

Obed

National Park Service
U.S. Department of Interior



Obed Wild & Scenic River
Tennessee

Lilly Bluff Overlook - Teacher's Resource Packet



*"Life is a great adventure...
accept it in such a spirit."
~ Theodore Roosevelt*



Dear educator,

Thank you for participating in Obed Wild and Scenic River's Environmental Education Programs. This program was developed to ensure the inclusion of students with disabilities in outdoor, nature programs within the National Park at Obed.

By visiting the Obed Wild and Scenic River, you and your students have a unique opportunity to explore and connect in an outdoor setting with this program. This program is designed to be tailored to different student needs.

During this trip, your students will be exploring the Lilly Bluff Overlook and hiking along a half mile trail where they can see the river, bluffs, flora, and fauna of the park. Students will have the opportunity to use their five senses, identify various items on a scavenger hunt task sheet, and experience a natural environment. They will be in an environment that helps them to think differently as they begin to acquire new strategies for learning and overcoming some symptoms of their disabilities. If you have further questions, please feel free to contact us at:

Obed Visitor Center: 423-346-6294

Education Specialist, Daniel Banks—423-569-9778

Thank you again for taking part in these exciting programs, we look forward to working with you and your students.



2 *The Obed*

Background:

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

The future vision of the NPS includes protection of park resource; access and enjoyment for all people; education and interpretation to convey contributions of each park unit and the National Park system to the nation's values, character, and experience; continuing science, research and resource management to manage and protect Park resources.

Obed: The Obed Wild and Scenic River (WSR) is a 5,057 acre unit of the National Park System, located in Morgan and Cumberland counties of Tennessee. Obed WSR is a tributary of the Tennessee River. It offers a vast array of both cultural and natural resources. A complex network of streams drain park lands and support a diverse flora and fauna as well as provide numerous types of recreational activities.

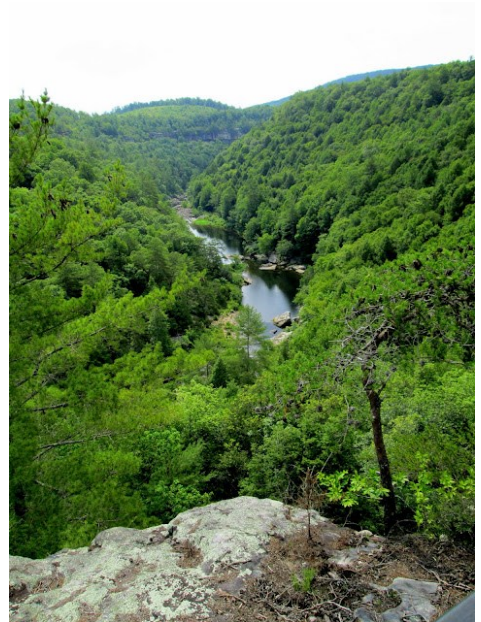
Established in 1976, Obed WSR is one of 203 rivers in 38 states and Puerto Rico to be designated as Wild and Scenic.

The history of the Obed traces back many centuries. Even so, the scenery still looks much the same as it did before America became a nation. This fact makes it easy for us to imagine what life around the river must have been like for the Native people and the early pioneers.

Native Americans came upon the Cumberland Plateau many centuries ago. The last prehistoric cultural period, known as the Mississippian period, saw an influx of different tribes in the region. From roughly 1300 to the mid-1800s, tribes such as the Creek, Chickasaw, Choctaw, Shawnee, Yuchi, and Cherokee all bore witness to the Obed River. These tribes could not farm the land surrounding the river however, due to its poor farming soil and steep bluffs. As a result, the tribes used the area for hunting and gathering, and on many occasions used the sandstone bluffs as shelter during inclement weather.

The migration of European pioneers eventually brought about the end of American Indian occupation along the river. The pioneer era in American history was visible along the Obed, albeit in small numbers. Most pioneers in eastern Tennessee lived fair distances from the river, but there were some who consistently came to the river for hunting and fishing. After Tennessee became the 16th state in the nation in 1796, many more homesteaders came to the area. Representing their number were nationalities such as the Scotch-Irish, German, French, Irish, and African-Americans.

The Obed River is a living reminder of the people who once walked along its banks, as well as the people who continue to do so. Throughout the generations, the Obed has touched the lives of the American Indians, the pioneers, those living during the burgeoning industrial period of the 1900s, and those comprising the current century of recreational enthusiasts. It is the common thread of those memories which have made the Obed a very special river indeed.



Logistics:

This program is designed to take approximately 3.5 hours at the park.

