

Allegheny National Forest Longhouse National Scenic Byway



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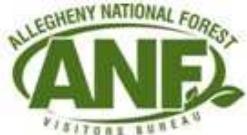
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This Resource Guide was created by students in the Secondary Education Program and the Hospitality and Tourism Marketing Program at the University of Pittsburgh at Bradford under the supervision of professors Dr. Wayne Brinda and Jennifer Forney. A list of students is included.



Explore the Allegheny National Forest Educational Resource Guide

This Resource Guide is designed to help prepare your 5-8 grade students and those in secondary grades for an exciting, meaningful, and fun visit along the Longhouse National Scenic Byway. There is a map of the area, an "Etiquette Guide" to keep you and your students safe, and historical resources of the Allegheny National Forest.

Each point of interest is structured with Before Your Visit, During Your Visit, and After Your Visit activities and reading selections supported by PA Core and New York state standards. There is also a role-play activity where students can select someone they want to be during their visit. They could even dress-up as the person. Each section includes a glossary.

You will also find interesting bits of information scattered throughout the guide.



The Longhouse National Scenic Byway is one of the most beautiful sceneries on the Allegheny National Forest. In the early 1990s, Pennsylvania used federal funding to create the Pennsylvania Scenic Byways program. The first byway to be designated under this program was the Kinzua Scenic Byway in McKean County. In 1991, the National Scenic Byways Program was created by the Intermodal Surface Transportation Efficiency Act. The two main routes, 321 and 59 will take you to the many historical, natural, and recreational areas surrounding the Kinzua Creek Arm of the Allegheny Reservoir.



Begin your journey along the Longhouse National Scenic Byway at **Kinzua Point**.

- Have students take pictures to tell a story as a role they are playing.

Enjoy views of the Allegheny Reservoir while learning about fire safety on their way to **Red Bridge**.



Students learn about Fire Ecology and trees in the forest. They can engage in scavenger hunt.

Stop for lunch at picturesque Morrison Trailhead or at a recommendation from the Rangers.



After lunch, carry on to the **Old Powerhouse** and experience living history.

- Students learn how oil production worked in the 1930's; see a demonstration and use sensory skills to explore the kiosks.

Conclude your adventure at the **Ranger Station** and learn firsthand about careers in forestry and the wildlife in the Allegheny National Forest.

- Read an excerpt from a Ranger's journal and create one of your own about your visit.

Extend your adventure by visiting:

- **Kinzua Skywalk**
- **Seneca-Iroquois National Museum**

To Book Your Adventure Contact:
Allegheny National Forest Visitors Bureau
PO Box 371, 80 E. Corydon Street
Bradford, PA 16701
800-473-9370 - Fax: 814-368-9370
visitANF.com



Etiquette Guide to make your visit enjoyable to The Allegheny National Forest!

Smokey the Bear says ... "Only you can prevent forest fires." Here are some important things to remember and do when you visit **The Longhouse National Scenic Byway.**



Camping is prohibited within 1500 feet either side of the center line of the Allegheny Reservoir Scenic Drive (includes Longhouse Scenic Drive and portions of State Routes 59, 346, and 321) EXCEPT at designated developed recreation sites.



Alert students with allergies to take allergy medication for precautionary measures. If they are under 18, make sure their medications are controlled by an adult.



Dispose of trash at public trash receptacles.



Be aware of potential dangers, i.e. trees falling and poisonous vegetation.



Have knowledge of first-aid.



Stay away from cliffs.



Do not enter water during stops near water.



Do not drink any water that comes from the forest waterways.



Do not touch or eat any objects or vegetation unless instructed to do so.



Do not remove any objects from the forest.

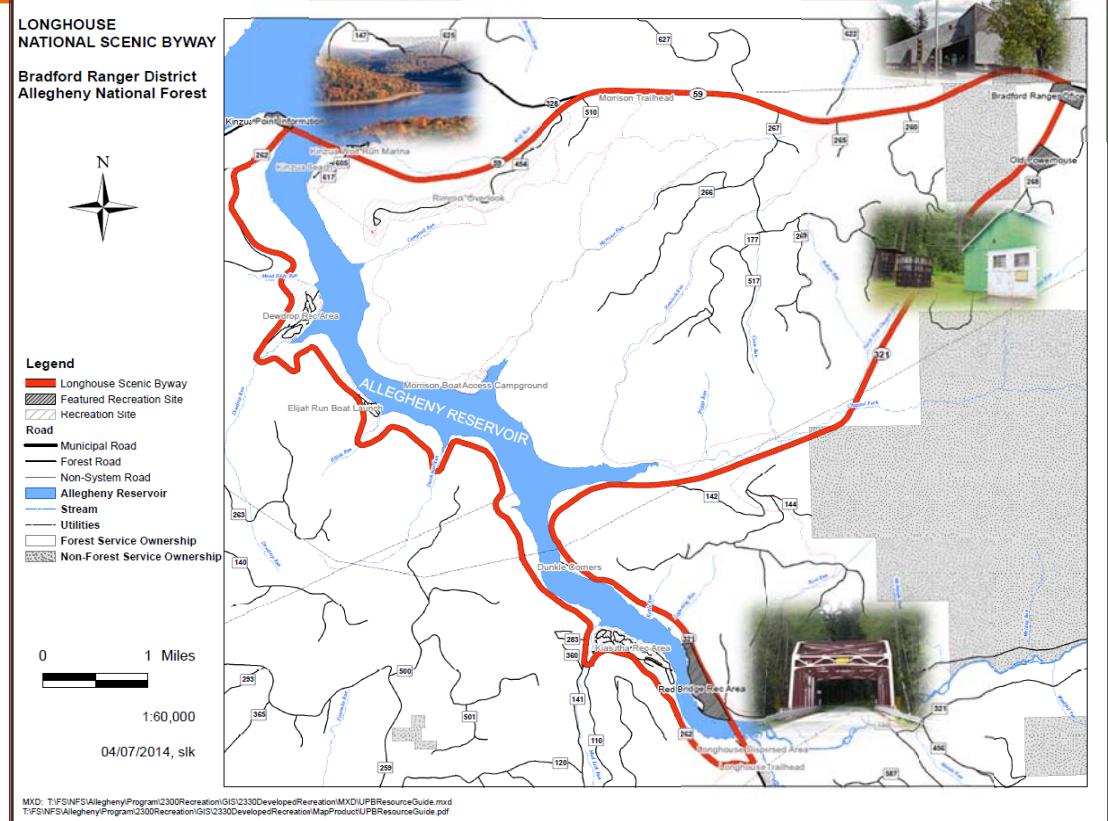
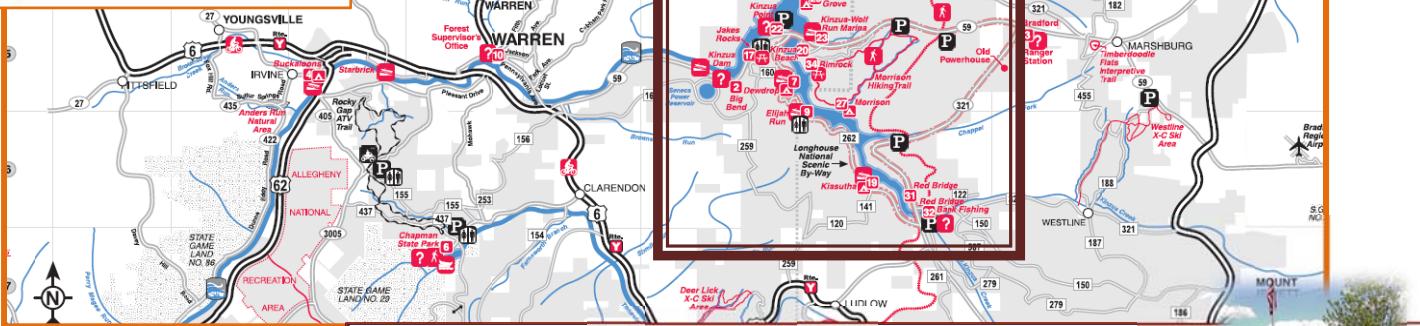


Do not approach or feed wildlife.



Do not allow anybody to stray from the group (use the buddy system).

Do not stray off of walking trails unless otherwise instructed.



- Find and circle the following items on the map's key: Compass; Scale; Recreation Site Symbol
- Using the scale symbol, determine roughly how far it is to travel from Kinzua Point Information Center to the Ranger Station. Write your answer here.
- If you were going from Ranger Station to the Old Powerhouse, in what direction would you be traveling? Write your answer here.
- Which site on the scenic byway is the furthest south? Write your answer here.
- Create symbols that represent each site visited. Include them in the key.
- Find 3 streams on the map. What are their names? Write your answers here

Historical Role Play

The area that you are about to visit has meant many things to many different people over the years. A member of the Army Corps of Engineers in the 1960s would have viewed the area quite differently from a person from Kinzua in that same time period, and both would have had different perspectives from an Early Settler to the area. Have students research and adopt one of the perspectives below, and have them role play as that person during their visit. The different historical roles would see, hear, smell, and touch things differently.

Different Perspectives on the Kinzua Dam

Tourist	Angler
Kinzua Resident (1960)	Seneca Indian
Warren Resident (1960)	Army Corps Engineer
Early Settler (1700s)	Logger

Before your visit:

1. Have students research the history of the area.
2. Have students read the list above and identify which perspective they most identify with. Questions associated with each perspective follow.
3. Print copies of questions that students may cut out and take with them on the day of the field trip.

During your visit:

1. Have students assume a role prior to leaving. Will they be a Seneca Indian? A lumberman?
2. Have students pretend to be in that role throughout the field trip. Have them sit on the bus with others sharing that role.
3. Have students ask questions to themselves and to others in their groups.

After your visit:

1. Have students engage in a **Think-Pair-Share** activity.
2. **Think-** Have each student think about their experience, and right a short paragraph about their experience that incorporates answers to each question
3. **Pair-** Have each student pair with another student from another group. In pairs, the students can share their experiences with each other.
4. **Share-** Have students share their experience with the whole class.

Questions a Logger Might Ask.

What kind of trees are in this area?
How much do timber rights cost in this area?
How often do forest fires occur in this area?
How do I get the logs out?
What will the timber be used for?
What are the regulations governing lumbering?

Questions an Early Settler Might Ask.

What kind of trees are in this area?
What kind of animals are in this area?
How long is the growing season here?
What crops grow well in this area?
How much does land cost here?
What will this area look like in 200 years?

Questions an Angler Might Ask.

Does this reservoir freeze over in the winter?
What kind of fish are in this area?
Do different kinds of fish live below the dam and above the dam?
How deep is the reservoir?
Are any special licenses or skills required to fish here?
How big are the fish?

Questions an Army Corps Engineer Might Ask.

What are the possible locations to build this dam?
Will homes and buildings need to be relocated to build this dam?
Where will the river be relocated while the dam is under construction?
Why was the dam built where it was?
How long did it take to flood the area?

Questions a 1960s Warren Resident Might Ask.

How much will this dam cost me as a taxpayer?
Will the river continue to flood after the dam is built?
Will the river maintain the same course after the dam is built?
How long will it take to build the dam?
How much hydroelectric power does the dam generate and who gets to use it?

Questions a 1960s Kinzua Resident Might Ask.

Is there another place that this dam could have been built?
Will I have to move?
What if I refuse to move?
Will I be compensated if I am forced to move?
How long will it take to build the dam?
Where will I live?

Questions a Current Tourist/ Reporter/Photographer Might Ask.

What kind of fish are in this reservoir?
Are there any licenses required to boat or fish on the reservoir?
What is the weather like in this area?
Is camping allowed in this area?
What wildlife might I see in this area?
What did this area look like 200 years ago?

Kinzua Point Information Center



ESSENTIAL QUESTION: How does who you are shape how you look at history?

The view of the Kinzua Reservoir here hides an intriguing secret that bitterly divided Warren County residents. For people in Warren, the Kinzua Dam provided flood control. Others, in Kinzua, Corydon, and the Seneca **Reservation** had to move as their homes were **inundated** by the reservoir.

BEFORE YOUR VISIT:

Anticipation Guide

Use the Kinzua Point Anticipation Guide, have students read the statements and answer whether they agree or disagree. Inform them that they will find the answers at the site and in this guide.

PA Core	CC.8.6.6-8.A.	8.6.9-10.A.
8.6.11-12.A.	8.6.6-8.B.	8.6.9-10.B.
8.6.11-12.B.	8.5.9-10.C.	8.5.11-12.C.
8.5.6-8.D.	8.5.9-10.D.	8.5.11-12.D.
8.5.6-8.F.	8.5.9-10.F.	8.5.11-12.F.
8.6.6-8.C.	8.6.9-10.C.	8.6.11-12.C.

Journaling Historical Perspectives, Pt. 1

Journals and other first-person historical accounts provide insight on different slices of time. One example is from settler, Philip Tome's, Pioneer Life, or, Thirty Years a Hunter.

1. Read this excerpt and explore how Tome's description of the area would differ from what they are likely to see when they visit.
2. Have students research different perspectives on the Kinzua Reservoir. Then have them adopt one of these perspectives for when they visit Kinzua Point.
3. Print the list of questions that each perspective may ask at each site page.

