Utah WELCOMES
THE WORLD
Olympic Torch Relay in Utah

As the Olympic Flame makes its way from Greece to Salt Lake City, it will pass through many Utah towns. This map and dates below show when and where the torch will travel.

FEBRUARY 4, 2002
Moab, Monument Valley, Bryce Canyon National Park, Springdale, Zion National Park, Hurricane, St. George

FEBRUARY 5, 2002
Cedar City, Parowan, Beaver, Richfield, Centerfield, Gunnison, Manti, Ephraim, Nephi, Provo

FEBRUARY 6, 2002
Orem, Lehi, American Fork, Tooele, Tremonton, Garland, Logan, Brigham City, Ogden

FEBRUARY 7, 2002
Henefer, Heber City, Midway, Park City, Salt Lake City

FEBRUARY 8, 2002
Salt Lake City
Worksheet

Olympic Torch Relay

Use a copy of the Olympic Torch Relay in Utah fact sheet to complete the following.

1. The Olympic torch relay will begin its journey through Utah in Moab. Find and circle Moab on the map. Label this community with the number 1. Continue numbering the communities in the order stated in the fact sheet. How many stops will the torch make in Utah? ____________

2. Underline the name of each community with a different colored crayon to identify when the torch will arrive: blue for February 4, green for February 5, yellow for February 6, red for February 7 and February 8. Create a legend on the map to explain what the different colors stand for.

3. Which direction (north, south, east or west) will the torch be going when it leaves Moab? __________________

4. On this map, which community is farthest west? _______________

5. If you were going from Tremonton to Logan, what direction would you travel? _______________

6. Notice that the map maker uses a dotted line instead of a solid line between Monument Valley and Bryce Canyon National Park. What do you think the dotted line means? ___________________________________________________________________________________________

7. The Salt Lake Organizing Committee wants the torchbearers to be people who have been inspirational to others. List three characteristics of an inspirational person.
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________

Extensions

- Visit the Olympics Education website (www.uen.org/2002) to view an interactive torch relay map of Utah. This map will provide information about each stop on the torch relay. Choose five Utah communities that you would like to learn more about.

- Review the Olympic Torch relay route. Follow the progress of the torch in the news. Use a wall map to mark each destination.

- In order to become an Olympic torchbearer, an official nomination form must be submitted. The nomination needs to include a 50 to 100 word essay that explains how the person being nominated meets the following criteria:
   - Inspires others to greater achievement
   - Has been a source of inspiration for his/her community
   - Embodies the inspirational spirit of the Olympic Winter Games
   - Motivates others by encountering and overcoming adversity

Following the five basic steps in the writing process (prewriting, writing, revising, editing and publishing) have students write an essay about a person who has inspired them.
Worksheet

A Hand to Wave!

MAKE A HAND TO WAVE AT THE TORCH RELAY!

MATERIALS:
- Cardboard
- Scissors
- Pencil
- Popsicle sticks or tongue depressors
- Glue
- Crayons, markers, or colored pencils

DIRECTIONS

1. Trace the hand drawing above onto cardboard. You may want to put two pieces of cardboard together to make the hand sturdier.
2. Decorate your hand with drawings, clippings, or words that relate to the torch relay.
3. Cut out your design on the cardboard.
4. Glue the cardboard hand onto a popsicle stick or tongue depressor to wave the hand in the air.
5. Take your hand waver with you to the torch relay or other Olympic Winter Games celebrations to show your support for the Games and those carrying the torch to Salt Lake City.
Worksheet

Tourists in Utah

There are so many things to see while visiting Utah! Suppose you have been hired by a travel agency to make a brochure telling tourists in Utah what sites they might visit while they are here.

Some popular places for tourists to visit include the following:

- Ski resorts such as Park City, Deer Valley, and Snowbasin
- Historic Temple Square and downtown Salt Lake City
- Bingham Copper Mine
- Bryce Canyon, Zion, Arches, and Capitol Reef National Parks

Now consider the following questions:

- What sites interest you and might interest visitors?
- What sites in your local community might be of interest? (Think of recreational, religious, educational, and historical sites.)
- How will you make the brochure interesting (drawings, photos, maps)?

What are the “hotspots” for tourists visiting Utah?

Brainstorm sites to be included in the brochure, and add short descriptions of each site.