The park rangers who will be leading your program activities will be waiting for you in the Lilly Bridge Overlook parking area. When you arrive, a ranger will instruct your driver where to park prior to entering the bus to introduce him/herself to your students and share the National Park Service and its mission, while also reviewing the day's schedule. Expectations will be covered prior to disembarking from the bus. Students, teachers, and chaperones will be allowed to take any necessary items students may need such as: noise cancelers, medications, special glasses, clipboards, and pencils with scavenger hunt checklist. Lunches and other items may remain on the bus until they are needed.

Schedule:

The following schedule represents a typical trip. However, please keep in mind that changes in weather, wildlife, and/or transportation may require schedule adjustments. Flexibility is essential to having an enjoyable visit to the park.

- 10:00 a.m. Arrive at Lilly Bluff Overlook
- 10:00-10:15 a.m. Bathroom Break
- 10:15-10:30 a.m. Meet the Ranger and Introduction
- 10:30–11:30 a.m.—Hike to Overlook & Activities
- 11:30 a.m. Return to parking area for Lunch
- 12:00 p.m. Lunch
- 12:30 p.m. Scavenger Hunt and Ranger Talk
- 1:00 p.m. Bathroom Break and wrap-up
- 1:30 p.m. Board bus and depart for school



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Nametags:

For safety and courtesy, the rangers prefer to address students and adults by name. This can even be a single piece of masking tape with a participant's name. The park will provide tape and markers for this purpose.

Lunch:

School lunches or bag lunches with disposable items are best. Before leaving school, please label and organize the lunches by class to save time. Having lunches marked and organized for easy distribution will decrease the time spent passing them out and increase the time on the trail. A cooler per class is permitted for cold drinks. The school will provide lunches. These lunches can remain on the bus until the students return to Lilly Bridge for lunch. As a reminder, food and drinks to purchase are not available at the picnic site. Recycle bins are available at the picnic site. Please do your part in helping the environment by recycling all appropriate materials. Students and chaperones are responsible for leaving the park clean.



What to Wear:

Comfortable pants or shorts, socks, and closed-toed shoes are suggested for both students and adults. Shoes should be comfortable for hiking along an unpaved trail.

Inclement Weather:

If rain or cold weather is in the forecast, please communicate with parents that students should come properly dressed to be outside during the entire field trip. Layers work best and can always be left on the bus if they are not needed.



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Bug Spray:

Flying gnats, chiggers and ticks are common and can cause discomfort. Teachers may recommend that parents send appropriate insect repellent that they can use with their children.

Transportation:

The schools will arrange for bus transportation of the students. When possible, to maximize the time that students have to participate in the programs, it is ideal to schedule buses which do not have to travel to additional schools before dismissal time. Whenever possible buses should remain at Lilly Bridge for the duration of the program. The bus represents the best form of shelter in the event of severe weather, and bus drivers are welcome to participate in the program as chaperones if they wish. Note that the hill leading down to Lilly Bridge is steep, and a cautious approach and brakes in good working order are essential.



To maximize your time in the park, plan to depart from school as early as possible in the morning.

Chaperones:

Chaperones are an integral part of the field trip experience. They provide support to the park rangers and teachers as well as guidance for the students. Please encourage chaperones to assist in maintaining discipline and to be on the lookout for potential safety hazards. We ask that adults refrain from smoking in front of the students. Chaperones should be reminded to be active participants in all program activities. When the adults are actively engaged and modeling attentive behavior, the students will follow. There should be at least one teacher or other chaperone with the group that is at the cliff and at least one with the group that is at the river. Having additional chaperones is useful and encouraged.



Before Your Visit:

This section provides suggestions on classroom activities and techniques to get you started in planning lessons to integrate the Obed into your overall educational goals. Use your imagination in building your lesson plans.

Pre-site Activities: Preparing students with pre-site activities are a crucial part to a successful field trip at the park. If students have the opportunity to learn about the Obed prior to attending the Program, they will have a greater association to the park. The park ranger will be able to build upon this prior knowledge during their field trip to the park, and will cover those basics that may need covered as well.

Using the information in this packet and your student’s communication and education needs and/or preferences, will help to determine the most appropriate activities and levels of use to fit your field trip. These activities may be used as a pre-assessment opportunity and a post-assessment after the program to determine progress of attaining information through this experience.

Reading: Books appropriate to your lesson, and the choices you made for students, information about the Obed WSR to students prior to arriving. If you have a long bus ride, maybe reviewing some previous readings about the park with students would be a benefit. Choosing books about insects, mammals, birds, and trees would also be relevant to visiting the park.