Settlers in the Kinzua Valley, 1792

"In the early settlement of the country, about the year 1792, the manner of life and the hardships and the privations they [the settlers] were called upon to endure, rendered them capable of bearing up under fatigue and exposure, which those more tenderly reared would be unable to surmount. At that time, panthers, wolves, bears, elk, deer, and other wild animals filled the forest, and fish in great abundance, the streams."

-Philip Tome
Pioneer Life, or Thirty Years a Hunter, p. 25

Kinzua Point Information Center

4. Have students create “journals” to fill out during and after their visit. Small journals may be purchased and distributed to students, or they can be created in class using construction paper and loose paper.
5. Make sure students include at least one question as the person they chose to be on the trip.
6. Have students bring these journals with them on the day of the field trip.

Historical Captions and Photojournal Activity

This activity takes advantage of the beautiful scenery and the fact that so many students have access to smartphones.

1. Have students select one of the perspectives listed above (Kinzua Point Information Center, Before Your Visit, Journaling Historical Perspectives).
2. Notify students that, upon arrival, they will have to take pictures on their smartphones to tell a story or share information based on one of those perspectives.

PA Core		
CC.8.5.6-8.C.	8.5.9-10.C.	8.5.6-8.G.
8.5.9-10.G.	8.5.11-12.G.	8.6.6-8.E.
8.6.9-10.F.	8.6.11-12.F.	

3. Using the questions found in Kinzua Point Information Center, Before Your Visit, Journaling Historical Perspectives). Have them come up with a skit or a storyboard like the following to demonstrate how their role play character may have acted or reacted to the scenery at the Kinzua Point Information. ***This would also be a great time for students to brainstorm props or costumes that would help them tell their role's story in pictures!***
Example: A plaid shirt for a logger, a fishing pole for an angler, etc.

Example

Title: Truth in Journalism		Date:
Student Name	How much for a paper, son?	Explain what is happening here:
Perspective:		

Myth or Fact?

Is this a Myth or a Fact? The Seneca Reservation and the towns of Kinzua and Corydon were flooded because the dam was constructed in the only viable location.

See where you can find the answer!

Before your visit: Write whether you agree or disagree with the following statements in the column marked “agree/disagree.” Also, use the blank spaces to write down some questions that you might have before you visit. **During your visit:** Pay attention during your visit to answer whether or not your predictions were right. Then answer “Where did you find your answer?” Did you find your answer on a sign? An artifact? Through a presenter? Explain how you know.

ANTICIPATION GUIDE			
Statement	Before You Visit (agree/ disagree)	During/After your visit Did your answer change?	Where did you find your answer?
Cornplanter, like Johnny Appleseed with apples, traveled the countryside planting corn crops.			
The Kinzua Dam hydroelectric power plant produces 451 MW of energy.			
The Kinzua Reservoir flooded a number of settlements in the valley.			
The Kinzua Reservoir is less than 100 feet deep at its deepest point.			
President Kennedy tried to block the dam from being built, but the Supreme Court rule his actions unconstitutional.			
Residents of the river valley below left waited till the last minute before leaving their homes.			
Your question to ask someone at the National Forest.			
What do you think you will see or discover?			

Kinzua Point Information Center

DURING YOUR VISIT:

PA Core

CC.8.6.6-8.F.

8.6.9-10.F.

8.6.11-12.F.

8.6.6-8.G.

8.6.9-10.G.

8.6.11-12.G.

8.6.6-8.H.

8.6.9-10.H.

8.6.11-12.H.

Revisit the Anticipation Guide

As students arrive, have them read the signs and information to check their responses to the Anticipation Guide. Have them identify and share one thing that surprised them or confirmed what they predicted. Have them write this down in their journal.

Journaling Historical Perspectives, Pt. 2

As they look at the lake, imagine what is under the water. Then, formulate and write down a question or a something each student or groups of students would say as the person they selected to be on this field trip in their journal.

Reading Photographs

The signage at this site contains many photographs. This activity has your students explore how asking the right questions can make pictures reveal their secrets. Additional information can be found [here](#). Questions include:

- **Who** or **what** does the picture show?
- **Who** might have taken the picture?
- **Why** did the photographer want to take the picture?
- **Where** was the picture taken?
- **When** was the picture taken? What was historically happening at the time of the photograph?

Try the questions with the photographs here (like the one at right).



A ferry across the Allegheny River in Corydon. This area is now under the lake.

Historical Captions and Photojournal Activity Pt. 2

This activity takes advantage of the beautiful scenery and the fact that so many students have access to smartphones.

1. Notify students that, upon arrival, they will have to take pictures on their smartphones to tell a story or share information based on one of those perspectives to complete the
2. Have students take pictures and ask questions.



Did you know? Kinzua is a Native American word that means “fish on spear.”

Why do you think they would have named this area Kinzua?

Kinzua Point Information Center

AFTER YOUR VISIT:

Journaling Historical Perspectives, Pt. 3: A Letter to the President

- Using their journals and completed Anticipation Guides as resources, students should complete a RAFT (Role/Audience/Format/Topic) to President Kennedy explaining why their character would support or not support the building of a dam across the Allegheny River below Kinzua.

R: Role of the writer Who are you writing as?	A: Audience To whom is this written?	F: Format What form will it take?	T: Topic What is the topic or focus plus one a strong verb?
	President Kennedy	Formal letter	Building of the Kinzua Dam

Who was President Kennedy? Find out at the [John F. Kennedy Presidential Library](#).

Think/Pair/Share:

- Using their journals, R.A.F.T.s, and/or reflections from their trip, have students **think** about what they saw through their roles.
- Next, have students **pair** with another student with a different role.
- Then, have students **share** their role's perspective with each other, and then with the class.

PA Core

CC.1.4.8.H.

CC.1.4.9-10.H.

CC.1.4.8.A.B.

Historical Captions and Photojournal Activity Pt. 3

- Have students upload their photos to a computer to either edit or print.
- Have students tell their story through photos and captions using the template below. (This is just a suggestion. More cells can be added as desired.)

Name	Date	
Title of Historical Photo: Perspective	Paste Photo here	Explain what is happening in this Historical Photo

Myths vs. Facts

Myth: This was the only site identified for the dam.

Fact: Many other sites were identified and considered to build the dam. Many, including engineer Arthur Morgan believed that a site further up the river, would have been a preferable site because fewer people would have to be displaced.

Chief Cornplanter



The son of a Seneca woman of the Wolf clan, and a Dutch trader named Abeel (O'Bail), Cornplanter gained prominence as a war chieftain opposed to the American Colonists during the Revolutionary War. After the war, Chief Cornplanter pressed for reconciliation with the new United States of America, even as he remained critical of white expansion. He was also instrumental in keeping the Iroquois Confederacy from joining with rebellious tribes in the Ohio valley. While

Cornplanter's legacy cannot be overstated, he is best remembered by many in this area as one of the signatories of the Treaty of Canandaigua (also known as the Pickering Treaty) that secured for the Seneca the Allegheny Reservation, or Cornplanter Tract, now covered by the Kinzua Reservoir.

For more information about Cornplanter and the Seneca Nation of Indians, visit the Seneca Iroquois National Museum located in nearby Salamanca, New York.

Read this brief summary of the treaty.

A treaty and a tract of land were given to Chief Cornplanter in 1796 for his assistance in trying to find peace for the new Americans and the American Indian. The land comprising of 1500 acres was located in the lower part of New York state on the western shore of the Allegheny River. It was given to him and his heirs "forever."

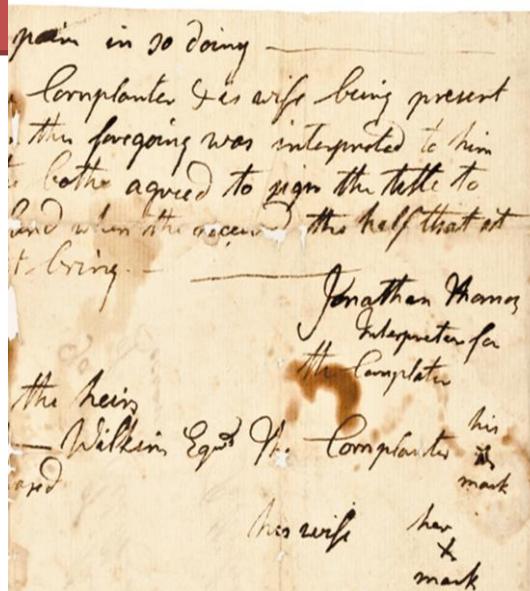
The Seneca's opposition to the dam was based on the Pickering Treaty of November 11, 1794 which stated that the United States would neither claim their land "nor disturb the Seneca Nation." The Seneca Nation also claimed that an alternative plan existed that would allow the country to honor the Pickering Treaty. This broke the longest Indian treaty in American history.

Here's another article to read - [Dam Building and Treaty Breaking: The Kinzua Dam Controversy, 1936-1958.](#)

Activity

If you had a chance to talk to Chief Cornplanter, what would you say as yourself or as the role you are playing? Or - Write a speech or letter to Cornplanter as the role you are playing.

Chief Cornplanter's signature



I Wonder . . . Seeing how the area looks like today, what would Chief Cornplanter say?

PA Core

CC.8.5.6-8.B. 8.6.6.6-8.B. 8.5.11-12.B.

GLOSSARY

Eminent domain- the power of the federal, state, and local governments to take possession of private property when that property is needed for a public good

Treaty- a contract between two nations or states, usually involving land, business, or ending a war

Inundate-to flood

Reservation- an area of land set aside by the U.S. government for use by Native Americans

Army Corps of Engineers- a command of the United States Army consisting of military and civilian personnel that constructs public works such as dams, tunnels, and bridges throughout America

Reservoir- a body of water, usually artificial, that is used to store water; often behind a dam

Seneca Nation of Indians- a tribe of Native Americans living in New York and, once, the area occupied currently by the Kinzua Reservoir

Submerged- underwater

Diplomacy- the art of statecraft, or the art of negotiating between two states

Hydroelectric power- electricity derived from falling or flowing water

The Old Powerhouse

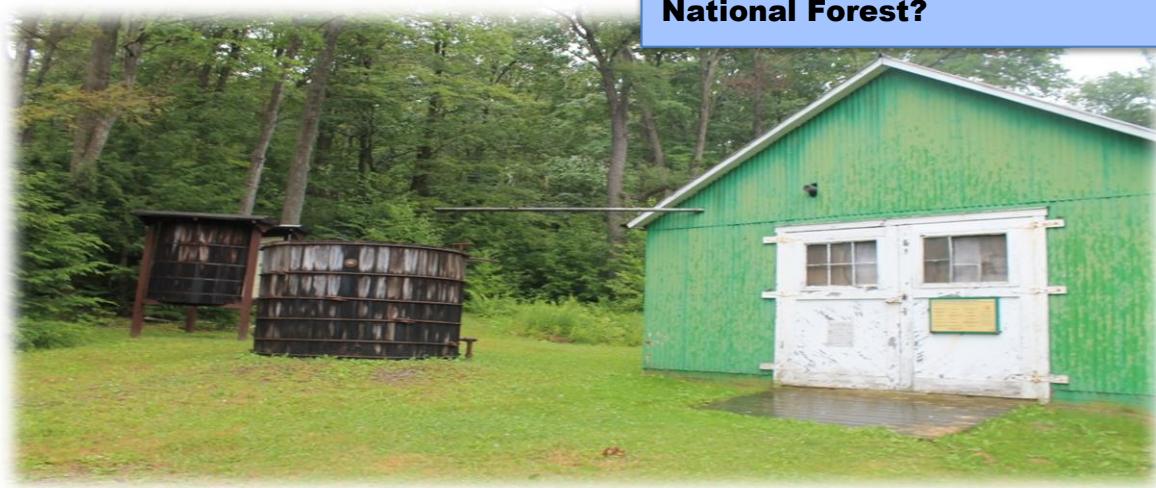
BEFORE YOUR VISIT:

Write whether you **agree or disagree** with the following statements in the column marked “agree/disagree.” Also, use the blank spaces to write down some questions that you might have before you visit. **During your visit:** Pay attention during your visit to answer whether or not your predictions were right. Then answer “Where did you find your answer?” Did you find your answer on a sign? An artifact? Through a presenter? Explain how you know.

ANTICIPATION GUIDE			
Statement	Before You Visit (agree/disagree)	During/After your visit	Where did you find your answer?
Bradford, PA is an example of an oil town.			
Powerhouses date from the late 1800s.			
Pennsylvania's oil fields are now dry.			
Using National Forest lands to drill oil goes against what the National Forests stand for.			
This Powerhouse is only a model of one. It never worked.			
Men worked day and night at a Powerhouse.			
What would you like to know about this Powerhouse?			

The Old Powerhouse

Essential Question: How has the oil industry coexisted with the Allegheny National Forest?



This building is the site of a 1939 powerhouse that generated power for oil and gas rig sites. These sites were anywhere from 25 feet to 2 miles away, and provided oil and gas for companies such as Pennzoil as late as 1991. Though not in use today, the Old Powerhouse, parts of which date back to 1920, is still fully functional today.

LESSON ACTIVITIES: THE OLD POWERHOUSE

BEFORE YOUR VISIT:

Anticipation Guide

1. Find the Old Powerhouse Anticipation Guide. Make enough copies for your students and distribute.
2. Have students read the statements and answer whether or not they disagree. Inform them that they will find the answers at the site.

PA Core

CC.8.5.6-8.B. 8.5.9-10.B. 8.5.11-12.B.