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Now, design a travel brochure including drawings or pictures of each site. Draw or use pictures gathered from the Internet and magazines. Remember to include explanations of each location, and include the address and directions! (Utah Travel Council might be contacted as a resource.)
When planners for the 2002 Olympic Winter Games and the Paralympic Winter Games looked for a good location for biathlon, cross country and the nordic combined ski events they found that the Heber Valley was at the right elevation and had the appropriate mix of flat and hilly areas for these events. They named the spot after the soldiers who passed through on their way to Salt Lake City in the mid 1800’s.

The Heber Valley has an interesting history. Early Native Americans lived and hunted there. Hunting also brought white Americans. Fur trappers, led by Etienne Provost, visited the area in 1824. The Provo River, running south through the valley, is named after that explorer.

Settlers knew of the beautiful valley but could not travel there without a road through either Parley’s or Provo Canyons. Provo residents were nervous because Johnston’s Army had settled at Camp Floyd near Utah Lake. They asked Brigham Young to build a road through Provo Canyon which would allow them an escape from the army if necessary. The Utah War delayed construction, but finally, in 1859 a road linked Provo and the Heber Valley. This opened the area up to families, and the little communities of Heber City and Midway were settled. As more white men moved into the land, the Indians became angry and raided the communities. Brigham Young, the territorial governor, encouraged the settlers to built forts for protection. Two settlements along Snake Creek agreed to build a fort halfway or “midway” between the communities and the name stayed with the area. The first settlers of Heber City were English converts to the Mormon Church. They had been taught by Heber C. Kimball and honored him by naming the valley and the first settlement, Heber.

Agriculture has always been important to the residents of Heber Valley. When the Rio Grande Western railway track was completed in 1899, the city became a shipping center for agricultural products. Today, the “Heber Creeper” follows the old track line and will bring guests to the events at Soldier Hollow during the Games.

Changes will continue to come to the Heber Valley as the economy shifts towards tourism and as the world discovers Midway and Heber City.

**SOLDIER HOLLOW VENUE**

Soldier Hollow is the largest venue with over 23 kilometers of trail and an Olympic size shooting range. The area, previously used for cattle grazing, has now been planted with native trees and wetland species. Soldier Hollow will host the biathlon, cross-country skiing and nordic combined skiing during the Olympic Winter Games and will host the cross-country and biathlon events during the Paralympic Winter Games.

**WESTERN EXPERIENCE AT SOLDIER HOLLOW**

When people visit Soldier Hollow during the Games, there will be a lot to see and do. Not only will visitors be able to watch Olympic Winter Games and Paralympic Winter Games events, but they may also participate in a unique “Western Experience.” Going through the venue gates will be a walk through time. Volunteers, dressed as pioneers, will be stationed at log cabins and covered wagons ready to share experiences with visitors. Animals seen on the range will be grazing nearby. Several trapper families will simulate wilderness living in tepees and canvas tents, where they will demonstrate beading, curing hides, and other trades necessary to life in the wild. The “Western Experience” will be a wonderful view into Utah’s past.
**Soldier Hollow “Western Experience”**

If you are going to Soldier Hollow to see cross country or biathlon events, read “The Western Experience” activity sheet before your visit. Then see if you are able to answer the questions on your return.

**Cowboy Camps**

Cowboys will camp with a chuck wagon, a-frame tents, horses, Dutch oven cooking, music and storytelling.

- Draw a picture showing what cowboys are wearing.
- Ask: How did the “cowboy” get his name? While visiting the camp, ask the cowboys where the word “cowboy” came from.

**Pioneer Homestead**

Have you ever wondered what it would be like to be a pioneer? Several families will demonstrate what it was like living in the early days of Utah.

- Notice the log cabin. A real “100-year old” cabin was moved to Soldier Hollow for the Western Experience. How does the pioneer home differ from your home?
- Name at least three items that we buy in stores that the pioneers had to make themselves.
- Name at least three animals that were kept on a homestead. What were the animals used for?

Pioneers brought their possessions with them when they moved. The covered wagons held items necessary for life with little room left over for special possessions. What necessities might be in the wagon? If you could add five things to the wagon, what would you bring and why?
Activity Sheet

Mountain Camp Rendezvous
Fur trappers roamed the mountains of Utah. Often, they traveled alone, and occasionally, they brought their families. The trappers learned a lot about wilderness living from Native Americans. Trappers had to provide the basic needs of food, clothing and shelter.

► What did the trappers use to hunt for food and fur-bearing animals?
► Without matches, how did the trappers start fire for food and warmth?
► It is easy to find nice warm clothes in stores. The trappers had to make their own clothes. What did they use and how did they make clothing warm enough to survive the winter?
► Trappers moved a lot as they hunted. Describe and draw a type of shelter that would provide warmth and safety and would be easy to assemble.