Sorting: Sorts, with pictures, with words, or a combination of both for flora and/or fauna categories; Sorts for nature made vs. man-made, live vs. non-living, mammal/ amphibian/avian(bird)/insect/ and fish. There are many opportunities for sorting for identification of concepts.

Matching: Using the same sort materials with additional sorting cards containing brief descriptions of the plant(s), or animal(s), matching of names of species to photo of species will allow students to have prior practice for identification prior to arriving at the park and performing a Scavenger Hunt. Auditory identification of matching the sounds they hear played to a photo of where they believe the sound originated would be a good “sense” prior visit activity.



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Five Senses: If students have not experienced lessons on their five senses, activities on smell, hearing, textures through touch, taste (which will be limited to lunches at the park), and of course sight, they may need to have introduction lessons for these also.

Flora: (Flowers) found on the overlook trail:

*pine *cedar *holly *big leaf magnolia
*hemlock *dogwood *sweet gum *reindeer moss
*grapevine *poison ivy *maple oak *moss
and a non-native species- a peach tree in the parking lot!

Fauna: (Animals) These are animal species that may be seen during the field trip by students.

*white-tailed deer *opossum *gray squirrel *rabbit
*fox *turkey *frog *snake
*spider *owl *vulture *hawk
*ant *turtle *chipmunk *wooly worm
*crow *woodpecker *heron *lizard
*salamander *ladybug *butterfly *bee

Predict, Observe, Explain:

Prior to leaving your school (or the day before,) using the white board, technological board, make a chart sectioned by each of the five senses to predict what things students expect to see, hear, smell, touch, and taste during their Day Camp Program. The main focus activity throughout the Day Camp will be a Scavenger Hunt Checklist where students will locate, identify and record what they actually experience. Upon returning to the classroom, these sheets may be used to compare to the predictions made prior to departure. Teacher may choose to explain this was a type of data collection to test their hypothesis.



Structures: These are some man-made structures that students will encounter during their field trip:

*Lily Bridge *Lily Bridge Overlook *wooden benches *picnic tables *bear proof trash containers
*wooden fence *gravel path *park/trail signs *parking lot *vault toilets (no running water)
*grills

Natural structures the students will encounter during their field trip:

*boulders *rock bluffs/cliffs *river

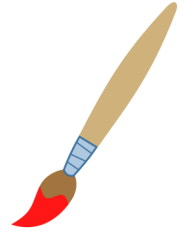
Post-Site Activities: Follow-up classroom activities that allow for reflection on the experience are a great way to wrap up programming. We encourage teachers to conduct activities that allow students to share their experience and express their new awareness with others. Artwork, displays, reports, and essays are all great ways to keep students thinking and learning about their backyard national park.

Online Resources: National parks offer a variety of materials for teachers and students. Virtual visits, electronic field trips, and WebRangers provide technology-based experiences. Visit www.nps.gov and www.webrangers.us.

Post-Site Activities:

Upon returning to your classroom and reflecting on the field trip, allow students a time to express their experiences during the program and what they have learned.

Art: Students, depending on ability levels may color a pre-made/determined page, use various mediums (crayons, paint, markers) to create what they saw, felt, heard, touched, smelled, or tasted on their adventure. Cutting out animals and tress to paste on a piece of construction paper to make a scene from their experience, or to show what they have learned about forest habitats. Using objects in the room, or musical instruments to demonstrate sounds they may have heard or how they felt during this experience. Maybe students can use various materials to build/create a replica of something they remember from event. Teachers may use other art activities as they chose.



Math: Create a graph or chart to show the number of each species of flora and/or fauna they recorded from their scavenger hunt. Have students count the number of each section/category from their scavenger hunt recording form. They may add each section to arrive at a total number of things experienced. Subtract the least number of items experienced from the most number for the difference in the two sections. Those who are schedule oriented may enjoy comparing the pre-made schedule for the Day Camp to an actual recording of events and documented time/duration of activities.



Photos: If students took photographs of their Day Camp experience, you may want to have them upload into the computer to share with others using Google Slides, a Power Point, or just to view on the Promethean/ SmartBoard.

Science: Performing a science experiment such as “How does a leaf breathe,” which may be found on various websites, such as Pinterest, may spark student connection/reflections of their Day Camp Park Program. Possibly grow a small plant in your classroom for them to view the changes that occur.



