these sites, and by picking up your trash. Life in the community of Cades Cove was different than life today, but some things were the same. See if you can think of things we still do today that people did in the past. You can also talk with your parents and grandparents and you may be surprised to find someone in your family that lived in a community like Cades Cove!

POST-SITE ACTIVITY

MAKE A CADES COVE QUILT

Duration: 30 minutes

Class Size: any

Materials: white drawing paper, color construction paper, hole punch with yarn (or tape)

Background Information for the Class

The tour you took in Cades Cove allowed students to view and touch pieces of the past: the buildings. Many of the buildings now stand empty in order to protect them- as the furniture and other historical artifacts are kept in a curatorial warehouse to be photographed and documented. Ask the students to think back on some of the buildings: the house, the mill, the blacksmith shop, the barn etc. What items might have been kept in them or used by the people that lived in the community? Generate a list on the board of buildings and possible furniture or tools that would have been within the buildings.

As a follow up activity to the trip, explain that the class can tell the story of our trip through a hand-made craft- just as families did 100 years ago- through the designs of a quilt.

The quilt that the class makes will be from paper. Each child can make a quilting square. (If possible, bring in a quilt to demonstrate the outcome of the activity). Once each student has drawn and colored a memory from the field trip onto a white square of paper, the paper may be framed onto a square of colorful construction paper. To attach the squares together, the teacher may tape the squares together or for a more attractive approach, use a hole punch to make holes along each square's boarder and tie loosely with yarn.

Hang the completed "quilt" for all to see!

POST-SITE ACTIVITY

GATHER TOGETHER/ SERVICE LEARNING EXTENSION

Duration: unlimited

Class Size: any

Materials: newspapers, magazines with photos of people, places, or groups within your community (i.e. roads, children, buildings), and images of people working to better their community

group, the class should choose their project, develop a plan, and then carry out the plan to meet the identified need. Students could display the progress of their project on a bulletin board throughout the year.

Background Information for the Class

Learning about the past community in Cades Cove offers an opportunity for students to make comparisons to their own communities. Students learned how settlers met their needs (shelter, clothing, food) by using natural resources and depending on others in the community. Families in Cades Cove traded and shared with other families as they struggled to survive in the mountain community. This activity provides an opportunity for students to examine their own needs and wants.

Set-Up

Students will identify common needs they share with other students and neighbors in the community. Students should differentiate between needs and wants. To encourage discussion, ask all students to bring in one clipping from a newspaper or magazine that shows a part of any community. This could be a photo of a school, a river, a playground, trash, cars etc. Paste all the photos together to make one large poster. Use the images in the poster to generate a discussion on what your community is made of. What do people need to have in a community? What makes a community safe and enjoyable?

Directions for this Activity

Students should select a class project that would share their time, talents, goods, or funds to help meet the needs of families in their community. As a

POST-SITE ACTIVITY

EXPLORE YOUR NATIONAL PARKS

Duration: 30 minutes

Class Size: any

Materials: internet access

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 become a web ranger for the National Park Service, got to:
www.nps.gov/webrangers

To become a Junior Park Ranger at Great Smoky Mountains National Park or other parks, go to:
www.nps.gov/learn/juniorranger.htm

Especially for Teachers

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

The U.S. Department of Education is pleased to announce the newly remodeled and updated Federal Resources for Education Excellence (FREE) website. It now provides richer, more expansive resources to teachers and students alike. There are over 1,500 resources to take advantage of at FREE, ranging from primary historical documents, lesson plans, science visualizations, math simulations and online challenges, paintings, photos, mapping tools, and more. This easily accessible information is provided by federal organizations and agencies such as the Library of Congress, National Archives, NEH, National Gallery of Art, National Park Service, Smithsonian, NSF, and NASA. Go to:
<http://www.free.ed.gov/>

APPENDIX A

PARK ESSENTIALS TO KNOW BEFORE YOU GO

Traffic and Travel Tips

Restrictions on Large Vehicles

Trailers, RVs, and buses are prohibited on some secondary roads in the park, including Balsam Mountain Road, Greenbrier Road past the ranger station, Heintooga Ridge Road, Rich Mountain Road, Roaring Fork Motor Nature Trail, and the road exiting the park at Metcalf Bottoms Picnic Area. Caution is also advised when traveling on Little River Road between the Townsend entrance to the park and Elkmont Campground, and on the road leading into Cataloochee Valley.

Overheated Engines and Brakes

When traveling uphill on hot days, watch your engine temperature carefully to make sure it is not overheating. If overheating occurs, stop at a pullout to allow your vehicle to cool down before continuing.

When driving downhill on steep mountain roads, it is important that you shift to a lower gear to use the braking power of your engine to prevent your brakes from over heating and failing. If your vehicle has an automatic transmission, use “L” or “2.” (Overheated brakes smoke and give off an acrid smell.) Keep an extra cushion of distance between you and the vehicle in front of you as protection against sudden stops.

