

Cultural History along the Natchez Trace Parkway



Classroom Lesson:

Who, What and Why is a National Park? (code MS WWa)

▶ **Grade Level:**

3rd- 5th

▶ **Subject Areas:**

Social Studies
Language Arts

▶ **Setting:**

Classroom

▶ **Duration:**

Two 45 minute
classes (or more)

▶ **Skills:** research,
creative thinking,
analysis, computer
skills

▶ **Vocabulary:**

National Park
Service,
preservation,
heritage

Summary: Students will research a National Park online or from printed materials and answer relevant questions on a worksheet. They will develop an advertisement for the park they researched. The Natchez Trace Parkway and the Natchez Trace National Scenic Trail should both be assigned. (Option: assign all of the National Park units in Mississippi, see Teacher Information sheet)



Materials Needed:

Access to a computer and the website www.nps.gov. (Alternative 1: Teacher-download and print out information on various national parks. Alternative 2: Student-write a letter to assigned National Park and request information.) For each Student: Copy of Advertisement worksheet, copy of Arrowhead Knowledge (for closure)

Instructional Information

3rd Grade Tennessee Grade Level Expectations Language Arts:

Media:

GLE 0301.7.1 Recognize that media can be a source of information and/or entertainment.

GLE 0301.7.2 Use media to publish and present information.

4th Grade Tennessee Grade Level Expectations Language Arts:

Communication:

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

GLE 0401.2.2 Continue to develop listening skills necessary for communication.

Research:

GLE 0401.4.1 Conduct research to access and present information.

GLE 0401.4.2 Collect, organize, and determine the reliability of researched information.

GLE 0401.4.3 Present research results in a written report.

Informational Text:

GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.

GLE 0401.6.2 Recognize the different text features of informational texts

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3rd Grade Tennessee Grade Level Expectations Social Studies:

Culture:

3.1.01 Understand the diversity of human cultures.

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

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.

3.03 Understand how to identify and locate major physical and political features on globes and maps.

3.04 Understand the geographic factors that determined the locations of and patterns of settlements in Tennessee. (If Tennessee National Park units are used)

4th Grade Tennessee Grade Level Expectations

Social Studies:

Geography:

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

5th Grade Tennessee Grade Level Expectations Language Arts:

Communication:

GLE 0501.2.2 Continue to develop strategies for expressing thoughts and ideas clearly and effectively.

GLE 0501.2.3 Explore the organizational structures of speeches.

GLE 0501.2.4 Participate in teams for work and discussion.

Research:

GLE 0501.4.1 Conduct research to access and present information.

GLE 0501.4.2 Collect, organize, determine reliability, and use information researched.

Logic:

GLE 0501.5.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.

GLE 0501.5.2 Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.

GLE 0501.5.3 Explore the concept of persuasive devices.

Informational Text:

GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies, graphic organizers, questioning text).

GLE 0501.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).

GLE 0501.6.3 Explore the organizational structures of informational texts.

Media:

GLE 0501.7.1 Recognize that media can be a source of information and entertainment.

GLE 0501.7.2 Use media to publish and present information.

GLE 0501.7.3 Understand that the choice of medium influences the message in a presentation.

GLE 0501.7.4 Be aware of how message or meaning changes when a written work is translated into a visual presentation.

5th Grade Tennessee Grade Level Expectations Social Studies:

Culture:

5.1.01 Understand the diversity of human cultures. (*go to www.nps.gov and use search word "Immigration" to reference appropriate park units*)

a. Explain how some immigrants preserved their traditional culture and created a new American culture.

b. Explain governmental efforts to restrict immigrants entering into the United States.

Geography:

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

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

5.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

Lesson Objectives: The student will: 1) learn about the concept of National Parks 2) learn why we have National Parks 3) learn the value of National Parks, 4) learn the concept of preservation 5)

learn that the Natchez Trace Parkway and the National Scenic Trails within the Natchez Trace are part of the National Park Service system. 6) locate various National Park unit on a map.

