Title: Cross-Cultural Connections on the Appalachian Trail

Abstract/Vignette: The students will use concepts of Spanish grammar and place-based Service Learning opportunities to develop resources written in Spanish to spread awareness about the Appalachian Trail to the Hispanic population in Unicoi County and to encourage their use of the A.T. and other public areas.

Grade level(s): Please check all that apply.

☐ K-2  ☐ 3-5  ☐ 6-8  ☑ 9-12  ☐ College and Lifelong Learning

Discipline: Please check all that apply.

☐ Art and Music  ☐ Health and PE  ☑ Foreign Language

☑ Literature and Language Arts  ☐ Mathematics  ☐ Science

☑ Social Studies and Geography  ☐ History  ☐ Technology

Year Developed: 2010

Period (month, week, year): unspecified

Teaching environment:

☑ In the Classroom (indoors)  ☑ Outdoors

☑ In the Community  ☐ Online/Virtual
**A Trail to Place-Based Service-Learning Curriculum**

**Start Here!** What is the main idea you want your students to come away from the unit knowing? The students will use the concepts of Spanish grammar as well as placed-based Service Learning opportunities to develop resources written in Spanish to encourage the Hispanic population to use the AT and other public areas.

**State Standards** (Objectives/Anchors/Outcomes)
- Which elements of the state framework of standards does this unit address? What are the skills and outcomes you are working towards?
- Modern Languages (Spanish) — Year Two
  - Standard Number 1: Communicate in a Language Other Than English
  - Standard Number 3: Connect with Other Disciplines and Acquire Information
  - Standard Number 4: Develop Insight into the Nature of Language and Culture
  - Standard Number 5: Participate in Multicultural Communities and Global Societies

**Essential Questions (Unit Objectives)**
- What are the essential questions that will help guide students toward understanding the Big Idea?
- What percentage of hikers using the AT are Hispanic?
- What percentage of the Unicoi County population speaks Spanish?
- Where is the AT located in Unicoi County?
- Where are the access points to the AT in Unicoi County?
- What are the guidelines and regulations for use of the AT?
- What are the principles of Leave No Trace?
- What are the public land areas in Unicoi County?
- What are the regulations for public land use?

**Big Idea**
- Understood meaning of the Big Idea?
  - What will help guide students toward understanding the Big Idea?

**Big Idea**
- What is the main idea you want your students to come away from the unit knowing? The students will use the concepts of Spanish grammar as well as placed-based Service Learning opportunities to develop resources written in Spanish to encourage the Hispanic population to use the AT and other public areas.

**Service Project**
- What project(s) could your class undertake that would actively engage your students in learning about this theme?
  - What was the final product be?
  - The students will publish a pamphlet, in Spanish, detailing an access point to the AT in Unicoi County and a family-friendly Quest, created by the students, for use in a public area of Unicoi County.
  - The students will accompany ESL/ELL elementary school students on a field trip to the Quest location. The high school Spanish students will guide the elementary students on a completion of the quest. Following the discovery of the Quest location, the elementary students will receive a copy of the Quest and the AT pamphlet, in Spanish, to take home to their parents.

**Skills and Habits of Mind**
- What are the academic or life skills students will gain from this unit? What habits of mind do you expect them to demonstrate? Think all disciplines.
  - Confidence in 2nd Language Communication
  - Development of cross-cultural connections
  - Increased awareness of local resources and public spaces
  - Safe and responsible hiking and camping guidelines

**Student Role** (Youth Voice)
- How will you guide your students to express ideas, be involved in project decisions, and evaluate outcomes?
  - The students will choose areas of the AT in Unicoi County to map and to hike.

**Community Connections**
- What opportunities or needs exist in your school or community that could be addressed by a student project related to your big idea for learning?
  - Opportunity to connect Hispanic families to the AT and public land areas in Unicoi County
  - Opportunity to build more connections between Unicoi County High School and the Trail Town of Erwin

**Partnerships & Benefit(s)**
- Who are potential community partners that could assist you in this project? What are the potential benefits for your class and your partners of working together?
  - Tennessee Eastman Hiking and Canoeing Club National Forest Service: Cherokee National Forest Middle Nolichucky Watershed Alliance

**Resources**
- Describe resources (books, articles, materials, supplies) you will use to support this unit?
  - Internet
  - Teacher-prepared instructional materials (multimedia)
  - Leave No Trace Activities Book
  - Questing by Della Clark & Steven Glazer
  - Appalachian Trail Guide: Tennessee-North Carolina

**Models & Examples**
- How will students understand the expectations for their project? What exemplars of student work will they see?
  - Using the Internet, the students will research the history of Questing and find real examples of Quests created by others. This will serve as a model for the students’ Quest.

