A Trail To Every Classroom (TTEC)  
Curriculum Development Tool

UNIT DESIGN COVER SHEET

Author contact: Sara Bolen

School name, state and town: Blue Ridge Middle School, Purcellville, VA

Title: Fitness: Crossing the A.T.

Abstract/Vignette: Students will learn about the Appalachian Trail; this includes access points to get on the trail in their community. Students will learn how to be prepared to go on a hike on the AT. Students will be able to use orienteering skills to navigate outdoors.

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

Year Developed: 2013

Period (month long unit vs. week long): 2 week unit

Teaching environment:

☑ In the Classroom (indoors) ☑ Outdoors

☑ In the Community  ☐ Online/Virtual
# UNIT DESIGN TEMPLATE

<table>
<thead>
<tr>
<th>Unit Title: Creating Appalachian Trail Ambassadors</th>
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</thead>
<tbody>
<tr>
<td>School: Blue Ridge Middle School</td>
</tr>
<tr>
<td>Grade level/s: 6, 7, 8</td>
</tr>
<tr>
<td>Discipline/s: All</td>
</tr>
<tr>
<td>Unit Designer/s: Sara Bolen</td>
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## Stage 1 – Desired Results

### A. “Big Ideas”
- Getting students outside
- Teaching students how to be prepared to go outside
- Navigating the Outdoors

### B. “Enduring Understandings”
Students will understand that:
- How to get prepared to be outdoors
- How to hike safely and what to do in an emergency
- How to navigate outside

### C. “Essential Question(s)”:
Students will keep considering:
- Why is it important for students to get outdoors?
- How do you prepare for the outdoors?
- What should you bring with you when going on a hike?
- What tools do you need to navigate the outdoors?
- How do you use a compass?
- How long does it take, on average, to hike the Appalachian Trail?
- How much money should you have saved up to hike the trial?

### D. Place-based Service Learning Lens (Assumes PBSL Principle #5 Integrated & Principle #6 Rigorous):

**Grounded in Place**

Blue Ridge Middle School, a cornerstone within our community, sits on roughly 30+ acres of land and provides both students and our community with multiple opportunities to engage in outdoor activities.

*Bears Den and Raven Rocks, both provide spectacular views of the Shenandoah Valley on the AT, and are important to Blue Ridge in that they are depicted within the hallways of our schools. Both vantage points are roughly a 15 minute drive from our school.*

**Real**

*Students will learn about the Appalachian Trail, this includes access points to get on the*
trail in their community. Students will learn how to be prepared to go on a hike on the AT. Students will be able to use a compass to navigate outdoors.

**Empowering**
Students will be encouraged to share what they have learned about the Appalachian Trail with family members and friends, and become ambassadors of the trail.

As a culminating activity in the spring, students will have the opportunity to participate in a trail hike.

**Collaborative**
Students will be learning the Leave no Trace principles from public service announcements created by other students in the building. These will be incorporated with other activities that are already taking place in the building.

Blue Ridge has also begun a 4 seasons hiking club on the weekends, where students are encouraged to bring their parents and hike the trail.

**E. Content Standard(s):**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td>The student will identify and seek opportunities to participate in regular physical activity at school, at home, and in the community.</td>
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</tbody>
</table>
| 6.4        | The student will work independently and with others in physical activity settings.  
  a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.  
  b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.  
  c) Follow rules and safety procedures.  
  d) Use practice time to improve performance. |
| 7.5        | The student will select and participate in physical activity to produce health-related benefits. Select and set goals, and participate at school and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition. |
| 7.4        | The student will work independently and with others in cooperative and competitive physical activity settings.  
  Apply safety procedures, rules, and appropriate etiquette in physical activity settings.  
  Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.  
  Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity. |
| 7.1        | c) Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).  
  Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements. |
| 8.6        | The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.  
  e) Participate regularly in health-enhancing and personally rewarding physical activities during |
unscheduled times.

f) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.

Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.

