

TALKING TOMBSTONES

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

UNIT RATIONALE

The Old Sugarlands Trail allows students the opportunity to visit two historically significant locations: an old Civilian Conservation Camp (CCC) and a remote cemetery. Both locations harbor lessons in history, social studies, and language arts.

The CCC was instrumental in the establishment and growth of Great Smoky Mountains National Park. Discussing the development of the CCC assist students in how government has benefited its citizenry in their time of need. It also demonstrates how conditions can contribute to cooperation between states and regions.

In addition to history, social studies, and science, the Old Sugarlands Cemetery offers a chance for students to apply their math, language arts, and art skills through a tombstone analysis. Students will use birth and death data for a population study that will compare male and females. Tombstone art will be recorded and interpreted symbolically for information about the cemetery residents. Students will be asked to interpret epitaphs, dates and symbols of tombstones giving them a more intimate connection with this cemetery resource.

SEVENTH GRADE		STATE EDUCATION STANDARDS		EIGHTH GRADE	
Social Studies				Social Studies	
Culture	7.1.01, 7.1.02 7.1.03, 7.1.04	Culture		8.1.01	
Geography	7.3.07, 7.3.09	Geography		8.3.02, 8.3.03	
Government and Civics	7.4.02	Individuals, Groups, and Interactions		8.6.02	
History	7.5.01, 7.5.02	English/Language Arts			
English/Language Arts		Communication		0801.2.1	
Reading	7.1.09, 7.1.10, 7.1.11, 7.1.12, 7.1.12				
Writing	7.2.01, 7.2.02, 7.02.7, 7.2.08, 7.2.10, 7.2.09, 7.2.12, 7.2.13				
Math:					
Data Analysis, Statistics and Probability	0706.5.3				

STATE EDUCATION STANDARDS SEVENTH GRADE

Social Studies

Culture

- 7.1.01 Understand the complex nature of culture
- 7.1.03 Appreciate the relationship between physical environment and culture
- 7.1.04 Understand how culture perspectives impacts perceptions of places and regions

Geography

- 7.3.02 Know the location of places and geographic features, both physical and human, locally, regionally and globally
- 7.3.08 Understand how human activities impact and modify the physical environment

History

- 7.5.01 Understand the patterns of human settlement
- 7.5.02 Recognize that places change over time

English/Language Arts

Communication

- 0701.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion

Math:

Data Analysis and Probability

- 0706.5.3 Formulate questions and design studies to collect data about a characteristic shared by two populations, or different characteristics within one population.

Updated Curriculum 2008/2009

STATE EDUCATION STANDARDS
EIGHTH GRADE

Social Studies

Culture

8.1.01 Understand the nature and complexity of culture

Geography

8.3.02 Know the location of places and geographic features, both physical and human, in Tennessee and the United States.

8.3.03 Recognize the interaction between human and physical systems.

Individuals, Groups and Interactions

8.6.02 Understand how groups can impact change at the local, state national and world levels.

English/Language Arts

Communication

0801.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving and task comprehension

Updated Curriculum 2008/2009

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PLANNING A SUCCESSFUL TRIP

TALKING TOMBSTONES

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

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

or send it to your chaperones prior to the on-site experience.

Planning a Successful Trip

- The location for this trip is a 1.5 mile (one way) hike from Sugarlands Visitor Center on the Old Sugarlands Trail. To reach the trail head, the group must cross Newfound Gap Road. This must be done with extreme caution.
- There is no cost to use this site. Bus parking is available at the Sugarlands Visitor Center.
- Arrange to have a teacher or a parent volunteer to lead each of the two groups. Additional adults will be needed to work with sub sets of students and to follow the end of the group along the trail.
- Safety is of the utmost importance, especially in a National Park. Be sure to read the safety information provided on the following page. You may wish to take the page with you on your trip

TALKING TOMBSTONES

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

There are restrooms and water fountains at the Sugarlands Visitor Center. Never drink untreated water from a stream or spring source.

