

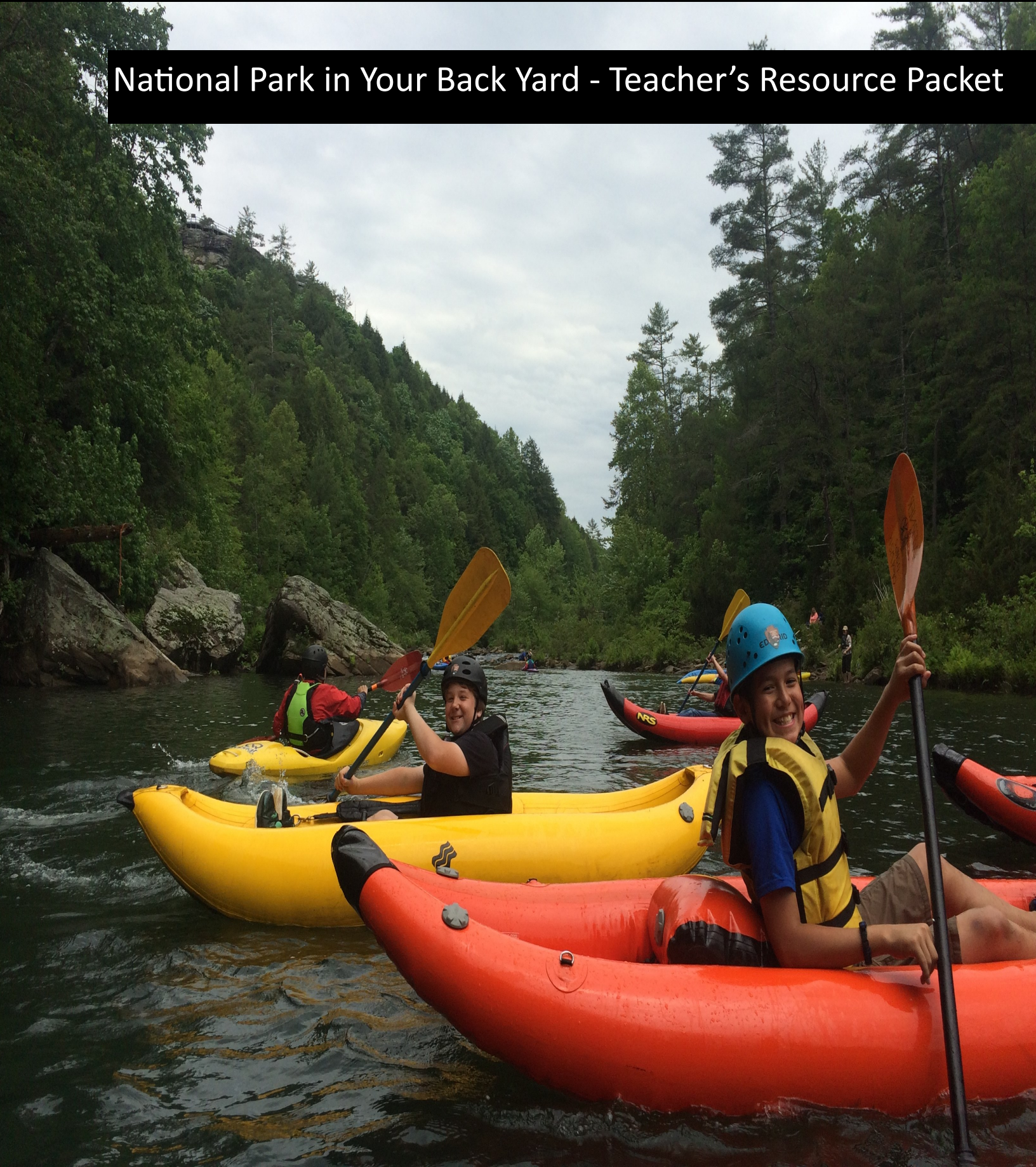
# Obed

National Park Service  
U.S. Department of Interior



Obed Wild & Scenic River  
Tennessee

## National Park in Your Back Yard - Teacher's Resource Packet



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*"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 National Park in Your Backyard Program. This adventure program offers your students the opportunity to spend an entire day with national park rangers, learning about the outdoor recreation opportunities and natural resources that make Obed WSR so special.