Visit: Parents or guardians may wish to escort their child to the Obed Wild and Scenic River Visitor Center prior or after the Day Camp Event. There they may see several exhibits such as animals of the park, canoes and equipment for water activity, equipment needed for rock climbing and watch the park’s film. To learn more you can visit www.nps.gov/obed

Online Resources: National parks offer a variety of materials for teachers and students. Virtual visits, electronic field trips, and WebRangers provide technology-based experiences. Visit www.nps.gov and www.webrangers.us.

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Evaluation, Safety, Rules & Emergencies

Evaluations: In an effort to continually improve our programming, after your field trip you will be given an evaluation form. Several questions are listed on the evaluations, but there is also space provided for general comments. Specific suggestions and honest comments, both on what worked and what did not, are welcome.

Protect Our National Park : Remind your students and chaperones that in a national park, collecting or damaging any plants, rocks, historic sites or animals is prohibited.

Wildlife: Feeding or harassing animals in the park is illegal. Remember that these are wild animals. Maintaining a safe distance of at least 10 to 15 feet between people and small animals is recommended. A distance of 150 feet is recommended for deer, bears, or other large animals. In addition to protecting ourselves, this also protects the wild nature of the animals.

Plants: Picking flowers or breaking off leaves damages the plants. Collecting pine cones, feathers, rocks, or other natural objects is not allowed in Big South Fork National Recreation Area or any national park.

Other Visitors: Loud noises and disruptive behavior may disturb wildlife or other visitors.

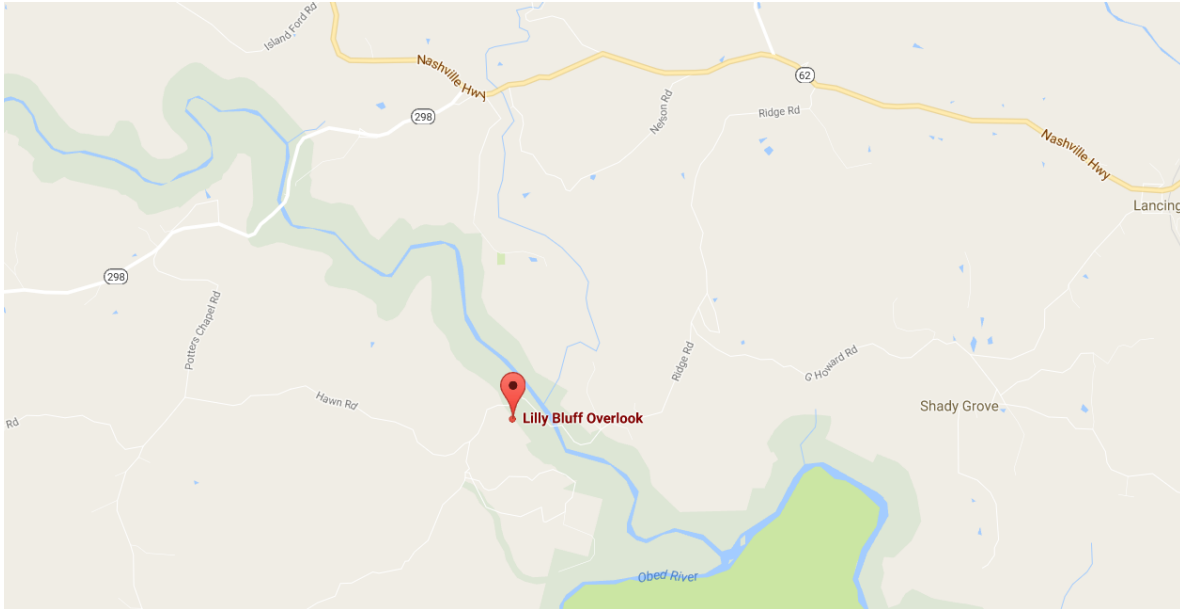
Stay Together: Remind students to always stay with their group. Each group should be led by a teacher or ranger, with an adult chaperone at the end.

Be Aware: Biting/stinging insects and snakes are common in the park so avoid exposure or injuries by being aware of your surroundings, especially where you put your hands or feet.

Leave No Trace: Except for one water bottle each, we ask students to leave all belongings on the bus. This helps keep our trails clean. Likewise, after lunch, your group is responsible for picking up all pieces of trash and crumbs.

Emergencies: Park rangers carry radios and can request emergency medical assistance. If a student in your group is injured or falls ill, notify a ranger immediately. If a child is not feeling well, assign an adult chaperone to stay with him or her. For an emergency in the park, dial 9-1-1.

Lily Bluff Overlook:



Lily Bluff Overlook is located on Ridge Road in Lancing, TN. It is about 11 miles from Wartburg, TN
For specific directions to Lily Bluff Overlook—[Click Here](#).