DURING YOUR VISIT:

1. After a quick walk around the premises, enjoy a nature hike. Many of the trails follow old pipelines. Be sure to read information on the kiosks. Many answers to questions are there along with interesting facts.
2. Have students complete the **Keeping Track of Sensory Details** chart on the next page.
3. Have students review the signage on the walk and refer back to the Essential Question above. Have students explain their thoughts to each other.

AFTER YOUR VISIT:

1. Have students use terms from their Sensory Detail Charts to write poems or letters describing their experience.

MYTHS/FACTS

Myth: The oil boom in the United States began in the late 1800s in the oil fields of Texas.

Fact: The first operative oil well was drilled in 1859 by Col. Edwin Drake in nearby Venango County. Bradford struck oil later, and by 1881, the Bradford Oil Field was producing well over 90% of the world's petroleum supply.

Keeping Track of Sensory Details

As you walk, identify words, images, or phrases that contain sensory details associated with this walk. Each box has a hint of things to find, but there are many others. What else can you see, hear, smell, or touch? How would you describe them? Write each detail beneath the appropriate sensory term.

Sight (What is it? What does it look like?)	Sound (What is it? What does it sound like?)	Smell (What is it? What does it smell like?)	Touch (What is it? What does it feel like?)
			
Black-capped chickadee	Walking on leaves	Vats/barrels at the Old Powerhouse	An oak leaf



All of the informational kiosks throughout your field trip are great places to come up with ideas of things to see, hear, smell, and touch!

Red Bridge Recreation Area



Essential Question: What is the relationship between humans and a National Forest?

Red Bridge Recreation Area is located nine miles northwest of Kane, PA, along State Route 321. It is on the eastern shore of Kinzua Bay, a southern branch of the Allegheny Reservoir, and is on the Longhouse National Scenic Byway. Red Bridge features camping areas, trails and plenty of beautiful scenery. The recreation area is located near the site of a former Civilian Conservation Corps (CCC) unit known as Camp #3, which stood from 1933 until 1946.

Before Your Visit:

Anticipation Guide for Red Bridge

Before	Statement	After
Agree/Disagree		Agree/Disagree - Where you found the information
	1. Using fire in the forest, whether by prescribed burning or otherwise, is detrimental for the forest.	
	2. Cutting of trees is beneficial to the ecosystem and helps species thrive and grow.	
	3. Softwood trees dominated the Allegheny National forest in its infancy, but now only hardwoods dominate the landscape.	
	4. No old growth forest exists anywhere in the Allegheny National Forest.	
	5. Fire is beneficial in controlling disease, invasive species, insect infestations, and for aesthetic purposes.	



During World War II, Red Bridge was used as a German Prisoner-of-War Camp, and was later constructed in the late 1960s as part of the recreation development related to the Kinzua Dam.

Red Bridge

BEFORE YOUR VISIT:

Essential Question: How does fire function as a destructive and constructive force in nature?

Activity 1- Read the passage on Fire Ecology and the use of fire in the management of forests included in this Resource Guide. After reading, have students select one of the activities or both.

- A. Wildfire article analysis and compare/contrast activity.

Using the graphic organizer titled “Compare and Contrast Article Analysis,” have students read the *New York Times* article and an article of their choice or the instructor’s choice from the *Fire Management Today* publication. Then compare and contrast the two articles on wildfires and Fire Ecology.

[New York Times Article](#);
[Fire Management Today Publication](#);

PA Core

CC.3.5.11-12.G, CC.3.6.9-10.H, CC.3.5.9-10.D
CC.3.5.11-12.I, CC.3.6.11-12.H, CC.3.6.9-10.A, CC.3.6.11-12.G

- B. Fire Ecology/Forestry/Ecology Crossword Puzzle.

Have students complete the crossword puzzle containing vocabulary words commonly used in Fire Ecology, Ecology and Forestry using the clues.

PA Core

CC.3.5.6-8.D, CC.3.5.6-8.G



Here is a link to a video on Fire Ecology, and its effects on the forest ecosystem.

Myth or Fact?

Myth:

A controlled burn is the same as a prescribed burn.

Fact:

A prescribed burn is a fire set under specific weather conditions, with adequate personnel, and suppression equipment to achieve specific land management objectives. A controlled burn is a fire set without specified weather conditions or vegetation management objectives. Examples of controlled burns are burning trash, brush piles, or leaving a fire unattended.

Activity to do while reading the articles

Highlight two important details that relate to Native Americans in one color and two important details that relate to the ecosystem in another color.

OR

Highlight two details that surprised you in one color and something you want to know more about in another color. Then use those details when writing your comparisons.



I wonder...How would natural fires have affected the lives of Native Americans and early European settlers?

Fire Ecology:

Fire has been an important part of **ecosystems** from the start. Small fires started mostly by natural means, mainly lightning, and burned through waste brush, fallen branches and leaf litter. These small fires cleaned the forest floor and burned small and fairly cool. Due to these small, cool burns larger trees were not damaged and many even benefitted by reduction on competition and advantages in reproduction (1).



When European settlers made their way to North America, these numerous fires were controlled and maintained by these new settlers. These management techniques allowed for more leaf litter and brush and branches to accumulate on the forest floor. When fires were started either by controlled or natural burns, the fires burned fast and hot and had much more fuel to consume. This increase in fuel caused damage to trees that were normally minimally, or not at all, affected by

previous fires (2). The use of burning has been in use from the time of the Native Americans in the lands of the Allegheny National Forest.

Historians have often believed that the Native Americans were not a people that used the forest to their advantage, but a people that tread lightly and without effect on the ecosystem. It has been found that Native American's of all regions used **selective burning** techniques in precise manners and at precise times in the growing seasons of their home areas (3).

Prescribed burning comes into play in the National forests as a means to naturally control debris accumulation and add healthy energy back into the ecosystem. Like the Native Americans before them, **prescribed burns** use careful planning and tools to not only keep the fire in check, but keep it in control as well. Special tools and equipment, as well as software are in use to track and help prevent and control these fires.



Prescribed burns are used in many of the following ways: (4)

- Reduce hazardous fuels
- Dispose of logging debris
- Prepare sites for seeding and planting
- Improve Wildlife habitat
- Manage competing Vegetation



(1) http://www.wildlandfire.com/docs/biblio_indianfire.htm

(2) <http://www.bugwood.org/pfire/reasons.html>

(3) <http://www.bugwood.org/pfire.html>

(4) <http://fireecology.org/>

http://www.nature.org/ourinitiatives/regions/northamerica/unitedstates/maryland_dc/explore/

<http://www.ecology.com/2013/09/18/ecological-importance-california%20%99s-rim-fire/>

<http://www.naturebridge.org/blog/spring-cleaning-forest-fire-ecology-yosemite>

- Control disease
- Improve forage for grazing
- Enhance appearance
- Improve access
- Perpetuate fire-dependent species
- Cycle nutrients
- Manage endangered species

Did you know?

Jack Pine and Long Leaf Pine have what are known as **serotinous** cones. These cones remain sealed with resin until exposed to fire, when they are melted open to release their seeds. This is an adaptation directly related to fire exposure. Without fire exposure these species are unable to reproduce.



PA Core
CC.8.5.9-10.B, CC.8.5.9-10.C

Compare and Contrast Article Analysis

Article A: _____

Similarities of A and B

Article B: _____



Differences in regards . . .

Compare and contrast the [New York Times](#) article and an article of your choosing from the [Fire Management Today](#) publication.

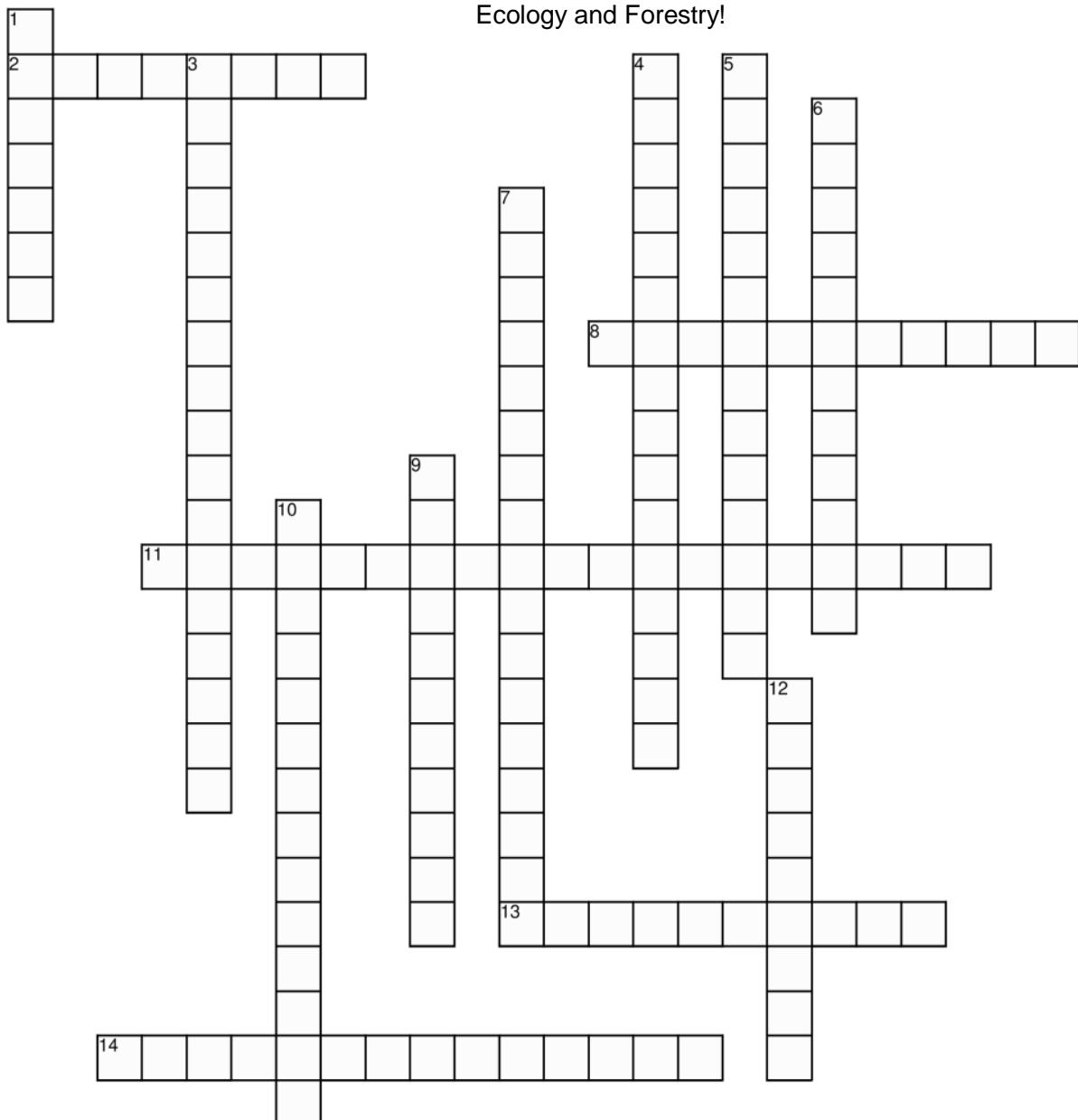
PA Core

CC.8.5.9-10.F, CC.8.5.9-10.I, CC.8.5.11-12.A, CC.8.5.11-12.B



NAME: _____

Using the clues, solve the crossword puzzle on Fire Ecology, Ecology and Forestry!



Created on TheTeachersCorner.net Crossword Maker

CropTree	ClearCutting	Succession	ThinningFromAbove	Ecosystem	Shelterwood
SelectiveCutting	PrescribedBurn	ImprovementThinning	GroupSelection	ControlledBurn	
FireEcology	IntroducedSpecies	Ecology			

Crossword Clues

Across

2. Thinning directed solely at those trees identified as crop trees, trees which one wishes to encourage.
8. A branch of ecology that focuses on the origins of wildland fire and its relationship to the environment that surrounds it, both living and non-living.
11. Cutting poorer quality and defective trees to foster growth in quality residual trees.
13. The observed process of change in the species structure of an ecological community over time.
14. A fire set without specified weather conditions or vegetation management objectives.



I wonder...What would the forest look like if humans had not intervened in purchasing the land?