<table>
<thead>
<tr>
<th>Stage 2 – Acceptable Evidence</th>
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<tbody>
<tr>
<td><strong>Performance Task(s):</strong></td>
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<tr>
<td>Learners will show that they really understand by:</td>
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<tr>
<td>Students will be responsible for an assessment on the parts of the compass.</td>
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<tr>
<td>Students will turn in a “postcard” to their teacher, after “traveling the trail” in class and write 3 facts from different states along the trail.</td>
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<tr>
<td>Students will participate in an outdoor orienteering course.</td>
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<tr>
<td>Students will know…</td>
</tr>
<tr>
<td>• Approximate length of the trail</td>
</tr>
<tr>
<td>• The trail passes through 14 states</td>
</tr>
<tr>
<td>• It take between $4,000-$7,000 to hike the trail</td>
</tr>
<tr>
<td>• The speed record is 46 days – by Jennifer Pharr-Davis</td>
</tr>
<tr>
<td>• Virginia has the longest sections of the trail (550 miles)</td>
</tr>
<tr>
<td>• West Virginia has the shortest (4 miles)</td>
</tr>
<tr>
<td>• Can access trail at Rt. 7, Bears Den or Raven Rocks</td>
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<table>
<thead>
<tr>
<th><strong>Evaluative Criteria</strong></th>
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<tbody>
<tr>
<td>Students will be given an assessment on parts of a compass. (summative)</td>
</tr>
<tr>
<td>Postcard (formative)</td>
</tr>
<tr>
<td>Outdoor orienteering course completion (formative)</td>
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</table>

| **Other Evidence:** |
| Students will show they have achieved Stage 1 (Desired Outcome) goals by… |
| Passing compass quiz and being able to complete the outdoor course. |

<table>
<thead>
<tr>
<th><strong>Evaluative Criteria</strong> (score sheets, rubrics, observation check-lists, grading key)</th>
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</table>
## Stage 3 – Learning Plan

### Alignment with Desired Outcomes (Big Ideas, Enduring Understandings, Student Learning Objectives) and/or Content Standards

### Learning Activities (includes timing, supplies, & links):

- **Orienteering/Reading Maps (2 days)**
  - Orienteering lesson
  - Compasses, overhead projector, teaching compass, answer key, pencils, compass packet
  - Indoor course day 2
  - Compass review

- **Crossing the AT lesson (1 day)**
  - History of the trail
  - Passports for group, orienteering punches, stations exercises, pencils, mats, jump ropes
  - Finish trail, send postcard to teacher (day 2)
  - Pre-addresses postcards

- **Outdoor Course**
  - Outdoor course (1-2 days)
  - Orienteering flags, punches, keys, course layout, compasses

### Progress monitoring through pre-assessments, simulations, formative & summative assessments

### Adaptations

*Learner-centered and context-sensitive adaptations for our TTEC unit include:*

- Students will work with a partner the first day of the compass lesson. The second day students that need more help will be paired up with students who have a better understanding of the materials.

### Reflections

*Post-instruction reflections by TTEC unit designer(s)/instructor(s) include:*

- I would allow for more time to teach the compass usage and give students more time to practice inside.

- Put more emphasis on this as a "lifelong" activity or skill and give the students more examples of when they may use this skill.
A Trail to Every Classroom (TTEC) Unit Design Overview Chart

