

# Natural or Cultural History along the Natchez Trace Parkway



Classroom Lesson:

## What's Happenin' on the Trace? (code MHWH)

➤ **Grade:**  
6<sup>th</sup>-12

➤ **Subject Areas:**

Social Studies, Science,  
Geology, Language arts

➤ **Setting:**

Classroom/ library

➤ **Duration:**

At least one class period  
for discussion, additional  
time depending on  
report requirements.

➤ **Skills:**

Analysis, research,  
synthesis and more  
depending on teacher's  
requirements

➤ **MS Objectives:**

Variable depending on  
assignment

Social Studies:  
6<sup>th</sup>: 2,3  
8<sup>th</sup> 4,5,6,7,8

MS Studies:  
1,2,3,4,5

US Hist 1877 to Present:  
2,4,5,6

US Government:  
2,4,5,6

Economics:  
3,4,5,6

Geography:  
5

Local Resource Studies:  
1,2,3,4,5

**Summary:** The students will investigate current events associated with the Natchez Trace Parkway. They will write a journalism type report and/or develop a visual presentation. Subject areas may include: community events or issues, plants, animals, invasive species, boundary issues, social issues and environmental issues.



**Materials Needed:**

Access to public records, newspapers. It may be helpful to have access to the Natchez Trace Parkway's website at [www.nps.gov/natr/index.htm](http://www.nps.gov/natr/index.htm) for news releases and to the National Park Service's service-wide issues website at <http://www.nature.nps.gov/criticalissues/>.

### Instructional Information

Meets Social Studies, Science and Language Arts objectives depending on the issue chosen to investigate and the method of report.

**Mississippi Objectives:**

**Sixth Grade Social Studies:** 2) Apply spatial and ecological perspectives to people, places, and environment using social studies tools, 3) Analyze civic life, politics, and government in the Western Hemisphere.

**Eighth Grade Social Studies:** 4) Analyze spatial and ecological relationships between, people, places, and environments using social studies tools 5) Identify how the government established by the Constitution embodies the purposes, values, and principles of American democracy. 6) Analyze the ideals, principles, and practices of citizens in a democratic society. 7) Examine the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States economy. 8) Describe the impact of technology on the development of the United States and its ecology.

**MS Studies:** 1) Explain how geography, economics, history, and politics have influenced the development of Mississippi. 2) Describe the impact of science and technology on the development of Mississippi. 3) Describe the relationship of people, places, and environment through time. 4) Demonstrate the ability to apply and interpret social studies tools 5) Explain how civic responsibilities are important to Mississippians as citizens of the United States and residents of a global setting.

**US History 1877 to Present:**

2) Describe the impact of science and technology on the historical development of the United States. 4) Demonstrate the ability to apply and interpret social studies tools. 5) Analyze the civic contributions and responsibilities of Americans to the ongoing democratic process. 6)

Examine the interaction of society, business, and government with the economy of the United States.

US Government: 3) Describe the impact of science and technology on the political development of the United States. 4) Describe the relationship of people, places, and environments with the government. 5) Demonstrate the ability to apply and interpret studies tools. 6) Explain how civic responsibilities are important to Americans as citizens of the United States and a global community.

Economics: 3) Discuss relationships among the various economic systems. 4) Understand global connections, conflicts, and geographic interdependence. 5) Compare and contrast how values and beliefs influence economic decisions in different societies. 6) Demonstrate the ability to apply and interpret social studies tools

Geography: 5) Evaluate how the physical environment is modified by human activities. 6) Appraise how humans compete for control of Earth's surface. 7) Demonstrate the ability to apply and interpret social studies tools

Local Resource Studies: 1) Explain how geography, economics, and politics have influenced the use of natural resources in Mississippi. 2) Describe the geographic significance of natural resources 3) Describe the relationship of people, places, and the environment with government. 4) Analyze the technological impact of resources. 5) Demonstrate the ability to apply and interpret social studies tools

Learning Objectives: The students will: 1) become familiar with issues affecting the Natchez Trace Parkway, 2) examine their role as citizens in recognizing and solving those issues, 3) Examine the impact of humans on the environment, 4) develop communication skills 5) Describe the impact of technology on development of the Western Hemisphere and its ecology

Teacher Set: The students should pretend they are reporters. They will develop a written or visual project, depending on the teacher assignment. The teacher or students should choose a topic for students to investigate.

They should write a descriptive or persuasive essay. They could include visual aids or alternatively only develop a chart or poster presentation. The students should already be familiar with these writing styles and the teacher should review important points about each style. See provided student "Report Requirements" sheet.

Option: The students could write a creative fictional story using facts for the base of the story.

Possible topics:

Biology:

Endangered species or threatened species

- Should we worry?
- Should they be reintroduced?

