

Cultural History along the Natchez Trace Parkway



Classroom Lesson:

History of the Natchez Trace (code 2HT)

- **Grade:**
2nd
- **Subject Areas:**
Language Arts
- **Setting:**
Classroom
- **Duration:**
1 class period
- **Skills:**
Writing,
comprehending,
listening, drawing
- **AL Objectives:**
Language Arts
4,8
Social Studies
2,9,10,11
- **Vocabulary:**
Kaintucks,
National Park
Service

Summary: The teacher will read How the Natchez Trace Came to Be to the students and the students will copy or write a summary report of the book with help from the teacher.



Materials Needed: How the Trace Came to Be, printed as a book or used as a PowerPoint, paper, pencils, crayons or colored pencils, notes page. Option: cloze sentences.

Instructional Information

AL Objectives :

Social Studies(2010):

2)Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good. 9) Describe how and why people from various cultures immigrate to the United States. 10) Identify ways people throughout a country are affected by their human and physical environments. 11) Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States.

Language Arts: 4) Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials. 8) Organize sentences into a paragraph to address a topic or tell a story.

Learning Objectives: The students will 1) listen as the teacher reads a short story of the development of the Natchez Trace. 2) will copy or write a 2-3 sentences about the story.

Teacher Set: The teacher will show the students a map of the Natchez Trace Parkway and show the students where they live in relation to the parkway. The teacher will read How the Natchez Trace Came to Be to the students. The teacher will make sure that the students pay close attention to the story and the pictures. The class will take notes during the reading of the story with assistance from the teacher. The teacher will also help the students in recalling facts from the story. The students will use the information in the notes when writing their sentences. After the students have written their sentences, they will draw a picture of the Natchez Trace Parkway.

Teacher Overview: The beginning of the Natchez Trace was initiated many years ago by animals and subsequently by American Indians who followed the trails to hunt game. After the Europeans began to explore the land, they also used the Indian and animal trails. Later, the Kaintucks, or boatmen used the American Indian trails to walk back home to the Ohio River Valley areas. They had ridden their flatboats down the Mississippi River to trade goods and furs in Natchez, Mississippi and paddling up the Mississippi was impossible, so the Kaintucks walked the most direct way back home, the Natchez Trace. The Natchez Trace was also used a Postal Road. The Trace was the quickest way to get from Nashville, Tennessee to Natchez, Mississippi. The Natchez

Trace has been traveled for many years. The Natchez Trace we travel today is not the same as the one the Kaintucks had to travel many years ago. Now, the Trace follows closely to the original trail, but because of some of the original Trace is on private land, the contractors in the 1930s improvised and built the roadway according to availability. Parts of the Old Trace can still be found along the Parkway and are still available for visitors to walk.

- Vocabulary
 - Kaintucks- a person who traveled the Natchez Trace Parkway back home to the Ohio River Valley
 - National Park Service- part of the Department of Interior that is responsible for national parks, monument, and historical sites

Student Instruction: The students will listen as the teacher reads How the Natchez Trace Came to Be. As the story is being read, the students will take notes of any information they think is important or that the teacher writes on the board. The teacher will help the students identify information they should use for the summary sentences. After the story has been read, the students will start their own sentences or finish sentences started by the teacher. The teacher will keep the story available to students if they need to reread the story to find information. The students will complete the assignment in the classroom. The students will draw a picture to go along with their sentences.

Option: The teacher will write complete “notes sentences” on the board and the students will copy them onto their worksheets.

Student Task: The students will listen to How the Natchez Trace Came to Be to the students. The students will take notes as the story is being read. They are to focus on who, how and when. When the teacher reaches who, how or when during the reading, he or she will write the information on the board for the students to copy or alternately, for students to finish sentences. When the story has been read, the teacher will retell the story for the students or have the students retell the story, referring to their notes. The students will draw a picture of the Natchez Trace Parkway for the teacher to post on wall.

Teacher Closure: To conclude the lesson, the teacher may research and show a video from the internet. One example is “Exploring Natchez Trace” from the link <http://www.vehix.com/video/vehix-adventures/exploring-natchez-trace/> **CAUTION: advertisements at the beginning of video may not be appropriate to show in a classroom.** This short video shows footage and audio about some of the sites along the Natchez Trace Parkway.

Student Assessment: The students will be graded on grammar, mechanics, and punctuation.

Suggestions for re-teaching: The students will “write” a fictional narrative story about someone or something traveling the Natchez Trace. This will be accomplished by the students making up the story as the teacher writes it on the board or on an overhead. In the story, the students may “write” about what the traveler saw on his journey down the Natchez Trace. The story can take place during any time-period. The story should let the student’s imagination run wild about the Natchez Trace Parkway.

Extension: Book a trip for the class to the Natchez Trace Parkway where they can have a ranger led program about the history of the Natchez Trace Parkway.

Notes Sheet

When:

Who:

How:

1. The Natchez Trace was first made when

_____ walked through the woods.

2. American _____ used the trails and built their homes nearby.

3. Animals, Indians, Kaintucks and others walked along the same trails and pushed the

_____ down with their footsteps.

4. Post riders delivered _____ on the old Natchez Trace.

5. The National Park Service _____ the Natchez Trace Parkway.

6. National Park Service cares for

_____ places.

7. _____ can still walk on the old trails.

1. The Natchez Trace was first made when
animals walked through the woods.
2. American Indians used the trails and built their homes nearby.
3. Animals, Indians, Kaintucks and others walked along the same trails and pushed the dirt or soil down with their footsteps.
4. Post riders delivered mail on the old Natchez Trace.
5. The National Park Service protects the Natchez Trace Parkway.
6. National Park Service cares for special places.
7. People or We or Everyone or I can still walk on the old trails.