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001. form	[Personally Identifiable Information] [partial] (2 pages)	02/00/1996	b(6)

COLLECTION:

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General Files
OA/Box Number: 24236

FOLDER TITLE:

USDA [Department of Agriculture]/AmeriCorps-Tennessee [1]

2013-0661-F
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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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TN AMERICORPS NEWS
c/o USDA/NRCS
675 U.S. Courthouse
801 Broadway
Nashville, TN 37203

AMERICORPS NEWS FROM TENNESSEE

USDA/NRCS
Rural Development Team

Volume 1, Issue 3
Fall, 1996

*"I challenge a new generation of young
Americans to a season of service...*

*There is so much to be done -
enough, indeed, for millions of others
who are still young in spirit to give of
themselves in service too."*

-President Bill Clinton



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Tennessee Wilderness Road

[pamphlet]

18 pages

The Tennessee Wilderness Road

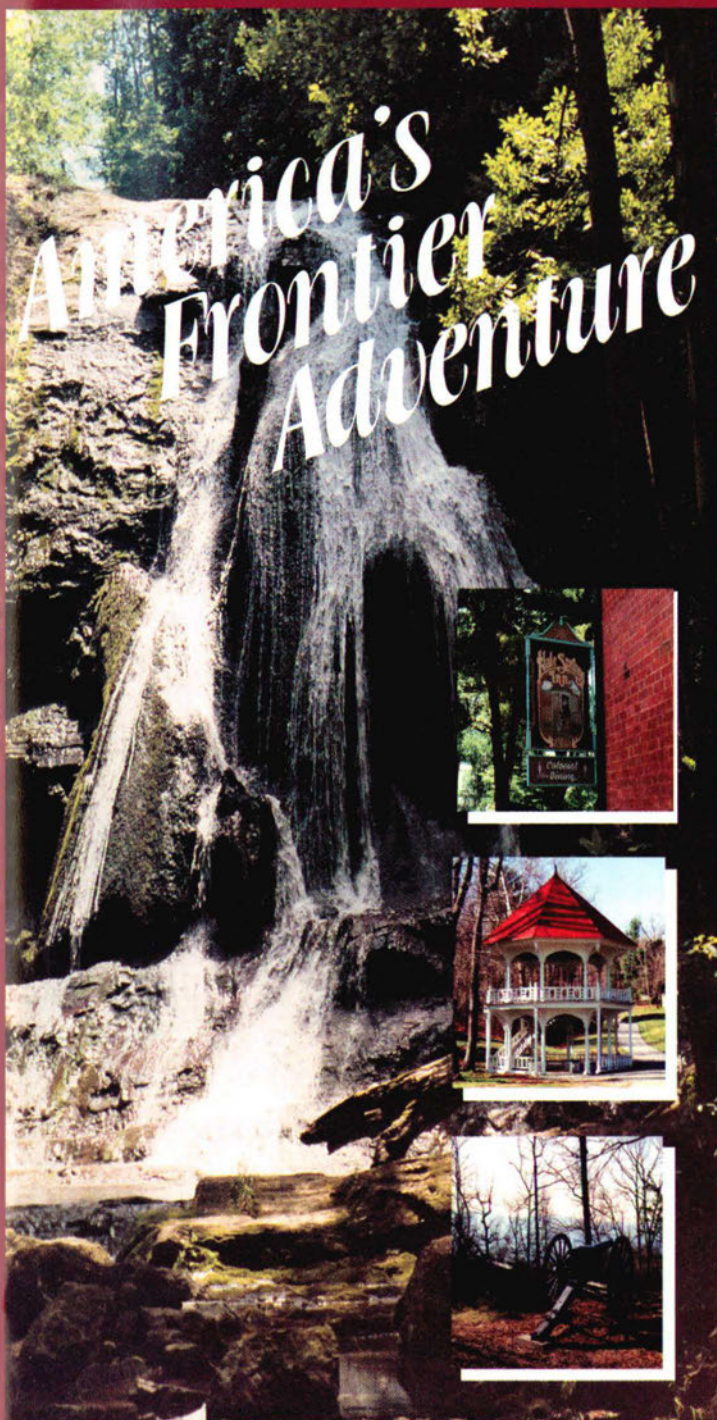
A drive along The Tennessee Wilderness Road is not for the hurried. This leisurely trail brings the traveler through a landscape of spectacular valleys and beautiful farmlands dotted with church spires and small towns. This is an area rich in pioneer history and follows the path of pioneers who traveled enroute to Cumberland Gap and onward to the Great American West. Side routes curve over mountains and lead to remote towns, meandering rivers, sparkling lakes, and historic pasts.



*For More Information,
NorthEast Tennessee Tourism Association
Jonesborough, TN
(423) 753-4188 or 800-468-6882
OR
Middle East Tennessee Tourism Association
Knoxville, TN
(423) 583-8553*

The Tennessee Wilderness Road Guide was made possible through a partnership with the AmeriCorps National Service Program, the U.S. Forest Service, and the Clinch-Powell Resource Conservation and Development Council.

TENNESSEE WILDERNESS ROAD



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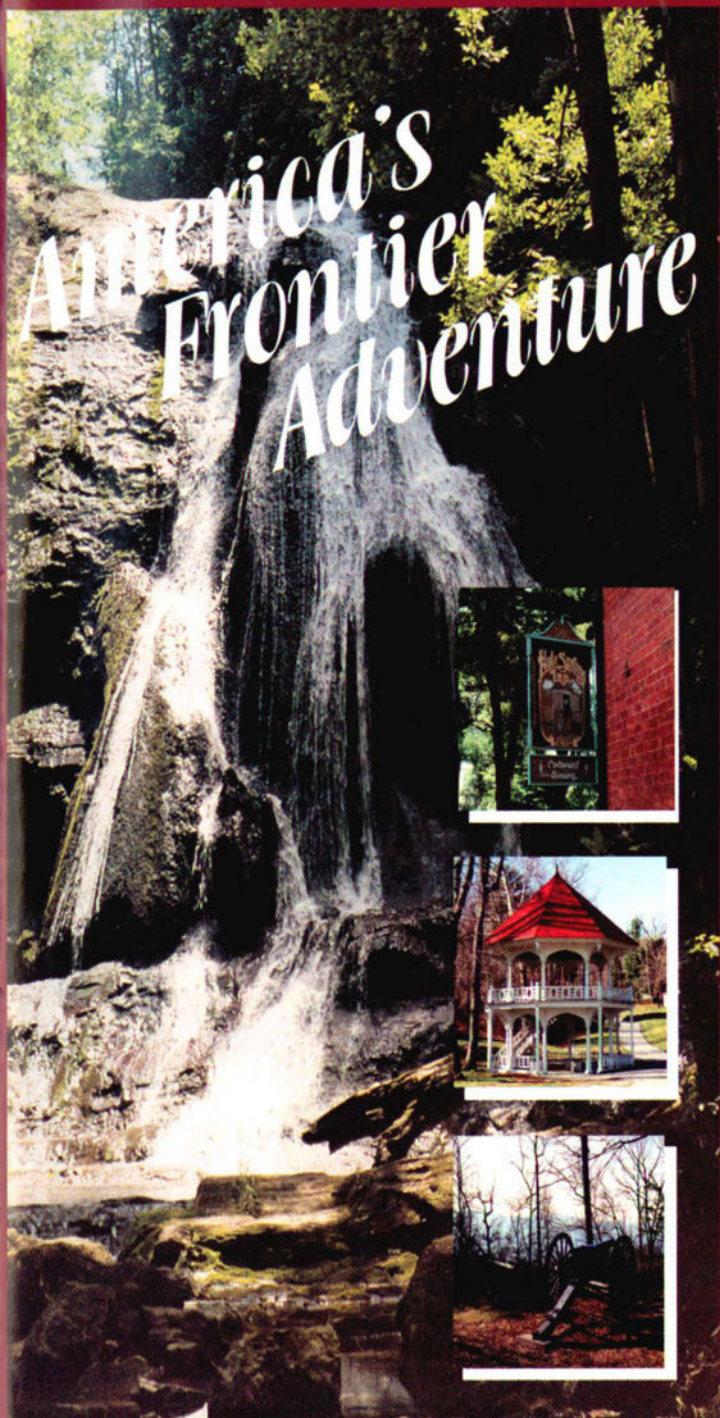
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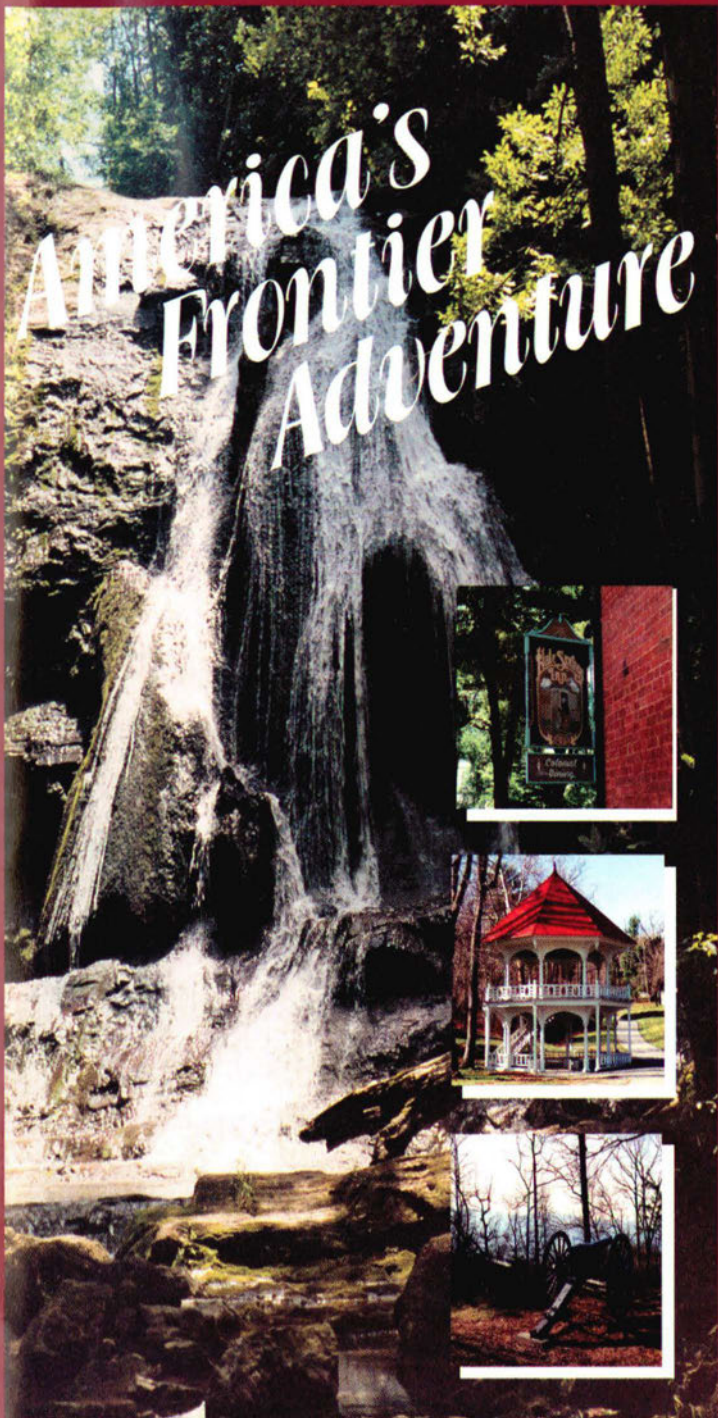
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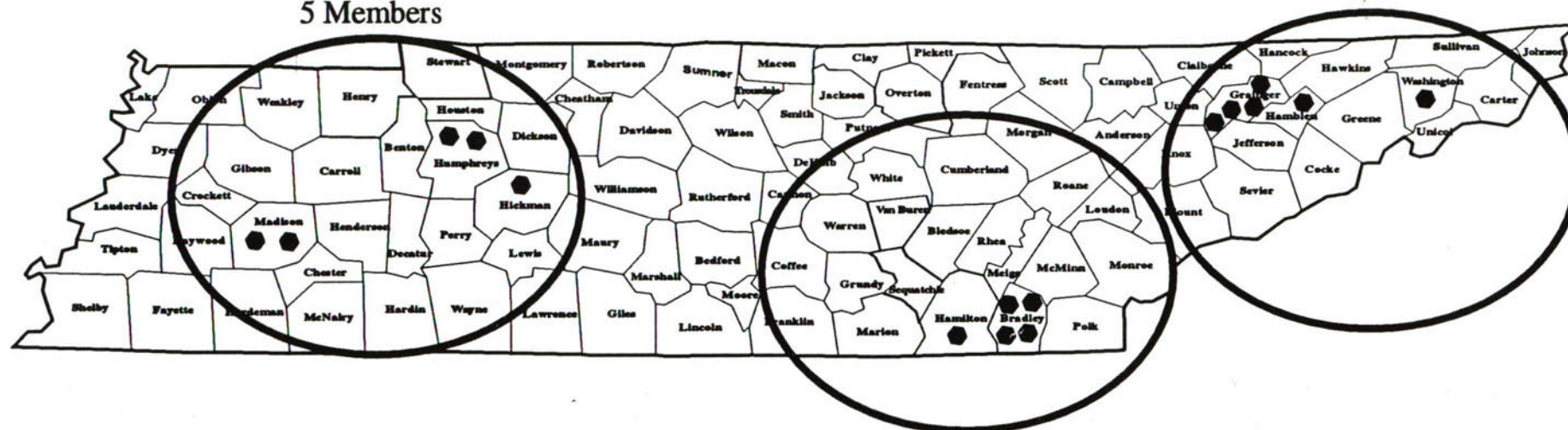


AmeriCorps Program Clusters

1996 Program

Cluster 3
6 Members
(4 Full-time, 2 Part-time)

Cluster 1
5 Members



Cluster 2
5 Members

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FAX: 423/587-2634
- Appalachian NE RC&D Office: Roy Settle
Telephone: 423/854-9621
FAX: 423/282-6451

USDA AmeriCorps Presents SPRING ROUND-UP:



May 6

Regional Household Hazardous Waste Collection

WHERE ? Hawkins County Elementary School Parking Lot

WHEN ? May 6, 8:00 am until 2:00 pm

WHAT SHOULD I BRING ? (100 pound limit from each household)