**Models & Examples**
- How will students understand the expectations for their project? What exemplars of student work will they see?
  - Using the Internet, the students will research the history of Questing and find real examples of Quests created by others. This will serve as a model for the students’ Quest.

**Reflection**
- How will reflection be built in to your curriculum and activity(ies)?
  - Journals: Use of the Head, Heart, and Hands Model
  - Discussions: Large & Small Group

**Student Assessment**
- How will you assess student learning? How will you know if they have met the goals for the established outcomes?
  - Assessment of Journals
  - Vocabulary Quizzes
  - Grammar Quizzes (Formal and Informal Commands)
  - Rubric for creation of pamphlet and Quest Guide

**Your Evaluation of the Unit**
- How will you evaluate the unit and make note of what worked well and what could be improved? How will you analyze and interpret project outcomes?
  - Individual Reflections
  - Pre-and Post-data
  - Student journal entries
  - Student brochure

**Final Celebration**
- How will you celebrate the success of your unit and share its results with the school and community?
  - Students will present the AT pamphlet and Quest to the Chamber of Commerce
  - Field Trip to the Quest location with local ESL/ELL elementary school students
  - Student recognition in the media
  - The Beacon
  - The Erwin Record

**Project Name:** Cross-Cultural Connections on the AT  
**Teacher(s):** Jennifer Norris  
**Grade Level:** 9-12, Spanish II
Cross-Cultural Connections on The Appalachian Trail

Jennifer Green Norris
Unicoi County High School
500 S. Mohawk Dr.
Erwin, Tennessee

Final Project
A Trail to Every Classroom
Fall 2010
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>3</td>
</tr>
<tr>
<td>Big Idea</td>
<td>3</td>
</tr>
<tr>
<td>State Standards</td>
<td>3</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>4</td>
</tr>
<tr>
<td>Student Role</td>
<td>4</td>
</tr>
<tr>
<td>Community Connections</td>
<td>4</td>
</tr>
<tr>
<td>Skills and Habits of Mind</td>
<td>4</td>
</tr>
<tr>
<td>Service Project</td>
<td>5</td>
</tr>
<tr>
<td>Partnerships and Benefits</td>
<td>5</td>
</tr>
<tr>
<td>Resources</td>
<td>5</td>
</tr>
<tr>
<td>Models and Examples</td>
<td>6</td>
</tr>
<tr>
<td>Reflection</td>
<td>6</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>6</td>
</tr>
<tr>
<td>Final Celebration</td>
<td>7</td>
</tr>
<tr>
<td>Unit Evaluation</td>
<td>7</td>
</tr>
<tr>
<td>Appendix A- Teacher Prepared Instructional Resources</td>
<td>8</td>
</tr>
<tr>
<td>Appendix B- Rubric for Journal Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Appendix C- Rubric for Pamphlet &amp; Quest Publication</td>
<td>10</td>
</tr>
<tr>
<td>Appendix D- Trail Heads and Day Hikes in Unicoi County</td>
<td>11</td>
</tr>
</tbody>
</table>
Background

Project Name: Teacher: Jennifer Green Norris
Subject: Spanish II
Grade Level: 9th through 12th
Time Frame: Spring Semester, approximately 3 weeks

Unicoi County High School is located in Erwin, Tennessee. The close proximity of the Appalachian Trail, and the recent announcement dedicating Erwin as an Appalachian Trail Town, provides an undeniable draw to expose the students to the educational and recreational opportunities offered on the Appalachian Trail.

The Big Idea

The students will use the concepts of Spanish grammar, as well as the principles of place-based Service Learning opportunities, to develop resources written in Spanish. The purpose of these resources will be to spread awareness about the Appalachian Trail in Unicoi County, and to encourage the Hispanic population in Unicoi County to use the Appalachian Trail and other public areas.

State Standards

Spanish II
Standard Number 1
1.2: Understand and interpret both written and spoken forms of the target language on a variety of topics
1.3: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Standard Number 3
3.1: Reinforce and further knowledge of other disciplines through the foreign language

Standard Number 4
4.1: Demonstrate understanding of the nature of language through comparisons of the language studied and their own
4.2: Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture

Standard Number 5
5.1: Use the language both within and beyond the school setting
5.2: Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment
Essential Questions

- What percentage of hikers using the Appalachian Trail are Hispanic?
- What percentage of the Unicoi County population speaks Spanish?
- Where is the Appalachian Trail located in Unicoi County?
- What are the access points to the Appalachian Trail in Unicoi County?
- What are the guidelines and regulations for use of the Appalachian Trail?
- What are the principles of Leave No Trace?
- What are the public land areas in Unicoi County?
- What are the regulations for use of public land areas?