Native American Life
The Native Americans have changed their way of life over the past 100 years. Learn about Native Americans from displays and crafts.

► List five facts that you have learned about Native American life.

Animals
Animals played an important role in the settlement of the west. Domesticated animals provided food, labor and clothing. Wild animals also provided necessities of life.

► Name both domesticated and wild animals seen during your visit to Soldier Hollow.
► After listing the animals, write the ways in which they were used by people.
What do you think of when you hear the word “village”? A village is a small town where people live, work, and purchase the things they need. Long ago, villages were protected by walls to keep the population safe from outsiders. Few people experienced life beyond the wall, and many of them lived and died in the village of their birth.

The Olympic Winter Games and Paralympic Winter Games bring athletes together from all over the world. One of the responsibilities of the host city is to create an Olympic Village, where the competitors live. Since the Games are all about the athletes, it is important that their needs are met. Just like other villages around the world it must be complete with stores, restaurants, barbershops, dental and medical offices, recreation centers and churches. Just like the ancient villages, the Olympic Village and Paralympic Village must be safe and secure, so a temporary fence will enclose the area.

Olympic Winter Games planners began looking for a good site for the village close to Salt Lake City. They decided to select... a “ghost town” complete with an abandoned movie theater, old churches, a jail and houses either abandoned or used for offices. The area, settled in 1862, was built as an army base named Fort Douglas. The fort was named after Stephen A. Douglas, the United States senator, who was Abraham Lincoln’s opponent in the election of 1860.

Planners worked hard to adapt the old base into a beautifully restored Olympic Village. Walking along the streets today, it is easy to imagine officers saluting each other as they pass on horseback and soldiers walking to the camp chapel in their Sunday best. The Athletes of 2002 will share space with the ghosts of thousands of soldiers who have served there over the past 140 years.

History of Fort Douglas

During the 1860’s, the United States government had many difficulties. The Civil War divided the North and the South. Out west, the government tried to protect the Pony Express, the new telegraph system and the Overland Mail from Indian raids. The War Department assigned General George Wright to furnish protection for the mail. General Wright ordered Colonel Patrick Conner to take 700 men to the Utah Territory. Colonel Conner decided to camp on a site three miles east of Salt Lake City. Here, he could monitor the Indians and keep an eye on the Mormons. Colonial Conner didn’t like the Mormons. He felt they were traitors who wished to create their own government. The Mormons also provided food and other help to the Native Americans, whom Conner considered to be enemies.

Conner decided that the best way to deal with the “Mormon problem” was to encourage people of other religions to move to the valley. His dream was realized after valuable ore was dis-
Conner, now a general, helped file the first mining claim in Utah. He knew that mining would bring a variety of people to Salt Lake City.

Over the years, many things changed at Fort Douglas. New officers replaced General Conner. More buildings were added, turning the Fort into a small self-contained village. Red Butte sandstone replaced log buildings, and the Fort continued to play an important role in the history of Utah.

During World War I, thousands of new recruits lived at the Fort. It was also the home of 331 German prisoners of war! The Germans attempted to escape by bombing, tunneling and cutting wire fences. They were always caught and returned to the compound.

Fort Douglas served the state well during the Great Depression of the 1930’s. The CCC or the Civilian Conservation Corps opened their headquarters at the Fort in 1933. Many people lost their jobs and were hired by the CCC. The CCC planted trees, fought fires, improved grazing lands, encouraged soil conservation and helped the national and state park service. People in the CCC were paid from $30.00 to $45.00 per month and were able to attend school and learn trades to help them find good jobs. During this time, Fort Douglas officers were on great terms with the local citizens. With the help of the community, a monument to General Conner was erected in the cemetery. The army band played for community concerts, and the city lent equipment to the fort. The 1930’s brought great changes to the fort and the city. Horses were necessary for both work and transportation, and motor vehicles were just beginning to appear. It would have been interesting to watch the soldiers build Red Butte Dam. Horses, pulling ancient equipment, worked alongside modern, motor-driven machines.

A high point in the history of Fort Douglas came after the bombing of Pearl Harbor. Because the government feared that the West Coast was no longer safe, war headquarters moved to Utah. From 1941 to March 1946, Fort Douglas was the military nerve center for the western United States.

