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

Vocabulary:

Kaintucks, National Park Service **Summary:** The teacher will read <u>How the Natchez Trace Came to Be</u> to the students and the students will draw a picture of the Natchez Trace.



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

Instructional Information

Tennessee Grade Level Expectations:

Kindergarten

Geography

K.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps. a. Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. b. Describe how landforms and bodies of water influence where and how people live.

c. Describe personal connections to place, especially place as associated with immediate surroundings.

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

Governance and Civics

K.4.01 Discuss the structure and purposes of governance. b. Understand that rules are created to protect an environment.

K.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic. a. Know rules of safety including signs and signals.

History

Content Standard: 5.0 History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based. 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.

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

a. Recognize that change occurs over time. b. Observe how sites in neighborhoods and communities change over time.

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

a. Recognize that each family has a family tree. b. Recall family stories and celebrations to develop a personal history. c. Illustrate a family history to demonstrate that every family has a heritage.

1st grade

Culture

- 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.

- 1.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.
- a. Understand individual differences in languages, beliefs, and customs that may be unique to one's culture. b. Retell stories from diversely selected folktales, myths, and legends.

Geography

- 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.
- 1.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- a. Recognize that maps and globes are representations or models of specific places.
- b. Locate their home, neighborhood, and school on a visual representation.
- 1.3.03 Demonstrate awareness of the interaction between human and physical systems around the world. a. Explain how land is used for different tasks in the local area. b. Define natural resources and explain how people are dependent on them.

Governance and Civics

1.4.04 Recognize the knowledge, skills, and attitudes necessary to become contributing citizens. c. Explain how selected customs, symbols, and celebrations reflect an American love of individualism and inventiveness. d. Explain selected national and state patriotic symbols such as the United States and Tennessee flags.

History

- 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. Accomplishments
- 1.5.01 Identify major people, events, and issues from Tennessee, United States, and world history.
- a. Recognize some early forms of communication and how communication has changed over time.
- b. Recognize that other countries have a longer history than the United States.
- c. Identify contributions of diverse historical figures that have influenced the community, state, and nation.
- 1.5.02 Understand the place of historical events in the context of past, present, and future.
- a. Distinguish between the past, present, and future.

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 <u>How the Natchez Trace Came to Be</u> to the students. The teacher will make sure that the students are listening and looking closely at the pictures. The teacher will allow the students to refer to the book 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 nationals parks, monument, and historical sites

Student Instruction: The students will listen as the teacher reads <u>How the Natchez Trace Came to Be</u>. 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 <u>How the Natchez Trace Came to Be.</u> 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: 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.