Student Role

The students will research the different access points of the Appalachian Trail in Unicoi County. Based on these findings, and considering logistics of bus accessibility, time restraints, and hike difficulty, the students will choose which areas they would like to highlight.

Also, the students will research the different public areas in Unicoi County. The students will design a Quest in the public area of their choice.

Community Connections

- This project will provide the opportunity to build more connections between Unicoi County High School and the Trail Town of Erwin, TN.
- This project will provide the opportunity to connect students with the Appalachian Trail and resources available in their community.
- Students will have the opportunity to provide information about the Appalachian Trail to Hispanic families in the community.

Skills and Habits of the Mind

- Confidence in Second Language Communication
- Development of cross-cultural connections
- Increased awareness of local resources and public areas
- Awareness of safe and responsible hiking and camping guidelines: Students will be trained on the Principles of Leave No Trace. These will be incorporated into trip planning and hiking excursions.
Service Project

The students will create a pamphlet in Spanish detailing the locations of several different access points of the Appalachian Trail in Unicoi County and information about the principles of Leave No Trace. Students will also create a family-friendly Quest for use in a public area of Unicoi County. The students will publish this pamphlet and it will be available to the public at the local Spanish restaurants, Chamber of Commerce, Health Department, and Public Library.

The students will accompany ESL/ELL elementary school students on a field trip to the Quest location. The high school Spanish students will guide the elementary students on a completion of the quest. Following the discovery of the Quest location, the elementary students will receive a copy of the Quest and the AT pamphlet, in Spanish, to take home to their parents.

Partnerships and Benefits

- Tennessee Eastman Hiking and Canoeing Club: This club maintains over 135 miles of the Appalachian Trail, from Spivey Gap, NC and Damascus, Va. Club volunteers perform trail maintenance and provide hiking opportunities. This group will provide leadership and expertise as needed.
- Cherokee National Forest: The National Forest can provide information about local trails, including access points and trail closures.
  District Ranger: Don Palmer
  4400 Unicoi Drive
  Unicoi, TN 37692
  Office: (423) 735-1500
- Middle Nolichucky Watershed Alliance: This is a non-profit organization committed to the restoration and protection of the water and the tributaries of the Nolichucky River. This group provides educational programs about water quality and the importance of water conservation.
- UCHS Parent Teacher Organization: This organization works with teachers to provide financial assistance and scholarships for academic activities.

Resources

- Internet
- Teacher-prepared instructional materials (multimedia)
- Leave No Trace Activities Book: As the student begin hiking and exploring the AT, it is important not only to teach the principles of LNT but to provide
examples and activities that will encourage students to develop an attitude and desire for conservation.

- Questing by Delia Clark & Steven Glazer
- Appalachian Trail Guide: Tennessee-North Carolina

Models and Examples

Students will research the history of Questing and find real examples of Quests that will serve as models for their own.

- The students will use the book *Questing* by Delia Clark and Steven Glazer
- The students will be directed to the following websites:
  - [http://www.vitalcommunities.org/valleyquest/index.htm](http://www.vitalcommunities.org/valleyquest/index.htm)

Reflection

Journals: Students will keep journals using the following two formats:

- Head, Heart, & Hands
- What? So What? Now What?

Large and Small Group Discussion: The students will discuss the different aspects of the project, the implications of the project for the town and the AT, confront different stereotypes, and provide insight to help improve the project.

Student Assessment

The students will be assessed using journals at various times throughout the project. The journals will provide students with the opportunity to reflect about their learning, face any prejudices that arise while completing this project, and confront any fears they have about the Appalachian Trail and/or working with Spanish speakers. I will base my assessment of student journals on Bradley’s 3,2,1,0 Assessment Method. I have included the rubrics for the journal assessments in Appendix B.

Also, the students will be assessed through the use of quizzes and tests to ensure the basic vocabulary and grammar skills necessary to complete this project are mastered before students begin completion of the pamphlet and Quest.

The students will be assessed for their role in completion of the AT pamphlet. Because the students are working together to complete one AT pamphlet and Quest, each student will be required to contribute meaningfully to the project. I will assess each student’s role in the completion of the Quest and Pamphlet using a rubric.
Final Celebration

The students will participate in several events to culminate this unit.