From the House: From the Garage: From the Shed: From the Workbench:

batteries
oven cleaners
floor cleaners
furniture polish
moth balls
craft supplies
drain cleaners
art supplies
chemistry sets
metal polish

antifreeze
wax polish
engine degreaser
gasoline
car batteries
brake fluid
waste oil
kerosene
carburetor cleaner

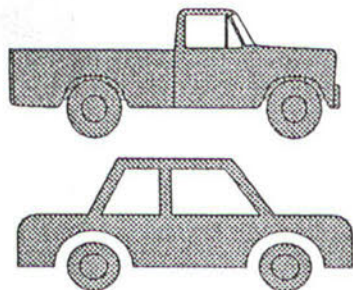
Pesticides
Rodent Killers
Muriatic Acid
Fertilizer
Insect Sprays
Pool Chemicals
No-Pest Strips
Herbicide

Wood Strippers
Rust Preventative
Lead Based Paint
Paint Thinner
Degreasers
Solvents
Wood Stains
Oil / Latex Paints
Sealants
Wood Preservatives*
*PCP-free



Do Not Bring...
Agricultural / Commercial Business Items
Medical Wastes
Explosives / Radioactive Materials

Please Take Care When Storing and Transporting These Hazardous Wastes:

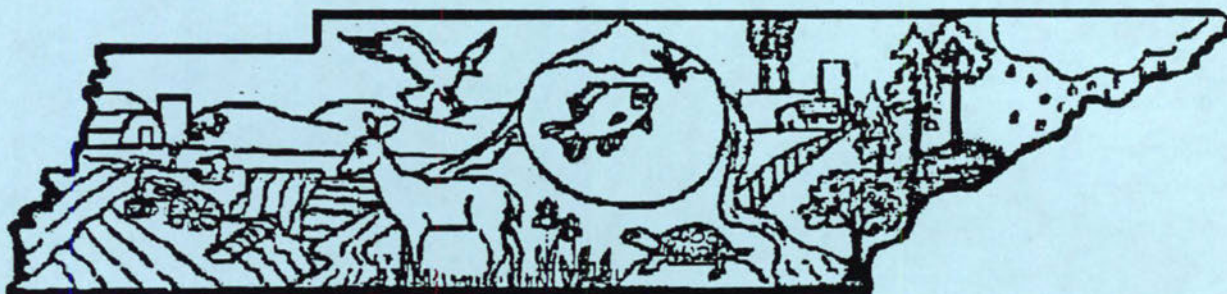


- Tighten caps and lids leaving materials in their original containers
- Pack in sturdy, upright boxes and pad with newspaper.
- Avoid spills
- Never mix chemicals
- Do Not Smoke While Handling these Wastes
- Keep these materials away from children and pets

This event is made possible by AmeriCorps, Partner's for Clean Communities, Regional Keep America Beautiful System, the State of Tennessee Department of Environment and Conservation, and Hawkins County.

TENNESSEE ENVIROTHON

A Natural Challenge



**Tennessee
Resource Conservation and
Development Councils**

To learn more about the *Tennessee Envirothon*
and how you or your high school can become
involved, contact:

Compiled and edited by
State Envirothon Committee

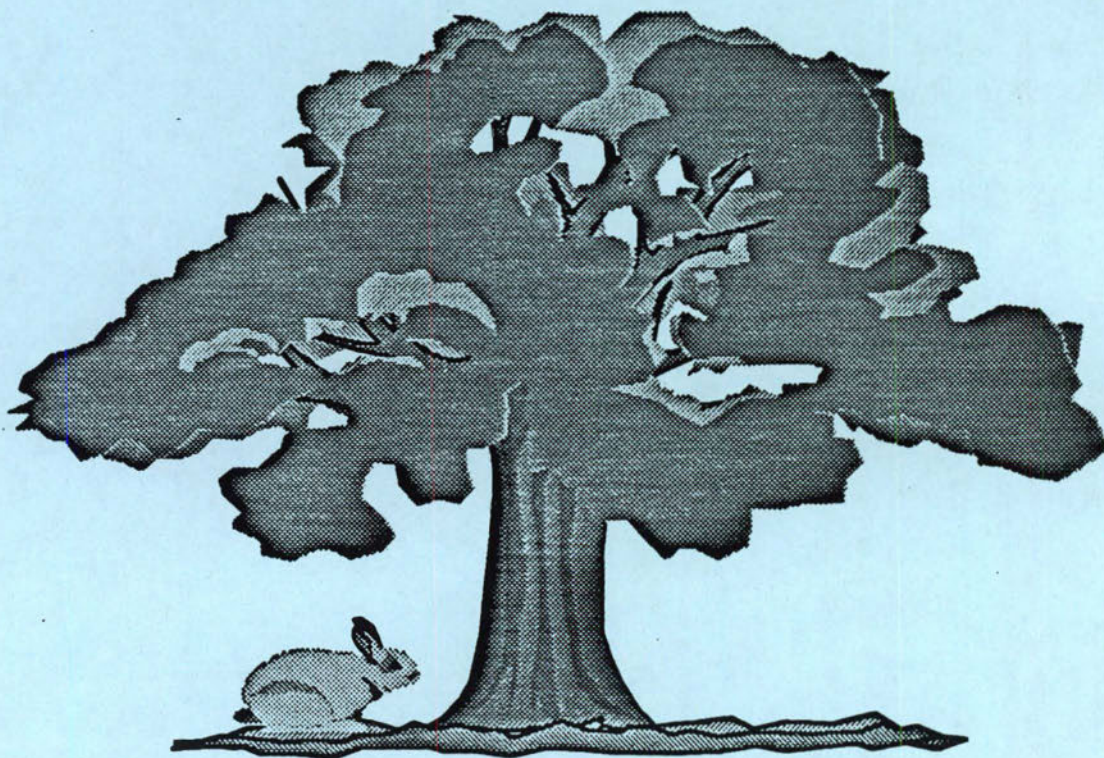


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Introduction

Envirothon is a high school environmental education program that originated in Pennsylvania in 1979. Originally the Environmental Olympics, this hands-on outdoor competition is geared at teaching high school students about natural resources and current environmental issues. Students are tested on their knowledge of aquatics, forestry, soils, wildlife and one current environmental issue (such as nonpoint source pollution, acid rain, etc.) that changes from year to year.

In 1980, the program became known as Enviro-Olympics and the first state competition in Pennsylvania was held four years later. By 1988, the program had expanded to include Ohio and Massachusetts. The name was changed to Envirothon, and it has now grown to include participation from over twenty states.

Tennessee became involved in 1993, with its first regional competition held by the Clinch-Powell Resource Conservation and Development (RC&D) Council. In 1995, Tennessee's seven RC&D councils will each hold area competitions, as well as a state competition for the regional winners.

Goals and Objectives

The Envirothon tests student's knowledge of aquatics, forestry, soils, wildlife and current environmental issues. In addition, the Envirothon encourages cooperative decision-making and team building. While each student on an Envirothon team is encouraged to do his or her best, the score that counts in the end is the team score.

Being a competitive and academic outdoor event for high school students, this program is designed to:

- 1. promote greater awareness of natural resources and environmental issues**
- 2. heighten understanding of interrelationships between plants, animals, humans and the environment they share**
- 3. increase student interest in further study and/or careers in natural history and the environment**
- 4. encourage students to become action-oriented members of society**

By preparing for and participating in the Envirothon, Tennessee students will develop interpersonal skills by working with other student team members in cooperative decision-making and problem-solving.

Day of Envirothon

Your first priority upon arriving at the Envirothon site will be registration. You will be asked to confirm your team and individual pre-registration information. If you will be using alternate or substitute members, this must be noted while registering.

Once all teams have registered, a brief orientation will be held. Contest format, rules, and schedule will be reviewed. The location of the five test stations will be identified. Teams will be assigned a test station rotation to ensure a smooth running event. This will also be a time to answer any last-minute questions.

All test stations are staffed by resource specialists who have helped prepare the test questions in his or her field of expertise. Each team will fill out one collective answer sheet for each of the five stations. Each testing station requires 20-30 minutes. At the end of each period, tests are run back to a central scoring station. Scores will be posted and periodically updated for your information.

At midday, all Envirothon participants will break for lunch. Students will be asked to bring their own lunches in some cases, while it will be provided at others. Be sure to check with your sponsoring RC&D council prior to the competition.

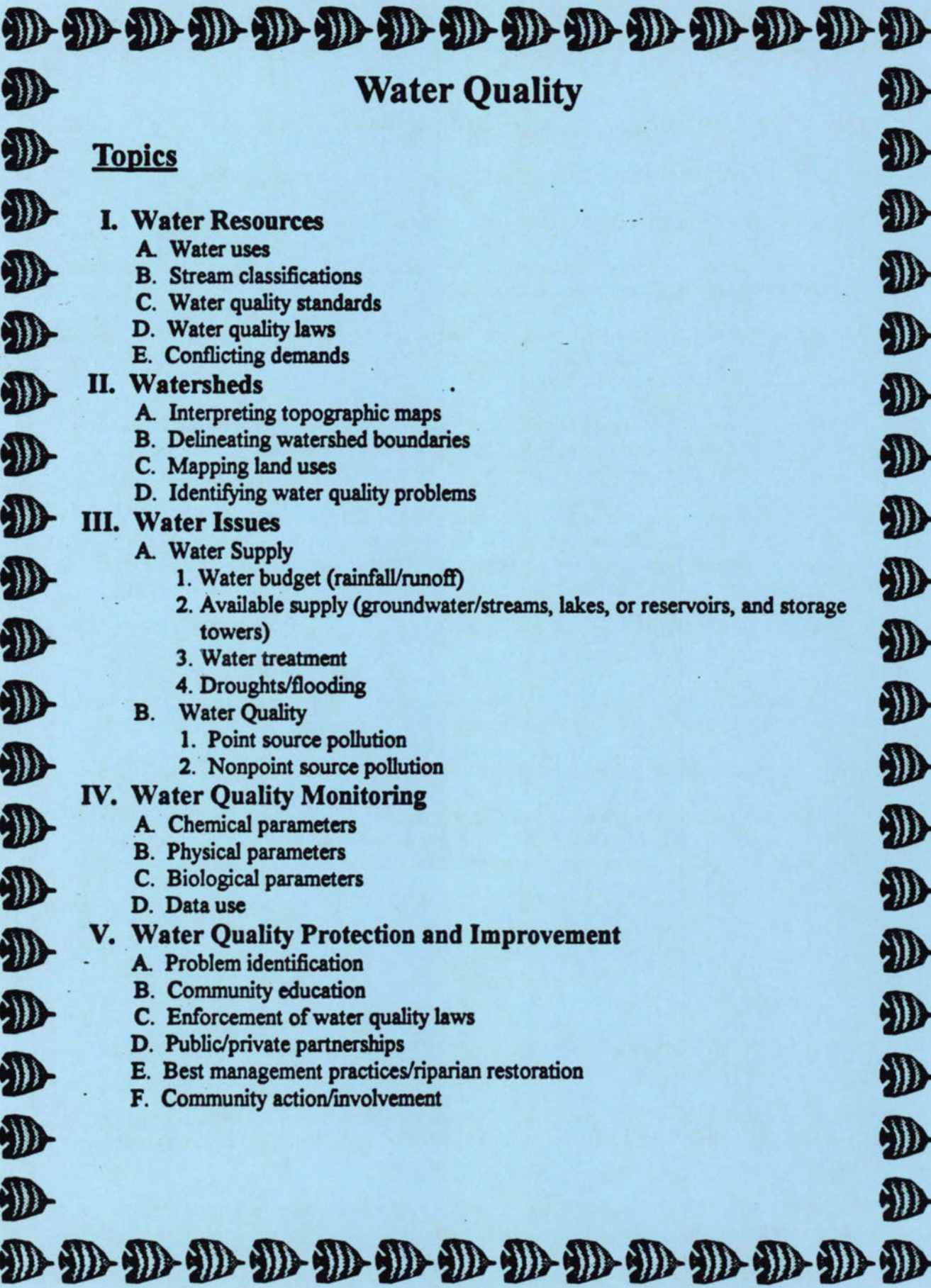
At the conclusion of the competition, there will be an awards assembly, and winning team photos are taken. The top team from each regional competition will compete in the State Envirothon at a later date, for which some expenses will be provided. The top scoring team at the State Envirothon advances to the National Envirothon.

Sample Schedule of Events:

9:15 - 9:30	Registration
9:30 - 9:45	Orientation
9:45 - 10:20	Station #1
10:25 - 10:55	Station #2
11:00 - 11:30	Station #3
11:30 - 12:00	Lunch
12:05 - 12:35	Station #4
12:40 - 1:10	Station #5
1:15 - 2:00	Instructor Presentations/Question & Answers
2:00 - 2:10	Break
2:10 - 2:30	Presentation of Awards

Tennessee Envirothon Competition Rules

1. Competitors must be enrolled in grade levels 9 through 12 for the current school year.
2. Teams will consist of a minimum of three and a maximum of five members.
3. Registration form must be typed and received by the appropriate deadline, along with a medical release form for each student. A registration fee may apply.
4. Alternate team members may substitute for regular team members in Regional and State Envirothons if properly registered at the regional level. Alternate students may not attend the competition if they are not needed to fill in for another student.
5. Each school is permitted to send a maximum of two teams to the regional Envirothon. These teams may be taken from science classes or clubs, 4-H, Youth Boards, FFA or other conservation-related groups.
6. Teams must be accompanied to the Envirothon competition by an adult advisor. This advisor will accompany and be responsible for the discipline of team members. However, advisors shall not accompany the team during the actual competition, or assist the team in any way during the event, and doing so will result in disqualification.
7. Envirothon competitions will consist of five events: Aquatics, Forestry, Soils, Wildlife and a Current Environmental Issue, which will change each year.
8. Team members are not to use or be in possession of electronic devices, such as tape recorders, cameras, VCR equipment, walkmen, etc. The only exception will be hand-held calculators.
9. The top scoring team from each regional competition will advance to the State Envirothon.
10. The Envirothon competition will be conducted by personnel employed by cooperating local, state and federal agencies or independent environmental organizations. Teams may not contact personnel responsible for designing a regional or state Envirothon test to request training prior to an Envirothon competition.
11. In the case of a tie, teams will take a short test with a question from each of the five subject areas. The team which scores the highest will be the winner.
12. All judges' decisions are final.
13. Any questions and/or problems during a test must be handled at that station site. Once teams have rotated to a new station, they can no longer resolve problems related to the previous test.
14. Should the winning team from Tennessee choose not to attend the National Envirothon, the advisor should notify the RC&D council contact person immediately, so that the second runner-up team may attend.
15. The team advancing to the National Envirothon will pay the current national registration fee. This will be reimbursed upon participation in the national competition.