Half of your day will be spent underneath Lilly Bluff, where you and your students will learn about the geologic history of the area, and take part in a hands-on physics demonstration using pulleys in a mechanical advantage system to hoist an adult into the air. During this time, you will also try firsthand the renowned rock climbing routes that draw visitors to Obed from around the world.

During the second half of your day students will learn basic paddling skills in canoes and kayaks along the banks of Clear Creek. Here they will enjoy getting out onto the water, and learn to identify macroinvertebrates and other aquatic organisms, which are used as a way of assessing water quality. 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*

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## **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.

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**Logistics:**

This field trip is designed to take approximately 5 hours at the park.

The park rangers who will be leading your group will be waiting for your bus at Lilly Bridge. When you arrive, rangers will board the bus, introduce students to the National Park Service and its mission, briefly review the day’s schedule and set program expectations. Once introductions are completed, students will disembark the bus and line up with their class (or group). Lunches, backpacks, and other items should remain on the bus. Students are permitted to carry a water bottle on the trail.

**Schedule:**

The following schedule represents a typical trip. However, please keep in mind that changes in weather, river levels, and/or transportation may require schedule adjustments. Flexibility is essential to having an enjoyable visit to the park. School groups are encouraged to depart from school for the park as soon as is practical, and to depart from the park as late as the bus and school schedules allow.

9:00 a.m. Arrive at Lilly Bridge

9:00-9:15 a.m. Welcome & Bathroom Break

9:15-Split into 2 groups

9:25-11:15 a.m.—Adventure Activity– 1st session

11:20 a.m.-11:50 p.m. Lunch

12:00p.m.-1:30—Adventure Activity—2nd session

1:45 p.m. Wrap-up

2:00 p.m. Board bus and depart for school



# 4 *Preparing For Your Field Trip*

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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 comfortable close toed shoes are suggested for both students and adults. Please keep in mind that your **students will be getting wet** and therefore need to be prepared. They must wear shoes at all times, even in the water, have students bring shoes that dry quickly. Students are also welcome to bring a change of clothes and a towel.

## **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.

**\* The window for completing these programs for every Morgan County sixth graders is limited. Therefore, whenever it is safe to do so, it is preferable to go ahead with the program on the planned day, even if the forecast is less than ideal. This is especially true early in the week, when most of the programs remain to be completed. On rare occasions, because of safety concerns the program may be rescheduled. Park staff should have good contact information for the lead teachers to coordinate any changes in plans. \***



# 5 *Preparing For Your Field Trip*

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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 Wild and Scenic River into your overall educational goals. Use your imagination in building your lesson plans.



**Animals: (aquatic macroinvertebrates)** Aquatic macroinvertebrates are small animals that live in water, are big enough to see with the naked eye, and have no backbone. These animals include many types of insects as well as other animals such as worms, mollusks, and crustaceans. Most aquatic macroinvertebrates make their homes in rocks, leaves, and the sediment of streambeds. These organisms have many special adaptations allowing them to live in demanding environments. Macroinvertebrates that live in riffles and fast-moving water may have features that help them hold on to rocky or hard substrates such as hooked feet or suction cups; or flat, streamlined bodies that can handle rapid water velocities. These bugs are important because they are an integral part of the food chain. They provide food for fish and other aquatic organisms. Many of them are also key indicator species. They can tell us about the quality of the water where they are found. Bugs that have a low tolerance to pollution tell us that the water they are found in is relatively healthy. If we do not find these bugs, then it could possibly be due to some sort of pollutant or other impairment to the water body.

**Geology:** What is the geologic time scale? A scale that is used by geologists and other scientists to describe the timing and relationships between events that have occurred during the history of the Earth. The scales are organized by eras and periods. Each era or period is named and contains a description of the prevalent organisms of that time and how long it lasted.