•Packing Lunches

You will be eating lunches along the trail to at the Civilian Conservation Corps Camp. All trash must be carried out with the students. It is therefore recommended that only water and minimal packaging be used for lunches. It is suggested that students carry their lunches in backpacks to be worn for the entirety of the trip. Two students may wish to share a backpack and take turns carrying it. Lunches should NEVER be left unattended.

•Group Size

The site can accommodate any size group, but for the sake of safety and logistics and bus parking, it is recommended for no more than one bus load of

students with the appropriate number of adults and chaperones.

•Cell Phones and Emergency Contacts

At this location, cell phones are not always reliable. Be sure to stick to your agenda. If an unexpected problem occurs, a phone is available at Sugarlands Visitor Center and cell phones will pick up reception again in the downtown Gatlinburg area. In case of emergency call 911. For non-emergencies, call Park Rangers at 865-436-1294 or contact a park employee.

•Special Considerations

Ask for assistance from parents and volunteers who are safety conscious and who are physically able to complete this moderate three mile hike.

•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 TEST

Pre Score: _____

Post Score: _____

Name _____

Talking Tombstones

1. Which of the following activities were completed by the Civilian Conservation Corps (CCC) in Great Smoky Mountains National Park? (*there can be more than 1 answer)

- a) Building bridges b) Planting trees c) Constructing trails

2. Which of the following governmental agencies supervised the CCC?

- a) Department of Interior b) US Army c) Environmental Protection Agency

3. What was the nickname given to the CCC because of the work carried out in the National Park

- a) Conservation Gang b) Fence Builders c) Tree Army

4. Name the president that created the CCC to help great jobs during the Great Depression.

5. Why was logging allowed in the mountains of Tennessee and North Carolina before 1934?

6. Select which of the following land features people would have considered most before settling in an area.

- a) topography b) water source c) access to schools

7. A person living in the U.S. today is more likely from which of the following illnesses?

- a) heart attack b) influenza c) tuberculosis

8. In 1900, the average life expectancy for a US citizen was 48 years. In 2004, the average life expectancy for a US citizen was 78 years. Circle 3 main reasons below why people live longer today.

less cancer

immunizations

less stress

penicillin

emergency health care

fewer vehicle accidents

9. Use the following table to calculate the birth rate, death rate, and population growth rate for the Sugarlands Community in 1900.

	Births	Deaths	Population
Sugarlands	17	9	320

10. Birth Rate (%) _____

11. Death Rate (%) _____

12. Population Growth Rate (%) _____

Answer the following questions using data from the following tombstones:

John Ogle	Eli McCarter	Ann Huskey	Tom Whaley	Al Reagan	Eliza Clabo
Born 1878	Born 1890	Born 1869	Born 1892	Born 1882	Born 1873
Died 1932	Died 1946	Died 1929	Died 1952	Died 1950	Died 1945

9. John's Age at Death: _____

10. Eli's Age at Death: _____

11. Ann's Age at Death: _____

12. Tom's Age at Death: _____

13. Al's Age at Death: _____

14. Eliza's Age at Death: _____

15. What is the mean age of death for this group of people?

16. What is the median age of death for this group of people?

17. What is the mode of this data set?

18. Based on this data, which gender lived longer in this community?

PRE 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)

Talking Tombstones

7th Grade

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- a) Department of Interior b) **US Army** c) Environmental Protection Agency

3. What was the nickname given to the CCC because of the work carried out in the National Park

- a) Conservation Gang b) Fence Builders c) **Tree Army**

4. Name the president that created the CCC to help great jobs during the Great Depression.

Franklin Roosevelt

5. Why was logging allowed in the mountains of Tennessee and North Carolina before 1934?

Not a National Park. Private property.