Invasive plant or animal species

- Privet
- Kudzu
- Wisteria
- Cogon grass
- Nutria
- Feral hogs, cats and dogs

Spotted salamander migration issues

Beaver management concerns

Fire as a resources management tool

Social Studies:

Privately owned portions of the old Trace and their care

How current construction projects affect the Trace

Construction by neighbors

Agricultural lease issues

Viewshed protection

- Cell towers
- Buildings
- Private land
- Utility right-of-way
- Road right-of-way

## Archeological protection

- American Indian inclusion
- Care of American Indian mounds

## Boundary issues

Special use of the Natchez Trace by individuals or groups

How much influence should states have on the federal land?

Federal firearms laws

Should state or federal laws be enforced?

Allowed modes of transportation

## Visitor Safety

### Misuse of the Trace

- Drugs
- Speeding
- Geocaching
- Illegal activities
- Timber theft
- Hunting
- Picking flowers

**Teacher Overview:** The students should already be aware that the Natchez Trace Parkway is part of the National Park system and therefore management is part of the federal government. (See lesson plan “So What is the Natchez Trace?”)

There are many issues that affect a federally protected and maintained 444 mile-long roadway the runs through three states and several metropolitan areas.

It is impossible to separate issues that affect only cultural or natural concerns as our culture affects the natural areas of the Natchez Trace Parkway.

The Natchez Trace Parkway was established to commemorate the historical significance of the old Natchez Trace. The parkway right-of-way varies from 400 to 100 feet with bulges at irregular intervals. Commercial vehicle traffic is prohibited.

Through National Park Service internal policies and guidelines and the federal historic preservation laws and regulations, the Park Service is mandated to provide for the preservation, restoration, protection, interpretation, use, study and management of significant cultural resources within the parkway.

The purpose of natural resource management, in addition to protecting a few rare or unusual species, it to support cultural and visitor use programs and to perpetuate inherent natural values.

Another objective is to maintain scenic quality along the parkway.

**Student Instruction:** Review the purpose of the National Park Service and the Natchez Trace Parkway. Review the physical qualities of the parkway.

Have the students brainstorm what they think may be some issues that would affect the Natchez Trace Parkway. Write the issues on the board or overhead as the students develop the ideas.

Discuss which issues would have definite answers or answers that are opinions. Discuss which issues would be easy or hard to research.

### Student Task:

Investigate and write a “newspaper article” report or make a display board about one of the issues discussed in class. Be sure to answer the “who, what, where, when, why and how” questions. The tricky question will be the WHY question. If your presentation is persuasive you will need to develop an opinion about your subject. If your presentation is descriptive, then you will need to know a lot of facts.

**Teacher Closure:** Conduct a class discussion as to whether or not students changed their opinions about certain issues. At the teacher's discretion, have the students give oral reports.

**Student Assessment:** Participation in the activity and quality of the report.

**Suggestions for re-teaching:** Associate issues with the Natchez Trace with other federal, state or local areas in the news. Invite a lawyer familiar with federal law to visit your classroom and have the lawyer focus on federal vs. state law. Invite a park ranger to your classroom to speak about one of the issues. (Please note that park rangers are available on a very limited basis)

**Extension:**

Visit the Natchez Trace and observe issues first hand. Invite someone from the Natchez Trace Parkway to come speak about one of the issues.

**Resources:**

Natchez Trace Parkway Headquarters, 2680 Natchez Trace Parkway, Tupelo, MS 38804,  
662-680-4027

National Park Service website [www.nps.gov](http://www.nps.gov)

National Park Service Policies <http://home.nps.gov/applications/npspolicy/index.cfm>

National Park Service Issues <http://www.nature.nps.gov/criticalissues/>

Code of Federal Regulation <http://www.gpoaccess.gov/cfr/>

Selected laws

<http://www.nature.nps.gov/RefDesk/index.cfm#Laws%20and%20Related%20Material>

Selected Executive orders <http://www.nature.nps.gov/RefDesk/index.cfm#Executive%20Orders>

NPS policies and guidelines <http://www.nature.nps.gov/policiesguidance/index.cfm>

Natchez Trace Parkway Environmental Assessments <http://parkplanning.nps.gov/search.cfm>

## Research Report Guidelines:

1. Pick a topic that is interesting to you. As you investigate possible topics, keep notes about the subject and keep track of where you find the information. It will save time later.
2. Decide if you will be reporting the facts or your opinion. This will determine the slant of your story.
3. Use different sources to obtain information. Keep good notes and be sure to keep track of references.
4. While you are deciding on a topic, look for a focus for your topic. Do not try to cover everything related to that topic. Stick to one main focus.

Follow the format below to write a (five paragraph) report.

1. Your investigation should cover the 5w's and H.
  - a. Who, what, why, where, when, and how
2. Journalists start off by grabbing your attention. This is called a lead.
  - a. Your lead should be a summary of the most important events or facts
  - b. Catch the readers' interest.
3. Your title should be exciting!
4. Your angle is your point of view.
  - a. Are you writing a fact sharing report
  - b. Are you writing about your opinion about the subject
5. Be sure all reports contain accurate facts.

## Display Board Guidelines

- Catchy Title
- Should include pictures
- Answer 5w's and H
- Bulleted information
- Possible format- question and answer
- Neat
- Attractive
  - Use constant font
  - Put information in logical arrangements