**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](http://www.nps.gov) and [www.webrangers.us](http://www.webrangers.us).

**Pre-Site Activities:** Pre-site preparation conducted by classroom educators prior to field trips is a crucial part of the program. If students learn about the Obed before the trip, they will have the opportunity to make tangible connections with what they previously learned. Additionally, the ranger will be able to build on their prior knowledge instead of covering the basics.

**Predict, Observe, Explain:** This strategy can be used in the classroom to predict what the students will experience on your field trip. What activities do they think they will be doing? What animals they might encounter, and what they will be learning. Record your predictions on the board or in notebooks. Observations can be made during the trip, and then discussed and compared to predictions afterwards. Were the original predictions accurate? What predictions can you make about wildlife activity at different times of the day and year? How about the future? Will habitats and wildlife populations change over time? What other evidence could you use to make more accurate predictions?



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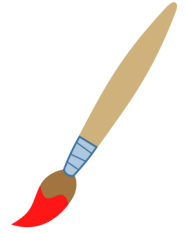
## Preparing For Your Field Trip

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### 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 trees 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:** Continue to build on they physics lesson that was covered during the rock climbing experience. Discuss with your students other ways that heavy objects can be lifted or moved with the help of physics. Have the students create or make an example.



**Photos:** If students took photographs of their field trip 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/SMART Board when available.

**Science:** Follow the life cycle of an animal that goes through metamorphosis. This animal can be either an aquatic based animal, like the students saw on their field trip, or a land based animal. How is this type of life cycle beneficial to the animal? What challenges might metamorphosis pose to survival?

**Visit:** Parents or guardians may wish to escort their child to the Obed Wild and Scenic River Visitor Center prior to or after the field trip. 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](http://www.nps.gov/obed)



**Climb With A Ranger:** On the first Saturday of each month, Obed Wild and Scenic River conducts the award-winning "Coffee and Climb with a Ranger." For more information please visit our website at: <https://www.nps.gov/obed/learn/news/coffee-and-climb-with-a-ranger.htm>

**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](http://www.nps.gov) and [www.webrangers.us](http://www.webrangers.us).



**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. In addition to protecting ourselves, this also protects the wild nature of the animals.

**Plants:** Picking flowers or breaking off leaves damages plants. Collecting pine cones, feathers, rocks, or other natural objects is not allowed in the Obed Wild and Scenic River 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, notify a park ranger or dial 9-1-1.

# 9 *Evaluation, Safety, Rules & Emergencies*

## **Safety:**

While rock climbing is often thought of as a high-adrenaline sport, all necessary precautions are taken to ensure that all activities that your students take part in while at the park are the safest they can be. Most injuries occur when students are simply walking on their own two feet. One of the most important safety rules to follow is that students should walk carefully and be mindful of their footing, and must never run. Please emphasize this prior to arriving at the park. When walking to and from the cliff, students must stay behind the park ranger that is leading the group. Students and teachers must also exercise care regarding vehicle traffic on Lilly Bridge and along the road on either side. Students should avoid congregating on or near the road, and should walk across the bridge in a single file line behind the park ranger leading the group. Park rules do not require the presence of a school nurse during the programs, although they are certainly beneficial to have in attendance. Please ensure that a school nurse is scheduled for the program when required by school rules. Please also ensure that park staff are informed of any relevant medical conditions (diabetes, serious allergies, etc.) on a need-to know basis. Please ensure that an EPI pen accompanies a child that might require one due to allergies.