Teacher Set: The students will research information about a National Park and share it with the rest of the class. The students will obtain information from www.nps.gov or from information the teacher downloaded or from a brochure they obtained from previously from writing a request letter or email. The students will use the information to develop an advertisement for the National Park unit that they researched. The advertisement may be in the form of a poster, a song, a skit (a commercial or some other creative form). This research and report may be done in small groups. Student groups will present their advertisements to the rest of the class.

Option: Review how the Natchez Trace Parkway and the Natchez Trace Scenic Trails fit into the United States government (see Teacher Information section)

Option: Depending on skill levels the students could write 2-3 page reports on the National Park unit that they selected.

Teacher Overview: The Natchez Trace Parkway is part of the National Park Service, "which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." In "kid language" that means, "National Parks protect special places in our country so that people can enjoy them now and in the future."

Legislation to enable the Natchez Trace Parkway passed congress on May 18, 1938. Being part of the federal government, the Natchez Trace Parkway is "owned" by the people of the United States of America. The purpose of the Natchez Trace Parkway is to preserve and protect for the people of the United States of America, areas associated with an ancient Native American pathway which evolved to be a significant roadway in our country's early development.

See Teacher Information sheet for more information.

Student Task: The students will choose and research a specific unit of the National Park Service. Each group will develop an advertisement for the park unit they were assigned. At least one student or group should be assigned the Natchez Trace Parkway and the Natchez Trace National Scenic Trails. When finished, they will present their ad to the class.

Student Instruction:

Engage the students in a class discussion about the purpose of National Parks.

Discussion Questions:

1. Have you ever been to a National Park?

Answers will vary but be sure to explain that National Parks, state parks and local parks are all managed by separate governments. The Natchez Trace Parkway is a National Park Service unit.

2. Why do we have National Parks?

Answers should include: Recreation, learn about history, preserve what is important to our country.

3. What do they protect?

Answers should include: Historic and Natural areas that are important to the people of our country.

4. Can you tell me what is meant by the word preserve? (can assign student to look up word)

Answer: to keep something protected from anything that would cause its condition or quality to get worse.

Our National Parks preserve natural and historic areas that are special.

5. Can you tell me what is meant by the word heritage? (can assign student to look up word)

Answer: something that is passed down from one generation to the next.

Our National Parks preserve our country's heritage.

6. Whose treasure is it that the parks protect?

Answers should include: The people of the United States (or the world)

7. How would you define "national park"?

Answers should include: A place our government protects for everyone to enjoy.

Option: Show the students the National Park Service arrowhead and explain what each element represents (see Teacher Information Sheet)

Option: Show the students how the Natchez Trace Parkway fits into the structure of the federal government. (see Teacher Information Sheet)

Divide the students into small groups. Each small group will choose or be assigned one of 392 national park units to research. The teacher will hand out the information about each National Park (or the students will have previously written letters requesting information). The students will fill out the advertisement worksheet with information about their park. The students will develop an advertisement that applauds the special attributes of "their park".

Advertisements could be in the form of:

Poster, brochure, song, skit (like a commercial) or any other media type presentation.

Teacher Closure: Have the student groups share their advertisement with the remainder of the class. Have the entire class take the Arrowhead Knowledge quiz.

Student Assessment: Participation in the activity, completeness of their report.

Suggestions for re-teaching: Have the students make a virtual visit to <http://www.nps.gov/akso/ParkWise/Students/StudentResources.htm> .

Show portions of PBS series; Ken Burns's "The National Parks: America's Best Idea".

Extension: Have students think about a special place they may treasure. Have students create a national park out of their special place. Why is it special to them? What are they protecting? They may want to draw a map or picture, or create a collage of their Special Place National Park and give a tour of their park.