6. Select which of the following land features people would have considered most before settling in an area.

- a) topography b) **water source** c) access to schools

7. A person living in the U.S. today is more likely from which of the following illnesses?

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fewer vehicle accidents

PRE-SITE ACTIVITY

ROOSEVELT'S TREE ARMY

DURATION: 30 minutes

CLASS SIZE: any

MATERIALS: Narrative for students' understanding of the New Deal era and the resulting Civilian Conservation Corps

Overview:

A thorough understanding of the period of American history from the Depression of 1929 through the Franklin Roosevelt's Presidency clearly takes more than a 30 minute session as this lesson suggests. In order to fully explore the resources of the on-site experience, a general knowledge of the time frame in question should be described prior to the trip. Students will be visiting a Civilian Conservation Corps camp that was occupied in the Great Smokies for the purpose of building roads, trails and other elements of the National Park. Use the following narrative to introduce some important concepts to the class.

Background Information for the Class:

New York Governor Franklin Delano Roosevelt won the Presidential election in 1932 with a determination to resurrect the economy of the United States. The American people were struggling in the Great Depression to find work, unemployment rates were very high and America's natural resources were being rapidly depleted from overuse and unwise practices of logging and mining. President Roosevelt revitalized the faith of the nation with several measures, one of which was the Emergency Conservation Work (ECW) Act, more commonly known as the Civilian Conservation Corps. With this action, he brought together two wasted resources, the young men and the land, in an effort to save both. He proposed to recruit thousands of unemployed young men, enroll them in a peacetime army, and send them into battle against destruction and erosion of our natural resources. Before it was over, more than three

million young men nationally engaged in a massive salvage operation, the most popular experiment of the New Deal.

These men worked at a wage of \$30.00 a month and were required to send \$25.00 to their families to allow them to spend money on needed supplies while boosting their hometown economy as well. In its third year (1935), the CCC operated out of 2,650 camps operated by the U.S. Army across the nation, enrolling 600,000 workers in over 100 job descriptions. 70 percent of men enrolling on the program were malnourished and poorly clothed. The work in the camps turned their health and well being around. The enrollees worked hard from 7:45 a.m. to 4:00 p.m. Their afternoon and evening activities included educational classes and sports as well as religious and social gatherings. The camps gave men the assurance of eating hearty and gaining weight, while they improved millions of acres of federal and state lands, and parks. New roads were built, telephone lines strung and the first of millions of trees that would be planted had gone into the soil. The Corps remained in operation until 1942. The investment by the Federal Government into America's work force put the economy back on its feet. The bombing of Pearl Harbor by the Japanese in 1941 and the resulting involvement in World War 2 were deciding factors in redirecting money from the Corps and into the war effort.

Review:

Use the following questions to stimulate a class discussion:

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

Resources and References:

Roosevelt's Tree Army

<http://cccalumni.org/history1.html>

PRE-SITE ACTIVITY

CCC IMAGES



Issuing of equipment to the new arrivals at CCC Camp, TVA #23, between Walker's Ford and Lone Mountain, Tennessee, in the Clinch River district. Taken 11-17-33.



Sgt. Burke, of the U.S. Army, talking to a group of boys just arrived from New York as replacements for CCC Camp, TVA #22, near Esco, Tennessee, telling them the rules of the camp before they go to their lunch. Behind the boys are some of the tents in which they are living, pending the completion of the barracks which will be their winter quarters. The iron cones behind the two boys at the left of the picture are heating stoves for the tents. Taken 11-17-33.

(The teacher may wish to copy these photos onto a transparency for class viewing)



Transplanting an Elm Tree Sept., 1936, Camp Euclid, Ohio



CCC Boys - Camp Sanders - Another view of boys unloading sodding from truck.

RESOURCES AND REFERENCES

These and other photos can be found at New Deal Network

http://newdeal.feri.org/library/photo_details.cfm?PhotoID=3983&ProjCatID=10325&CatID=17&subCatID=1068

Permission is not required to copy or print this image for personal or educational use such as school projects, classroom distribution, etc.