## **Rock Climbing:**

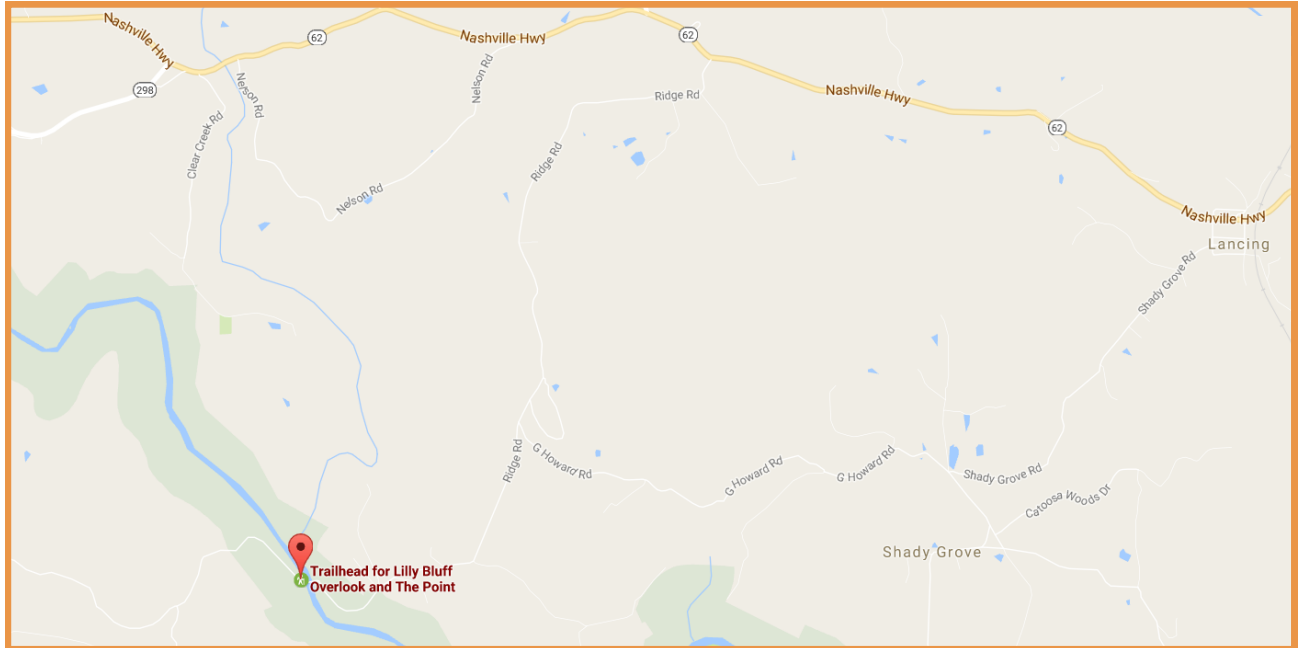
**Parents, teachers and students sometimes feel apprehension regarding a program that includes rock climbing and paddling whitewater boats. Please do all that you can ahead of time to alleviate these fears and encourage a can-do attitude among your students.**

**Park staff lead over 1000 people annually in similar activities. Participation is not mandatory in any of the activities, although we gently encourage students to challenge themselves to the extent that they are willing to do so.**

**Walking:** A five to ten minute walk is required from Lilly Bridge to reach both the paddling and rock climbing venues. These trails are steep and somewhat rocky. Individuals that are not accustomed to regular exercise may find these walks strenuous, but we encourage all who are willing and able to participate. Some individuals may need to take longer getting up and down the trail than others, and we are willing to work to accommodate everyone to the greatest extent possible. If you have students with mental or physical disabilities, please let us know. We are eager to look for ways to include them in the program as well. \*\*Students will help carry boats and gear down to the river at the beginning of the day, and back to the parking lot at the end of the day.\*\*

**On the water:** When teachers agree and weather/river conditions are appropriate, students may be allowed a short opportunity to swim in Clear Creek at the end of the river portion of the program. All program participants will wear a life jacket, helmet and shoes while in or near the water. Generally speaking, swimmers and paddlers will be instructed to remain in separate areas to the extent possible. Occasionally students are interested in intentionally capsizing their vessel. This should be initiated only by the occupants of the boat and is only permitted for paddlers that are in inflatable kayaks. Additionally, this will only be allowed on days when river levels and weather conditions make this appropriate. Students are not allowed to scramble on or jump off of the large rocks along the river's edge.

Lilly Bluff Overlook:



Lilly Bridge is located on Ridge Road in Lancing, TN. It is about 11 miles from Wartburg, TN

For specific directions to Lilly Bridge—[Click Here](#).