Water Quality

Topics

I. Water Resources

- A. Water uses
- B. Stream classifications
- C. Water quality standards
- D. Water quality laws
- E. Conflicting demands

II. Watersheds

- A. Interpreting topographic maps
- B. Delineating watershed boundaries
- C. Mapping land uses
- D. Identifying water quality problems

III. Water Issues

A. Water Supply

- 1. Water budget (rainfall/runoff)
- 2. Available supply (groundwater/streams, lakes, or reservoirs, and storage towers)
- 3. Water treatment
- 4. Droughts/flooding

B. Water Quality

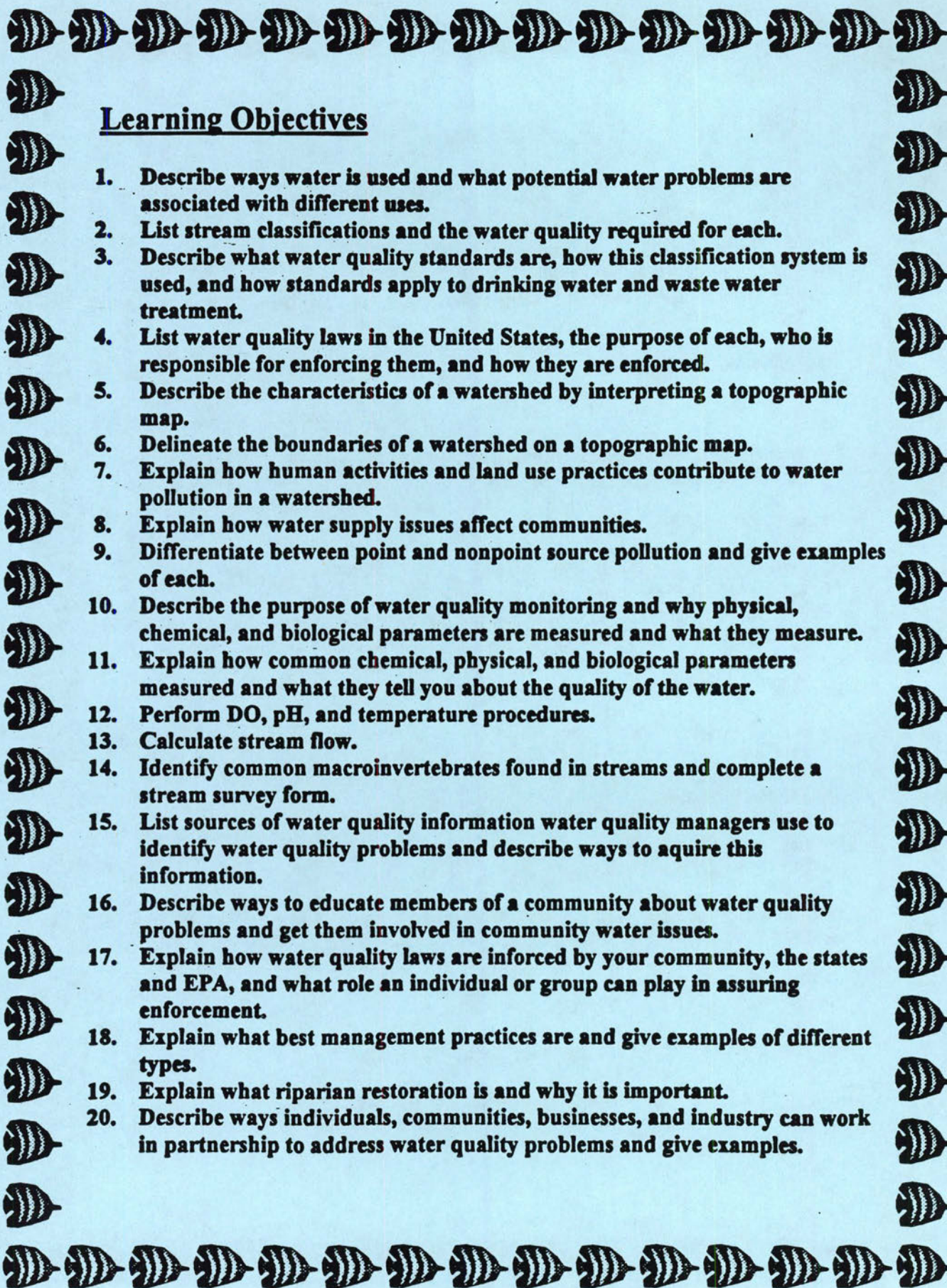
- 1. Point source pollution
- 2. Nonpoint source pollution

IV. Water Quality Monitoring

- A. Chemical parameters
- B. Physical parameters
- C. Biological parameters
- D. Data use

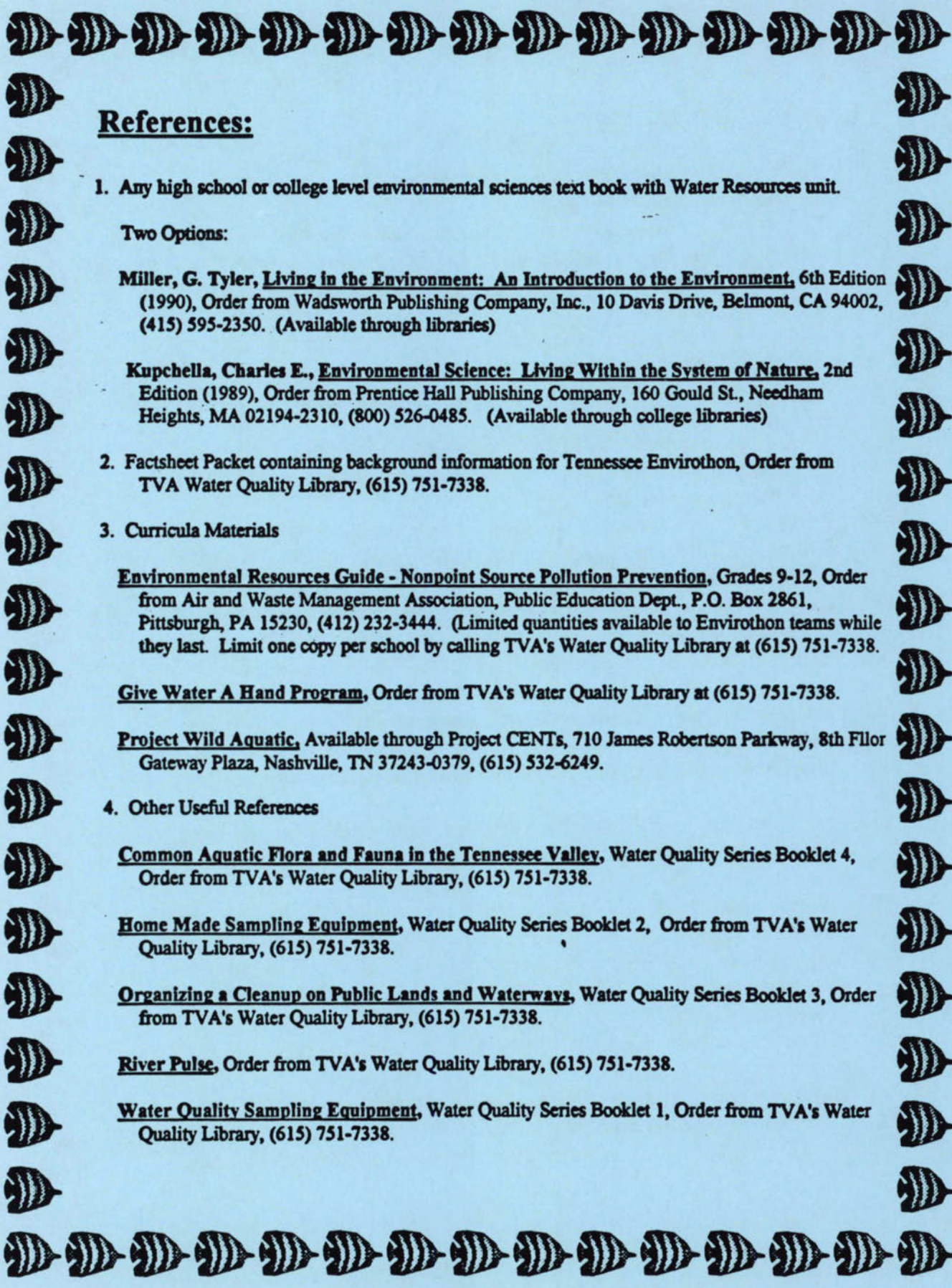
V. Water Quality Protection and Improvement

- A. Problem identification
- B. Community education
- C. Enforcement of water quality laws
- D. Public/private partnerships
- E. Best management practices/riparian restoration
- F. Community action/involvement

A decorative border consisting of a series of small, stylized fish swimming in a circular pattern around the page.

Learning Objectives

1. Describe ways water is used and what potential water problems are associated with different uses.
2. List stream classifications and the water quality required for each.
3. Describe what water quality standards are, how this classification system is used, and how standards apply to drinking water and waste water treatment.
4. List water quality laws in the United States, the purpose of each, who is responsible for enforcing them, and how they are enforced.
5. Describe the characteristics of a watershed by interpreting a topographic map.
6. Delineate the boundaries of a watershed on a topographic map.
7. Explain how human activities and land use practices contribute to water pollution in a watershed.
8. Explain how water supply issues affect communities.
9. Differentiate between point and nonpoint source pollution and give examples of each.
10. Describe the purpose of water quality monitoring and why physical, chemical, and biological parameters are measured and what they measure.
11. Explain how common chemical, physical, and biological parameters measured and what they tell you about the quality of the water.
12. Perform DO, pH, and temperature procedures.
13. Calculate stream flow.
14. Identify common macroinvertebrates found in streams and complete a stream survey form.
15. List sources of water quality information water quality managers use to identify water quality problems and describe ways to acquire this information.
16. Describe ways to educate members of a community about water quality problems and get them involved in community water issues.
17. Explain how water quality laws are enforced by your community, the states and EPA, and what role an individual or group can play in assuring enforcement.
18. Explain what best management practices are and give examples of different types.
19. Explain what riparian restoration is and why it is important.
20. Describe ways individuals, communities, businesses, and industry can work in partnership to address water quality problems and give examples.



References:

1. Any high school or college level environmental sciences text book with Water Resources unit.

Two Options:

Miller, G. Tyler, Living in the Environment: An Introduction to the Environment, 6th Edition (1990), Order from Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, CA 94002, (415) 595-2350. (Available through libraries)

Kupchella, Charles E., Environmental Science: Living Within the System of Nature, 2nd Edition (1989), Order from Prentice Hall Publishing Company, 160 Gould St., Needham Heights, MA 02194-2310, (800) 526-0485. (Available through college libraries)

2. Factsheet Packet containing background information for Tennessee Envirothon, Order from TVA Water Quality Library, (615) 751-7338.

3. Curricula Materials

Environmental Resources Guide - Nonpoint Source Pollution Prevention, Grades 9-12, Order from Air and Waste Management Association, Public Education Dept., P.O. Box 2861, Pittsburgh, PA 15230, (412) 232-3444. (Limited quantities available to Envirothon teams while they last. Limit one copy per school by calling TVA's Water Quality Library at (615) 751-7338.

Give Water A Hand Program, Order from TVA's Water Quality Library at (615) 751-7338.

Project Wild Aquatic, Available through Project CENTs, 710 James Robertson Parkway, 8th Floor Gateway Plaza, Nashville, TN 37243-0379, (615) 532-6249.

4. Other Useful References

Common Aquatic Flora and Fauna in the Tennessee Valley, Water Quality Series Booklet 4, Order from TVA's Water Quality Library, (615) 751-7338.

Home Made Sampling Equipment, Water Quality Series Booklet 2, Order from TVA's Water Quality Library, (615) 751-7338.

Organizing a Cleanup on Public Lands and Waterways, Water Quality Series Booklet 3, Order from TVA's Water Quality Library, (615) 751-7338.

River Pulse, Order from TVA's Water Quality Library, (615) 751-7338.

Water Quality Sampling Equipment, Water Quality Series Booklet 1, Order from TVA's Water Quality Library, (615) 751-7338.

Hansen, Nancy Richardon, Hope Babcock and Edwin Clark II, Controlling Nonpoint Source Water Pollution - A Citizens Guide (1988), ISBN 089164105X, \$7.95, Order from World Wildlife Fund Publications Dept., P.O. Box 4866 Hampden Post Office, Baltimore, MD 21211, (410) 516-6951. (Available through libraries)

5. Other Sources of Tennessee Water Information

Land and Water 201, Chestnut Street Tower, CST 17D, 6th and Chestnut, Chattanooga, TN 37402-2801, (615) 751-3816.

National Earth Science Information Center, US Geologic Survey, 507 National Center, Reston, VA, (800) 827-6277.

Tennessee Aquarium, P.O. Box 11048, Chattanooga, TN, (615) 265-0695.