PRE-SITE ACTIVITY

TIME OF OUR LIVES

DURATION: 30 minutes

CLASS SIZE: any

MATERIALS: paper and pen

Background Information for the Teacher:

During the on-site experience, students will be visiting a graveyard from a community which existed in the Great Smoky Mountains. That community no longer exists, but the remnants of the area are protected by Great Smoky Mountains National Park. Students will use the information found on the headstones to draw conclusions about the life spans and burial practices of the time.

Overview for the Class:

How many birthdays will you celebrate? No one can say for sure, but research shows that over time, people have been living to older ages in life.

- Generate a discussion with the class to determine reasons why that might be (advancements in immunizations, antibiotics and successful surgeries).
- Instruct students to generate a time line of their lives in 2 year increments. At each 2 year span they should list notable events that relates to their family, education and personality (i.e. things they like to do). When they reach their current age, students may continue their time line in 10 year increments until the age of 100. At each increment, students can imagine what they would like to do or will have hoped to accomplish at that age.

Review:

This lesson can be referred back to at the completion of the field trip as they compare their time line to the life span of the headstone they study on-site.

ON-SITE ACTIVITY

OLD SUGARLANDS TRAIL NARRATIVE

Although this trail starts near the popular Sugarlands Visitor Center, it receives relatively light use and is an undiscovered treasure, especially for history buffs. **Areas of significance for this program are in italics.** USE CAUTION WHEN CROSSING HWY 441. The trail sign is located across the road.

The trail forks immediately; the Old Sugarlands trail is the right fork that closely follows the left bank of the river (The trail to the left is Two mile Branch Trail, a horse trail). Even though the trail is close to a major highway, the roar of the river eliminates noise from the road, making you feel you are deep in the woods. *Immediately on the left, a large rock cliff rises more than 70 feet above the trail. This was the site of a quarry used by the state of Tennessee to build the first surfaced road over the mountains.* According to geologists, the rock face is a grey feldspathic sandstone that represents one of the oldest rock types in the Appalachian mountains.

As the trail climbs up and away from the river, it becomes steep and narrow in places, with rhododendron and dog hobble lining it. Then it abruptly leaves the main trail- a trail sign indicates a “hard” right- and winds down a bank to continue to follow the river up stream. (The steeper trail to the left is a short spur which connects with the Two Mile Lead Trail.)

From the embankment, the Old Sugarlands Trail descends along a narrow path, fords a small branch and passes an old home site. The telephone poles lying off the trail are reminders that this section of the trail follows what was once Tennessee State Highway 71, one of the first surfaced roads over the mountains. The trail follows the level floodplain of the river through a grove of small hardwoods, Eastern hemlock and sugar maple saplings.

Highway 71 and the wagon road that preceded it were once the center of the Sugarlands community. Named for the numerous sugar maple trees that grew here, the Sugarlands included homes, farms and families that stretched from Bull Head Mountain to Sugarland Mountain. There were two or three blacksmith shops and five grist mills in the valley.

During the 19th century, most farmers here raised corn, vegetables, and grain for hogs, cows and chickens. They also harvested Winesap, Starks, Delicious, White Limbertwig, Blackben, Gold Pippin, Sour John, Milam, and Shockley apples for market. And, because of the plentiful sugar maples, they often collected and sold maple syrup as well. *Rock walls visible along the trail indicate where Sugarlands farmers fenced their gardens to keep out deer and roaming livestock.*

During the 1900’s, the community became more devoted to the growing tourist trade. Sam Newman opened the Sky-u-ka hotel. Fred Newman installed the first pump and sold the first gasoline at his store in 1927. He took chickens and eggs in trade for meat, lard, shoes, cloth, salt, coffee, condensed milk and canned vegetables.

The trail crosses Bullhead Branch over a small bridge at 0.8 mile. *A closer look on the left side of the bridge reveals a benchmark that reads “U.S. Coast and Geodetic Survey, 1934”.* The trail continues, following the right bank of Bullhead Branch for several hundred yards. Just before the trail turns left is a stand of young sweetgum trees. During the summer months, look for heal-all, used medicinally by early settlers. Heal-all, trailing arbutus, bloodroot and spring beauty are some of the many native wildflowers that bloom along this trail.

