

Cultural History along the Natchez Trace Parkway



Classroom Lesson:

History of the Natchez Trace (code K1HT)

- **Grade:**
K-1st
- **Subject Areas:**
Language Arts
Social Studies
- **Setting:**
Classroom
- **Duration:**
1 class periods
- **Skills:**
Writing,
comprehending,
listening, drawing
- **MS Objectives:**
Language Arts:
K- 2b, d
1st- 2d

Social Studies:
K- 2,3,5
1st – 1, 2,3,5
- **Vocabulary:**
Kaintucks,
National Park
Service

Summary: The teacher will read How the Natchez Trace Came to Be to the students and the students will draw a picture of the Natchez Trace.



Materials Needed: How the Trace Came to Be, (printed and bound as a book, or presented as a PowerPoint, paper, pencils, crayons, markers, colored pencils.

Instructional Information

MS Objectives:

K- Social Studies: 2) Acquire the characteristics to be a responsible citizen in the United States. 3) Demonstrate the ability to use social studies tools, 5) Integrate, connect and apply social studies into other subject areas and everyday life.

K- Language Arts: 2) The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity. b.) The student will understand and make simple inferences about text. d.) The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation.

First Grade– Social Studies 1) Develop an understanding of family/school in relationship to the expanding horizon theme. 2) Acquire the characteristics to be a responsible citizen. 3) Demonstrate the ability to use social studies. 5) Integrate, connect, and apply social studies into other subject areas and everyday life.

First Grade– Language Arts: 2) The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. d.) The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence.

Learning Objectives: The students will: 1) demonstrate listening and comprehension skills, 2) learn about the beginning of the Natchez Trace Parkway, 3) draw a picture illustrating a concept from the book or an experience on the Natchez Trace Parkway.

Teacher Set: The teacher will read How the Natchez Trace Came to Be to the students. The teacher will make sure that the students are listening and looking closely at the pictures. The students may refer to the pictures when they are drawing their own pictures. The teacher will also help the students to remember facts from the story by retelling the story to the class.

Teacher Overview: Teacher Overview: The Natchez Trace was formed many years ago by animals and subsequently by American Indians who hunted those animals. After the Europeans began to explore the land, they also used the established trails. Later the Natchez Trace was used by traders, later called Kaintucks, who had floated flat boats carrying goods to the then territorial capital of

Natchez on the Mississippi River. They sold their flatboats and walked back to the northeast, Tennessee and Ohio River areas. 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 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 network of trails, but because of some of the old Trace is on private land, the contractors in the 1930s improvised and built the road where they could acquire the land nearby. Parts of the Old Trace can still be found along the Parkway and are still available for visitors to walk. The Natchez Trace Parkway is cared for by the National Park Service an agency of the Department of Interior and under the executive branch of the government. Every citizen of the United States holds “ownership” of the National Parks and it is part of the duties of citizens to evaluate the level of care given by the government agency.

- 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 should pay close attention to the pictures. After the story is read, the students will participate in a class discussion. They will then draw a picture relating to the story. The teacher will keep the story available while the students are drawing their pictures so they may refer to the story to see pictures. The students will complete the assignment in the classroom. When the assignment is turned into the teacher, the teacher will post the pictures on the walls in the classroom.

Student Task: The students will listen closely as the teacher reads How the Natchez Trace Came to Be. The students will participate in a class discussion. The students will draw a picture representing something they remember from the story or that they have seen on the Natchez Trace Parkway. The pictures will be displayed in the classroom. The students will discuss what they remember.

Class Discussion: Start by showing the students the official map of the Natchez Trace Parkway. Ask them if they know where they live in relation to the Natchez Trace Parkway and if they do not, show them.

Ask the students:

Was that a true story or a made up story?

- Correct Answer: True Story

How do you know that?

- Answers will vary but may include that they have been on the Natchez Trace Parkway and visited the visitor center.

Did the pictures help you to understand the story better?

- Answers will vary.

Who “owns” the Natchez Trace Parkway?

- Correct Answer: It belongs to everyone in our country.

Who “takes care” of the Natchez Trace Parkway?

- Correct Answer: Park Rangers and other people who work there have the job to take care of the Natchez Trace Parkway but it is the responsibility of each citizen to make sure that the rangers are doing a good job. Citizens should also make sure they know the special rules that apply to the Natchez Trace Parkway so that they to can take care of this special place.

How are some ways that regular citizens can take care of the Natchez Trace Parkway?

- Correct Answer: Enjoy hiking on the trails and tell other people about a good time enjoyed there. Do not pick flowers, not disturb the animals, obey the speed laws, learn about the Natchez Trace so that you know why it is a special and protected place.

Teacher Closure: 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 participation

Suggestions for re-teaching: The students will complete the following sentence, or on similar that describes the Natchez Trace.

- Example: The Natchez Trace _____.
 - Some suggestions: is beautiful, is very green, has lots of animals, is very long, was an old trail

Extension: Book a trip for the class to the Natchez Trace Parkway where they can enjoy and learn about the history of the Natchez Trace Parkway from a ranger.