Down

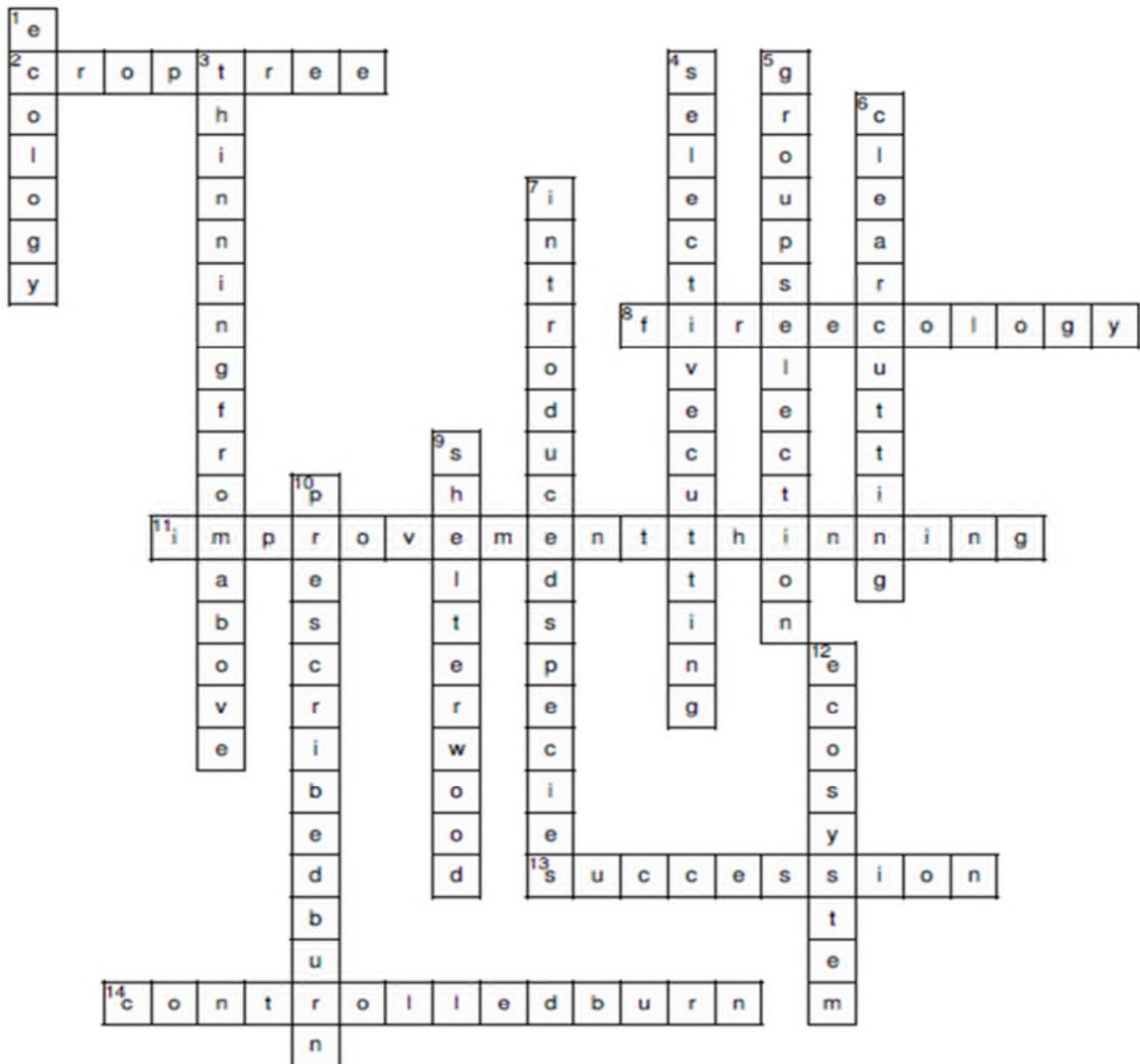
1. The branch of biology that deals with the relations of organisms to one another and to their physical surroundings.
3. A diameter-based thinning reduces the stock to about 60% by removing all trees larger than a calculated diameter.
4. The cutting out of trees that are mature or defective, or of inferior kinds to encourage the growth of the remaining trees in a forest or wood.
5. Removes trees in 0.1 to 1.0 acre areas to create openings in the forest canopy; this mimics the opening of the canopy by the death of individual trees in an old growth forest.
6. A harvesting and regeneration technique that removes all trees, regardless of size, on an area in one operation.
7. An organism that is not native to the place or area where it is considered introduced and instead has been accidentally or deliberately transported to the new location by human activity.
9. Removes both small and some large trees. The trees left serve as a seed source and the harvest favors tree species that require less than full sunlight to regenerate.
10. A fire set under specific weather conditions, with adequate personnel, and suppression equipment to achieve specific land management objectives.
12. A biological community of interacting organisms and their physical environment.



Did you know that all of the Louisville Slugger baseball bats were made of wood from the forests of Pennsylvania and New York, including that of the lands of the Allegheny National Forest! The following is a link to a Chicago tribune article, *From The Allegheny Forests Comes Major-league Lumber*, about the process of log to bat [Chicago Tribune Article](#).



Crossword Puzzle Key!



Created on TheTeachersCorner.net Crossword Maker

CropTree **ClearCutting** **Succession** **ThinningFromAbove** **Ecosystem** **Shelterwood**

SelectiveCutting **PrescribedBurn** **ImprovementThinning** **GroupSelection** **ControlledBurn**

FireEcology **IntroducedSpecies** **Ecology**

Red Bridge

Essential Question: What is the relationship between humans and a National Forest?

BEFORE YOUR VISIT:

Read the section on the Allegheny National forest history and forestry included in this Resource Guide, then have students complete one or more of the following activities.

Activity 1 for Grades 5-8: Wood products scavenger hunt

This activity is a wood products scavenger hunt. Use the following links to explore the common, and not so common, products that are made of wood or contain wood products.

Have students bring in one or two products from their homes that they believe to be, or are made of wood or wood products. Have students share their discoveries with the class and the products they represent.

Using the following link to the [Scavenger Hunt](#)

Plus the link on the list of [Tree Related Products](#)

Also the pamphlet on ["From the Forest: Products we get From Trees"](#)

PA Core

CC.3.5.6-8.G	S8.D.1.2.1	S8.B.3.3.1
CC.3.5.6-8.I	S8.D.1.2.2	S8.B.3.2.1
S8.D.1.2	S8.B.3.2.2	S8.B.3.3.2



Did you know . . . In 1911, Congress passed the Weeks Act, allowing the federal government to buy land in eastern states for the establishment of National Forests. The Allegheny National Forest was established in 1923.

The land was so depleted that many residents jokingly called it the "Allegheny Brush-patch". Some worried the forest would never recover.

Myth or Fact?

MYTH: We're running out of trees.

FACT: We have more trees today than we had in 1970, on the first Earth Day even more than we had 70 years ago. In the middle of the last century, for example, Vermont, Massachusetts and Connecticut were about 35% forested; today they are 59%.

MYTH: A natural forest supports more ecological diversity than a managed forest.

FACT: Managed forests, even those with some clear cutting, often produce more biodiversity than completely natural forests, according to U.S. Forest Service studies in the Lake States and New England. Even tree farm plantations contain a rich mosaic of plant and animal life.

Activity 2 for All Grades: *Forest Graphic Organizer*

Graphic Organizer

Before reading “Forestry in the Allegheny National Forest” on the founding of the national forest, have students look at the tree graphic organizer which follows the article to show specific cause and effect relationships: Keep in mind the roles that students played at the Kinzua Point, (Angler, Logger, Biologist etc.), while they read the section and complete the graphic organizer. **During Reading:** Have students highlight the points they found. **After Reading:** Have student complete the tree organizer and share the results with others in their group or other groups of roles.

1. Why the forest was protected . . .
2. How Black Cherry became the dominate species in the forest . . .
3. Important milestones in the history of the forest...

PA Core

CC.3.5.6-8.B;G

CC.3.6.11-112.A;B;C;F;G

CC.3.6.6-8.A;C;E;G;H

CC.3.6.9-10.A;B;C;F;G

Activity 3 for All Grades:

Have students examine the types of trees in their areas, be it around their homes or school or a city park using the following link to the summer tree dichotomous key. Using the key, they can pick a tree. Using the types of leaves on the trees, follow the dichotomous key to determine the types of trees present. They can also examine the types of ecosystems and the areas that they grow in.

PA Core

CC.3.5.9-10.G

CC.3.5.9-10.I

CC.3.5.11-12.G

CC.3.6.9-10.H

CC.3.6.11-12.H

[Dichotomous Key](#)

Forestry in the Allegheny National Forest



Prior to the founding of the Allegheny National Forest in 1923, the forest was dubbed the “Allegheny Brush Patch,” and with good reason.

In the 1700s when settlers first moved to the area of McKean and Warren counties and surrounding counties as well, they were not looking to the trees as a source of income. These were settlers who practiced **subsistence farming** and removed the trees to clear land for development of small farmsteads and to create fields for growing sparse crops that they were accustomed to growing.

Then the bark of the native hemlocks was found to be essential for the use of tannings in the leather industry. Trees were harvested by settlers and stripped of their bark only and left to rot on the forest floor. Still the forest was not being used as to its full potential and at its current level and intensity. With the abundance of Eastern Hemlock and primarily American beech the forest was dominated by softwood trees that were shade tolerant and primarily fast growing.

In 1859, Edwin Drake drilled the first successful oil well in Titusville, PA located in Crawford County within the forest area. This caused a boom for oil and natural gas development in the forests of what are now the Allegheny National Forest lands. Making yet another impact on the forest land and developing a resource one may not see as the biggest and most abundant as compared to the trees.

However once the eastern part of the state was used up in terms of lumber and trees, the lumber industry turned west to the current National Forest.

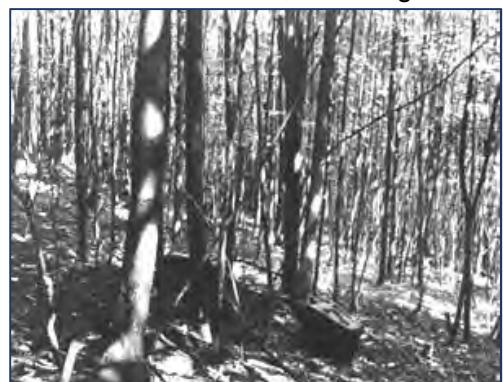


Hemlocks are not the easiest trees to transport by river, as was the means of transport at the time. They were valued for their wood and wood products and were harvested steadily. Due to a lack of knowledge in sustainable forestry and few environmental regulations, the trees were clear cut and the forest basically was stripped of all trees regardless of size and condition of the tree. This clear cutting caused the wildlife of the area to disperse and nearly be eradicated, including the whitetail deer.

The clear cuts allowed for extensive brush growth and erosion causing the forest and its soil to become dry and conditions favorable to fires and erosion due to lack of proper ground cover. Hence the dub of a "Brush Patch".

The Government saw a need to change the conditions in these forests and began to buy up land for sale while leaving privately owned lots and areas to their owners. The result was an area of forest, or formerly forest, land that was interspersed with private land holdings and settlements. With this purchase of the land, they were able to reintroduce the wildlife to area, including the Whitetail deer in 1895.

The new regulators of the forest allowed for the forest to regenerate on its own for the most part and let nature do it. With the introduction of the new deer population, the growing saplings were being kept in check and one in particular was thriving. Deer do not care for the saplings and small trees of the Black Cherry, but any and nearly all competitors of the Black cherry are on the menu. With the shade of the Hemlocks gone and the decrease in competition thanks to the deer, the Black Cherry tree became the dominant species in the newly established forests. With this Black Cherry came notoriety for the forest as they are known as Allegheny Hardwoods.



With the naturally reestablished forest, the ability to harvest and maintain the forest was now possible. **Selective cutting** now takes place with 5,000 acres worth of trees harvested to help maintain the sustainable forest. Further management also occurs with the use of fencing in harvested or damaged areas to keep the deer herd out and allow for saplings and other plants to be able to get established and thrive without the predation by the deer herd.

Now, the forest is home to various species of wildlife and plant life that thrive with the aid of management by forest rangers and biologists. This new forest and its beautiful resources can be

enjoyed by many people in so many different ways. From the use of research scientists, the public can enjoy this amazing natural resource of Northern Pennsylvania and experience nature in its natural form and function. You can also see sustainable and successful forestry management in the real world. Recreation in the national forest has become a very important part of the forest and is a great attraction. From trails for hiking, biking, snowmobiling, and horseback riding, the possibilities are nearly endless. Also camping facilities have become popular with modern amenities for a comfortable camping experience.

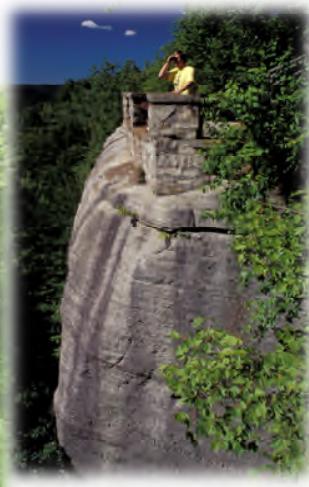
The forest of today is a remnant of what it was before. Through the vision of concerned individuals and the use of forest management and the science of forestry, we can now enjoy this amazing natural resource that has so many benefits and attractions, we just have to get out and explore them.