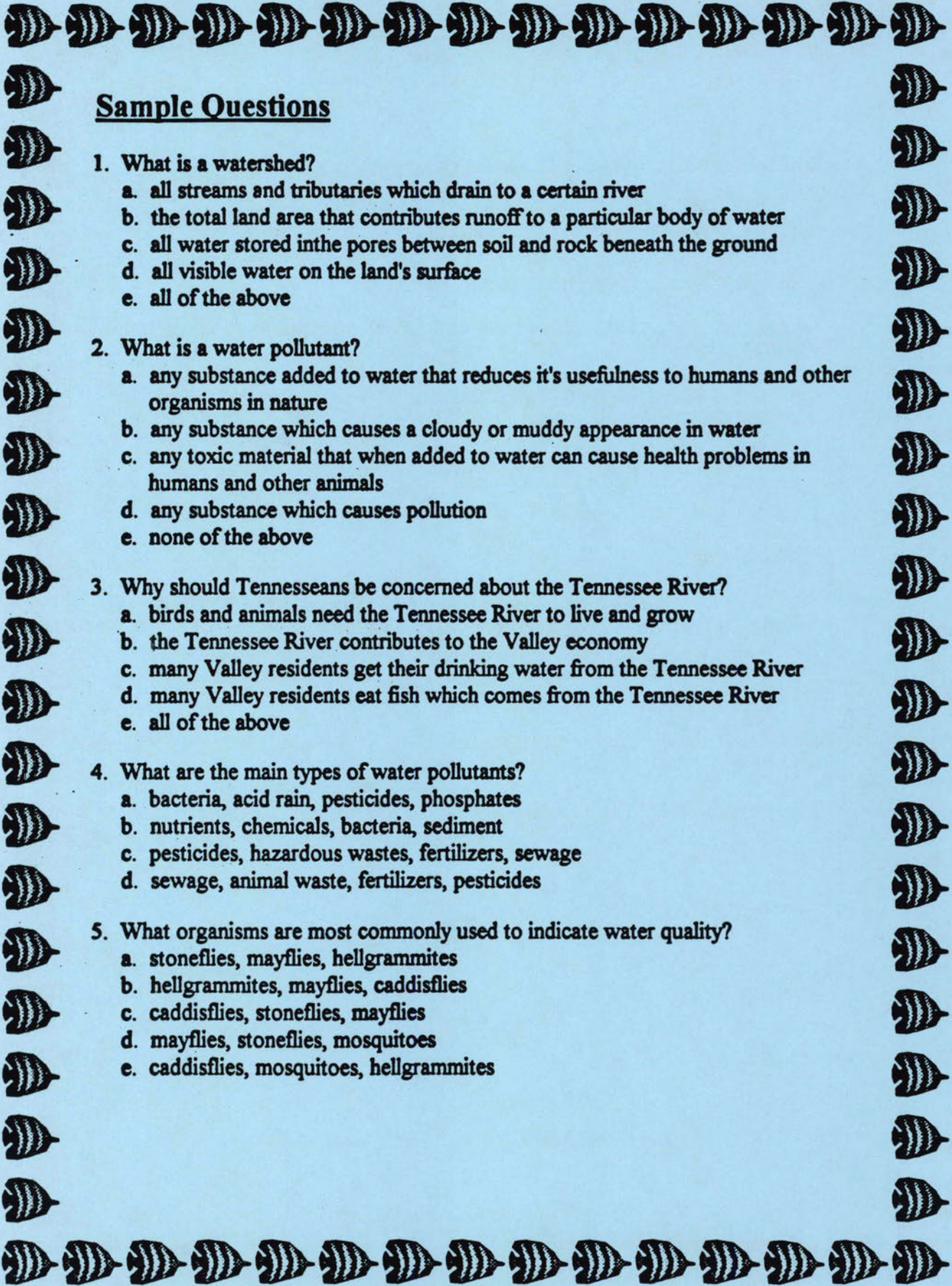
Tennessee Department of Environment and Conservation, Water Pollution Control Division, 6th Floor, L&C Tower Annex, 401 Church St., Nashville, TN 37243-1534, (615) 532-0625. (Call to get local contact)

Tennessee Valley Authority, Clean Water Initiative, 400 W. Summit Hill Dr., WT 10D, Knoxville, TN 37902-1499, (615) 632-8502. (Call for River Action Team Contact in your area)

Tennessee Valley Authority, Map Sales, 1101 Market St., HB 1A, Chattanooga, TN 37402-2801, (615) 751-6277.

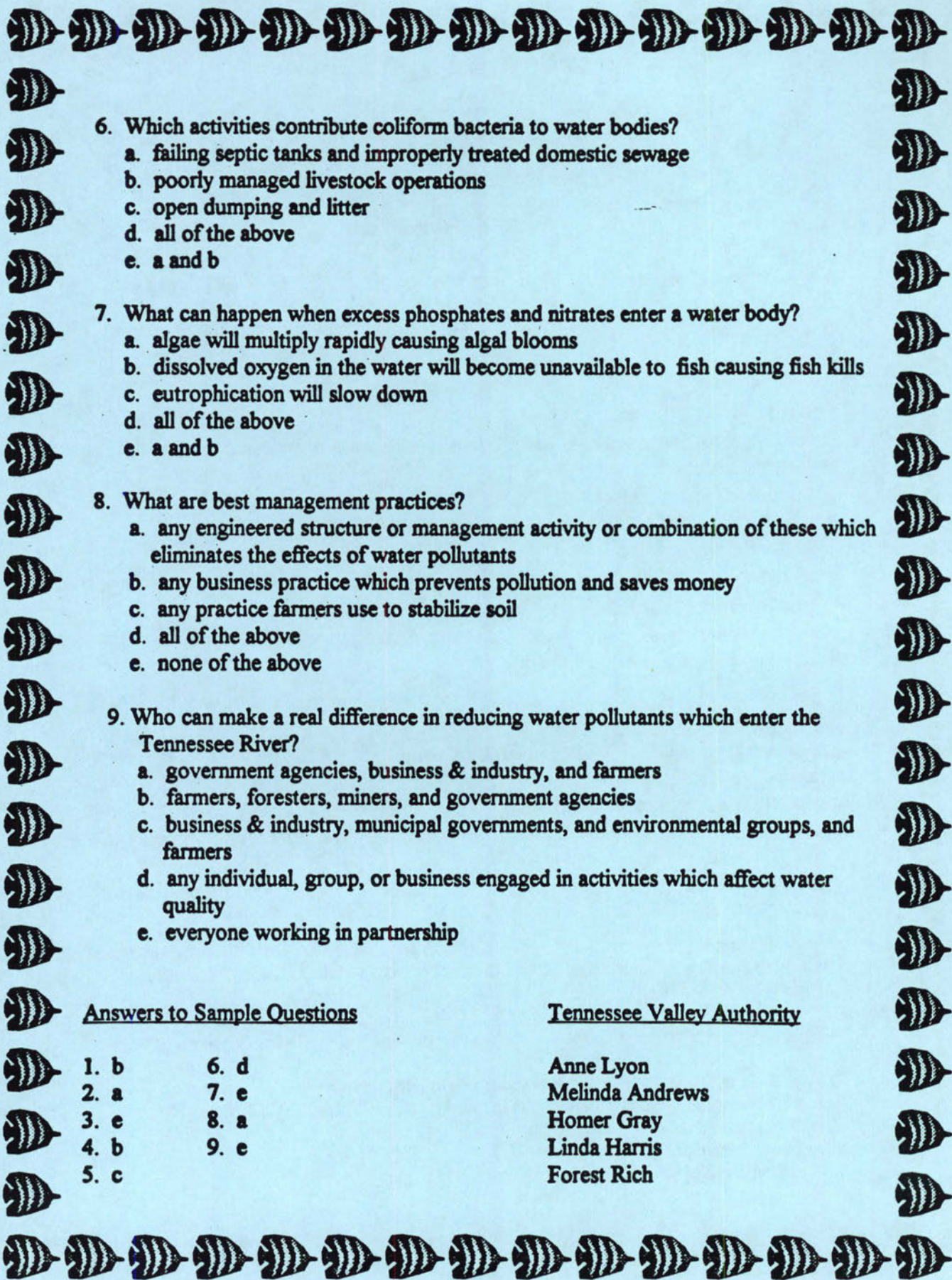
USDA Natural Resources Conservation Service, 675 U.S. Courthouse, 801 Broadway, Nashville, TN 37203, (615) 736-5490. (Call to get local contact)

US EPA, Region IV, 345 Courtland St., NE, Atlanta, GA 30365, (404) 347-3004.

A decorative border of small, stylized fish swimming in a circular pattern around the page.

Sample Questions

1. What is a watershed?
 - a. all streams and tributaries which drain to a certain river
 - b. the total land area that contributes runoff to a particular body of water
 - c. all water stored in the pores between soil and rock beneath the ground
 - d. all visible water on the land's surface
 - e. all of the above
2. What is a water pollutant?
 - a. any substance added to water that reduces its usefulness to humans and other organisms in nature
 - b. any substance which causes a cloudy or muddy appearance in water
 - c. any toxic material that when added to water can cause health problems in humans and other animals
 - d. any substance which causes pollution
 - e. none of the above
3. Why should Tennesseans be concerned about the Tennessee River?
 - a. birds and animals need the Tennessee River to live and grow
 - b. the Tennessee River contributes to the Valley economy
 - c. many Valley residents get their drinking water from the Tennessee River
 - d. many Valley residents eat fish which comes from the Tennessee River
 - e. all of the above
4. What are the main types of water pollutants?
 - a. bacteria, acid rain, pesticides, phosphates
 - b. nutrients, chemicals, bacteria, sediment
 - c. pesticides, hazardous wastes, fertilizers, sewage
 - d. sewage, animal waste, fertilizers, pesticides
5. What organisms are most commonly used to indicate water quality?
 - a. stoneflies, mayflies, hellgrammites
 - b. hellgrammites, mayflies, caddisflies
 - c. caddisflies, stoneflies, mayflies
 - d. mayflies, stoneflies, mosquitoes
 - e. caddisflies, mosquitoes, hellgrammites

- 
6. Which activities contribute coliform bacteria to water bodies?
- a. failing septic tanks and improperly treated domestic sewage
 - b. poorly managed livestock operations
 - c. open dumping and litter
 - d. all of the above
 - e. a and b
7. What can happen when excess phosphates and nitrates enter a water body?
- a. algae will multiply rapidly causing algal blooms
 - b. dissolved oxygen in the water will become unavailable to fish causing fish kills
 - c. eutrophication will slow down
 - d. all of the above
 - e. a and b
8. What are best management practices?
- a. any engineered structure or management activity or combination of these which eliminates the effects of water pollutants
 - b. any business practice which prevents pollution and saves money
 - c. any practice farmers use to stabilize soil
 - d. all of the above
 - e. none of the above
9. Who can make a real difference in reducing water pollutants which enter the Tennessee River?
- a. government agencies, business & industry, and farmers
 - b. farmers, foresters, miners, and government agencies
 - c. business & industry, municipal governments, and environmental groups, and farmers
 - d. any individual, group, or business engaged in activities which affect water quality
 - e. everyone working in partnership

Answers to Sample Questions

- 1. b
- 2. a
- 3. e
- 4. b
- 5. c
- 6. d
- 7. e
- 8. a
- 9. e

Tennessee Valley Authority

Anne Lyon
Melinda Andrews
Homer Gray
Linda Harris
Forest Rich

Forestry

Topics

I. Tree Identification

- | | | |
|----------------------|----------------------|-------------------|
| A. Virginia pine | H. Flowering dogwood | O. Black gum |
| B. Loblolly pine | I. Red Maple | P. American beech |
| C. Eastern red cedar | J. Sugar Maple | Q. Black Cherry |
| D. White pine | K. Black locust | R. Sycamore |
| E. Box elder | L. Black walnut | S. White Oak |
| F. Ash | M. Hickory | T. Red Oak |
| G. Sassafras | N. Yellow poplar | |

II. Forest Biology and Ecology

- A. Trees response to sunlight and shade (tolerance, apical dominance, suppression, edge effect)
- B. Forest succession
- C. Wildlife habitat factors
- D. Specific habitat requirements of various forest animals
- E. Biodiversity
- F. Characteristic of forest trees: site preference, growth, tolerance, value for timber and wildlife)

III. Forest Management

- A. Silvicultural systems and timber harvest methods
- B. Wildlife management techniques

Learning Objectives

1. Understand factors which influences forest management decisions
2. Define key processes in forest ecosystems
3. Appreciate the complexity of managing our forest land
4. Understand that forests can be improved and managed for more than one product or benefit

References

Barnett, Dwight D., Basics of managing forest wildlife and timber. Tennessee Department of Agriculture, Division of Forestry, Ellington Agricultural Center, Box 40627 Melrose Station, Nashville, TN 37204 (615) 360-0736.

All questions in the 1995 Tennessee Envirothon Forestry tests will be drawn from the above reference.