<table>
<thead>
<tr>
<th>Stage 1 – Desired Results</th>
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</thead>
<tbody>
<tr>
<td><strong>Big Idea(s):</strong></td>
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<tr>
<td>Students will develop an appreciation for the resources around us.</td>
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<table>
<thead>
<tr>
<th><strong>Enduring Understanding (s)</strong></th>
<th><strong>Essential Question(s):</strong></th>
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<tbody>
<tr>
<td>Students will understand how the Appalachian trail began and how it is maintained.</td>
<td>When was the trail developed/finished?</td>
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<tr>
<td></td>
<td>Who is responsible for the trail?</td>
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<td></td>
<td>How is it maintained?</td>
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<table>
<thead>
<tr>
<th><strong>Content Standard(s):</strong></th>
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<tr>
<td>6.4 a) the student will acknowledge and understand the positive and negative influence of peer pressure on decisions and actions</td>
</tr>
<tr>
<td>6.1 c) the effects of environmental influences on personal health</td>
</tr>
<tr>
<td>6.4 b) the importance of accepting responsibility of personal action.</td>
</tr>
<tr>
<td>6.5 a) safety habits in vehicles and other public areas</td>
</tr>
<tr>
<td>b) first-aid and safety practices</td>
</tr>
<tr>
<td>c) strategies to prevent accidents and injuries</td>
</tr>
<tr>
<td>d) the need for and use of protective gear</td>
</tr>
<tr>
<td>7.1 c) the benefits of stress management and stress-reduction techniques</td>
</tr>
<tr>
<td>7.4 a) the relationship of social and environmental factors to individual and community health</td>
</tr>
<tr>
<td>b) the community’s support of recreational and leisure activities.</td>
</tr>
<tr>
<td>7.5 c) the benefits of community service</td>
</tr>
<tr>
<td>8.5 The students will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.</td>
</tr>
<tr>
<td>8.5 c) practices associated with healthy environments</td>
</tr>
<tr>
<td>d) opportunities for community service</td>
</tr>
</tbody>
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<tr>
<th><strong>Place-based Service Learning Lens</strong> (Assumes PBSL Principle #5 Integrated &amp; Principle #6 Rigorous):</th>
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<tbody>
<tr>
<td><strong>Grounded in Place</strong></td>
</tr>
<tr>
<td><em>In what ways is your unit a direct reflection of local landscapes, resources, culture, and values?</em></td>
</tr>
<tr>
<td>This unit is designed to allow students to make a connection with the natural resources they have available around them, at Blue Ridge Middle School. We have bulletin boards in the hallways helping students make the connection with what is around them.</td>
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<table>
<thead>
<tr>
<th><strong>Real</strong></th>
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<tr>
<td><em>What authentic, real-world need or opportunity will students address through their project?</em></td>
</tr>
<tr>
<td>Students will develop an appreciation for the outdoors and the natural resources that are around them. Since we are in Loudoun County and close to Harpers Ferry this will also tie into students developing an appreciation with the historical landmarks that are in this area.</td>
</tr>
</tbody>
</table>
Empowering
What opportunities exist or can be created for students to have meaningful roles in project design, decision-making, and evaluation?

Having students learn to navigate the outdoors will hopefully help them feel more confident when they go outside. This is also a great skill to have high school students come and teach to our students, developing relationships with high school students and sparking interest in the outdoor education class.

Collaborative
What opportunities will students have for mutually beneficial collaboration with other disciplines, community or public land partners?

Students will have the opportunity to develop relationships with high school students who are interested in outdoor education. Once students develop navigation skills, other disciplines can use these skills to engage students in learning. The possibilities for field trips in our area are endless, students could participate in quests, scavenger hunts etc. at different historical sites, public parks, school property.

Stage 2 – Assessment Evidence

PBSL Performance Task(s):
By learning more about the trail, students will become more aware of the natural world around them, what it has to offer and how to take care of it.

Other Evidence:
Students will have to complete the fitness activities, there will be evidence of their completion when their punch card sheet is turned in. They will also complete the indoor and outdoor course.

Stage 3 – Learning Plan

Learning Activities:
Introduction to orienteering and maps
Crossing the AT lesson
Outdoor course
Making the connection video

Adaptations
Information is presented to learners in many ways; the information should be picked up by auditory learners, visual learners and kinesthetic learners.

Reflections
I feel the unit went well. We had to spend 2 days discussing compasses and allow time for students to use them indoors. We taught this to all three grade levels this year, 6, 7, and 8. We have discussed staggering when we teach this in the future to allow for 6 and 7 grades to learn the skills and then in 8th grade they would be able to further develop skills and possibly participate in an overnight backpacking trip.
EXERCISE 1: Compass Part Identification

Directions: Match the terms below with the correct parts on the compass diagram.

A. Azimuth Ring  F. Protractor Scale
B. Compass Base  G. Sighting Line (Direction of Travel Arrow)
C. Declination Scale  H. Vial
D. Acreage Scale  I. Magnifier
E. Orienting Arrow  J. Magnetic Needle

Answer: Write the correct letter in the corresponding blank.