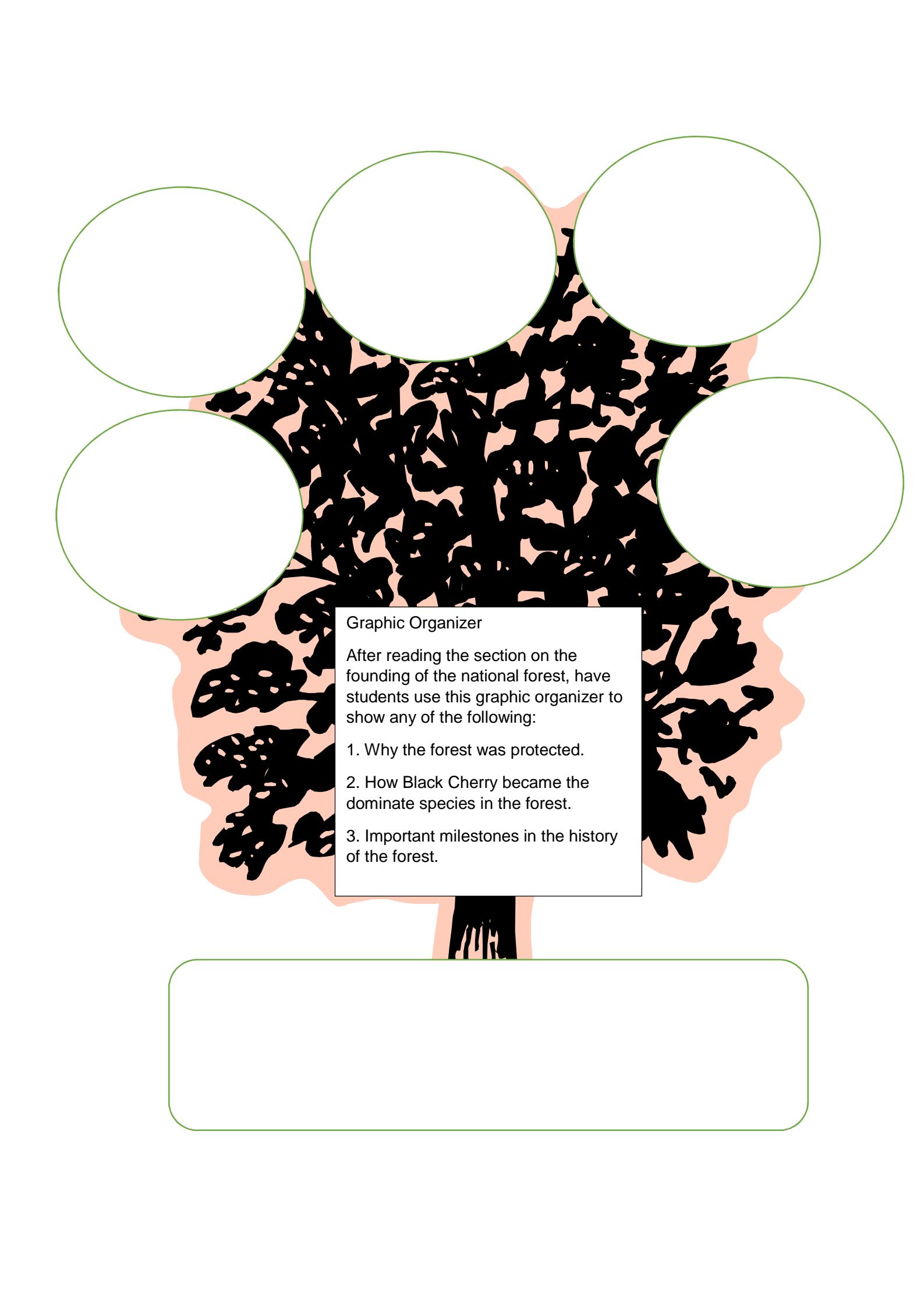
<http://pabook.libraries.psu.edu/palitmap/ANF.html>

forestcamping.com

<http://pabook.libraries.psu.edu/palitmap/ANF.html>

http://www.fs.usda.gov/_main/allegheny/about-forest





Graphic Organizer

After reading the section on the founding of the national forest, have students use this graphic organizer to show any of the following:

1. Why the forest was protected.
2. How Black Cherry became the dominate species in the forest.
3. Important milestones in the history of the forest.

Red Bridge

Essential Question: What is the relationship between humans and a National Forest?

BEFORE YOUR VISIT:

So You Want to Be a Ranger!

When you think of careers in the National Forest the first things you probably think of are words or jobs related to SCIENCE, TREES, ANIMALS, BUGS, FISH, or other NATURAL things. However, did you know that there are many other jobs that are important to the smooth and efficient running of the national forest?

That's right! While the fields of the Natural Sciences do dominate the career landscape, many other careers are also important to keep the forest running and changing with the times.

Career Examples Include:

- Biologist
- Fisheries Biologist
- Forester
- Entomologist
- Etc. In the field of science

While other careers are also present and include:

- Accountant
- Archeologist
- Law Enforcement Officer
- Teacher
- Human Resource Specialist



I wonder...What would a day in the life of a National Forest worker be like today? What would it have been like in the early days of the National Forest?

Did you know? The National Forest is home to more oil and gas wells than any other national forest and one of the few that turns a profit because of the exceptional black cherry that grows in the forest.



With these careers in mind students may choose one of the careers listed or explore the following link [Careers in the National Forest](#) to get an overview of possible careers and the requirements of the jobs. Have students write a one to two page report on an interesting career and its qualifications. Pay close attention to the education requirements and the responsibilities and locales of the job.

PA Core

CC.3.5.6-8.B;G	CC.3.6.11-112.A;B;C;F;G	CC.3.6.6-8.A;C;E;G;H,
CC.3.6.9-10.A;B;C;F;G	CC.3.5.11-12.I	CC.3.6.9-10.B
CC.3.6.9-10.D	CC.3.6.1	

Red Bridge

DURING YOUR VISIT: Grades 5-8

Forestry Activity 1:

Have the students explore the forest at a specific location to see the types of trees and forest products that could be the source of common household items.

PA Core
CC.3.5.6-8.G S8.D.1.2.1 S8.B.3.3.1
CC.3.5.6-8.I S8.D.1.2.2 S8.B.3.2.1
S8.D.1.2 S8.B.3.2.2 S8.B.3.3.

Forestry Activity 2:

Students use the dichotomous key to determine the types of trees found in specific locations of the National Forest. Have them also examine the types of environment and ecosystems of the National Forest.

[Dichotomous Key](#)

PA Core
CC.3.5.9-10.G CC.3.5.9-10.I CC.3.5.11-12.G
CC.3.5.11-12.I CC.3.6.9-10.H CC.3.6.11-12.H
CC.3.6.9-10.B CC.3.6.9-10.D CC.3.6.11-12.B CC.3.6.11-12.D

AFTER YOUR VISIT:

Forestry Activity 1:

Have students make an advertisement for the products of their choice that are made from wood or wood products. Paying close attention to the use and importance of the forest and the need to safeguard and protect the forest or lose the products we have from wood and wood products.

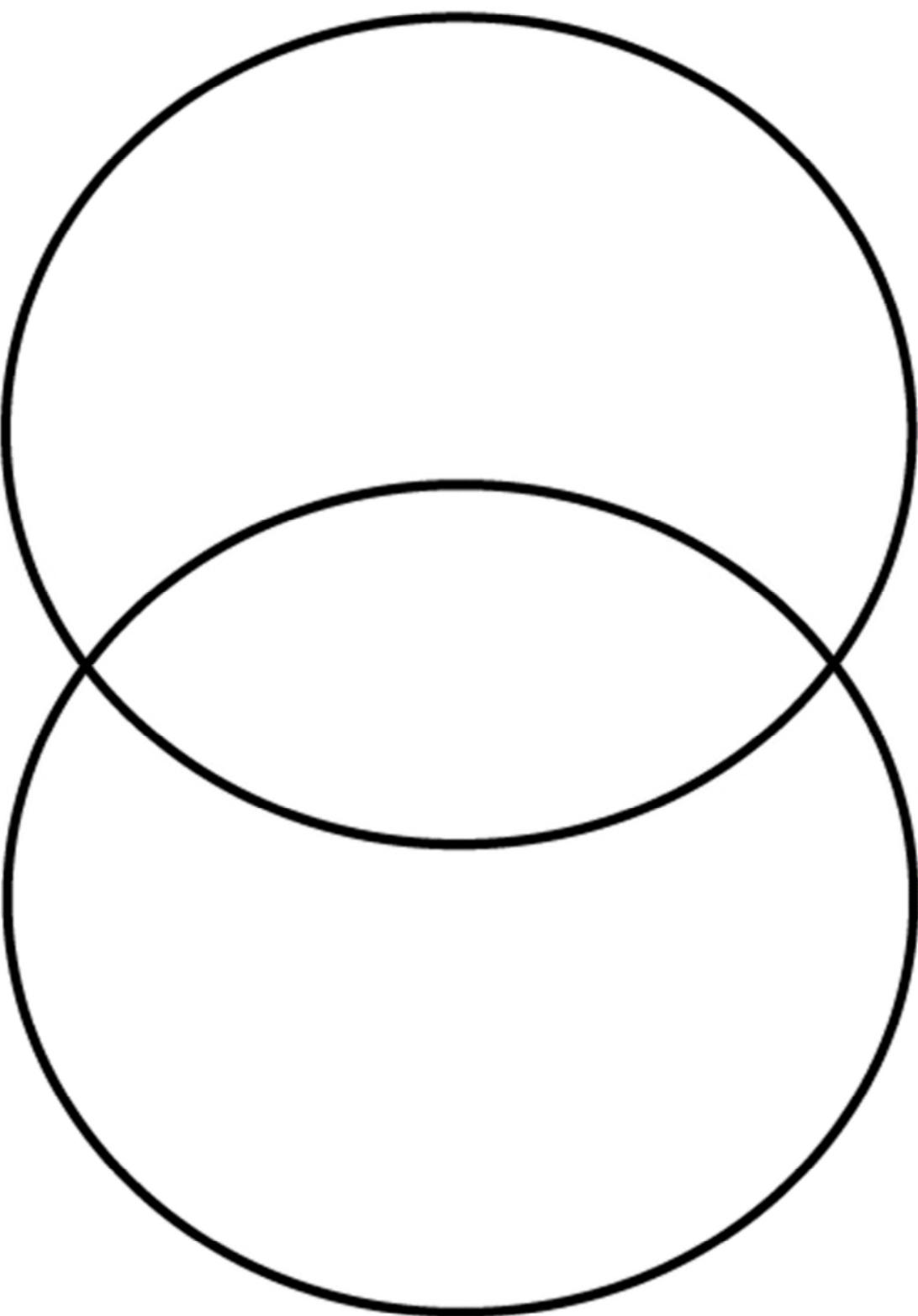
PA Core
S8.D.1.2.2 S8.B.3.3.1 CC.3.6.6-8.B
S8.D.1.2.1 S8.B.3.3.2 S8.D.1.2.1 S8.D.1.2.2

Forestry Activity 2:

Have students use the attached Venn diagram to compare and contrast the two areas examined. After completing the Venn diagram students may give a brief presentation on their findings as a small group. They can create posters, drawings, Power Points, media of their own, or the instructor's choosing.

PA Core S
CC.3.5.9-10.G CC.3.5.9-10.I CC.3.5.11-12.G
CC.3.5.11-12.I CC.3.6.9-10.H CC.3.6.11-12.H
CC.3.6.9-10.B CC.3.6.9-10.D CC.3.6.11-12.B
CC.3.6.11-12.D

Use the following Venn diagram to show the relationships between the trees and ecosystems around the students' homes or schools, compared to those in the National Forest.



Glossary:

Clear Cutting- a harvesting and regeneration technique that removes all trees, regardless of size, on an area in one operation.

Controlled Burn- a fire set without specified weather conditions or vegetation management objectives.

Crop Tree- thinning directed solely at those trees identified as crop trees, trees which one wishes to encourage

Ecology- the branch of biology that deals with the relations of organisms to one another and to their physical surroundings

Ecosystem- a biological community of interacting organisms and their physical environment

Fire Ecology- a branch of ecology that focuses on the origins of wildland fire and its relationship to the environment that surrounds it, both living and non-living

Group Selection- removes trees in 0.1 to 1.0 acre areas to create openings in the forest canopy; this mimics the opening of the canopy by the death of individual trees in an old growth forest.

Improvement Thinning- cutting poorer quality and defective trees to foster growth in quality residual trees.

Introduced Species- an organism that is not native to the place or area where it is considered introduced and instead has been accidentally or deliberately transported to the new location by human activity.

Prescribed Burn- a fire set under specific weather conditions, with adequate personnel, and suppression equipment to achieve specific land management objectives

Selective Cutting- the cutting out of trees that are mature or defective, or of inferior kinds to encourage the growth of the remaining trees in a forest or wood

Shelterwood- removes both small and some large trees. The trees left serve as a seed source and the harvest favors tree species that require less than full sunlight to regenerate.

Succession- the observed process of change in the species structure of an ecological community over time

Thinning From Above- removes trees in 0.1 to 1.0 acre areas to create openings in the forest canopy; this mimics the opening of the canopy by the death of individual trees in an old growth forest.



Allegheny National Forest Bradford Ranger Station

ESSENTIAL QUESTION: In what ways do you think National Forest Rangers have made a difference within the Allegheny Forest?



Intersection of Rt. 321 & Rt. 59

West of Bradford, East of Warren
Marshburg, PA 16701

Mailing Address: 29 Forest Service Dr.
Bradford, PA 16701

Business Hours:
8:00 a.m. – 4:00 p.m.
(Extended hours from Memorial Day-Labor Day)

Contact Information:
District Ranger: Macario Herrera
Phone: (814) 362-4613
Email: info@visitafn.com (for additional Information)
Website: www.fs.fed.us/r9/allegeny

BEFORE YOUR VISIT:

Brainstorm Activity

Using your own knowledge and ideas, in your own words, write what do you think a Forest Ranger does on a day-to-day basis? Take a couple minutes to think about this before you write your thoughts:

So What Does a National Forest Ranger Actually Do?