After the war, people were not sure what to do with the fort. It was too small for a modern army, and the old buildings were crumbling. Although the fort was still used by the Army, many buildings became vacant and were given or sold to other agencies. The University of Utah and Salt Lake City purchased many acres. Land, where soldiers marched and drilled, became a golf course, a hospital, university classrooms, a medical school and student housing.

Government officials often debated the fate of Fort Douglas. Some people wanted to tear down the old buildings so that the valuable land could be put to other uses. When Salt Lake City won the bid for the 2002 Games, a new chapter was opened in the life of Fort Douglas. The old camp was the perfect location for the Olympic and Paralympic Village. New buildings were constructed and old ones restored. Fort Douglas would again house young enthusiastic people. The old fort, built to protect the city from outside forces, now welcomes the world, as athletes live together and compete in friendship and sportsmanship.
Fort Douglas:
Ghosts of the Past and Memories for the Future

**Primary Grades**

SOCIAL STUDIES: **Villagers/Neighborhood Workers and Services**

Name the people who make up your neighborhood and community. What people and jobs are needed to meet the needs of residents? Compare the services in the local neighborhood to Fort Douglas and the Olympic Village.

SOCIAL STUDIES: **Forts and Mail Delivery**

What do you think of when you hear the word “fort?” Fort Douglas did not have large protective walls, but its soldiers did provide protection for the western mail service. How was mail delivered in 1800’s? How does this compare with present day service? Create a mail delivery service for the classroom. Design a stamp. Choose a postmaster. Write letters to each other and mail them using the classroom postal service.

**Intermediate Grades**

SOCIAL STUDIES/ ART: **Create a Village**

Brainstorm all services needed for a community. Three thousand five hundred people will be housed in the Olympic Village. Apartments will have two roommates. Divide the class into small groups. Each group will design its own Olympic Village. Students will design apartments, eating areas, recreation areas etc. Use a large sheet of butcher paper or cardboard as a base. Buildings can be represented by cut out colored paper, shoe boxes etc. Remember to add parks and security features.

SOCIAL STUDIES: **Security Matters**

Discuss the need for safety during the Games. Predict all possible safety issues for athletes, spectators, workers, lost children, a spectator with a heart attack, terrorists and fights breaking out between athletic teams. Create a plan that deals with these situations. Compare safety issues during the Games to safety issues at school. Adapt your plan to the school and share your ideas.

DEBATE: **Old Buildings: Eyesore or Historic Treasure**

Fort Douglas property is so valuable! Many people felt that Fort Douglas should be torn down and the land used for new buildings. When Salt Lake City won the bid for the 2002 Games, the old fort became a perfect site for the Olympic Village. What would have happened to Fort Douglas if the Games had not come to Utah? There are many old buildings within your community. Should these old buildings be torn down, or restored as historic treasures? Debate the pros and cons of historic restoration.
During the 2002 Games, athletes and officials will need a place to stay for almost three weeks. The University of Utah has teamed up with the Salt Lake Organizing Committee (SLOC) to provide housing for 3,500 people. In the past few years, University of Utah Officials and Olympic Winter Games organizers have developed a master plan to provide comfortable living arrangements for people from throughout the world.

Fort Douglas, an historic area on the east side of the University of Utah campus, has been remodeled and updated to provide 2100 bedrooms, 1300 bathrooms and many other services for athletes and officials.

The area is called a “village” because those staying there will need to have everything required for normal living available to them in a relatively small area.

During the Games, 5,778,000 feet of toilet paper will be used at the Olympic Village. That’s long enough to run the length of Utah three times!

Brainstorm what services (e.g. dormitories, stores, restaurants, entertainment, etc.) would be necessary to have a properly functioning village.

When planning the layout of the Olympic Village, there are many factors to consider. Planners need to be sure that facilities are located in convenient locations for the greatest number of people. Additionally, some areas of the Olympic Village will be open to athletes and their guests, while other areas will only be open to athletes staying at the Village.
The Village must provide comfortable apartments, bedrooms and dormitories. In the space below, draw a floor plan of a dormitory for two athletes from a foreign country. Include storage space for sports equipment, two beds, closets and dressers and other things athletes might need to be comfortable for three weeks.
The Cultural Olympiad and the Declaration of Independence

The Olympics are not just about sports! In ancient times, a celebration of the arts accompanied athletic competitions. In the modern era, the Cultural Olympiad is a required component of the Games. During the Olympic Winter Games of 2002, people will not only watch Olympians compete but they will also have the opportunity to attend world class cultural events that include: visits to art galleries, dance, symphony and choir concerts, plays, rodeos, quilt displays and Native American crafts. The 2002 Cultural Olympiad is especially proud to bring an original copy of the Declaration of Independence to Utah for display during the Games. Few people have the chance to view this important document! Use the coming of the Declaration of Independence as an opportunity to review history of great importance to our country.