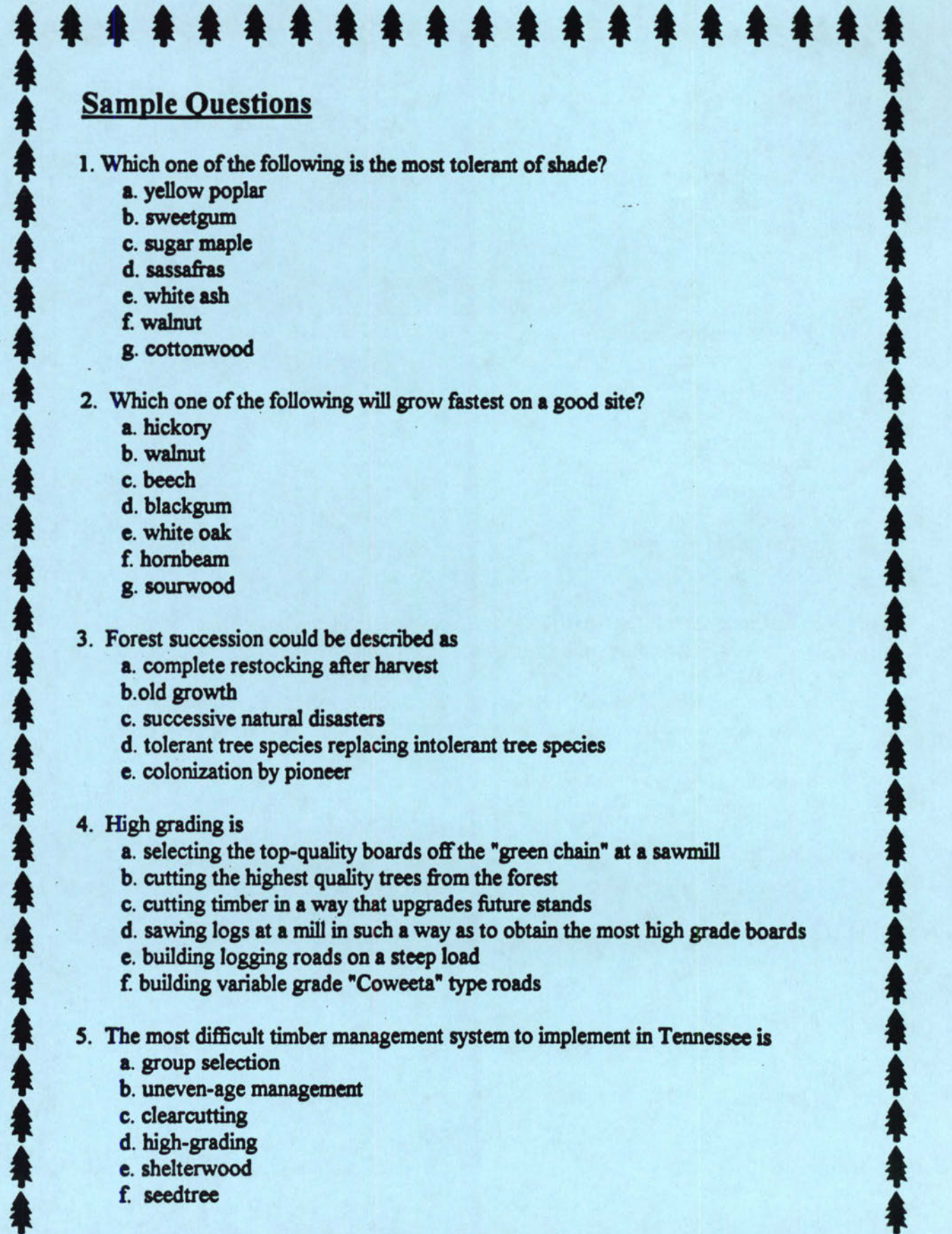
Other publications at the Tennessee Division of Forestry include:

Behind the Wall of Green - an introduction to forest conservation biology (33 pages)

Forestry issues and questions (2 pages)

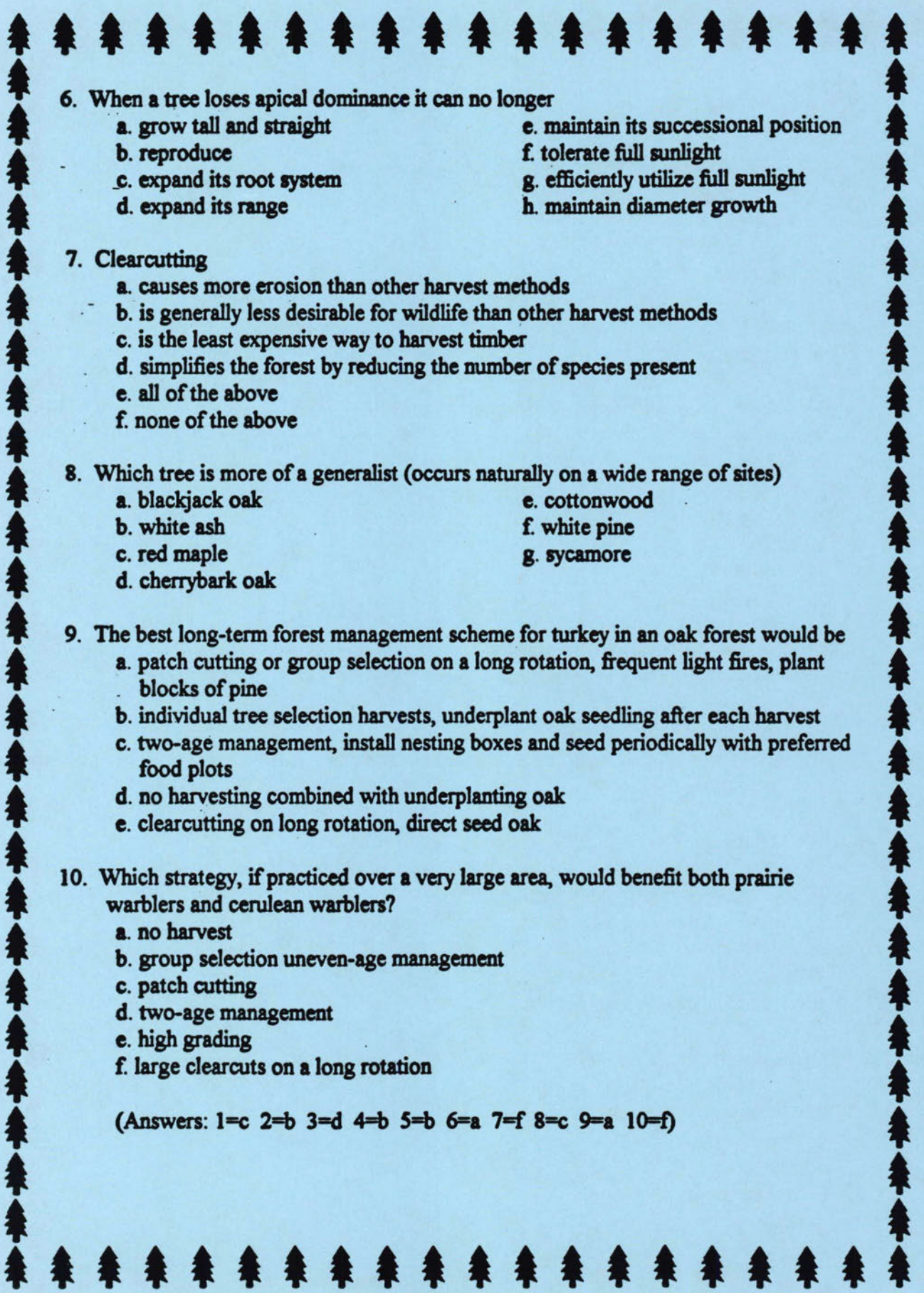
Tennessee's forests at a glance (2 pages)

Information about some common Tennessee trees (14 pages)



Sample Questions

1. Which one of the following is the most tolerant of shade?
 - a. yellow poplar
 - b. sweetgum
 - c. sugar maple
 - d. sassafras
 - e. white ash
 - f. walnut
 - g. cottonwood
2. Which one of the following will grow fastest on a good site?
 - a. hickory
 - b. walnut
 - c. beech
 - d. blackgum
 - e. white oak
 - f. hornbeam
 - g. sourwood
3. Forest succession could be described as
 - a. complete restocking after harvest
 - b. old growth
 - c. successive natural disasters
 - d. tolerant tree species replacing intolerant tree species
 - e. colonization by pioneer
4. High grading is
 - a. selecting the top-quality boards off the "green chain" at a sawmill
 - b. cutting the highest quality trees from the forest
 - c. cutting timber in a way that upgrades future stands
 - d. sawing logs at a mill in such a way as to obtain the most high grade boards
 - e. building logging roads on a steep load
 - f. building variable grade "Coweeta" type roads
5. The most difficult timber management system to implement in Tennessee is
 - a. group selection
 - b. uneven-age management
 - c. clearcutting
 - d. high-grading
 - e. shelterwood
 - f. seedtree

- 
6. When a tree loses apical dominance it can no longer
- a. grow tall and straight
 - b. reproduce
 - c. expand its root system
 - d. expand its range
 - e. maintain its successional position
 - f. tolerate full sunlight
 - g. efficiently utilize full sunlight
 - h. maintain diameter growth
7. Clearcutting
- a. causes more erosion than other harvest methods
 - b. is generally less desirable for wildlife than other harvest methods
 - c. is the least expensive way to harvest timber
 - d. simplifies the forest by reducing the number of species present
 - e. all of the above
 - f. none of the above
8. Which tree is more of a generalist (occurs naturally on a wide range of sites)
- a. blackjack oak
 - b. white ash
 - c. red maple
 - d. cherrybark oak
 - e. cottonwood
 - f. white pine
 - g. sycamore
9. The best long-term forest management scheme for turkey in an oak forest would be
- a. patch cutting or group selection on a long rotation, frequent light fires, plant blocks of pine
 - b. individual tree selection harvests, underplant oak seedling after each harvest
 - c. two-age management, install nesting boxes and seed periodically with preferred food plots
 - d. no harvesting combined with underplanting oak
 - e. clearcutting on long rotation, direct seed oak
10. Which strategy, if practiced over a very large area, would benefit both prairie warblers and cerulean warblers?
- a. no harvest
 - b. group selection uneven-age management
 - c. patch cutting
 - d. two-age management
 - e. high grading
 - f. large clearcuts on a long rotation

(Answers: 1=c 2=b 3=d 4=b 5=b 6=a 7=f 8=c 9=a 10=f)

Wildlife

Topics

- I. Knowledge of Birds and Mammals of Tennessee**
 - A. Bird and mammal identification
 - B. Natural history of birds and mammals
- II. Wildlife Ecology**
 - A. Survival requirements of wildlife
 - B. Predator-prey relationships
 - C. Adaptations
 - D. Population dynamics
 - E. Habitat types and associated wildlife
- III. Conservation and Management of Wildlife**
 - A. Tennessee Wildlife Resources Agency
 - B. Hunting and trapping regulations
 - C. Resource enhancement
 - D. Habitat protection
- IV. Wildlife and Society**
 - A. Endangered and threatened species
 - B. Wetlands
 - C. Habitat loss
 - D. Introduced species
 - E. Reintroduced species
 - F. Human health and life
 - G. Current Issues

Learning Objectives

- 1. Identify common wildlife species from silhouettes, mounted specimens or pictures**
- 2. Identify common wildlife from animal signs**
 - fur, hair, feathers, gnawings, rubbings, pellets, scat
- 3. Answer questions about natural history of bird and mammal species**
- 4. Identify bird and mammals from given natural history information**
- 5. Understand the roles of wildlife in an ecosystem**
- 6. Understand human uses and/or influences on wildlife**

References:

Tennessee Hunter Education Manual (available through the Hunter Education course available through many schools and TWRA)

Other useful resources:

- hunting guides
- natural history and wildlife museums
- taxidermy shops
- texts/guidebooks on wildlife
- texts on wildlife resource management
- photographs of wildlife
- TWRA Film Library (615) 781-6500 (for catalog)

For more information, contact:

Tennessee Wildlife Resources Agency

Region I (West TN) 1-800-372-3928

Region II (Middle TN) 1-800-624-7406

Region III (Cumberland Plateau) 1-800-262-6704

Region IV (East TN) 1-800-332-0900

Sample Questions

Identify the following native Tennessee mammal pelts:

- | | | |
|-----------------|------------|------------|
| 1. grizzly bear | black bear | brown bear |
| 2. otter | beaver | muskrat |
| 3. muskrat | otter | beaver |
| 4. grey fox | coyote | red fox |
| 5. raccoon | squirrel | opossum |

Identify the following skulls:

6. Skull #1
a) deer
b) dog
c) wolf

Identify the type of skat:

8. Skat #1
a) deer
b) rabbit
c) beaver

7. Skull #2
a) otter
b) beaver
c) mink

Identify the following:

- | | | |
|-----------------|-------------|-----|
| 9. pheasant | turkey | owl |
| 10. cottonmouth | rattlesnake | |

Identify the tracks:

- | | | |
|--------------|---------|-----------------|
| 11. weasel | raccoon | mink |
| 12. hawk | eagle | buzzard |
| 13. wolf | coyote | snapping turtle |
| 14. red wolf | cougar | deer |

Management/Habitat Questions:

15. Wetlands serve as:
- | | |
|---|--|
| a) storage areas for floodwater | b) buffers to storms, erosion and sediment |
| c) filters for pollution and contaminants | d) all of the above |

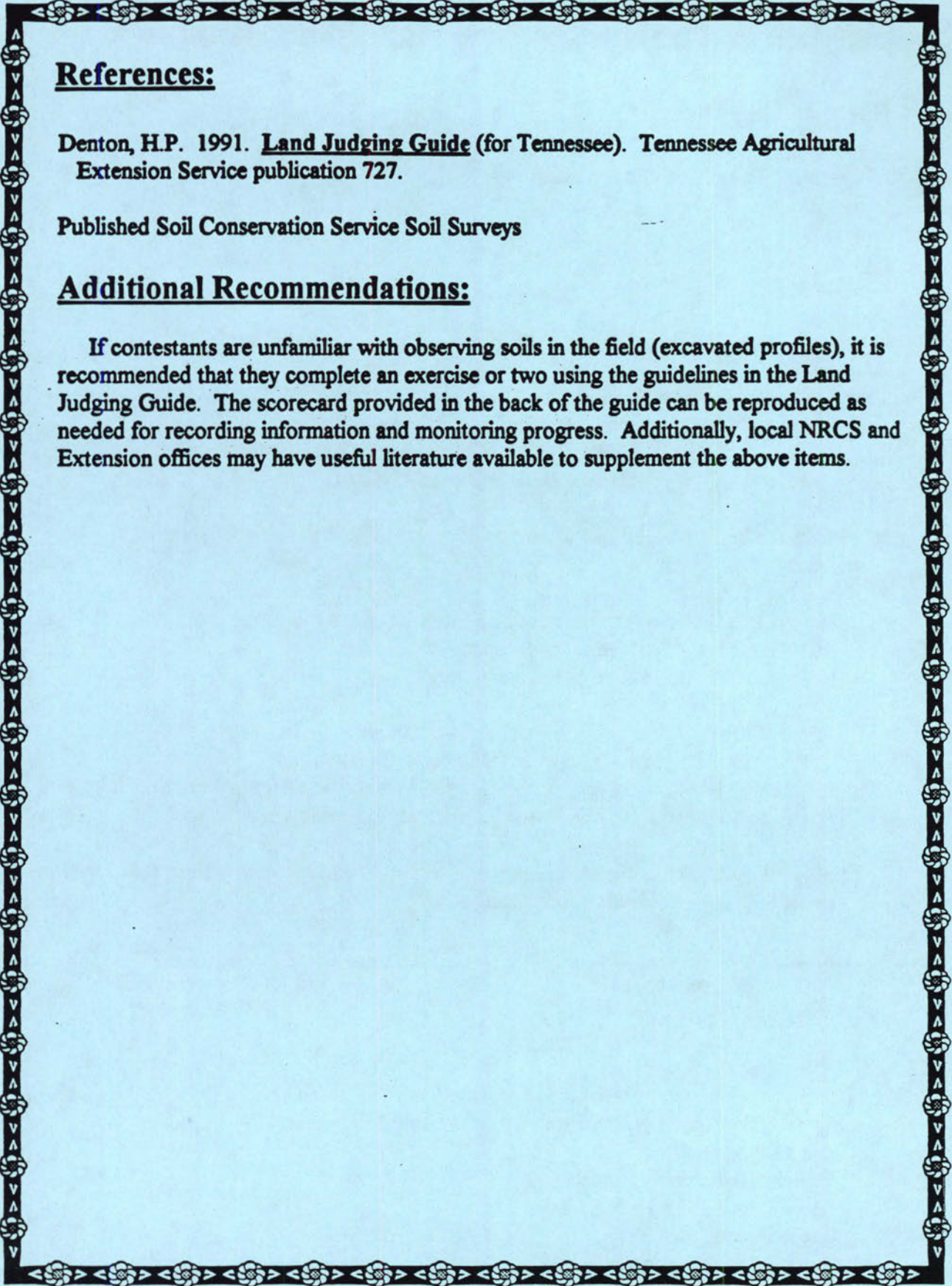
Soils

Topics

- I. Soil Properties and Features Significant to Soil Management and to Quality of Surface and Ground Water Resources**
 - A. Soil texture
 - B. Indicators of a soil's internal drainage
 - C. Soil profile organization
 - D. Soil slope, how it is determined, and its significance to surface run-off, soil management and resource concerns
 - E. Degree and significance of soil erosion
 - F. Effective soil depth
 - G. Soil suitability, limitations for specific uses and land-capability classification
- II. Organization and Use of Published Soil Surveys**
 - A. Types of information surveys contain about soils
- III. Study of Soil Profiles**
 - A. Soil Properties
 - B. Interpretation
 - C. Suitability
 - D. Limitations