Anticipation Guide			
Statement	Before You Visit (agree/disagree)	During/After your visit	How do you know?
The Allegheny National Forest was established in 1880.			
“Caring for the land and Serving People” is the National Forest Ranger motto.			
The Civilian Conservation Corp (CCC) helped enhanced the Allegheny National Forest in the 1930’s.			
When the Allegheny became a National Forest, it was first nicknamed as the “Allegheny Brush-patch.”			
The four levels of National Forest offices are: Ranger District, National Forest, Region, and National Level.			
1 of the 5 main goals of a National Forest Ranger is to “Protect and management of natural resources on National Forest System lands.”			
European settlers first settled in the Allegheny Forest as early as the 1770’s.			
The Forest Act of 1911 allowed the Federal Government to buy land in the Eastern part of the U.S. to establish National Forests.			

“Caring for the Land and Serving People”

5 Main Goals:

- Protection and management of natural resources on National Forest System lands.
- Research on all aspects of forestry, rangeland management, and forest resource utilization.
- Community assistance and cooperation with State and local governments, forest industries, and private landowners to help protect and manage non-Federal forest and associated range and watershed lands to improve conditions in rural areas.
- Achieving and supporting an effective workforce that reflects the full range of diversity of the American people.
- International assistance in expressing policy and coordinating U.S. support for the protection and sound management of the world's forest resources.

Four Levels of National Forest offices:

Ranger District: The district ranger and his or her staff may be your first point of contact with the Forest Service. There are more than **600 ranger districts**. Each district has a staff of 10 to 100 people. The districts vary in size from 50,000 acres to more than 1 million acres. Many on-the-ground activities occur on the ranger districts, including trail construction and maintenance, operation of campgrounds, and management of vegetation and wildlife habitat.

National Forest: There are **155 national forests and 20 grasslands**. Each forest is composed of several ranger districts. The person in charge of a national forest is called the forest supervisor. The district rangers from the districts within a forest work for the forest supervisor. The headquarters of a national forest is called the supervisor's office. This level coordinates activities between districts, allocates the budget, and provides technical support to each district.

Region: There are **9 regions**, which include broad geographic areas, usually including several States. The person in charge is called the regional forester. Forest supervisors of the national forests within a region report to the regional forester. The regional office staff coordinates activities between national forests, monitors activities on national forests to ensure quality operations, provides guidance for forest plans, and allocates budgets to the forests.

National Level: This is commonly called the Washington Office. The person who oversees the entire Forest Service is called the **Chief**. The Chief is a Federal employee who reports to the Under Secretary for Natural Resources and Environment in the U.S. Department of Agriculture (USDA). The Chief's staff provides broad policy and direction for the agency, works with the President's Administration to develop a budget to submit to Congress, provides information to Congress on accomplishments, and monitors activities of the agency.

DURING YOUR VISIT:

Language Arts Activity: 1

Read the following journal of a Forest Ranger. Then, talk with a Forest Ranger. Now, imagine you are a Ranger and write about an event that you did, saw, or imagined.

Primary Document/Journal of a Forest Ranger

A forest ranger workday begins early in the morning. Rangers check on the animals within the area patrolled regularly, watching closely for wild creatures that act like they are sick. Writing and filing reports will be part of your duties, too, but most of your time won't be spent at a desk.

Forest rangers teach people who use the campgrounds or nature trails, to care for the forest. I warn the campers to not start fires, or get bitten or hurt by animals. Most rangers hold regular classes at their office building for folks who want to learn more about the forest, or go to schools and talk to students, sometimes taking a rescued hawk or other animal along to the classroom.

During my afternoon, I walk and drive to numerous sections of my assigned areas of the forest. During this process, I am responsible for checking camping permits and enforcing fire regulations. Some forest rangers also check fishing and hunting permits during the season. I'm in a uniform most of the time and out in all kinds of weather throughout the day. You must "keep your cool" if a big fire starts and know where all the campers are supposed to be so they can be shown a way around the blaze to safety.

Knowing and being able to name the trees and flowers, as well as any poisonous snakes, plants or berries, is also a part of my job. Many forest rangers have advanced degrees in specialties like forestry management or ecologically based conservation. TV and newspaper reporters often interview a ranger if there's a conflict between a logging company and a group of people worried about how many trees are being cut.

Forest rangers usually don't have a set daily or weekly schedule as much as they have time frames determined by the seasons, the weather and the changing needs of the forest itself. Overall, being a forest ranger is a profession, not just a job, and it's one that I truly love and enjoy spending years at doing in all kinds of weather.



Now YOU are a Forest Ranger!

Model Writing a poem or song

- The first step in writing is choosing a good topic. Choose a topic that can be described using a variety of words or phrases.
- Brainstorm possible topics about which to write. Choose topics that can be easily described or that evoke strong feeling or opinion. Record suggestions on the board.

- Write *Line 1* on the board and invite students to name a noun that describes the topic. List their suggestions in the *Line 1* row. Continue by writing *Line 2* on the board and asking students to name nouns that describe the topic. Continue the process through *Line 5*.

Cinquain Pattern #1
Line1: One word
Line2: Two words
Line 3: Three words
Line 4: Four words
Line 5: One word

Cinquain Pattern #1 - example
Knights
Armour, shields
Fighting, charging, slaughtering
Worried, delighted, brave, fearsome
Crusaders

Directions: Pretend that you are a Forest Ranger! In 1-2 paragraphs, write your own personal journal, poem or song of what you would do if you were recently given a Forest Ranger job or about an event you did or saw.

Create a Diamante Poem

A Diamante Poem follows a very specific format. There are seven lines, and each line must have a specific number and type of words. When you're finished, the poem is a diamond!

- | | |
|--|---------------------|
| Line 1 = Topic (noun) | PA Core |
| Line 2 = Two describing words (adjectives) | CC.8.5.6-8.C; K; R. |
| Line 3 = Three action words (-ing verbs) | 8.5.9-10.C. |
| Line 4 = Four words: Two words about the topic and two words that are opposite of those in line 2 | |
| Line 5 = Three action words for the ending noun (-ing verbs) | |
| Line 6 = Two words to describe ending noun (adjectives) | |
| Line 7 = Ending noun (opposite of Line 1) | |

An example of a diamante poem about a meteor shower:

Fireball	← Noun
Brilliant, beautiful	← 2 Adjectives
Flashing, shining, dashing	← 3 Verbs
Bright, wondrous, black, nothing	← 4 words
Staring, hoping, missing	← 3 Verbs
Deep, quiet	← 2 Adjectives
Darkness.	← Noun

A form to use when creating your own diamante poem:

<hr style="border-top: 1px solid black;"/>			
(noun)			
<hr style="border-top: 1px solid black;"/>		<hr style="border-top: 1px solid black;"/>	
(adjective)		(adjective)	
<hr style="border-top: 1px solid black;"/>		<hr style="border-top: 1px solid black;"/>	
(-ing verb)		(-ing verb)	
<hr style="border-top: 1px solid black;"/>		<hr style="border-top: 1px solid black;"/>	
(word 1)		(word 2)	
<hr style="border-top: 1px solid black;"/>		<hr style="border-top: 1px solid black;"/>	
(word 3)		(word4)	
<hr style="border-top: 1px solid black;"/>		<hr style="border-top: 1px solid black;"/>	
(-ing verb)		(-ing verb)	
<hr style="border-top: 1px solid black;"/>		<hr style="border-top: 1px solid black;"/>	
(adjective)		(adjective)	
<hr style="border-top: 1px solid black;"/>			
(noun)			



Smokey the Bear

Smokey Bear was born on August 9, 1944, by the U.S. Forest Service and the Ad Council. They came up with the idea that a fictional bear named Smokey, should symbolize the effort to sponsor forest fire prevention. In the beginning of the campaign, Artist Albert Staehle was asked to design and paint the first poster of Smokey Bear. It showed a bear pouring a bucket of water on a campfire and saying "Care will prevent 9 out of 10 fires." This quickly became popular, which Smokey Bear starting to appear on multiple forest fire prevention materials. In 1947, his slogan became the familiar "Only YOU Can Prevent Forest Fires!"

Later on in the spring of 1950, somewhere in the Capitan Mountains of New Mexico, there was a young bear cub that found himself caught in a burning forest. He took refuge in a tree. Even though he stayed alive, he was left badly burned. The firefighters who rescued him decided to name him Smokey. News about this real bear named Smokey spread across the nation, and he was soon given a new home at the National Zoo in Washington, D.C. Sadly, Smokey died in 1976 and was returned to Capitan, New Mexico, where he is buried in the State Historical Park.

2014 marks the 70th anniversary of the Smokey Campaign! To find out more about Smokey's story and to see how the campaign has changed through the years, visit <http://www.smokeybear.com>

Woodsy the Owl

For more than a quarter of a century, Woodsy Owl has been America's official environmental icon. Woodsy has been an anti-pollution symbol, caring the slogan for years, "Give a hoot; don't pollute!" Ever since Woodsy was created in 1971, Woodsy has helped individuals to care for the environment.



Now since 1997, the "new, improved" Woodsy emerged to befriend a new generation of children, motivating them to form healthy, lasting relationships with nature. Caring, friendly, and wise, Woodsy is a role model to kids. His new message, "Lend a hand' care for the land!" is positive and easily understood message, which generates an interest in the natural resources. Woodsy builds on his original message of, "Give a hoot; don't pollute!" by inviting children to renew, reuse, and recycle. Woodsy provides a new generation with a positive attitude to a world in which we all work together to conserve our natural resources.

DURING AND AFTER YOUR VISIT:

Look for Smokey the Bear signs and where you would post more Smokey the Bear and Woodsy the Owl signs if you were a Ranger. Write a proposal to add these signs at the locations you selected. **Also, ask yourself this:** Is there places in your community you would put up Smokey the Bear and Woodsy the Owl signs?

PA Core

CC.8.5.6-8.C. 8.5.9-10.C.

Allegheny Forest Before & After 1923

Before 1923:

- European settlers settled in the Allegheny Forest in the early 1800's.
 - These settlers used timber to build cabins and barns.
 - Commercial water powered mills help speed up the process of building cabins/barns.
 - 1840's steam engines were used, which processed on average 10,000 board ft. of lumber per day.
- 1850-1900 Industrial Revolution era impacts Allegheny Forest
 - Technology advancements created a huge demand in the Allegheny Forest for wood pulp, lumber for furniture, and homes.
 - In the 1880's, band saws came to use to help make the production of lumber quicker, sawing 100,000 ft. of lumber per day.
 - Railroads in the area made transportation of lumber quicker for consumers and businesses.
- "Weeks Act of 1911"
 - Act allowed the Federal Government to buy land in the Eastern part of the United States to establish National Forests. Due to this Act, the Allegheny Forest was established in 1923. The land at the time was nicknamed "Allegheny Brush-patch."
 - Due to the low population of wildlife, many different species of trees were able to grow and produce throughout the Allegheny Forest.

After 1923:

- Right after 1923, the Allegheny Forest was threatened by challenges of wildfires, floods, and erosion. However, with care the forest developed. Most of the trees in today's second-growth forest on the Allegheny Plateau are the same age (70-100 years old).
- In the 1930s, the Civilian Conservation Corps (CCC) changed the face of Forests across the country by building hundreds of recreation facilities. These and other facilities became popular after World War II when newly-mobile families discovered the joys of outdoor recreation.
- Over time, various laws added other benefits like wilderness, heritage resources and grazing to the original idea of watershed protection and continuous timber. The "Multiple Use-Sustained Yield Act of 1960" recognized outdoor recreation and habitat for wildlife and fisheries.
- Over time, people's changing and more cultured expectations led to campground improvements like electricity and hot showers. Areas to watch wildlife trails for cross-country skiing and motorized recreation (all-terrain vehicles, snowmobiles) and fully accessible fishing piers, trails and restrooms have been added, too.

AFTER YOUR VISIT:

After reading the history of the Allegheny Forest, seeing it and talking with a Ranger, complete the following Venn diagram.

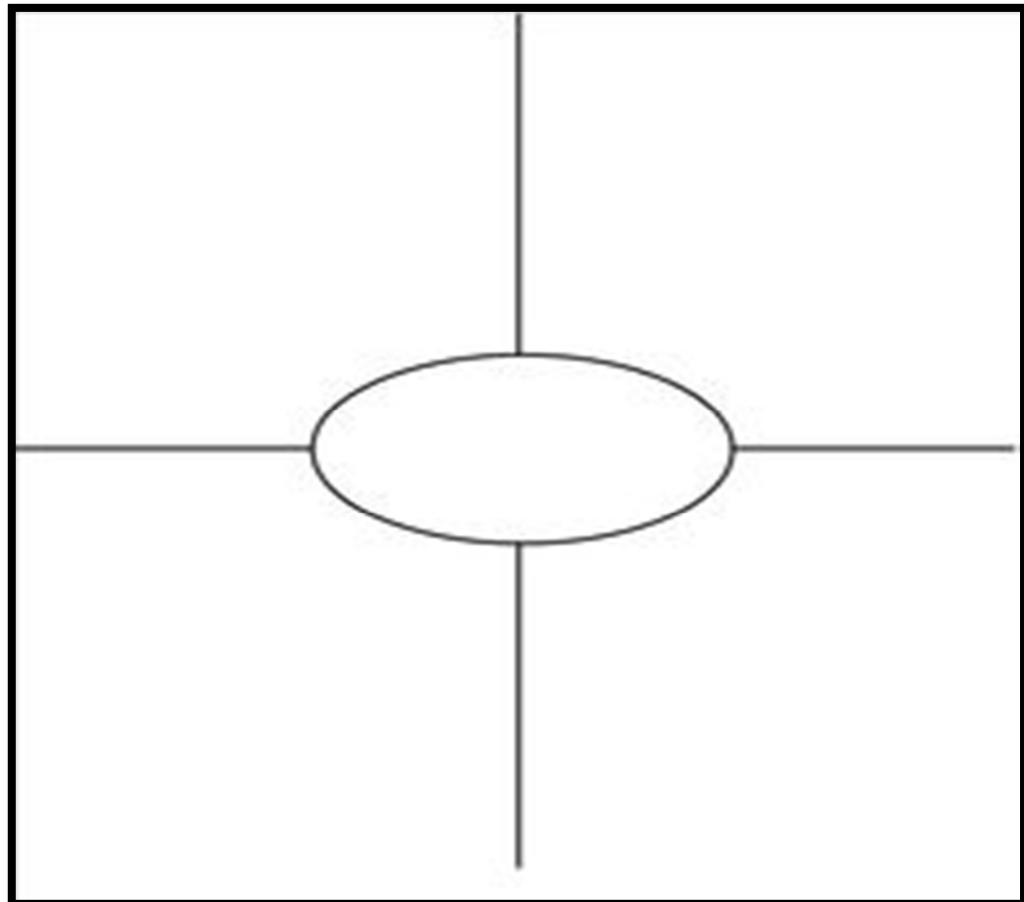
Then, have your students complete one of the following activities:

- ✓ Write a “thank you letter” to a Ranger at the Allegheny National Forest mentioning specific things you learned.
- ✓ Compose a RAFT about your experiences along the National Scenic Byway.
- ✓ Create a video that encourages others to visit the National Scenic Byway.
- ✓ Create a poster that encourages others to visit the National Scenic Byway.
- ✓ Create a photo journal of your experiences along the National Scenic Byway.