Objectives: STUDENTS WILL
- Read and discuss an authentic press release
- Recognize the Declaration of Independence as a document of supreme importance
- Become familiar with the history surrounding the Declaration of Independence
- Write their own press release about the document

Introduction:
Explain to students that during the Olympic Winter Games there will be many things to do and see. Each Olympic Winter Games has a “Cultural Olympiad,” which is a festival of the arts. As part of the 2002 Cultural Olympiad, Utahns will be able to view an original copy of the Declaration of Independence.

Activity:
1. PASS OUT THE DECLARATION OF INDEPENDENCE PRESS RELEASE
   - Explain that a press release is an announcement made to news organizations explaining information that might be of interest to citizens. This press release was sent to news organizations to announce the coming of the Declaration of Independence to Utah.
   - As a class read and discuss the press release
   - Review or teach “reporter questions:” who, what, where, how, when and why. Ask students to identify information relating to each “reporter question.”
   - Ask: Why is this document important and why are the people of Utah lucky to have it for display?
2. **PASS OUT THE STORY OF THE DECLARATION OF INDEPENDENCE**
   - Read the story as a class. Look up the meaning of the bold-face words.
   - Define the words: Declaration and independence. Why was independence important for the new country? Discuss the history surrounding the declaration. Who were the people involved, what were their goals? Why was a declaration important? How does this document still affect us today?
   - Study the history of the American Revolution and the great men who risked their lives so that we might have a free country.

3. **ASSIGN STUDENTS TO WRITE AN INFORMATIONAL PRESS RELEASE:**
   - Declaration of Independence.
     - Students will provide background information about the document. They will explain where the document will be displayed, when it can be seen and why people should view it. Review the official press release and The Story of the Declaration of Independence for details.
   - Signing of the Declaration of Independence
     - Students will write about the signing as if it had not yet taken place. They will give background information on the situation surrounding the signing and the people who are involved.

4. Use the student press release to advertise the coming of the Declaration of Independence for school and community newsletters.

**Extensions:**
- Use new words in the document as vocabulary words
- Discuss and role-play concepts involving freedom and independence
- Identify the original thirteen colonies on a map
- Discuss ways to show patriotism for the United States of America
- Read copies of the Declaration of Independence
- Visit the Utah State Capitol Building and view the document
The Story of the Declaration of Independence

A COPY OF THE DECLARATION OF INDEPENDENCE WILL BE IN UTAH DURING THE GAMES. WHAT DO YOU KNOW ABOUT THE HISTORY OF THIS DOCUMENT?

The United States of America is the most powerful nation on earth today. This makes it hard to imagine that in the 1700’s America consisted of only thirteen colonies. Although the colonies were settled by Great Britain, England was not the only country interested in the new land. In 1756, France fought Great Britain over control of North America.

The war was won at great expense. Since British soldiers fought to protect American colonists, the British Parliament decided to tax the colonies to pay for the war. This made the people very mad. They were not allowed to elect representatives to Parliament but were asked to accept laws that seemed unfair. The colonists, who disagreed with the British government, were called patriots. Patriots were so angry over the new tax, that British troops, called redcoats, were sent to protect tax collectors.

The situation continued to grow worse. In 1770, the redcoats killed five patriots. In 1773, British tea was dumped into the Boston harbor to protest the tax on tea. In response, King George III and Parliament closed down the Boston port. The American Revolution began April of 1775 when English troops fired at armed colonists. Representatives from each of the thirteen colonies were asked to come to Philadelphia. There they formed the Continental Congress and tried to convince King George to end the conflict peacefully. The king ignored their requests and accused the colonies of open rebellion. By January 1776, British forces attacked three colonial towns. By this time, many patriots wanted to break away from Great Britain. The citizens were asked to voice their opinion and most called for independence from British rule.

In June 1776, the Continental Congress asked a five-member committee to draft a declaration explaining why the colonies wanted their independence. Thomas Jefferson was asked to write the document.

Jefferson wrote his draft in a few days. He studied ideas about government and used wording from declarations written by other countries. Jefferson wrote that “all men are created equal” and that King George had done many things that were unfair and harmful to the colonies. The draft said that the people of the colonies had a right to create a new national government.