Avoid Collisions with Animals

Watch for animals crossing roads, especially at night. Scores of bears and other animals are killed by motorists every year. Following posted speed limits will reduce your chances of hitting wildlife.

Use Pullouts if Driving Slowly

As a courtesy to other park visitors, slow moving vehicles should use pullouts to let other cars pass. Pullouts are located every mile or so on most park roads.

Gas Stations

There are no gas stations or other related services available in the park. Complete services are available in Cherokee, NC, Gatlinburg, TN, and Townsend, TN.

Emergency Number

In the event of an emergency, call 911. For non-emergency calls to park headquarters, dial (865) 436-1200.

Pets

Dogs are allowed in campgrounds, picnic areas, and along roads, but must be kept on a leash at all times. The leash must not exceed 6 feet in length. Dogs are only allowed on two short walking paths—the Gatlinburg Trail and the Oconaluftee River Trail. Pets are not allowed on any other park trails. Pet excrement must be immediately collected by the pet handler and disposed of in a trash receptacle. Pets should not be left unattended in vehicles or RVs. Large national parks that have extensive backcountry areas as a rule do not allow dogs on trails. These include parks such as Yellowstone, Yosemite, Grand Canyon, Glacier, Rocky Mountains, and several others. Great Smoky Mountains National Park has prohibited dogs in the backcountry since the park was first established in the 1930's.

Hiking Safety

You are responsible for your own safety! Travel in Great Smoky Mountains backcountry areas has inherent risks and hikers assume complete responsibility for their own safety. Rescue is not a certainty! Carry a current park trail map and know how to read it.

- Carry 2 small flashlights or headlamps—even on a day hike. If you have trouble on the trail, darkness may fall before you can finish your hike.

APPENDIX A CONTINUED

PARK ESSENTIALS TO KNOW BEFORE YOU GO

- Take adequate water—minimum 2 quarts per person. per day. All water obtained from the backcountry should be treated either by filtering or boiling.
- Carry a small first aid kit.
- Check the current weather forecast and be prepared for quickly changing conditions.
- Wear shoes or boots that provide good ankle support.
- Avoid hypothermia (the dangerous lowering of body temperature) by keeping dry. Avoid cotton clothing. Dress in layers that can be easily removed or added as you heat up or cool down. Always carry a wind-resistant jacket and rain gear—even on sunny days!
- Don't attempt to cross rain-swollen streams; they will recede rapidly after precipitation stops and the wait may save your life! When crossing any stream more than ankle-deep: unbuckle the waist strap of your pack, wear shoes, and use a staff to steady yourself.

Ice and Wet Leaves

In winter, most trails at high elevation will be covered with ice. Use crampons or other traction devices for your boots. In autumn, loose, slick leaves on the trail cause many hikers to fracture their ankles. Be certain to wear ankle supporting boots.

Safety Around Wildlife

•Encounters With Bears

Bears in the park are wild and their behavior is unpredictable. Although extremely rare, attacks on humans have occurred, inflicting serious injuries and death. Treat bear encounters with extreme caution.

•Venomous Snakes

Two species of venomous snakes live in the Smokies, the northern copperhead and timber rattlesnake. Although very few snake bites occur here, visitors should be cautious where they place their hands and feet, especially around old buildings

and stone fences. No fatalities from snakebites have ever been recorded in the park.

•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. Avoid perfume, powder, and scented deodorants which may attract yellow jackets. Stings cause local swelling and can lead to severe allergic reactions in a few sensitive individuals. Such persons should carry epinephrine kits.

•Poison Ivy

Please be aware of the presence of Poison Ivy throughout the park, particularly in the spring, summer and fall. 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, stay on trails and avoid direct contact with vegetation. If contact occurs or is a concern, wash affected parts in cold soapy water immediately.

APPENDIX B

WHAT TO CARRY/ HOW TO PACK FOR YOUR TRIP

The following information is recommended to assist students in packing for their trip. From experience it has been found that students will often bring too many items on a class trip, or not enough of the right items. You may wish to include this with permission slip information for parents.

- Cameras are recommended to preserve memories of the trip and to share with family members.

For the Communities of Cades Cove trip,

Students should wear:

- Sturdy walking shoes. Hiking boots are not necessary, but flip flops or slip-on shoes are not appropriate for this trip.
- Long pants are suggested any time you visit the National Park. This is the best precaution against cool temperatures, bee stings and ticks and skin irritations from the hay in the wagon.

Students should bring:

- A lunch which includes water to drink, and healthy meal to provide them with energy for extended periods of walking and learning.
- These lunches or snacks can be packed in coolers and carried on the hay wagon to be eaten halfway around the loop.

Other reminders:

- Students will not need anything except the materials that the teacher provides. iPods or other electronic devices (if permitted on the bus) should not be brought off the bus during any part of the program.

APPENDIX C

RESOURCES AND REFERENCES

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