Learning Objectives

- 1. Recognize basic soil forming factors and properties**
- 2. Describe origins of Tennessee soils**
 - residuum, colluvium, alluvium, loess,
- 3. Identify types of erosion and identify conservation measures to reduce erosion**
- 4. Determine basic soil properties and limitations**
 - mottling and permeability
 - soil characteristics
 - drainage
 - possible uses of soil
- 5. Explore how soil is a factor in and impacted by nonpoint source pollution**



References:

Denton, H.P. 1991. **Land Judging Guide** (for Tennessee). Tennessee Agricultural Extension Service publication 727.

Published Soil Conservation Service Soil Surveys

Additional Recommendations:

If contestants are unfamiliar with observing soils in the field (excavated profiles), it is recommended that they complete an exercise or two using the guidelines in the Land Judging Guide. The scorecard provided in the back of the guide can be reproduced as needed for recording information and monitoring progress. Additionally, local NRCS and Extension offices may have useful literature available to supplement the above items.

Sample Questions

1. The smallest soil particles are called _____.
 - a) clay
 - b) silt
 - c) gravels
 - d) loams
2. Which of the following soils is most effective in delivering water to plants during dry seasons?
 - a) clay soils high in rock fragments
 - b) sandy soils with no rock fragments
 - c) medium textured soils, high in silt and containing no or few rock fragments
 - d) fine textured soils containing no or few rock fragments
3. What is the **MOST** useful feature to identify most soils that have poor internal drainage?
 - a) black surface layers
 - b) gray colors within a depth of about 1 foot or less from the surface
 - c) water standing at the bottom of an open pit
 - d) the soil is on a flood plain or in a depression
4. Which soil is **BEST** suited for a septic tank installation?
 - a) tight red clay subsoil with no rock within several feet
 - b) medium textured, well drained, non-flooded soils that are deep or very deep to rock
 - c) coarse textured soils with few rock fragments that are very deep to rock
5. The **MAIN** soil feature that creates potential environmental problems from sediment, nutrients and/or pesticides in surface waters is _____.
 - a) soil drainage class
 - b) subsoil texture
 - c) type of fertilizer applied
 - d) soil slope
 - e) percent of ground cover
6. Soils that are mapped as "eroded" or "severely eroded" often have _____, as compared to the same types of soils that are mapped as "non-eroded" phases.
(Circle all that apply)
 - a) higher bulk density in surface layers
 - b) poorer soil tilth and workability
 - c) lower organic matter
 - d) lower potential crop yields

The following questions concern the pit and the open (non-wooded) field in which the students are standing.

7. What is the dominant slope of the field?
 - a) 0 to 2% nearly level
 - b) 2 to 5% gently sloping
 - c) 5 to 12% sloping
 - d) 12 to 20% moderately steep
 - e) 20 to 30% steep
 - f) 30+% very steep
8. What is the texture of the subsoil?
 - a) coarse (sand, loamy sand)
 - b) medium (sandy loam, silt, silt loam, loam, sandy clay loam, clay loam, silty clay loam)
 - c) fine (sandy clay, silty clay, clay)
9. What is the soil drainage class?
 - a) poorly drained
 - b) somewhat poorly drained
 - c) moderately well drained
 - d) well drained
 - e) excessively drained
10. What is the effective rooting depth of this soil?
 - a) deep (36 inches or more)
 - b) moderately deep (20 to 36 inches)
 - c) shallow (12 to 20 inches)
 - d) very shallow (less than 10 inches)
11. What is the **MOST** limiting feature of this soil for agricultural purposes?
 - a) internal draining
 - b) available water supply
 - c) slope
 - d) stoniness
12. Select the most intensive recommended land use for this field.
 - a) continuous annual crops- minimal conservation system
 - b) continuous annual crops- intensive conservation system
 - c) annual crops in rotation with perennial grasses/legumes
 - d) permanent grass or legume
 - e) trees
13. This site has low potential for pollution from sediment, nutrients and/or pesticides in streams due to run-off (Circle one)

TRUE

FALSE



Current Environmental Issue-Groundwater

Topics

- I. Groundwater in the Water Cycle**
- II. Importance of Groundwater**
- III. Problems with Groundwater**
 - A. Depletion**
 - B. Pollution**

Learning Objectives

- 1. Develop an understanding of the water cycle**
 - groundwater's role in the water cycle**
 - groundwater movement and storage**
- 2. Understand why groundwater is an important source of usable water**
- 3. Develop an understanding of how groundwater can be depleted and problems depletion can cause**
- 4. Develop an understanding of how groundwater can be contaminated**
 - what is contamination**
 - major contaminants**
 - routes of contamination**
- 5. Develop an understanding of ways to protect groundwater from contamination**



References:

Same references referred to under Aquatics/Water Quality section would be relevant under this section. In addition:

"Water Quality and You: SP-392A". George F. Smith UT Agricultural Extension Service.

"Groundwater: The Hidden Resource." SL48 Florida Cooperative Extension Service.



Sample Questions

1. We can never use up all the groundwater we have. It's a limitless resource.
(Circle one)
True False
2. Water can be found under the ground almost everywhere. (Circle one)
True False
3. Confining layers in the soil offer some protection against groundwater contamination.
(Circle one)
True False
4. Groundwater is naturally safe and suitable for drinking. (Circle one)
True False
5. Big business and industry cause all our groundwater contamination problems.
(Circle one)
True False
6. If surface water in lakes and streams gets contaminated, then groundwater can become contaminated also since the two are often interconnected. (Circle one)
True False
7. If water makes good tasting lemonade it must be safe. (Circle one)
True False
8. Groundwater may only move a few feet in a month's time. (Circle one)
True False
9. Contamination in groundwater may remain there for decades. (Circle one)
True False
10. Groundwater is part of the water cycle. (Circle one)
True False
11. My pets may contaminate groundwater. (Circle one)
True False
12. Protecting groundwater is expensive. Cleaning it up when we need it is usually cheaper and easier too. (Circle one)
True False

13. About _____ of the world's fresh water is groundwater.

- a. 33%
- b. 50%
- c. 66%
- d. 97%

14. A spring occurs when

- a. The water table meets the land surface
- b. The weight of soil and rock forces groundwater to the surface
- c. Fresh groundwater floating on top of salt water from the ancient seas that once covered Tennessee is pushed out
- d. Both a and c

15. Groundwater contaminants include

- a. Synthetic chemicals
- b. Natural materials and elements
- c. Heavy metals from industry
- d. All of the above

16. Sinkholes are

- a. Found in all Tennessee counties
- b. Good places to dump rock, dirt, scrap building materials and other things to fill them up
- c. Formed when the roof of a cave collapses
- d. Both a and c

17. The water table is

- a. the top of the saturated zone
- b. an aquifer
- c. the level where water usually stands in a well
- d. Both a and c

18. The water cycle includes

- a. precipitation
- b. evaporation
- c. infiltration
- d. transpiration
- e. all of these

19. Contaminants can reach groundwater by

- a. percolating through the soil
- b. running down a well casing
- c. running into a sinkhole
- d. all of these

20. The one best way to protect groundwater quality is

- a. more law and regulation
- b. outlawing pesticides
- c. active involvement of every Tennessean
- d. more concern in big business

Answers for Sample Questions

- 1. False
- 2. True
- 3. True
- 4. False
- 5. False
- 6. True
- 7. False
- 8. True
- 9. True
- 10. True
- 11. True
- 12. False
- 13. d
- 14. a
- 15. d
- 16. c
- 17. d
- 18. e
- 19. d
- 20. c

RC&D Directory

Appalachian Northeast Area RC&D
208 Sunset Drive, Suite 409, Johnson City, TN 37604

Carter County
Greene County
Johnson County

Sullivan County
Unicoi County
Washington County

Roy Settle
(615) 854-9621

Chickasaw-Shiloh RC&D
235 Oil Well Road, Jackson, TN 38305

Chester County
Decatur County
Hardin County
Hardeman County

Haywood County
Henderson County
Madison County
McNairy County

A. Chris Moyers
(901) 668-7770

Clinch-Powell RC&D
Rt. 2, Box 423, Rutledge, TN 37861

Claiborne County
Grainger County
Hancock County

Hawkins County
Union County

Lindy Turner
(615) 828-5927

Five Rivers RC&D
Elliott Building, Suite 5, 341 Union Street
Madison Shopping Circle, Clarksville, TN 37040

Cheatham County
Dickson County
Houston County

Humphreys County
Montgomery County
Stewart County

Frank Newberry, Jr.
(615) 648-4921

Hull-York Lakeland RC&D
480 One Eleven Place, Cookeville, TN 38501⁶

Cannon County
Clay County
Cumberland County
DeKalb County
Fentress County
Jackson County

Overton County
Pickett County
Putnam County
Smith County
VanBuren County
Warren County

Macon County
White County

Jim W. Lansford
(615) 528-8435

Southeast Tennessee RC&D
2800 N. Ocoee St. NE, P.O. Box 2096, Cleveland, TN 37320

Bledsoe County
Bradley County
Grundy County
Hamilton County
Marion County

Monroe County
McMinn County
Polk County
Rhea County
Sequatchie County

Meigs County
Loudon County

Bob W. Peters
(615) 479-6788

Buffalo-Duck RC&D
106 South Public Square, Suite 102, Centerville, TN 37033

Lewis County
Perry County

Hickman County
Wayne County

Greg Taylor
(615) 729-9845

RC&D Fact Sheet

What is an RC&D? United States Department of Agriculture's Resource Conservation and Development (RC&D) program helps community leaders develop rural economies by improving and conserving local natural resources. A USDA coordinator assists each RC&D area council, which identifies the area's problems and then sets its goals for finding and carrying out solutions to these problems. Nationwide, 246 RC&D areas have been authorized by the Secretary of Agriculture. These encompass 55 percent of the United States (about 2 billion acres). Established by the Food and Agriculture Act of 1962, RC&D began in 1964.

How does RC&D help?

About 1,400 projects are undertaken by the RC&D councils each year. These include encouraging investments in local communities, setting up marketing cooperatives and promoting tourism. One RC&D area council created a sizable, dependable reservoir to provide recreation for the community and to help stabilize the area's economy. Another RC&D council developed a wood products industry from an abundance of forest land in the area. Because of their extensive efforts, RC&D councils succeed in generating many jobs for local citizens as well as improving communities. Each year they produce about 17,000 permanent jobs; save another 6,000 jobs; and create 14,000 temporary jobs.

How does RC&D operate?

Each RC&D area, which usually consists of several counties, has a council of composed of local citizens who serve on a voluntary basis. Council members commonly include local entrepreneurs, teachers, farmers, ranchers, elected officials and others who want to solve local problems. These individuals initiate and direct the process of planning RC&D projects, develop and implement the area plans and then act to maintain the plans. Under leadership of USDA's Soil Conservation Service, RC&D councils receive technical assistance and may be able to qualify for financial assistance (up to 25% of needed funds or a maximum of \$50,000) as authorized by the Secretary of Agriculture. Council members have authority to seek additional assistance from sources most qualified to provide the needed help. Technical assistance may come from USDA agencies, state or local governments, local conservation districts or private industry. Financial assistance may come from loans, grants, cost-sharing arrangements or private donations.

Program Accomplishments

During the 30-year span of the program, about 26,000 projects have been completed by RC&D councils. About 3,000 of these activities received financial assistance from USDA. All of the accomplishments involve land conservation, water management, community development or environmental enhancement. Forestry, water quality and quantity, information and education, and recreation and tourism are other priorities of RC&D. Annual volunteer contributions in time, cash, materials and grants are estimated at more than \$30 million.

Authority

RC&D was authorized by the Food and Agriculture Act of 1981. The act empowers USDA to provide technical and financial assistance to state and local units of government and non-profit organizations in rural areas which need help in conserving natural resources and solving local problems.