On July 2, 1776, representatives from each of the 13 colonies voted to become an independent country called the “United States.” They then spent two days revising the important document. On July 4, 1776, the edited version of the Declaration of Independence was accepted, signed and printed, so that copies could be sent throughout the colonies. Church bells rang, and many cities and towns read the declaration publicly. In August 1776, a special handwritten copy was created on parchment and signed by representatives of the new states. It is on display at the National Archives in Washington, D.C.

Although Congress voted for independence on July 2, 1776, we celebrate the 4th of July because that is the day that the Declaration of Independence was first signed. Americans still honor this document and see the Declaration of Independence as an important statement of the county’s most important ideas.
SALT LAKE CITY, Utah—One of the 25 surviving original copies of the Declaration of Independence will be exhibited as part of the 2002 Cultural Olympiad, the Olympic Arts Festival of the 2002 Olympic Winter Games and Paralympic Winter Games. The document will be on display at the Utah State Capitol rotunda February 1, through March 15, 2002, from 9:00 a.m. through 4:00 p.m. Admission to the exhibit is free.

The Declaration of Independence was drafted by Thomas Jefferson and is a cherished symbol of liberty in the United States. The document for the exhibition comes to the Olympic Arts Festival through the Declaration of Independence Road Trip, a not-for-profit corporation founded by Norman Lear, with the goal of bringing the “People’s Document” directly to the American people.

“We want to use the document as a lighting rod to inspire people to develop an idealism and passion for civic involvement,” said Norman Lear. “I am pleased the document can ‘kick up its heels’ at the Olympics in Salt Lake.”

The document is believed to be one of only four in private hands. In June 2000, Norman and Lyn Lear and David and Storey Hayden purchased the document for $8.14 million. The document is in near mint condition and is one of the three best preserved of the 25 original surviving copies.

“I am delighted the document will have a world wide audience during the Olympic Winter Games,” said Raymond T. Grant, director of the Cultural Olympiad.

Following the Olympic Winter Games of 2002 exhibition, the Declaration will tour the Carter, Bush and Truman Presidential Libraries.

--2002--

Catching Pin Fever!

The Olympics are so exciting! In ancient times, the Greeks honored the Games as a time when all participants set aside their differences to compete in a spirit of peace and goodwill. Today, world famous athletes come together to test their skills and “go for the gold.”

Another aspect of the Games involves thousands of regular people in a very different sort of competition. These people have caught, PIN FEVER! In fact Olympic pin fever has become an epidemic and is now one of the world’s fastest growing hobbies.

Commemorative pins, celebrating the Olympic Winter Games, have been issued for many years. However, for most Americans, major pin collecting began in 1984, when Los Angeles hosted the Olympic Summer Games. Every day, visitors gathered around the Olympic Village sites, mingling with athletes and other visitors to trade their pins. Even during sporting events, spectators took time to notice pins displayed on the caps of those around them. Then, during a break in competition, people would rush to make a trade.

The International Olympic Committee (IOC) and the National Olympic Committees (NOC) control the licensing, manufacturing and distributing of Olympic pins. Only organizations and businesses approved by these organizations may display the five-ring symbol on their pins. This symbol must be used for a pin to be considered “official.”

Many different pins are produced prior to each Olympic Winter Games. Each country creates a team pin. These are given to the athletes to trade or offer as a symbol of friendship to other competitors. U.S. athletes are given pins that represent their individual sports.

The host city issues special pins. These pins may represent unique aspects of the city that will appeal to collectors. Some show the logo of the Games. Others show the Games’ mascots in a variety of poses. A set of pins may be designed showing the mascot carrying a flag of each nation or competing in featured events. Pins may also represent sports, athletes or events.

Since 1984, businesses have become more involved in sponsoring and helping to pay for the Olympic Winter Games. These official sponsors issue special pins. If you enjoy collecting, perhaps you can visit a pin show in your area and see some of the pins for yourself. You just may become infected with pin fever too!

Favorite pins produced for the 2002 Games include one which looks like green jello and another which looks like french fry sauce!
Worksheet

NAME ___________________________________________________________________________________________________

Design your own Pin!

In preparation for the 2002 Games, students from all over Utah submitted pin designs that could be made into official Olympic pins. Some of these pins are shown below. Just for fun, use what you have learned about the 2002 Olympic Winter Games and the Paralympic Winter Games to create a pin design of your own in the box below.
Who will foot the bill?