- The students will travel with the local ESL/ELL elementary students to the designated Quest site. The high school students will serve as group leaders and lead small groups of elementary students through the Quest. I will partner with the ESL/ELL teachers to plan additional activities that the elementary and high school students can participate in together at the Quest site. Upon completion, the ESL/ELL students will receive a copy of the Quest and the AT pamphlet to take home.
- The students will present the AT pamphlet and the Quest to the Unicoi County Chamber of Commerce. The media will be invited, and the students will be able to discuss the process of working on the project, and the importance of this project to the Hispanic population in Unicoi County.

Unit Evaluation

The implementation and progress of this unit towards a meaningful learning experience that will enhance student learning, while teaching important outdoor principles, is a process that will require intense reflection and frequent modification. My own self-reflection will be an essential aspect of my unit evaluation.

I will also review student-provided work to evaluate this unit. I will look at pre- and post-data (pre-assessments, quizzes, tests) as well as student journals and reflections. I plan to constantly look for ways to adapt and modify this unit so that it becomes both a value part of my curriculum and an excellent resource for the community.
Appendix A- Teacher Prepared Instructional Resources

Vocabulary List: Terms to use on the Appalachian Trail

Vocabulary List: The Appalachian Trail

In order to converse in Spanish while hiking on the Appalachian Trail, you must know some basic outdoor vocabulary. Use the Spanish dictionary to define each word. Then, think of 2 additional words that you think would be important to know when hiking and add those to the list.

1. Trail: _____________________________________
2. To hike: _____________________________________
3. Boots: _____________________________________
4. Backpack: _____________________________________
5. Bird: _____________________________________
6. Path: _____________________________________
7. Sun: _____________________________________
8. Clouds: _____________________________________
9. Tree: _____________________________________
10. Bridge: _____________________________________
11. River: _____________________________________
12. Stream: _____________________________________
13. To rest: _____________________________________
14. To climb: _____________________________________
15. Peak: _____________________________________
16. Mountain: _____________________________________
17. To camp: _____________________________________
18. Fire: _____________________________________
19. Partner: _____________________________________
20. Mile: _____________________________________
21. _______________________________: _____________________________________
22. _______________________________: _____________________________________
## Appendix B- Rubric for Journal Assessment

### Head, Heart, and Hands Journal

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart</td>
<td>No discussion</td>
<td>Cursory Discussion without elaboration of why or how</td>
<td>Deeper observation, but still limited in context or application</td>
<td>Complex application, understanding and articulation</td>
</tr>
<tr>
<td>Hands</td>
<td>No discussion</td>
<td>Cursory Discussion without elaboration of why or how</td>
<td>Deeper observation, but still limited in context or application</td>
<td>Complex application, understanding and articulation</td>
</tr>
<tr>
<td>Head</td>
<td>No discussion</td>
<td>Cursory Discussion without elaboration of why or how</td>
<td>Deeper observation, but still limited in context or application</td>
<td>Complex application, understanding and articulation</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>No presentation of ideas/information</td>
<td>Marginal presentation of ideas/information</td>
<td>Adequate presentation of ideas/information</td>
<td>Complex, complete, innovative</td>
</tr>
<tr>
<td>So What?</td>
<td>No presentation of ideas/information</td>
<td>Marginal presentation of ideas/information</td>
<td>Adequate presentation of ideas/information</td>
<td>Complex, complete, innovative</td>
</tr>
<tr>
<td>Now What?</td>
<td>No presentation of ideas/information</td>
<td>Marginal presentation of ideas/information</td>
<td>Adequate presentation of ideas/information</td>
<td>Complex, complete, innovative</td>
</tr>
</tbody>
</table>
### Appendix C - Rubric for Pamphlet and Quest Publication

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>No research provided</td>
<td>Student did minimal research, off task</td>
<td>Student provided research, but lacked detail</td>
<td>Student provided research, included some detail</td>
<td>Student provided detailed research</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>No writing provided</td>
<td>Student did minimal writing</td>
<td>Student contributed writing, but not high quality</td>
<td>Student contributed standard writing</td>
<td>Student contributed high quality writing</td>
</tr>
<tr>
<td><strong>Editing</strong></td>
<td>No editing provided</td>
<td>Student did minimal editing</td>
<td>Student provided limited editing</td>
<td>Student completed required editing</td>
<td>Student completed editing above requirements</td>
</tr>
</tbody>
</table>
Appendix D- Trail Heads & Day Hikes in Unicoi County

The information pertaining to Trail Heads and Day Hikes in Unicoi County was prepared by the Tennessee Eastman Hiking and Canoe Club. The complete document can be found at: http://www.appalachiantrail.org/atf/cf/%7BB8A229E6-1CDC-41B7-A615-2D5911950E45%7D/Hiking%20Trails%20of%20Unicoi%20County.pdf