Tennessee State Envirothon Committee Members

Chairman: Chris Moyers
Vice Chairman: Roy Settle
Secretary: Deborah Patton

Tennessee RC&D Council

Glenda Rickman

Appalachian Northeast Tennessee RC&D Council

Roy Settle

Chickasaw-Shiloh RC&D Council

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Five Rivers RC&D Council

Frank Newberry, Billy Smith

Barbara Wilbur

Hull York Lakeland RC&D Council

Dimple Geesling, Jim Lansford

Tom Pointer

Southeast Tennessee RC&D Council

Bob Peters

Juanie Weaver

Natural Resources Conservation Service

Nathan Hartgrove

Tennessee Valley Authority

Anne Lyon

Tennessee Department of Environment and Conservation

Jennifer Thompson

Tennessee Association of Conservation Districts

Missy Kilgore

Tennessee Division of Forestry

Dwight Barnett

Tennessee Wildlife Resources Agency

Deborah Patton

UT Extension Service

Oliver Cook

George Smith

University of Tennessee-Knoxville Department of Plant and Soil Science

Neal Eash

Tennessee Department of Education

Mandy Clark

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TN AMERICORPS NEWS
c/o USDA/NRCS
675 U.S. Courthouse
801 Broadway
Nashville, TN 37203

AMERICORPS NEWS FROM TENNESSEE

USDA/NRCS

Rural Development Team

Volume 1, Issue 3
Fall, 1996

*"I challenge a new generation of young
Americans to a season of service..."*

*There is so much to be done -
enough, indeed, for millions of others
who are still young in spirit to give of
themselves in service too."*

-President Bill Clinton



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675 U.S. Courthouse
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AMERICORPS NEWS FROM TENNESSEE

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Rural Development Team

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-President Bill Clinton

Volume 1, Issue 3
Fall, 1996





United States
Department of
Agriculture

Natural
Resources
Conservation
Service

675 U. S. Courthouse
801 Broadway
Nashville, Tennessee 37203

Subject: AmeriCorps Recruitment

Date: December 4, 1995

To: Paula Cole Jones
AmeriCorps Program Manager, NHQ

File Code: 410

Enclosed is the letter of request from Lindy Turner that I FAXED to you last Friday. I concur with her request and want to take whatever actions necessary to assist her in the development and management of an effective AmeriCorps program.

JOHN T. HARRIS
State Rural Development Specialist

Enclosure

bcc Dee DiFiora

OPTIONAL FORM 93 (7-90)

12-4-95

FAX TRANSMITTAL

To: Dee DiFiora

From: John Harris

Dept./Agency: NHQ

Fax # 720-4614

GENERAL SERVICES ADMINISTRATION

NSN 7540-01-217-7368 5072-101

of pages: 2

UNITED
STATES
DEPARTMENT OF
AGRICULTURE

Natural
Resources
Conservation
Service

Clinch-Powell RC&D Office
Rt. 2, Box 423
Rutledge, TN 37861

November 30, 1995

John Harris
Rural Development Specialist
Natural Resources Conservation Service
675 U.S. Courthouse
Nashville, Tennessee 37204

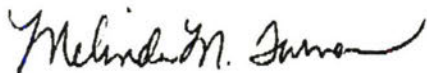
Dear John:

As discussed with you by phone, I am requesting approval to hire two part-time AmeriCorps Members to equal one approved full-time slot. I discussed this request with Dee Defiore in Washington, D.C. and she felt that it would be fine, but would need Joel Berg's approval. She suggested that the request go through you and Paula C. Jones to Joel Berg.

Justification for this request is in the best interest of the program and accomplishing objectives. I have an AmeriCorps Member who served last term and did an outstanding job. He is the most qualified and would like to serve again, but he only has 7 months until he begins work on his Ph.D. and so cannot complete a full term. His leadership and prior program knowledge will greatly enhance the benefits to the community.

Secondly, I have another applicant who very much wants to work on the educational objective and has the skills and education to excel. She would be particularly suited to a part time position which would carry her nearly through the end of the school year.

We are planning a start date of December 12, so I hope that you can transmit this request for approval by fax. Each individual understands that they would work 900 hours each and we project that they will be complete by June or early July. If you have any questions, please call me at 423/828-5927.



MELINDA M. TURNER
RC&D Coordinator



United States
Department of
Agriculture

Natural
Resources
Conservation
Service

675 U. S. Courthouse
801 Broadway
Nashville, Tennessee 37203

Subject: RDV - Americorps - Resignation
Corey Garrett

Date: March 14, 1996

To: Paula Cole Jones
NRCS AmeriCorps Director
Washington, DC

Code: 410

Enclosed are the End Of Term Of Service and Member Exit Forms for Corey Garrett. Mr. Garrett decided to pursue other interest and has resigned.

Because of our current restrictive budget allowances, we do not plan to seek a replacement. However, we plan to continue to pursue the completion of as many of the objectives as possible at this location by sharing personnel within the Cluster.

JOHN T. HARRIS
State Rural Development Specialist
(State AmeriCorps Program Director, NRCS)

Enclosure

cc:

Jerry S. Lee

Dee DiFiore w/enclosure

Shirley Hill w/enclosure

Withdrawal/Redaction Sheet

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FOLDER TITLE:

USDA [Department of Agriculture]/AmeriCorps-Tennessee [1]

2013-0661-F

rs3800

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

REQUEST FOR PERSONNEL ACTION

PART A - Requesting Office (Also complete Part B, Items 1, 7-22, 32, 33, 36 and 39.)

1. Actions Requested	2. Request Number
3. For Additional Information Call (Name and Telephone Number)	4. Proposed Effective Date
5. Action Requested By (Typed Name, Title, Signature, and Request Date)	6. Action Authorized By (Typed Name, Title, Signature, and Concurrence Date)

PART B - For Preparation of SF 50 (Use only codes in FPM Supplement 292-1. Show all dates in month-day-year order.)

1. Name (Last, First, Middle) Garrett, Cory L.	2. Social Security Number (b)(6)	3. Date of Birth	4. Effective Date 2/5/96
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First Action		Second Action	
5-A. Code	5-B. Nature of Action	6-A. Code	6-B. Nature of Action
5-C. Code	5-D. Legal Authority	6-C. Code	6-D. Legal Authority
5-E. Code	5-F. Legal Authority	6-E. Code	6-F. Legal Authority

7. FROM: Position Title and Number Americorps Member					15. TO: Position Title and Number						
8. Pay Plan	9. Occ. Code	10. Grade/Level	11. Step/Rate	12. Salary	13. Pay Basis	16. Pay Plan	17. Occ. Code	18. Grade/Level	19. Step/Rate	20. Salary/Award	21. Pay Basis
14. Name and Location of Position's Organization					22. Name and Location of Position's Organization						

Employee Data				24. Tenure		25. Agency Use		26. Veterans Preference for RIF	
23. Veteran Preference 1 - None 3 - 10-Point/Disability 5 - 10-Point/Other 2 - 5-Point 4 - 10-Point/Compensable 6 - 10-Point/Compensable/30%				0 - None 2 - Conditional 1 - Permanent 3 - Indefinite				☐ YES ☐ NO	
27. FEGLI				28. Annuitant Indicator				29. Pay Rate Determinant	
30. Retirement Plan				31. Service Comp. Date (Leave)		32. Work Schedule I - Intermittent J - INT Seasonal F - Full-time G - FT Seasonal H - FT On-Call P - Part-Time Q - PT Seasonal R - PT On-Call		33. Part-Time Hours Per Biweekly Pay Period	
Position Data				35. FLSA Category		36. Appropriation Code		37. Bargaining Unit Status	
34. Position Occupied 1 - Competitive Service 3 - SES General 2 - Excepted Service 4 - SES Career Reserved				E - Exempt N - Nonexempt					
38. Duty Station Code				39. Duty Station (City - County - State or Overseas Location)					
40. Agency Data		41.	42.	43.	44.				
45. Educational Level		46. Year Degree Attained	47. Academic Discipline	48. Functional Class	49. Citizenship ☐ 1-USA ☐ 8-Other		50. Vietnam Era Vet ☐ V-Yes ☐ N-No		51. Supervisory Status

PART C - Reviews and Approvals (Not to be used by requesting office.)

1. Office/Function	Initials/Signature	Date	Office/Function	Initials/Signature	Date
A.			D.		
B.			E.		
C.			F.		
2. Approval: I certify that the information entered on this form is accurate and that the proposed action is in compliance with statutory and regulatory requirements.			Signature		Approval Date

CONTINUED ON REVERSE SIDE

PART D - Remarks by Requesting Office

(Note to Supervisors: Do you know of additional or conflicting reasons for the employee's resignation/retirement?
If "YES", please state these facts on a separate sheet and attach to SF 52.)

☐ YES

☐ NO

PART E - Employee Resignation/Retirement

Privacy Act Statement

You are requested to furnish a specific reason for your resignation or retirement and a forwarding address. Your reason may be considered in any future decision regarding your re-employment in the Federal service and may also be used to determine your eligibility for unemployment compensation benefits. Your forwarding address will be used primarily to mail you copies of any documents you should have or any pay or compensation to which you are entitled.

This information is requested under authority of sections 301, 3301, and 8506 of title 5, U.S. Code. Sections 301 and 3301 authorize OPM and agencies to issue

regulations with regard to employment of individuals in the Federal service and their records, while section 8506 requires agencies to furnish the specific reason for termination of Federal service to the Secretary of Labor or a State agency in connection with administration of unemployment compensation programs.

The furnishing of this information is voluntary; however, failure to provide it may result in your not receiving: (1) your copies of those documents you should have; (2) pay or other compensation due you; and (3) any unemployment compensation benefits to which you may be entitled.

1. Reasons for Resignation/Retirement (NOTE: Your reasons are used in determining possible unemployment benefits. Please be specific and avoid generalizations. Your resignation/retirement is effective at the end of the day - midnight - unless you specify otherwise.)

Return to School Full-Time

2. Effective Date	3. Your Signature	4. Date Signed	5. Forwarding Address (Number, Street, City, State, ZIP Code)
2/5/96	Corey Bennett	2/5/96	1917 Paulston St Chatt, Mn. 374404

PART F - Remarks for SF 50

CLINTON LIBRARY PHOTOCOPY



United States
Department of
Agriculture

Natural
Resources
Conservation
Service

675 U. S. Courthouse
801 Broadway
Nashville, Tennessee 37203

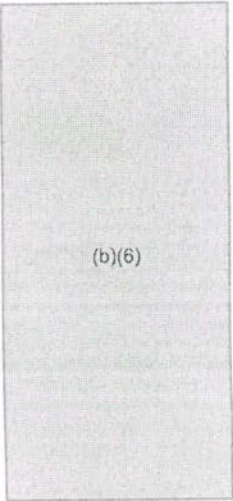
Subject: RDV - AmeriCorps Members List
and Enrollment Forms - 96 Program

Date: December 11, 1995

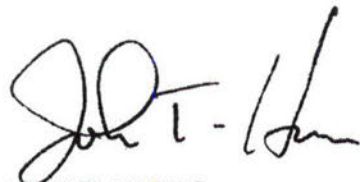
To: Dee DiFiore
AmeriCorps Program Specialist
USDA AG Box 1301
RM 538A
Washington, DC 20250-1301

File Code: 410

Enclosed are the National Service Enrollment Forms for the 1996 Tennessee AmeriCorps Members as follows:

<u>NAME</u>	<u>DUTY STATION</u>	<u>START DATE</u>	<u>SS NUMBER</u>
Crumley, Amy S.	Johnson City, TN (RC&D)	11/30/95	 (b)(6)
Garrett, Corey L.	Chattanooga, TN (FO)	11/27/95	
Glover, Adrian Moore	Waverly, TN (FO)	11/27/95	
Hayes, Carissa D.	Jackson, TN (RC&D)	11/27/95	
Mackey, Nonya Jean	Centerville, TN (FO)	12/4/95	
Millholland, Michael Kent	Waverly, TN (FO)	11/27/95	
Moore, Cheryl A.	Cleveland, TN (RC&D)	11/27/95	
Poyner, Amanda	Jackson, TN (RC&D)	11/27/95	
Sheaffer, Cassandra C.	Rutledge, TN (RC&D)	12/11/95	
Smith, Kelli Nicole	Cleveland, TN (RC&D)	11/27/95	
Smith, Sharon L.	Rutledge, TN (RC&D)	12/11/95	
Thompson, Katherine G.	Morristown, TN (FO)	11/27/95	
Travis, James R.	Cleveland, TN (FO)	11/27/95	
Walker, Tonya Michelle	Cleveland, TN (RC&D)	11/30/95	
Williams, Jeremy C. (1)	Rutledge, TN (RC&D)	12/11/95	
Wilson, Betty Jean (1)	Rutledge, TN (RC&D)	12/11/95	

(1) Part-Time Members



JOHN T. HARRIS
State Rural Development Specialist

Enclosures

CC: Susan Hopkins, Financial Officer

TRANSMITTAL OF INFORMATION VIA FACSIMILE MACHINE

United States
Department of
Agriculture

Natural
Resources Conservation
Service

Date: 12/11/95

TO: Dee DiFiore, AmeriCorps Program Specialist
USDA AG Box 1301
Room 538
Washington, DC 20250-1301
Office Phone (202) 690-3051
Facsimile Phone (202) 720-4614

FROM: **John T. Harris**, State Rural Development Specialist

Address - 675 USCH, Nashville, TN 37203
Office Phone - 615-736-5472
Facsimile Phone - 615-736-7135

Comments: Dee - I am sending you the National Service Enrollment Forms and a listing of our new Members in the mail today. As you know, we split one of Lindy Turners full-time positions into two part-time ones. I discussed this with Paula earlier today. We therefore will have a total of 16 positions in our Program this year. (14 full-time and 2 part-time).

Thanks for sending me the AmeriCorps sweatshirts. I have them in storage to be distributed to the new members ASAP. I still need 16 each of the following items:

T-Shirts
Hats
Pins

One last item - As you know Dimple Geesling, RC&D Office Assistant in Cookeville, TN (Phone 615-528-8435) is helping me with the administrative part of our new AmeriCorps Program. This arrangement, coupled with our Cluster Structure, will certainly help us to run a smooth program this year.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

C L I N C H - P O W E L L



R C & D

◆ C O U N C I L ◆

Resource Conservation and Development Council

Serving Claiborne, Grainger, Hancock, Hawkins and Union counties Spring/Summer 1996 Vol. 5, No. 2

RC&D Asks Consumers to Put the Environment on Shopping Lists.

Quick! What's the best way to handle garbage? Recycling? Landfill? How about not buying it in the first place?

That's the idea behind the RC&D's current grocery store campaign.

AmeriCorps members Sharon Smith and Cassandra Sheaffer have been working in the Clinch-Powell counties to give consumers ideas on how to help solve our solid waste problem by shopping wisely.

About 2/3 of household trash is made up of packaging. Careful shopping can help us bring home less packaging with our groceries.

Displays and signs in grocery stores, free message boards with shopping tips, radio announcements, newspaper articles and ads were all used to give shoppers reduction tips.