The Olympic Winter Games will cost over $1.3 billion. That is quite a lot of money!! Most of that money will come from the following sources:

- **Sponsors** – large companies or corporations who contribute to the Games in order to advertise their products
- **Fees for Broadcasting Rights** – television, radio, and Internet broadcasting
- **Ticket Sales**
- **Olympic Merchandise** – companies, interested in selling items with the Olympic logo or emblem, pay a fee to use the symbol

Write a paragraph telling why you think companies are willing to contribute so much money to fund the Olympic Games.

In-kind Contributions

Another way in which companies and corporations can contribute to the Games is through what is called “in-kind contributions.” In-kind means that instead of contributing money, companies donate the products or services that they provide. For example, if a restaurant wants to contribute to the Games, they may choose to give money, or they might choose to give “in-kind” contributions in the form of meals for workers or athletes.

Salt Lake 2002 Contributors

Look at the list of primary contributors for the Salt Lake 2002 Winter Games on the next page. What in-kind contributions might these companies offer? At the bottom of the page, list as many in-kind contributions as you can think of.
LOOK AT THE LOGOS. WRITE THE COMPANY NAME

WHAT IN-KIND PRODUCTS OR SERVICES DO YOU THINK THEY PROVIDE

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Communities throughout the world have many things in common.

**THEY ALL SHARE A NEED FOR:**
- Government
- Transportation
- Communication
- Media
- Law and Justice
- Employment, Jobs
- Health
- Buildings and Architecture
- Environment
- Education
- Social Relationships
- Aesthetics (Art, Beauty)
- Ethics and Religion
- Business
- Money—Exchange

**BASIC NEEDS**
- Water
- Food
- Clothing
- Shelter

Olympic Planners knew many things had to be changed so Utah would be prepared to host the Games. Check the areas that have been or will be affected as Utah prepares for the coming of the 2002 Olympic Winter Games.

Select three of the areas that you checked above. Describe the effects of the Olympic Winter Games on the state of Utah in each area.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Divide into groups and discuss your discoveries.
Accurate weather forecasting and reporting is important to the success of the Games!

Give several reasons why the following groups of people need to know daily weather conditions and forecasts?

**Athletes**
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

**Spectators**
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

**Olympic Volunteers or Staff**
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

Some events are affected greatly by the weather conditions. For other events, the weather is not a very important factor.

**Which Olympic or Paralympic events are more affected by weather?**
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

**Why?**
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

Pretend you are helping people dress appropriately for the games. On a sheet of paper, draw clothing that spectators might need at an outdoor event. Next, draw how someone might be dressed at an indoor event such as ice skating. (Remember, even buildings with ice sheets are cold!)
Meteorologists (or weather forecasters) spend hours studying weather patterns, models, and information in order to predict weather. They depend on computers and their own observations of current weather to provide clues into forecasts for the near future.

You be the weather forecaster!

What are the weather conditions today?  

- TEMPERATURE _______

- CLOUD COVER (circle one)
  - SUNNY
  - CLOUDY
  - PARTLY CLOUDY
  - RAINY
  - SNOWY
  - THUNDERSTORM

What do you think the weather will be like tomorrow at the same time?  

- TEMPERATURE _______

- CLOUD COVER (circle one)
  - SUNNY
  - CLOUDY
  - PARTLY CLOUDY
  - RAINY
  - SNOWY
  - THUNDERSTORM

What do professional meteorologists (on the news, in the newspaper, on the Internet) forecast for tomorrow?  

- TEMPERATURE _______

- CLOUD COVER (circle one)
  - SUNNY
  - CLOUDY
  - PARTLY CLOUDY
  - RAINY
  - SNOWY
  - THUNDERSTORM

Why do you think your forecast might differ from the news? What tools do weather men or women use to help them make accurate forecasts?
Look at the following data for snowfall at a local Utah resort and answer the following questions.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL SNOWFALL (Inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-1991</td>
<td>497.5</td>
</tr>
<tr>
<td>1991-1992</td>
<td>340.8</td>
</tr>
<tr>
<td>1992-1993</td>
<td>659.5</td>
</tr>
<tr>
<td>1993-1994</td>
<td>285.0</td>
</tr>
<tr>
<td>1994-1995</td>
<td>639.0</td>
</tr>
<tr>
<td>1995-1996</td>
<td>519.5</td>
</tr>
<tr>
<td>1996-1997</td>
<td>578.1</td>
</tr>
<tr>
<td>1997-1998</td>
<td>602.7</td>
</tr>
<tr>
<td>1998-1999</td>
<td>435.7</td>
</tr>
<tr>
<td>1999-2000</td>
<td>443.0</td>
</tr>
</tbody>
</table>

Calculate the average snowfall from 1990 to 2000 using the data above.

