

# Cultural History along the Natchez Trace Parkway



Classroom Lesson:

## History of the Natchez Trace (code 2HT)

- **Grade:**  
2<sup>nd</sup>
- **Subject Areas:**  
Language Arts  
Social Studies
- **Setting:**  
Classroom
- **Duration:**  
1 class period
- **Skills:**  
Writing,  
comprehending,  
listening, drawing
- **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, crayon or colored pencils, notes page, official map of the Natchez Trace Parkway (call 1-800-305-7417 for free map) Option: cloze sentences.

### Instructional Information

Tennessee Grade Level Expectations:

**Language Arts:**

**Listening**

0201.2.1 Use appropriate listening skills

0201.2.2 Listen attentively to speaker for specific information.

0201.2.3 Understand and follow multi-step oral directions.

0201.2.4 Summarize what has been heard using the logical sequence of events.

**Writing**

GLE 0201.3.1 Write in a variety of modes for different audiences and purposes.

GLE 0201.3.2 Employ various prewriting strategies.

GLE 0201.3.3 Organize ideas into a topic paragraph with complete coherent sentences.

**Check for Understanding**

0201.3.2 Write in response to literature (e.g., create a new ending to a story, create class books, summarize a story), compose a variety of written works (e.g., friendly letters, journal entries, reports, experience stories) and begin to compose narratives (with a beginning, middle, and end).

GLE 0201.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.

GLE 0201.3.5 Evaluate own and other people's written work.

GLE 0201.3.6 Determine how, when, and whether to incorporate graphics into written work.

**Social Studies:**

**Culture: Learning Expectations:**

1.01 Understand the diversity of human cultures.

1.02 Discuss cultures and human patterns of places and regions of the world.

1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

## Geography

### Learning Expectations:

3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

3.02 Recognize the interaction between human and physical systems around the world.

5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.

5.02 Understand the place of historical events in the context of past, present, and future.

5.03 Explain how to use historical information acquired from a variety of sources.

**Learning Objectives:** The students will: 1) listen for comprehension and interpret a story. 2) the student will relate information in the non-fictional story to their own lives. 3) the student will locate the Natchez Trace Parkway on a map. 4) will copy or write 5 to 6 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 students will help retell 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. After the story has been read, the teacher will help the students review information from the story. The teacher will write the words expressing the students' responses on the board. For example: a student may say, "Post riders delivered mail on the road." The teacher could write "post rider" and "mail" on the board.

After the students have shared what they remembered with the teacher's guidance, the class as a whole will synthesize a retelling of the story in their own words. The teacher will write the story on the board and when the story is complete, the students will copy the story from the board onto their own paper. Then each student will draw a picture to illustrate one idea in the story.

**Option:** Rather than retell the story, the teacher will write complete “notes sentences” on the board and the students will copy them onto the provided worksheet.

**Student Task:** The students will listen to How the Natchez Trace Came to Be to the students. The students should be reminded to focus on who, how and when. When the teacher reaches who, how or when during the reading, he or she may choose to stop and write the information on the board for the students to copy on their notes sheet. When the story has been read, the students will help the teacher retell the story by either expressing what they remember or by referring to the notes. The students will help the teacher retell the story in their own words. The students will copy the story from the board and then draw a picture about the Natchez Trace Parkway for the teacher to post on wall.

**Option:** The teacher may use the cloze worksheet for the students to retell the story.

**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.