Directions: In the boxes below, fill in your opinion BEFORE/AFTER visiting the Allegheny Forest. After completing the section, have one of your fellow classmates fill out their own opinions they have BEFORE/AFTER visiting the Allegheny Forest. Afterwards, compare/contrast your opinions. Do you share similarities? Is there any differences?

Your Opinion Before

Your Opinion After



Classmates' Opinion Before

Classmates' Opinion After

Allegheny Forest Word Search

A	Y	M	E	P	E	B	K	G	L	Y	W	W	G	Y
Q	G	H	N	G	T	D	W	U	M	A	A	R	A	E
U	J	R	V	L	N	G	L	D	T	V	A	M	J	K
R	S	R	I	T	V	L	A	S	B	S	E	V	T	O
R	H	U	R	C	E	R	E	W	S	W	D	N	F	M
L	S	E	O	F	U	R	P	L	Z	N	E	D	V	S
B	F	C	N	O	O	L	A	R	A	N	G	E	R	F
X	X	Q	M	F	W	N	T	V	U	L	I	P	D	V
L	G	Y	E	A	D	O	A	U	E	X	N	R	O	W
Y	U	G	N	S	E	S	X	Z	R	Z	Q	W	L	Q
G	S	M	T	F	Y	N	E	H	G	E	L	L	A	R
B	E	D	B	H	L	H	T	Q	K	N	X	T	P	K
E	Y	U	O	E	N	D	P	O	H	V	W	B	V	J
A	H	Z	X	O	R	U	C	L	Y	P	D	F	N	O
R	M	X	O	N	W	U	Q	L	S	Q	W	S	H	C

**AGRICULTURE
FOREST
RANGER**

**ALLEGHENY
GRASSLANDS
SMOKEY**

**BEAR
LUMBER
WOODSY**

**ENVIRONMENT
OWL**



I wonder . . . what this area looked like as “a brush patch” and who helped to make it a forest? Could I do something like this in my community?

The Civilian Conservation Corps (CCC)



On April 10, 1933 **President Franklin D. Roosevelt** established the Civilian Conservation Corps (CCC), an innovative federally funded organization that put thousands of Americans to work during the Great Depression on projects with environmental benefits.

In the early 1930s large numbers of young men roamed the cities and countryside, looking for work. The Roosevelt administration feared that a whole generation of young men would be unprepared to assume the financial responsibilities of home and family. Life in CCC camps would also rehabilitate young men who were not only jobless, but suffered from a lack of physical and spiritual nourishment.

FDR implemented the CCC as part of his administration's "**New Deal**" plan for social and economic progress. The CCC reflected his commitment to environmental conservation. He wrote "the forests are the lungs of our land [which] purify our air and give fresh strength to our people."

The CCC, known as "Roosevelt's Tree Army," was open to unemployed, unmarried U.S. male citizens between the ages of 18 and 26. All recruits had to be healthy and were expected to perform hard physical labor. Enlistment in the program was for a minimum of 6 months; many re-enlisted after their first term. Participants were paid \$30 a month and often given supplemental basic and **vocational education** while they served.

The CCC had a dual purpose. Roosevelt was enthused about using CCC labor, in conjunction with the National Park Service (NPS), to develop national and state parks that would be accessible to all Americans. Working together, the CCC and NPS developed parks and built structures that left a legacy of distinctive architecture, quality craftsmanship, and in each man, a lifeline to a more productive future. Throughout the CCC, more than 40,000 illiterate men were taught to read and write. In 1933, about 14,000 American Indians whose economic conditions were deplorable and had been largely ignored were employed. Before the CCC was terminated, more than 80,000 Native Americans were paid to help reclaim a land that had once been their exclusive domain.



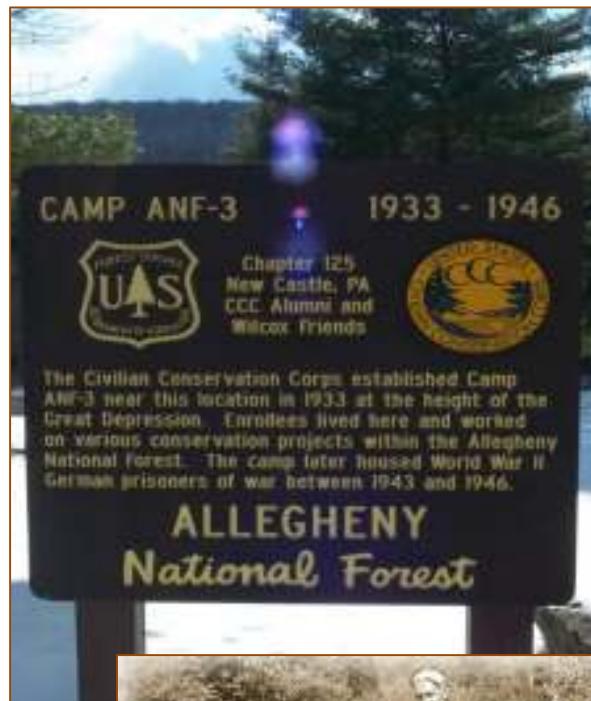
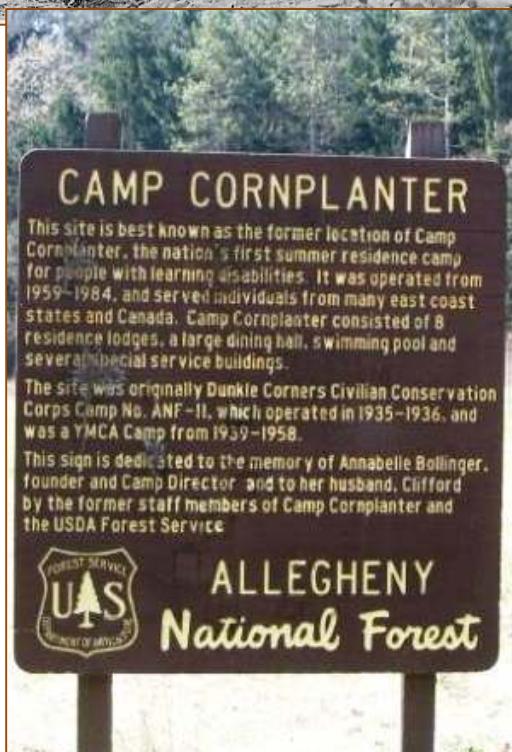
Under the guidance of the Departments of the Interior and Agriculture, CCC employees fought forest fires, planted trees, cleared and maintained access roads, re-seeded grazing lands and implemented soil-erosion controls. They built wildlife refuges, fish-rearing facilities, water storage basins and animal shelters. To encourage citizens to enjoy America's natural resources, FDR authorized the CCC to build bridges and campground facilities. At the end of 1935, there were 500,000 men located in 2,600 camps in operation in all states. From 1933 to 1942, the CCC employed over 3 million men. Of Roosevelt's many New Deal policies, the CCC is considered by many to be one of the most enduring and successful.



BIBLIOGRAPHY: *Activities of the Civilian Conservation Corps*, July 1, 1938 June 30, 1939 (Washington, D.C.: GPO, 1940). John A. Salmond, *The Civilian Conservation Corps, 1933-1942: A New Deal Case Study* (Durham, N.C.: Duke University Press, 1967).

CCC enrollee putting finishing touches on stone fireplace at Allegheny Forest Camp, Pennsylvania, 1937.

Photos of The Civilian Conservation Corps (CCC)



Visit this website for more activities
http://www.pbs.org/wgbh/americanexperience/feature_s/teachers-resources/ccc-teacher-resource/

DURING YOUR VISIT:

Image what the area looked like as a “Brush Patch”. Using their journals, completed Anticipation Guides, and other resources, have students write discoveries they are seeing at the locations so they can complete a RAFT (Role/Audience/Format/Topic) as a member of the CCC explaining why he/she wanted to work with the CCC and the goal to be accomplished.

R: Role of the writer Who are you writing as?	A: Audience To whom is this written?	F: Format What form will it take?	T: Topic What is the topic or focus plus one a strong verb?
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Glossary

President Franklin D. Roosevelt - commonly known by his initials **FDR**, was an American lawyer and statesman who served as the 32nd President of the United States. Serving from March 1933 to his death in April 1945, he was elected for four consecutive terms, and remains the only president ever to serve more than eight years. He was a central figure in world events during the mid-20th century, leading the United States during a time of worldwide economic depression and total war. A dominant leader of the Democratic Party, he built a New Deal Coalition that realigned American politics after 1932, as his New Deal domestic policies defined American liberalism for the middle third of the 20th century.

"New Deal" - The New Deal was a series of domestic programs enacted in the United States between 1933 and 1936, and a few that came later. They included both laws passed by Congress as well as presidential executive orders during the first term (1933-37) of President Franklin D. Roosevelt. The programs were in response to the Great Depression, and focused on what historians call the "3 Rs": Relief, Recovery, and Reform. That is Relief for the unemployed and poor; Recovery of the economy to normal levels; and Reform of the financial system to prevent a repeat depression.



Vocational education - Vocational education (education based on occupation or employment), also known as career and technical education (CTE) or technical and vocational education and training (TVET) is education that prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, architecture, pharmacy, law etc. Craft vocations are usually based on manual or practical activities, traditionally non-academic, related to a specific trade, occupation, or *vocation*. It is sometimes referred to as *technical education* as the trainee directly develops expertise in a particular group of techniques.

Animals of the Allegheny National Forest

BEFORE YOUR VISIT:

What do you think you know about Pennsylvania animals living in the Allegheny National Forest?

Take some time to write a few sentences about what you think you already know about some of the animals that might live in the National Forest before visiting the Bradford Ranger Station.

PA Core:
CC.3.5.6-8.A; B; C; D; H



American Beaver

There are two species of beaver that live today: *Castor canadensis* in North American, and *Castor fiber* in Eurasia. North American beavers can be found in Pennsylvania.

Most beavers are head to tail are between 30 and 51 inches.

Adult beavers weight between 40 and 60 lbs.

Beavers are the largest living rodents in North America. The tail of a large beaver may be 16 inches long and 5-7 inches wide.

Aspen, cottonwood, willow and dogwood are the primary tree species that beaver prefer.

Beavers are second only to humans in their ability to manipulate and change their environment.

They build dams to flood areas for protection from predators, access to their food supply, and to provide underwater entrances to their den.



White-tailed Deer

In North America, the white-tailed deer is widely distributed east of the Rocky Mountains

The white underside of the deer's tail waves when running and is flashed as a warning when danger is sensed.

An animal of incredible beauty and power, white-tailed deer are able to run up to 40 miles per hour, jump 9 foot fences, and swim 13 miles per hour.

White tailed deer on average weight between 130 and 290 lbs.

Both native Americans and settlers relied on the white-tailed deer for buckskin and food.

Whitetail deer eat a variety of food, commonly foraging on other plants, including shoots, leaves, and grasses. They also eat acorns, fruit, and corn.



Did you know . . .
Pennsylvania designated the white-tailed deer as its official state animal in 1959.

Pennsylvania Black Bears

Myths about the Black Bear

Myth #1: Bears are unpredictable.

Fact: Bears use body language and vocalizations to show their intentions. Learning about bear behavior can be beneficial to people who live or recreate in bear country.

Myth #2: A Bear standing on its hind legs is about to charge.

Fact: A bear standing on its hind legs is just trying to better identify what has caught its attention.

Myth #3: Bears are carnivores.

Fact: Grizzly and black bears are omnivores because they eat both plants and animals. Only a small part of their diets consists of meat.

Ursus Americanus is the black bear's scientific name; it means "American bear."

Although three species of bears inhabit North America, only the black bear can be found in Pennsylvania.

Population estimates in recent years have ranged from 8,000 to 10,000 bears.

Black bears are very agile, can run up to 35 mph, climb trees and swim well.