The trail turns sharply to the left, where it crosses a tributary of Bullhead Branch, the site of an old grist mill. The trail continues for a short distance coming to a “T”. *Turn right here to continue on Old Sugarlands Trail. Before continuing right however, walk into the dead end and notice the historic clock tower of camp 1458. To find it, walk a few paces into the “dead end”, it is an obvious concrete structure among the trees.*

ON-SITE ACTIVITY

OLD SUGARLANDS TRAIL NARRATIVE CONTINUED

Continuing on the trail, travel past a straight row of Eastern hemlocks on your left, the Old Sugarlands Trail again turns left, where it follows the route of the old Bullhead or Cherokee Road to Cherokee Orchard. *At the intersection, you will see a stone structure believed to be a trash incinerator. The level trail that branches on your right leads to the Sugarlands Cemetery and to the site of the Pi Beta Phi Settlement School, built out of the old Brackins Log School. During the turn of the century, Pi Beta Phi, founded at William and Mary College, extended aid to people near Gatlinburg. According to one brochure, these college women (or do-gooders, as they were called in the mountains) were devoted to “scientific, humanized service.” These two areas are located at the dead end of this 1/4 mile road width trail. The cemetery is up the path on the left and the school site is a more challenging destination on the right.*

Backtrack to the previous intersection (at the incinerator) and return the main trail (Old Sugarlands). Continuing on the main trail, notice rock walls, an abandoned garbage dump, and the ruins of foundations of bridges. This area is the site of two Sugarlands CCC Camps. (NP-2 and NP-10) that operated from June 1, 1933 to July 18, 1942. According to records in the park archives, the Sugarlands CCC Crews had a strong sense of community and even published a newsletter of jokes and songs. The company built the stone arch bridge over the West Prong of the Little Pigeon River, which you crossed at the beginning of the hike. A sketch of the bridge was presented to President Franklin Roosevelt.

At this point the trail continues on a fair distance to the junction at Cherokee Orchard Road, making a total of 3.9 miles. *Because this trail does not loop back to its starting point, it is suggested that your group return on the same path from the point of the CCC trash dump.*

Reference

Beard, Bill et al. Hiking Trails of the Smokies Eds. Steve Kemp et al. Gatlinburg: Great Smoky Mountains Association, 1997

ON-SITE ACTIVITY

ROOSEVELT'S TREE ARMY

DURATION: 15 minutes

CLASS SIZE: any

MATERIALS: 8 laminated CCC Applicant Background Sheets, Historic Photos of Camp Morgan

Procedure:

Gather students near the Camp Morgan Site. Ask students who was responsible for the creation of the CCC? (Franklin Delano Roosevelt) Why did FDR create the CCC? (Depression, 25% of US citizens Unemployed) Read FDR Quote:

“I propose to create a Civilian Conservation Corps to be based in simple work...more important, however, that the material gains will be the moral and spiritual value of such work”

Ask students if they know who was eligible to enroll in the CCC? Play the following game to help them determine who could enroll in the program. Choose 8 students (7 boys, 1 girl) to stand at the front of the group holding their character description sheet. Make sure the girl you choose has either the MI or MO sheet. Read the following enrollee qualifications one at a time. After you read each qualification, ask students to tell you which character was not eligible for enrollment. That student must now sit. (Refer to the descriptions on the following page).

Qualifications:

Must be at least 18 years old.

Must be unemployed.

Must be single.

Must be a US citizen.

Must be a male.

Must be healthy.

Must be younger than 26 years of age.

One student should be left standing. This student

would be representative of the men that made up the CCC.

Ask students which governmental department managed the CCC and directly supervised the men? (US Army - War Department) Why do you think the US Army was put in charge of this program? (infrastructure to provide logistics, transportation, and management of a large body of men).