Trail Heads

- Devil Fork Gap, on TN Highway 352, 4.2 miles from the community of Rocky Fork near Flag Pond to the NC state line (NC Highway 212). Roadside parking is on the left.
- Sams Gap, on U. S. Highway 23 6 miles from Flag Pond and 18 miles from Erwin. There is no direct access from Interstate 26 to the Appalachian Trail; hikers must take the old highway from Tennessee or North Carolina with good parking slightly into North Carolina. The Trail passes underneath the interstate.
- Spivey Gap, on U. S. Highway 19W 7 miles from U. S. Highway 23 in Ernestville, accessible from Exit 43 on Interstate 26. The A. T. crosses Highway 19W 1.5 miles into North Carolina from the state line; a small roadside parking area is on the right.
- Chestoa Pike, where it crosses the Nolichucky River. From Exit 40 on Interstate 26, turn right from Jackson-Love Highway, then pass the Holiday Inn Express and a convenience store. Turn left onto River Road (brown sign denotes whitewater rafting) for 0.4 miles to a four-way stop at the Chestoa Bridge, which the A. T. crosses. For the largest parking area, cross the bridge and turn right immediately onto Jones Branch Road, where roadside parking is available on the right a few yards from the intersection.
- Indian Grave Gap, on TN Highway 395. From Main Street in Erwin, most easily accessed from Exit 36 on Interstate 26, turn onto Tenth Street, reaching the entrance to Rock Creek Recreation Area in 3.3 miles. Indian Grave Gap is 3.3 miles further, on the state line at the height of land. Parking is available at a small pulloff on the left or roadside on the right. Gravel Forest Road 230 leaves Indian Grave Gap to the left, crossing the A. T. once (no parking) and nearing it several times, most notably at Beauty Spot on a short spur road 2.1 miles from Indian Grave Gap.
- Iron Mountain Gap, on TN Highway 107 10 miles from Unicoi at the NC state line.
- From Exit 32 on Interstate 26, go to the end of the road at Maple Grove Restaurant, turn right into downtown Unicoi, then left on TN 107. Roadside parking is on the right at the height of land.

Day Hikes

Nolichucky River to Cliff Ridge Mountains
This hike begins at the bridge over the Nolichucky River at Chestoa. Park near the bridge and, facing upstream, go to the right side of the river. After walking a few yards up the road turn right into the woods and climb up a series of switchbacks. This was formerly a very steep section of trail but switchbacks have made it a much more pleasant and easy hike. After about a mile reach the first of several dramatic views down to the river, Erwin, and the surrounding mountains. The evergreen trees along the cliff are Carolina hemlocks, rare in Tennessee.

**Indian Grave Gap to Beauty Spot**

At Indian Grave Gap at the North Carolina state line, there is a small parking area on the left and gravel roads going both left and right. The road to the left goes to Beauty Spot and across Unaka Mountain (not the summit) but can be rough for passenger cars. Beginning at Indian Grave Gap, go left on a gradual ascent for 2.3 miles to the open fields of Beauty Spot, elevation 4434’. There are excellent views of Roan Mountain, Mt. Mitchell, and many surrounding mountains.

**Devil Fork Gap to Sugarloaf Gap**

Reach Devil Fork Gap by taking Exit 46 off I-26 (Clear Branch), take old U. S. Highway 23 to Rocky Fork community near Flag Pond, turn right onto TN Highway 352, and follow it to the state line with parking on the left. From the road crossing bear left across a pasture and knob, cross a paved road at 0.5 miles, and climb gradually through a formerly settled area to a waterfall at 1.4 miles. Beyond, trilliums, spring beauties, trout lilies, and many other spring flowers grow in abundance with peak bloom in late April. Reach Sugarloaf Gap at 1.8 miles. Views of the South Indian Creek Valley can be had from Frozen Knob, 1.5 miles further.

**Sams Gap to Spivey Gap**

One of the best long day hikes in Unicoi County is across Big Bald. It is almost 7 miles from either Sams Gap or Spivey Gap, but Sams Gap is several hundred feet higher so less climbing is involved. Take old U. S. Highway 23 to Sams Gap (parking is not available off Interstate 26). A nice short hike is to Street Gap, 2.3 fairly level miles from Sams Gap with a great view of Big Bald. The large open grassy meadow of Big Bald is reached 4.5 miles later. Descend through more meadows and sparse woods to Unicoi County’s second highest point, 5185’ Little Bald. From there the Trail enters North Carolina, passing fine views at High Rocks 2 miles from Spivey Gap, and reaches U. S. Highway 19W in Spivey Gap at 13.6 miles.