They may live up to 25 years in the wild, although few do.

Adults usually weigh from 200 to 600 pounds, with rare individuals weighing up to 900 pounds.



DURING YOUR VISIT:

- Match which animal you think goes with which track.

1)



2)



3)



4)



5)



A)



B)



C)



D)



E)

After students read about Fishers and Bald Eagles being reintroduced into Pennsylvania, have them discuss some of the facts about reintroducing these animals into the state.

Also, students can write and discuss about how they feel about animals that now live in the National Forest being reintroduced. Is there anything that they could have done besides bringing them here?

Animals That Have Been Reintroduced



Fisher

- *Fishers are mid-sized carnivores that have been reintroduced to Pennsylvania.
- *They are a member of the weasel family and weight on average between 7 and 12lbs.
- *The Fisher's diet consists of small mammals, including squirrels, chipmunks and mice.
- *Fishers have also been known to prey on white tailed deer.
- *Before the deforestation of Pennsylvania in the 19th century, the fisher population was distributed throughout most the state.
- *The Fisher population in Pennsylvania is a direct result of reintroduction programs.
- *It is believed they were reintroduced to control the porcupine population.
- *IN 1969, West Virginia reintroduced 23 Fishers from New Hampshire. The population expanded to western Maryland, Northern Virginia, and as far into Pennsylvania as Cambria County.
- *In 1979, New York reintroduced 30 fishers from the Adirondacks in to the Catskills.
- *The fisher population in northeastern Pennsylvania is thought to be a direct effect from this reintroduction.
- *The Fisher population has taken off in Pennsylvania; the number of trapped fishers in Pennsylvania has grown steadily from 56 in 1999-2000 to 983 in 2007-2008.
- *Reported road kills have leapt from a small handful in 2006 to 43 in 2007.
- *Fishers have no natural predators in the state.



Bald Eagle

* Bald eagles are among the largest birds of prey. They may weigh up to 14 pounds and have 7-foot wingspans.

* Generally, Bald Eagles eat fish, but will also scavenge for dead fish, waterfowl and mammal carcasses, including large herbivores such as deer and livestock.

*In winter, when fish can be more difficult to find and reach because water is frozen, mammals, birds and carcasses become a more important part of the Bald Eagle's diet.

*30 years ago, we had a mere three nests left in our entire state.

*The population did not become federally protected until the 1940's.

*With the help of the Canadian government, several agencies including the Pennsylvania Game Commission brought bald eagle chicks back to their states to reintroduce bald eagles to the Northeast.

*Today, Pennsylvania has more than 250 nests.

* The Bald Eagle was removed from the federal Endangered Species list in 2007.

*It's Pennsylvania status was changed to Protected in 2014.

*The Game Commission annually monitors Bald Eagle nests.

*Bald eagles breed in all but six of Pennsylvania's 67 counties: Green, Lehigh, Potter, Union, Venango and Washington.

AFTER YOUR VISIT:

PA Core:
CC.3.5.6-8.A; B; C; D; H

These are optional writing prompts and ideas that teachers can use in the classroom after a trip to the Bradford Ranger's station in the Allegheny National Forest.

- Write about what you now **know** about some of the animals of the Allegheny National Forest. How are your thoughts similar or different to what you thought before visiting the Bradford Ranger Station?
 - What did you learn about animals that have been reintroduced? Have you ever seen either of these animals in the wild?
 - Pick one of the animals that live in the National Forest to research and then present your research to the class.

References to more information about the animals of the Allegheny National Forest.

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=1592549&mode=2>

file:///C:/Users/Kassie/Downloads/Bald%20Eagle%20(1).pdf

http://lancasteronline.com/sports/outdoors-fierce-fishers-storming-back-in-pennsylvania/article_53a972b0-ae2a-5dd2-a702-188ac36006c8.html

file:///C:/Users/Kassie/Downloads/Fisher%20Management%20Plan%20(1).pdf

<http://www.blackbearbb.org/bearmyths.html>

http://www.statesymbolsusa.org/Pennsylvania/Animal_White_tailed_Deer.html

<http://www.portal.state.pa.us/portal/server.pt/community/deer/11949>

file:///C:/Users/Kassie/Downloads/Beaver%20Management%20in%20Pennsylvania%202010-2019.pdf

Standards addressed in the Resource Guide

PA Core Standards

KINZUA POINT INFORMATION CENTER

CC. 8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC. 8.5.6-8.C: Identify key steps in a text's description of a process related to history/social studies.

CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.E: Describe how a text presents information (e.g., sequentially, comparatively, causally).

CC.8.5.6-8.F: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CC.8.6.6-8.A: Write arguments focused on discipline-specific content.

CC. 8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.8.6.6-8.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.F: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.

CC. 8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content.

CC. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.8.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B: Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.H: Introduce and state and opinion on a topic.

CC.1.4.8.K: Write with an awareness of the stylistic aspects of composition.

CC.1.4.8.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.H: Write with a sharp distinct focus identifying topic, task and audience.

RED BRIDGE RECREATION AREA

CC.3.5.6-8.B: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CC.3.5.6-8.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

CC.3.5.6-8.G: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CC.3.5.6-8.I: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CC.3.6.6-8.A: Write arguments focused on discipline-specific content.

CC.3.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.3.6.6-8.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CC.3.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.3.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.

CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.3.5.9-10.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.3.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.3.6.9-10.A: Write arguments focused on discipline-specific content.

CC.3.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.3.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.9-10.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

CC.3.6.11-12.A: Write arguments focused on discipline-specific content.

CC.3.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.3.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.A: Write arguments focused on discipline-specific content.

CC.3.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.3.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

S8.B.3.2.1: Use evidence to explain factors that affect changes in populations (e.g., deforestation, disease, land use, natural disaster, invasive species).

S8.B.3.2.2: Use evidence to explain how diversity affects the ecological integrity of natural systems.

S8.B.3.3.1: Explain how human activities may affect local, regional, and global environments.

S8.B.3.3.2: Explain how renewable and nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).

S8.D.1.2: Describe the potential impact of human-made processes on changes to Earth's resources and how they affect everyday life.

S8.D.1.2.1: Describe a product's transformation process from production to consumption (e.g., prospecting, propagating, growing, maintaining, adapting, treating, converting, distributing, disposing) and explain the process's potential impact on Earth's resources.

S8.D.1.2.2: Describe potential impacts of human-made processes (e.g., manufacturing, agriculture, transportation, mining) on Earth's resources, both nonliving (i.e., air, water, or earth materials) and living (i.e., plants and animals).

S8.D.1.2: Describe the potential impact of human-made processes on changes to Earth's resources and how they affect everyday life.

RANGER STATION

CC.1.4.8.H: Introduce and state an opinion on a topic.

CC.1.4.8.K: Write with an awareness of the stylistic aspects of composition.

CC.1.4.8.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.8.R: Demonstrate a grade appropriate command of the standards of conventional English grammar and spelling.

ANIMALS OF THE ALLEGHENY NATIONAL FOREST

CC.3.5.6-8.A: Cite specific textual evidence to support analysis of science and technical texts.

CC.3.5.6-8.B: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CC.3.5.6-8.C: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CC.3.5.6-8.D: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

CC.3.5.6-8.H: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

New York State Standards

Social Studies: History of the United States and New York

Standard 1, Key Idea 1

Intermediate:

- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.
- Interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

Commencement:

- Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.

- Describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents.

Standard 1, Key Idea 2

Intermediate:

- describe the reasons for periodizing history in different ways.
- investigate key turning points in New York State and United States history and explain why these events or developments are significant.
- understand the relationship between the relative importance of United States domestic and foreign policies over time.
- analyze the role played by the United States in international politics, past and present.

Commencement:

- discuss several schemes for periodizing the history of New York State and the United States.
- develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues.
- compare and contrast the experiences of different groups in the United States.
- examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions.
- analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies.
- compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law.

Standard 1 Key Idea 3

Intermediate

- complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations.
- gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.
- describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.
- classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

Commencement

- compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.

- research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).
- prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.
- understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

Standard 1 Key Idea 4

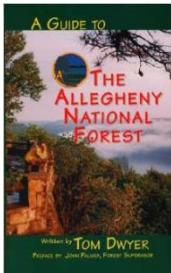
Intermediate

- consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.
- understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.
- compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts.
- describe historic events through the eyes and experiences of those who were there. (Taken from National Standards for History for Grades K-4).

Commencement

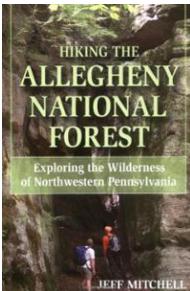
- analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives.
- consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations.
- evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History).

Suggested reading and websites



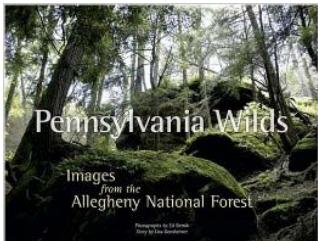
A Guide to the Allegheny National Forest by Tom Dwyer

Designed in a handy pocket book format, the guide briefly explores the human and geological history of the forest and includes hints on how to enjoy the forest safely. The book then describes the three distinct natural areas of the forest and features the activities available in each of these areas.



Hiking the Allegheny National Forest: Exploring the Wilderness of Northwestern Pennsylvania [Kindle Edition] by Jeff Mitchell

This guide covers 50 day hikes and 5 backpacking trails in and around the region, with information on what to pack, time to allow, trailhead locations, and major vistas and points of interest along the way. Maps of each trail are included.



Pennsylvania Wilds: Images from the Allegheny National Forest by Lisa Gensheimer, Ed Bernik, Jonathan Tourtellot

A beautifully illustrated history of the forest from prehistoric times to the present that covers 50 can't-miss attractions in the Allegheny National Forest region. The interactive "Forest Companion" CD gives readers a bird's-eye view of the biology, geology, and history of the Allegheny National Forest.

Websites

A Forest without Trees by Danielle Zimmerman, summer 2010

<http://pabook.libraries.psu.edu/palitmap/ANF.html>

The Allegheny National Forest

<http://www.nationalforests.org/explore/forests/pa/allegheny>

<http://www.ohranger.com/allegheny-natl-forest>

Allegheny National Forest

http://www.gorp.com/parks-guide/travel-to-allegheny-national-forest-pennsylvania-sidwcmdev_066585.html

Forest Magazine article “Blight on the Land,” fall 2007

<http://www.fsee.org/index.php/component/content/article/200236>

Paranormal activity?

<http://www.paranormalghostsociety.org/warren.htm>

Venture into Wilderness & Beauty

http://explorepahistory.com/regions_allegheny.php

Longhouse Scenic Byway Field Trip - Teacher Evaluation Form

In order to continue to improve the quality of educational programming visits to the Allegheny National Forest, we would appreciate you taking a few minutes of your time to complete this evaluation. Your comments and suggestion will help us to plan future events and field trips to meet your educational needs.

DATE OF FIELD TRIP: _____

NAME OF SCHOOL: _____

TEACHER: _____

GRADE LEVEL AND NUMBER OF STUDENTS: _____

WHICH SITES DID YOU VISIT? (CHECK THE ONES YOU VISITED)

KINZUA POINT ____ **THE POWERHOUSE** ____ **RED BRIDGE** ____ **RANGER STATION** ____

1. Please rate the effectiveness of the Resource Guide to prepare for your field trip.

(5 being excellent and 1 being not useful)

5 ____ 4 ____ 3 ____ 2 ____ 1 ____

2. Please rate the effectiveness of the Resource Guide to enrich your field trip.

(5 being excellent and 1 being not useful)

5 ____ 4 ____ 3 ____ 2 ____ 1 ____

3. Which activities/sections did you find most helpful to prepare and enrich the field trip?

4. Which activities/sections did you find most enjoyable for the students?

5. The Resource Guide format/length was helpful and useable.

5 ____ 4 ____ 3 ____ 2 ____ 1 ____

6. The quality of the resources/activities were adequate for learning

5 ____ 4 ____ 3 ____ 2 ____ 1 ____

7. Where did you learn about this Field Trip?

Printed brochure ____ Colleague ____ Website ____

Other: _____

8. Use the back of this form to write your suggestions for future topics, as well as comments on how this program and Resource Guide could be improved to meet your educational needs. Thank you.

Longhouse Scenic Byway Field Trip – Student Evaluation Form

In order to continue to improve the quality of field trips to the Allegheny National Forest, we would appreciate you taking a few minutes of your time to complete this evaluation. Your comments and suggestion will help us to plan future events and field trips.

DATE OF FIELD TRIP: _____

NAME OF SCHOOL: _____

TEACHER: _____

YOUR GRADE: _____

WHICH SITES DID YOU VISIT? (CHECK THE ONES YOU VISITED)

KINZUA POINT **THE POWERHOUSE** **RED BRIDGE** **RANGER STATION**

1. Which activities/sections did you find most helpful to prepare for the field trip?

2. Which activities/sections did you find most enjoyable?

3. What was an exciting moment during the field trip?

4. What is an important thing you learned about a location along the Scenic Byway?

5. Use the back of this form to write your suggestions for future ideas, as well as comments on how the activities in the Resource Guide or the field trip could be improved.

Thank you.

**The University of Pittsburgh at Bradford faculty and students
who created the Resource Guide**

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University of Pittsburgh Bradford - <http://www.upb.pitt.edu/>