Tell students that the CCC completed numerous work projects in Great Smoky Mountains National Park. Show available photos.

Road Building, Bridge Building, Trail Construction, Raise Trout in Fish Hatcheries, Fighting Forest Fires Building Fire Towers, String Telephone Lines, Cut Down Dead Chestnut Trees, Build Visitor Centers Build Picnic Areas, Tree Planting

Ask students why the men joined the CCC? (money) Each man received \$30 a month. He was allowed to keep \$5, but was required to send \$25 home to his family. Do you think there were any other benefits for the men? (job training, classes, recreation, library)

Why did the CCC end? (World War 2 in 1941, good economy) Discuss with the students if they feel that the C.C.C. is still needed today. What are some reasons to support this position? What are some reasons opposing it?

Descriptions for CCC potential enrollees:

Enlarge the following descriptions to use at the on-site activity.

Immigrant from Scotland
(not a citizen yet)
23 years old
Unemployed
Single
Healthy

Virginia Resident
Employed
22 years old
Single
Healthy

South Carolina Resident
17 years old
Unemployed
Single
Healthy

Missouri Resident
21 years old
Unemployed
Single
Healthy

North Carolina Resident
18 years old
Unemployed
Single
Chronic Asthma

Kentucky Resident
19 years old
Unemployed
Married
Healthy

Tennessee Resident
27 years old
Unemployed
Single
Healthy

Michigan Resident
19 years old
Unemployed
Single
Healthy

ON-SITE ACTIVITY

TOMBSTONE TALLY

DURATION: 30 minutes

CLASS SIZE: any

MATERIALS: Worksheets (provided)

Students may explore the Old Sugarlands Cemetery for the purposes of examining life spans and burial traditions of a by-gone era. Use the following worksheet on-site to gather information. Please review the information below as reminder of appropriate behavior in this historical setting.

Cemeteries are unique fixtures of any society. They are non-living reminders of living beings. They deserve protection and care taking and should never be forgotten, yet they are permanent fixtures which cannot be moved. Once placed, a community must grow around them. Many churches today stand as guardians over their care and maintenance, yet throughout history, churches have come and gone, but cemeteries remain. Within Great Smoky Mountains National Park, dozens of cemeteries exist from a century ago. The cemeteries contained elaborately marked graves and graves marked with a simple field stone or none at all. Despite historical research, not every stone or plot can be accounted for. Who lies beneath our feet? Names, ages and family histories are left unknown for many graves. Stones which were never marked still stand as testament to a life lived and all cemeteries should be respected. Be certain to step softly and never take anything from a historical site. Every flower, every rock may carry a meaning to the past community. Never attempt to make a gravestone rubbing in the National Park. Such activity often leads to unintentional marking of the stones and breakage of fragile grave markers. Even unintentionally leaning against a stone can ruin it forever, **DO NOT TOUCH THE GRAVESTONES.**

Use the following information to assist students in deciphering the meaning of signs and symbols

found on particular headstones.

Some of the more common and traditional symbols and their meanings are listed below. You and your students will likely find other types of symbols denoting occupations and affiliations (Masons and Eastern Star) for example, or the in-life interests of the deceased.

•Animals

birds - souls; flight of the soul back to God

descending dove - Holy Ghost

dove - peace; innocence; purity

fish - Christ

lamb - Christ the Redeemer; sacrifice; innocence

•Figures

angel - messenger between God and man; guardian

angel

hands - devotion; prayer

•Objects

anchor - hope; life eternal; may signify seafaring profession

arch - triumph over death; victory

Bible - resurrection through the scripture; wisdom

branch - severed mortality

cross - salvation

rock - steadfastness of Christ; stability

skull - death; sin; with crossbones - mortality

rising sun - resurrection; life

•Trees and Plants

bouquets - condolences; grief

buds - renewal of life

cedar - strong faith

flower - brevity of earthly existence; sorrow; broken, premature death

Resources and References

<http://www.mtsu.edu/~then/Cemetery/page3.html>

Association for Gravestone Studies www.gravestonestudies.org

Talking Tombstones
Activity Sheet

Scan the cemetery. Try to answer the following questions about tombstone of your choice.