Visit the Natchez Trace Parkway or other national park and walk on a National Scenic Trail

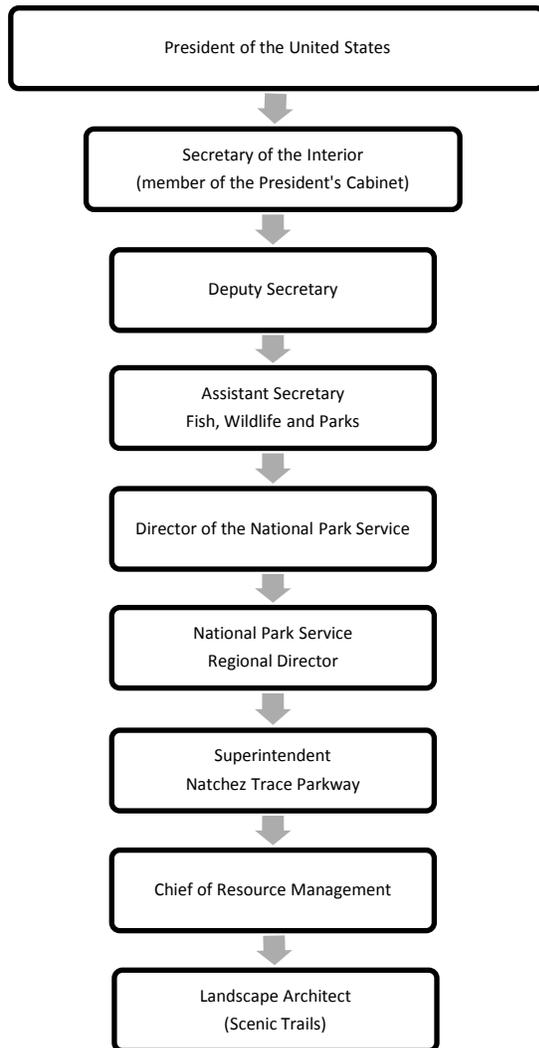
Teacher information:

National Park units in Mississippi: Natchez Trace Parkway, Brices Crossroads National Battlefield Site, Tupelo National Battlefield, Vicksburg National Military Park, Natchez National Historic Park.

The arrowhead is the official symbol of the National Park Service.

- The elements of the emblem symbolize the major facets of the national park system. The Sequoia tree and bison represent vegetation and wildlife, the mountains and water represent scenic and recreational values, and the arrowhead represents historical and archeological values.
- The arrowhead was probably first used on an informational folder for Oregon Caves National Monument published in April 1952.
- It soon gained recognition as the Service symbol and became widely used on signs and publications.
- To forestall unseemly commercial uses of the arrowhead design, an official notice, approved March 7, 1962, was published in the Federal register of March 15, 1962 (27 CFR 2486), designating it as the official symbol of the National Park Service.

Organizational tree showing how the Natchez Trace and Scenic Trails fit in with the US Government



Your Name:

Advertisement information for your National Park

1. What is the name of your National Park?
2. Where is it located?
3. Why was your park created? Was it to protect something? If so, what is being protected?
4. When was your park established as a park?
5. What kinds of activities can you do at this park?

Arrowhead Knowledge

Color in the arrowheads marking the sentences that are true about the Natchez Trace Parkway.



The Natchez Trace Parkway is a national scenic road.



The US government believes the Natchez Trace Parkway is part of our country's heritage.



Hunting is allowed on the Natchez Trace Parkway.



The Natchez Trace Parkway preserves American Indian Mounds.



There are National Scenic Trails along the Natchez Trace Parkway.



Trucks can haul freight on the Natchez Trace Parkway.



There are waterfalls on trails along the Natchez Trace Parkway.



People can pick flowers along the Natchez Trace Parkway.



The Natchez Trace Parkway is part of the National Park system.



The Natchez Trace Parkway is a state road.



The Natchez Trace Parkway headquarters is in Tupelo, MS.

ANSWER SHEET
Arrowhead Knowledge

-  The Natchez Trace Parkway is a national scenic road.
-  The US government believes the Natchez Trace Parkway is part of our country's heritage.
-  Hunting is allowed on the Natchez Trace Parkway.
-  The Natchez Trace Parkway preserves American Indian Mounds.
-  There are National Scenic Trails along the Natchez Trace Parkway.
-  Trucks can haul freight on the Natchez Trace Parkway.
-  There are waterfalls on trails along the Natchez Trace Parkway.
-  People can pick flowers along the Natchez Trace Parkway.
-  The Natchez Trace Parkway is part of the National Park system.
-  The Natchez Trace Parkway is a state road.
-  The Natchez Trace Parkway headquarters is in Tupelo, MS.