1. __________________________  5. __________________________
2. __________________________  6. __________________________
3. __________________________  7. __________________________
4. __________________________  8. __________________________
EXERCISE 2: Bearings and Direction

Directions: It is important to become familiar with the direction that various bearings represent. Assuming that "A" is zero degrees, give the direction and degree reading for all points.

Answer:

<table>
<thead>
<tr>
<th>BEARING/DEGREE</th>
<th>DIRECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
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</tbody>
</table>
EXERCISE 3: Topographical Features

Directions: A very important part of using a map and compass is to be able to look at a map and visualize what those features look like on the ground. Match the features on the right with the correct feature on the left.

1. ____  
2. ____  
3. ____  
4. ____  
5. ____  

A.  
B.  
C.  
D.  
E.  
F.  

Now match the following description with the correct feature.

1. ____ Has two peaks of equal height with a saddle in between.  
2. ____ Has a crater in the top.  
3. ____ Has a gradual slope on the west and a steep slope on the east.  
4. ____ Has two peaks with the west peak being two intervals higher than the east.  
5. ____ A nice, gradual hill.

A.  
B.  
C.  
D.  
E.  
F.
EXERCISE 5: Terms & Matching

Directions: Match the terms below with the correct definition. There is only one correct answer and there are more terms than definitions.

A. Align  G. Green
B. Bearing  H. Isogonic Chain
C. Contour Interval  I. Navigational Tools
D. Contour Lines  J. Orienting Your Map
E. Course  K. Red
F. Declination  L. Triangulation

1. The angle difference between True North and Magnetic North.
2. This is what you follow when your compass points in the direction you need to travel to reach your desired destination.
3. Denotes vegetation on a topographical map.
4. Term for setting your compass on the map so that the long edge of the base is on a line from your present location to your desired destination.
5. Map of North America continent which has the lines and degree readings showing the difference between True North and Magnetic North.
6. Turning your map, with the assistance of your compass, so that it is in the proper perspective to the terrain around you. (North on the map is North on the landscape.)
7. Brown lines on the map that indicate elevation.
8. Found by holding the compass steady and rotating the azimuth so the “N” on the azimuth is pointed north on the map. (Gr, the degree reading or direction from your position to another object or position.)
9. Method of finding your exact location on a map by taking bearings on two separate, visible objects and transferring that bearing to your map. Where the two bearings cross, there you are.
10. The rise in elevation between two contour lines. Found at the bottom of the map on the legend.
EXERCISE 6: Bearings

Directions: You are at X below. With the declination of your compass set at 0 degrees, determine the bearing from X to each letter. (Go from the center of the X to the center of the dot by each letter.)

Possible Answers:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>54°</td>
</tr>
<tr>
<td>2.</td>
<td>316°</td>
</tr>
<tr>
<td>3.</td>
<td>10°</td>
</tr>
<tr>
<td>4.</td>
<td>216°</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>100°</td>
</tr>
<tr>
<td>6.</td>
<td>188°</td>
</tr>
<tr>
<td>7.</td>
<td>156°</td>
</tr>
<tr>
<td>8.</td>
<td>256°</td>
</tr>
</tbody>
</table>

Write in the correct number from the possible answers above.

X to A _______  X to D _______
X to B _______  X to E _______
X to C _______  X to F _______

HINTS: When taking a bearing on a map, REMEMBER that the "N" on your azimuth points toward the top of the map (or the "N" lines on your map).
EXERCISE 7: Map and Compass Activities

Directions: Look carefully at the sample map. Answer the following questions using all of the knowledge you have learned so far. Destination for this map is 16 east. Be sure you set your compass before you begin. Give the correct answer or letter for each question.