Probably the most effective method of reaching out to the community is meeting with local citizens groups. To date, AmeriCorps members, with help from PCC Coordinator Angie Johnston, have visited women's groups, home economics classes and the Union County senior citizens center in Maynardville.

Another part of the campaign was a contest which focused on new ways to reuse old items. Gift certificates to participating grocery stores were offered as prizes.



AmeriCorps members, Sharon Smith and Cassandra Sheaffer, pass out free materials and information in one of the grocery stores participating in the Put the Environment on Your Shopping List campaign.

Reusing, Recycling and Reducing are all messages presented during this campaign. Most of all, the campaign is an attempt to get people to think about the packaging and trash they are buying with their groceries. Most of the shopping tips are also money-saving tips too.

The campaign was made possible by a grant from the USDA Forestry Service.

**"What's
Inside....."**

***AmeriCorps Activities, p 2**
***Clinch River Project, p 3**
*** PCC Activities, p 4**

*** News Shorts, p 5**
*** Education Center, p 6-7**
*** Upcoming Events, p 8**

**AMERICORPS
ENVIRONMENTAL EDUCATION
RESOURCE BOOKLET**

**HUMPHREYS SOIL
CONSERVATION DISTRICT
BLUE CREEK NATURE CENTER**

AMERICORPS ENVIRONMENTAL EDUCATION RESOURCE BOOKLET

The Humphreys County Conservation District is proud to sponsor the AmeriCorps Environmental Education Resource Booklet. The sample of curriculum topics offered have been researched and every effort has been made to meet the Tennessee Comprehensive Curriculum Guide.

AmeriCorps is a national service program initiated by President Clinton. The program offers Americans of all ages the opportunity to serve their country. As part of our oath, "To get things done," we are offering environmental education programs for schools in Humphreys County.

This booklet is designed to provide only a sample of the numerous presentations available to you. Listed in the booklet are several lesson topics with examples of activities that may be performed with that particular subject of study. Please feel free to select topics that you may be currently studying, or have already covered in your lesson plans.

This environmental education program is a wonderful opportunity for your class. Most often an environmental program conducted in conjunction with daily lessons will aid in the reinforcement of learning topics such as Science. You may schedule a time for a program by contacting Elizabeth Hooper or Mike Milholland at:

**Humphreys County
Soil Conservation District
115 West Blue Creek Road
Waverly, Tennessee 37185
Phone: (615)296-3442
Fax: (615)296-1452**

ENVIRONMENTAL EDUCATION

TOPICS AND ACTIVITIES

WATER QUALITY AND CONSERVATION

Presentation would include topics such as water pollution, limiting the use of water, the amount of water available on the earth, and the water cycle.

► **Living Water Cycle and Drop in the Bucket activity**

Activity time: Approximately 1 hour

Grades: 1-3

After a brief discussion of the amount of usable water on the earth and how it is continuously recycled in the water cycle, the following activities will be performed.

The Drop in the Bucket activity is a unique way to teach students that there is a limited amount of water available on the earth. This activity involves using a gallon of water to represent the earth's total water supply. The object of the activity is to remove quantities of water that represent various types of water available on Earth such as land water, water stored in oceans, seas and icecaps, and water stored in freshwater lakes, rivers, and groundwater. After all of the amounts of water are removed from the gallon jug one drop of water is taken from the amount of freshwater. This one drop represents the amount of drinking water available to be consumed. The activity teaches the importance of conserving the small amount of water that is available to be used.

The Living Water Cycle activity involves the class forming a circle which represents many places water is stored on Earth. Each student is given a clear cup containing a small amount of water. The activity demonstrates the effect of pollution on water by using food coloring. The water is passed from glass to glass throughout the circle to demonstrate how long it takes for pollutants to be cleared from water supplies.

TENNESSEE STATE CURRICULUM GUIDELINE APPLICATION

First Grade	Realize animals are living things with specific needs and characteristics. Understand that Earth is our home planet.
Second Grade	Realize different bodies of water provide important resources. Realize man's environment is affected by the activities of the earth's inhabitants.
Third Grade	Recognize living things are affected by changes in the environment.

► **Enviroscape**

Activity Time: Approximately 1 hour

Grades: 4-8

Enviroscape is an environmentally correct landscape model which displays a range of community settings from rural farm land to urban construction sites. The model is used to demonstrate different types of water pollution and their prevention.

Enviroscape is an interactive teaching tool which involves the entire class. Terms covered include water body, water shed, point source pollution, and non-point source pollution.

Tennessee Curriculum Guideline Application

Fourth Grade	Realize how individuals impact the environment
Fifth Grade	Identify the kinds, uses, and problems associated with renewable and nonrenewable resources.
Sixth Grade	Recognize factors influencing the stability of ecosystems.
Seventh Grade	Know civilization is dependent upon both renewable and nonrenewable resources.
Eighth Grade	Know how to conserve environmental resources.

WASTE MANAGEMENT

Presentation would cover topics such as recycling, litter control, ecological shopping, land fills, and the carbon cycle and fossil fuels (for older students).

► **Captain Conservation: All About Recycling**

Activity time: Approximately 45 minutes

Grades: K-3

Captain Conservation is an ecological superhero that teaches students how to recycle and the importance of doing so. The presentation involves a story outlined in comic book style with an audio cassette narrated by Captain Conservation himself. Accompanying the books are activity sheets that can be reproduced for classroom use that review topics covered in the book.

Tennessee State Curriculum Guide Application

Kindergarten	Develop an appreciation for the earth's environment and the necessity for keeping it clean.
First Grade	Understand earth is our home planet.
Second Grade	Realize man's environment is affected by the activities of the earth's inhabitants.
Third Grade	Recognize living things are affected by changes in the environment.

► **Enviroshopping**

Activity time: Approximately 45 minutes

Grades: 1-8

The Enviroshopping activity involves dividing the class into two groups: the RECYCLERS and the THROWAWAYS. Each student is given a piece of modelling clay. The clay represents a pliable petroleum polymer from which plastics are made. Students are instructed to divide the clay into three equal parts. The first part is to be modelled into a plastic jug. The recyclers keep their jugs while the throwaways discard theirs. The same procedure is followed with the remaining two pieces of clay. After all pieces have been modelled into something, the class will be asked to model one more item. The recyclers will have clay left because they have been saving their used plastics. The throwaways will have nothing because they have been discarding their plastics. The activity teaches how important it is to recycle plastics so that additional resources do not have to be used to produce more plastic.

Tennessee State Curriculum Guide Application

First Grade	Understand Earth is our home planet. Realize plants and animals play a beneficial role in the environment.
Second Grade	Understand how energy is used in our environment and the importance of energy conservation. Realize man's environment is affected by the activities of the earth's inhabitants.
Third Grade	Recognize living things are affected by changes in the environment.
Fourth Grade	Realize environments problems may vary from one community to another. Identify the environmental concerns of the local community. Distinguish between rural and urban environmental problems. Realize how individuals impact the environment.
Fifth Grade	Understand the relationship between energy and the environment. Identify the kinds, uses and problems associated with renewable and nonrenewable resources.
Sixth Grade	Realize different lifestyles influence energy demands. Recognize factors influencing the stability of ecosystems.

Wildlife

Presentation would cover such topics as predator/prey relationships, limiting factors, effects of environmental pollution on animals, importance of animal shelter in the woods, and endangered species.

► Quick Frozen Critters

Activity time: Approximately 45 minutes

Grades: 1-5

After a brief discussion of predator/prey behaviors and relationships, the class will participate in a freeze tag game to reinforce the topics presented during the discussion. Three to five students are selected to be predators for the game and the remainder of the class are prey. The object of the game is for the prey to make two trips across the playing field to retrieve food tokens without being captured by a predator. The game reinforces such prey activities as signalling to other prey, freezing in place, and running for temporary cover. The game teaches students the importance of animal shelters in the woods.

Tennessee State Curriculum Guideline Application

First Grade	Realize plants and animals play a beneficial role in the environment. Realize animals are living things with specific needs and characteristics.
Second Grade	Realize man's environment is affected by the activities of the earth's inhabitants.
Third Grade	Recognize living things are affected by changes in the environment. Understand the habitat is the environment in which particular organisms live.
Fourth Grade	Recognize the differences among animals. Realize how individuals impact the environment.
Fifth Grade	Realize each community has important plants and animals.

Habitat Lap Sit

Activity time: Approximately 45

Grades: 6-8

After a brief discussion of wildlife's needs for food, water, shelter, and adequate space, a game is played to reinforce these needs. The class is divided into four different groups. Each group is designated as either food, water, shelter, or space. The groups come together to form a big circle. After forming the circle, the students are asked to all sit together in the lap of the person behind them. As a result, the entire class is sitting at the same time. After sitting successfully, the group represents a stable habitat because all components are present. The activity is then performed again. However, this time after the circle is seated, one component group is removed resulting in the collapse of the circle. The absence of this group is discussed and related to a habitat in the environment.

Tennessee State Curriculum Guideline Application

Sixth Grade	Recognize factors influencing the stability of ecosystems.
Seventh Grade	Understand ecosystems are dependent on interrelationships within the environment.
Eighth Grade	Realize the earth is constantly changing. Know how to conserve environmental resources.

Soil

Presentation would cover such topics as soil erosion, soil types, and the need for cover plants to prevent erosion.

► Erosion Explosion

Activity time: Approximately 30 minutes

Grades: K-6

This activity is a role play game which demonstrates the importance of plants in preventing soil erosion. Most students will play the role of grains of soil and a few will be plants. The object of the game is to not be eroded. The job of the plants is to provide a safe refuge for the grains of soil who do not want to be eroded. The plants are dispersed throughout the playing area and the grains of soil must attach to the plants before they are tagged by the two students who are pretending to be water. If the soil is tagged, it is then designated as eroded and must return to the starting point. As the game continues some plants are removed and the soils are more easily eroded. A discussion is held after the game to address topics such as the importance of plants to the soil for preventing erosion.

Tennessee State Curriculum Guideline Application

First Grade	Identify the basic needs and uses of various plants and plant parts.
Second Grade	Realize man's environment is affected by the activities of the earth's inhabitants.
Third Grade	Recognize the living and non-living components of soil. Identify factors which cause change in the earth's surface.
Fourth Grade	Realize environmental problems may vary from one community to another. Distinguish between urban and rural environmental problems. Realize how individuals impact the environment.
Fifth Grade	Identify the kinds, uses and problems associated with renewable and nonrenewable resources.
Sixth Grade	Recognize changes are constantly occurring in and on the earth. Identify forces on the surface and within the earth which cause change. Recognize factors influencing the stability of ecosystems.

► **Shake in a Jar**

Activity time: Approximately 1 hour

Grades: 6-8

The object of the activity is to help students understand how soils are formed and characteristics of different types of soil. Soil samples are collected from various areas such as wooded, grassy, cultivated, upland and bottomland areas. The samples are labelled and placed in separate jars. Water and one tablespoon of alum is added to each jar. The jars are agitated for several minutes to thoroughly mix the soil. The jars are observed to determine how fast each soil type settles. Through this experiment conclusions are made as to which soil has the most organic matter, in which soil plants grow the best, and how soils can be improved.

Tennessee State Curriculum Guideline Application

Sixth Grade	Recognize changes are constantly occurring in and on the earth. Recognize factors influencing the stability of ecosystems.
Seventh Grade	Realize the relationship between weather conditions and erosion. Understand ecosystems are dependent on interrelationships with the environment.
Eighth Grade	Know how to conserve environmental resources. Realize people influence the quality of the environment and the importance of maintaining the quality of our environment.

Forestry

Presentation would include a discussion of the forest ecosystem and how trees interact with other plants, the soil, wildlife, the air, water sources, micro-organisms and other animals. Topics also covered include the needs of trees in the forest, as well as, products that the trees manufacture such as oxygen.

► **Build a Tree**

Activity time: Approximately 45 minutes

Grades: K-3

Following a brief discussion on the parts of the trees and how important the trees are to our environment, a reinforcement activity involving the students will be performed. In this activity the class is divided into groups which represent various parts of a tree. After the class is divided, the groups form together to "build a tree." While building the tree, each group is given a motion or a sound to make that characterizes what that part of the tree does.

Tennessee State Curriculum Guideline Application

First Grade	Recognize plants are living things with specific needs and characteristics. Identify the needs and uses of various plant parts. Recognize the interdependence that plants and animals have on one another. Realize plants and animals play a beneficial role in the environment.
Second Grade	Identify the stages in the life cycle of selected organisms. Realize man's environment is affected by the activities of the earth's inhabitants.
Third Grade	Realize plants reproduce and grow in various ways. Understand the function of the parts of a plant. Recognize environmental factors which affect plant growth and how plants adapt to the environment.

Tree Needs

Activity time: Approximately 45 minutes

Grades: 1-5

After a brief discussion which includes such topics as photosynthesis and its cycle, omnivores, carnivores, and herbivores; a game is played to reinforce the learning. The game is played in a large play area such as a gym. The object of the game is for each participant to obtain a sufficient amount of nutrients to survive. The nutrients are represented by various colored index cards. Each card is labelled either H₂O, minerals, sunlight, or CO₂. However, there are not enough cards for the entire class to survive, so the concept of tree needs and how they must have nutrients to survive is taught.

Tennessee State Curriculum Guideline Application

First Grade	Recognize plants are living things with specific needs and characteristics. Identify the basic needs and uses of various plants and plant parts. Recognize the interdependence that plants and animals have on one another. Realize plants and animals play a beneficial role in the environment.
Second Grade	Identify the stages in the life cycle of selected organisms. Realize man's environment is affected by the activities of the earth's inhabitants.
Third Grade	Realize plants reproduce and grow in various ways. Understand the function of the parts of the plant. Recognize environmental factors which affect plant growth and how plants adapt to the environment.
Fourth Grade	Realize environmental concerns of the local community. Distinguish between urban and rural environmental problems. Realize how individuals impact the environment.
Fifth Grade	Identify the kinds, uses, and problems associated with renewable and nonrenewable resources. Realize each local community has important plants and animals.

All programs and services of the Natural Resources Conservation Service are offered and are available on a nondiscriminatory basis without regard to race, color, national origin, age, sex, religion, marital status, or handicap.