This resort claims that their average yearly snowfall is 500 inches. How accurate is their claim? Why?

Why might the total snowfall for 1993-1994 be so far from the average?

Make a bar graph using the data from the chart.

Each year, the Wasatch Mountains receive nearly 500 inches of snow!!! That’s as tall as a four-story building!
Lesson

Help the Salt Lake Games get to Net Zero Air Emissions with Olympic Cleaner and Greener

Temperature inversions often create air pollution in Salt Lake City. These problems cause health concerns. SLOC is working with local industries and schools to decrease air pollution and create the first Olympic Winter Games with net zero air emissions. This activity demonstrates air pollution in the Salt Lake Valley during a temperature inversion, discusses where air pollution comes from and how we can all participate in its reduction.

Objectives: STUDENTS WILL
- Discuss temperature inversions and air pollution
- Participate in an inversion and pollution experiment

Introduction:
Show students the ten minute video “The Salt Lake Valley Watershed and You” hosted by Bill Nye the Science Guy. Brainstorm sources and effects of air pollution.

Activity: DEMONSTRATE “INVERSION IN A BOTTLE” TO THE CLASS

a. Fill two plastic bottles with hot water and red food coloring.
b. Fill two plastic bottles with cold water.
c. Place one of the bottles of hot water on one tray.
d. Cover the mouths of the other bottles with the index cards.
e. Without spilling the water, apply pressure to the index card on the bottle of hot water and turn it over, placing it on top of the bottle of cold water on the tray.
f. Without spilling the water, apply pressure to the index card on the bottle of cold water and turn it over, placing it on top of the bottle of hot water on the tray.
g. Without spilling the water, very gently pull out the cards.
h. Observe the activity in the bottles and discuss how temperature inversions are caused by local weather conditions and the unique topography of the area (See text box).

DISCUSS: The degree that inversions affect people’s health depends on efforts to decrease air pollution. Ask the class what things cause air pollution and what might be done to reduce it.
Lesson

Use an internet connection and the emissions calculator at www.cleanerandgreener.org/pollution-from-electricity.htm

HAVE STUDENTS:
1. Calculate personal annual emissions contribution from electricity usage by finding their cost for electricity monthly.
2. Fill out the Home Emissions Reduction Action Checklist. Consider some of the suggested activities.
3. Collect checklists and calculate totals – submit these totals to the Olympic Cleaner and Greener program to help the Salt Lake 2002 Games be the Greenest Games ever.

TEMPERATURE INVERSION

Usually, the air that is close to the ground is warmer than that which is found at higher altitudes. This is because there is less pressure at higher altitudes than near the ground and as a volume of air expands, it cools. Since there is less pressure, there are fewer collisions of molecules because they have to travel farther before they encounter another molecule. (It is the collisions that give off heat, which we measure as air temperature.) However, this is only true for a column of air with uniform density. When the density of the air at the surface is dramatically different than the air above it (that is, dense, cold, DRY air is at the surface and less dense, warmer, moister air is above), then we see a warmer temperature at say 5,000 feet than at the surface. This almost always happens at night and happens frequently during the day in the winter months. When the air is especially still, the cooler air, because of its greater density, settles close to the ground, and the warmer air forms a blanket above it in a temperature inversion. Pollutants in the air, such as smoke and soot, are also trapped close to the ground. Fog, formed when moisture in the cool air condenses close to the earth’s surface, becomes smog when combined with these pollutants.
Tree-Cology

Caring for the environment is a major goal of the Olympic Winter Games. The Environmental Department of the Salt Lake Organizing Committee (SLOC) sponsors a program called Tree-cology to help students understand the importance of trees in protecting and improving the environment. For three years, classrooms around Utah have planted Olympic Winter Games trees in their school yards, local parks and other places in the community. These Olympic groves will be a living reminder of this time in Utah history.

HAS YOUR SCHOOL PLANTED AN OLYMPIC TREE?

☐ yes  ☐ no

If yes:

► Where was it planted?

► What does it look like now?

► What kind of tree was planted?

Trees are helpful in many ways. Brainstorm how trees benefit the community. Draw pictures in the spaces below or on another sheet of paper that show ways that trees help our environment.