Questions:
1. What is the highest point on the map?
2. What is the elevation of the highest point on the map?
3. What is the name of the highest point on the map?
4. What is the lowest point on the map?
5. What is the approximate elevation of the lowest point on the map?
6. What is the contour interval of this map?
7. What is the elevation of point "G"?
8. Which letter represents the steepest area, "N", "K" or "F"? (Circle one)
9. What is the difference in elevation between point "D" and "M"?
10. Which is higher "G" or "M"? (Circle one)
11. You wish to travel from point "C" to "B", what would be your bearing? (Circle one)
   A. 123°  B. 243°  C. 111°  D. 26°  E. 206°
12. Suppose you wish to travel from point "C" to "E", at the top of Fossil Hill. What would be your bearing? (Circle one)
   A. 3°  B. 222°  C. 123°  D. 48°  E. 303°
13. You are standing somewhere along Louis Lake Road but you are not sure where. You can see Fossil Hill. It is at a bearing of 160° from you. You can also see the Middle Fork Guard Station. It is at a bearing of 20°. Use the process of triangulation to find your location on the map. What is your position?
14. More triangulation - You are somewhere along Pete's Lake Trail. You want to find your location using the following information:
   According to your map, there are two peaks in a northerly direction from you (point "H" and "T"), but you can only see one of them from where you are standing. The one you can see is at a bearing of 352° from you. The Middle Fork Guard Station is at a bearing of 110° from you.
   a. What is your location?
   b. What peak could you actually see?

HINTS:
Remember to align N with the north lines on your map.
It may be helpful to orient your map to north.
Refer to the contour interval for elevation.
Use a pencil in case of errors.
Lesson Title: Fitness: Crossing the AT

| Content Area(s): HPE | Grade: 7 | Date: 10/25, 10/28 | Time Frame/Pacing: 1 block |

OBJECTIVES:

**The students will learn**
- Fitness concepts
- Fitness components
- Appalachian trail history
- Geography of the AT

**Important vocabulary:**
- Fitness, muscular endurance and strength, cardiovascular endurance

SOL(s) ADDRESSED:

7.2 The student will apply movement principles and concepts to movement-skill performance.
   c) Initiate skill practice to improve movement performance, and apply principles of learning).

7.4 The student will work independently and with others in physical activity settings.
   c) Follow rules and safety procedures.

ESSENTIAL QUESTIONS:

- How can you improve fitness levels?
- Why is fitness important?
- How many of you have ever been on the AT?
- Does anyone know where you can get on the AT near here?

RESOURCES AND MATERIALS:

- Fitness cards, AT maps, steppers, jump ropes, music, punches, exit slips

BEFORE THE LESSON:

Benton MacKaye developed the idea of the Appalachian Trail in 1921. It called for a network of work camps and communities in the mountains, all linked by a trail that ran from the highest point in New England to the highest point in the South. He envisioned the A.T. as a path interspersed with planned wilderness communities where people could go to renew themselves.

The Appalachian Trail Conservancy (ATC), originally established as the Appalachian Trail Conference in 1925, was set up to coordinate the building of the Trail; as an organization whose mission was to carry out MacKaye’s vision for the Trail.

Judge Arthur Perkins and Myron Avery started work in 1928 to help build the footpath. First completed in 1937, the A.T. fell into disrepair during World War II, when volunteer maintainers were called to serve their country. Parts of the route were lost. Restoration began after the war, and the A.T. was once again declared complete in 1951.

After years of work on Congress by ATC and its members and with the strong support of President Lyndon B. Johnson, the A.T. became the first complete national scenic trail in October 1968. The National Trails System Act provides for
protection, financial assistance, and land acquisition not only for the A.T., but also other yet to be formed national trails.

It takes around 5 to 7 months to thru hike the trail at a cost of $4,000 to $7,000.

Today, the Appalachian National Scenic Trail continues to thrive through a cooperative management network that includes ATC, the National Park Service, the USDA Forest Service, 30-maintaining clubs, and numerous state and local partners. The "mental" center of the AT is located in nearby Harpers Ferry, WV which is the home of the Appalachian Trail Conservancy (ATC)

Fun facts about the Appalachian Trail:

- Lowest elevation: 124 feet – near the Trailside Museum and Zoo at Bear Mountain, New York
- Highest elevation: 6,625 feet – on Clingmans Dome in Tennessee
- There are 165,000 blazes along the length of the Trail.
- More than 10,000 people have reported hiking the length of the Trail.
- It takes approximately 5 million footsteps to walk the entire length of the Trail.
- More than 6,000 volunteers contribute about 200,000 hours to the Appalachian Trail every year.
- Is a unit of the National Park Service. And is the nation's longest marked footpath, at approximately 2,178 miles.
- Is the first national scenic trail, designated in 1968.
- Crosses six national parks.
- Traverses eight national forests.
- Touches 14 states. Houses more than 2,000 occurrences of rare, threatened, endangered, and sensitive plant and animal species.
- Crosses numerous state and local forests and parks.
- Is maintained by 30 trail clubs and multiple partnerships.