1. — Is the person(s) male or female? _____
2. How old was he/she? What is her/his birth and death date?
3. Was he/she religious? What information supports your answer?
4. Do you think the person was rich or poor?
5. Do they have other family members in this cemetery?
6. Do you think this person was important in the community? What information supports your answer?
7. Write down their epitaph. What does it mean?
8. What do you think you have in common with this person?
9. What symbols or drawings exist on the tombstone (if you can not identify the symbol ask the teachers to help)? What does the symbol mean?
10. Please write a diamanté poem. These poems are diamond-shaped and consist of seven lines that follow the following pattern:

noun
adjective adjective
participle participle participle
noun noun noun noun
participle participle participle
adjective adjective
noun

Rebecca Trentham
young fragile
playing running living
fever disease daughter lamb
leaving praying mourning
small heavenly
child

POST SITE ACTIVITY

CHART YOUR RESULTS

DURATION: 30 minutes

CLASS SIZE: any

MATERIALS: graph Paper

Upon returning to class, students can combine their individual findings at the cemetery into a large chart from which information can be graphed.

Set-Up

At the front of the class, generate a chart with the following titles at the rows and columns:

Rows: list students by name for each row

Columns: Born, Died, Age, Symbol, Gender, Stone type

(decide as a class how to classify the style of head stone - i.e. machined or hand carved)

Have students complete the chart with their information gathered from the trip. Ask the students to create a bar graph which illustrates a portion of the information. They can then name the mean, median and mode for selected information of their data.

Review:

Discuss with students generalizations that can be made from the data. Are there questions that could be researched (about lifestyle, illnesses of the time etc.)? Compare the age of the people from the site with their own time lines that were created as part of a pre-site activity.

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, go 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://wwwParkTraining.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 1500 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/>

POST-SITE ACTIVITY SERVICE LEARNING EXTENSION

DURATION: unlimited

CLASS SIZE: any

MATERIALS: local community contacts

Set-Up

The care and protection of a cemetery is a reflection upon the society in which it exists. Contact your community court house for records or locations of cemeteries in your area. Many cemeteries are maintained by civic groups or city maintenance departments.

Directions for this Activity:

Contact the appropriate group to discover ways in which you can contribute to the beautification and maintenance of these areas. Doing so can teach local history to your class in addition to making a positive contribution to society.

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 overheating 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.
- Take adequate water—minimum 2 quarts per person

APPENDIX A CONTINUED

PARK ESSENTIALS TO KNOW BEFORE YOU GO

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 poisonous 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.

APPENDIX B

WHAT TO CARRY/ HOW TO PACK FOR THE 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.

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

For the **Talking Tombstones** trip,

Students should wear:

- Sturdy walking shoes. Hiking boots are not necessary, but flip flops or slip on shoes are not appropriate for the walking portion of 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.

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 will be carried by students on the trip. It is recommended that students share the load with a partner and use one pack for two people. The students can take turns carrying the pack on their trip.

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

Association for Gravestone Studies ©2005 www.gravestonestudies.org (20 December 2007)

Beard, Bill et al. Hiking Trails of the Smokies Eds. Steve Kemp et al. Gatlinburg: Great Smoky Mountains Association, 1997

New Deal Network ©2003 http://newdeal.feri.org/library/browse_topics.cfm?catID=17
(20 December 2007) The New Deal Network was developed as a research and teaching resource for students and educators. Materials on this site may be used only for educational, non-commercial purposes.

“Roosevelt’s Tree Army” Civilian Conservation Corps Legacy, ©2000. <http://cccalumni.org/history1.html>
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“The Cemetery: History Written in Stone” The Heritage Education Network 05/05/05
<http://www.mtsu.edu/~then/Cemetery/page3.html> (20 December, 2007)