THE LESSON:

Direct Instruction-your input and modeling
- Students will work in groups to cross from the northern terminus of the AT, Mt. Katahdin, Maine to the southern terminus, Springer Mountain, Georgia. They will visit several cities along the trail, at each city the group must perform the exercise on the fitness card before the group can move along the AT to the next city. At each city the group will "punch" their control card using an orienteering control punch to mark their visit to each city. They will not punch their passport until the group has completed the exercise at that city. There is not a time limit at each city but students are expected to complete the activity at each city quickly and safely to move along the AT. Cities are not in geographical order so there may be more than one group at each city. Students complete the activity then move to the next city as listed on the fitness card.
- Real AT thru-hikers often sign a logbook/send postcards at the end of
their journey and they use a “trail” name. Students will create their own school appropriate trail name and use it to send their teacher a postcard when they have completed the AT. The postcard will be color coded by teacher and pre-addressed. Students will use their real name and their “home city as their address. Students will write at least 3 facts that they learned about the AT from their journey. Maps of the AT will be hung up in the gym as well as “Exploring the trail signs” for all 14 states that the AT touches to give students info and facts on the AT. Students will sign the postcard using their trail name.

**Guided Practice—they do it with help**
- Demonstrate how to perform each exercise at the city. (the majority of the exercises have been done during fitness stations) Also show how to “punch” the passport as they get ready to leave for the next city. Show students the maps and the “Exploring the trail” fact cards and explain how to use them to gather facts and info for their postcards. Demonstrate how to address a postcard.

**Independent practice—they do it alone**
- Select groups and assign them to a “home city” to begin the activity students will visit the 20 cities and punch their passports. Each team must complete each exercise before they can move to the next city. Once they complete the AT they will return to their “home city” and send a postcard to their teacher with at least 3 facts they learned about the AT.

**Strategies for differentiating and accommodating**
Smaller groups, shorten the activity at each station

**AFTER THE LESSON:**
Great job today. Hiking is a great lifetime activity to keep you fit and healthy. It is inexpensive, can be done alone or in groups and age does not stop you from doing it.

**ASSESSMENT:**
How long is the AT?
How long does it take to hike the AT?

Complete Exit slip postcard.

**REFLECTION:**
AT Passport -- Group Members names:

1. ____________________________  2. ____________________________

3. ____________________________  4. ____________________________

5. ____________________________  6. ____________________________

7. ____________________________  8. ____________________________

Teacher:

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<tbody>
<tr>
<td>Mt. Katahdin, Maine</td>
<td>Mount Everett, Massachusetts</td>
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<tr>
<td>Blackhorse Gap, Virginia</td>
<td>Falls Village, Connecticut</td>
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<tr>
<td>Clingmans Dome, Tennessee</td>
<td>Culvers Gap, New Jersey</td>
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<td>Harpers Ferry, West Virginia</td>
<td>White Rocks, Pennsylvania</td>
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<tr>
<td>Hawk Mountain Sanctuary, Pennsylvania</td>
<td>Rockfish Gap, Virginia</td>
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<tr>
<td>Mount Greylock, Massachussets</td>
<td>Mount Rogers, Virginia</td>
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<tr>
<td>Killington Peak, Vermont</td>
<td>Newfound Gap, Tennessee</td>
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<tr>
<td>Mt. Cube, New Hampshire</td>
<td>Blood Mountain, Georgia</td>
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<tr>
<td>Old Blue Mountain, Maine</td>
<td>South Mountain State Park, Maryland</td>
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<tr>
<td>Stratton Mountain, Vermont</td>
<td>Springer Mountain, Georgia</td>
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</tbody>
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