

History along the Natchez Trace Parkway



Classroom Lesson:

This Land is YOUR Land (code 412LL)

➤ **Grade Level:**

4th -12th

➤ **Subject Areas:**

Social Studies

➤ **Setting:**

Classroom

➤ **Duration:**

One class period

➤ **Skills:**

Deduction,
inference

➤ **MS Objectives:**

4th MS Studies 1 d, e
2a,c,d, 3a,b
5th SS 2,3,5
6th 1a, 3d
8th 4,5,6
Secondary
MS Studies 1, 1e,
3,3f, 4, 5
US Government
4,5,6 6a

➤ **Vocabulary:**

preservation

Summary:

Students will learn to value of the preservation of history by identifying what personally historic material objects are important to them.



Materials Needed: For each student, a copy of “Object List 1” and “Object list 2”. This sheet should be either cut in half or carefully torn in half on dotted line before students start. Pencil or pen.

Instructional Information

Mississippi Objectives:

Fourth Grade MS Studies1d) Identify the ideas and individuals that were significant in the development of Mississippi and that helped to forge its unique identity, 1e) Explain the connections between Mississippi and other states, 2a) Explain the functions, responsibilities, and histories of governments, 2c) Explain the student's role as a responsible citizen, 2d) Recognize responsibilities of the individual at home school, community and state, 3a) Describe relationships among people, places, and environments, 3b) Demonstrate spatial and ecological perspectives to life situations

Fifth grade: Social Studies: 2) Discover how democratic values were established and have been exemplified by people, events, and symbols. 3) Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools. 5) Analyze the ideals, principles, and practices of citizenship in a democratic society.

Sixth Grade: 1) Examine characteristics of societies in the Western Hemisphere and trace their development. 1a) Investigate the history and cultures of the regions of the Western Hemisphere 3) Analyze civic life, politics, and government in the Western Hemisphere 3d) Recognize the responsibilities of citizens in the regions of the Western Hemisphere.

Eighth Grade: 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

Mississippi Studies Secondary:

1) Explain how geography, economics, history, and politics have influenced the development of Mississippi. 1e) Analyze the historical and political significance of key events in our

state's development 3) Describe the relationship of people, places, and environment through time, 3f) Identify how changes in one environment can produce changes in another. 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 Government: 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. 6a) Explain the rights, roles, privileges, and responsibilities of citizens in American democracy.

Learning Objectives: The students will be able to: 1) identify significant ideas in the development of Mississippi 2) explain on responsibility of the government, 3) explain their role and responsibilities in caring for national treasures, 4) explain their role in relationship to national treasures, 4) understand their perspective relative to ecological life situations

Teacher Set: The students will strengthen the concept of the importance of preservation of the past. They will make two lists represent things important to them. One list, unknown to the students will be destroyed. The students will also participate in a discussion about history and nature quotes made by various famous people. Unknown to the students, at the end of the lesson they will destroy one of the lists that represents themselves. This will drive home the point that preservation and history are important.

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." 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.

Student Task: Students will think about objects important to them now and in the past. They will fill out the Object Lists. One list will be preserved. Do not tell the students beforehand, but the other list will be destroyed. After filling out the Object Lists, the students will participate in a discussion concerning quotes about nature and history made by various famous people.

Student Instruction:

1. Write down on Objects List 1, two objects which are important to you. The first object should have been important to you five years ago. The other object should be one that is important to you now. Fold that piece of paper in quarters.
2. Now list three objects that you like that represent you as a person. They may or may not include the objects on the folded sheet of paper. Fold that paper in half.
3. Famous Quote activity

Option 1: Divide the class into groups. Assign each group to pick out their favorite nature quotes and favorite history quote then afterwards orally share with the class why they liked these quote.

Option 2: Give each student a copy of the quotes and ask them to rank their five favorite quotes with the numbers 1 through 5. Or they can pick their favorite quote and write why they chose this particular quote.

4. Have the students tear up Object List 2. (If it is not too disruptive, have the students ceremoniously walk one by one and throw their torn lists in the trash. Or a student or the teacher can walk around the classroom and collect the scraps.)

Ask the students:

1. What would it be like if you knew NOTHING about your own history?
2. What would it be like if you knew NOTHING about your own nature?
3. Does it seem more correct to keep a record of what is and was important or just destroy everything as you “go along”?

The teacher should explain to the students that the Natchez Trace Parkway is part of the National Park Service. The purpose of the National Park Service is to “preserve and protect” the important natural and history features of our country. The National Park Service is run by the government of the United States of America; therefore each park belongs to every citizen of our country. As citizens we are stewards of the national treasures that the NPS protects. It is every citizen’s responsibility to be knowledgeable about the National Parks that their tax dollars support.

Show the students the picture of the National Park Service arrowhead and explain that this is the symbol of the National Park Service. Explain what each part of the symbol represents.

Ask the students why is it important that the citizens of the United States support the ideals of the National Park Service?

Teacher Closure: Explain that it is important for all US citizens to show concern and learn about all of the wonderful treasures our country embraces. The National Park Service is only part of a complex component of the US government that protects what is important to our country.

Student Assessment: Participation in the activities.

Suggestions for re-teaching: Visit the Natchez Trace Parkway. View portions of the PBS Ken Burn’s “The National Parks: America’s Best Idea”.

Extension: Have the students create a classroom mini-museum.

Suggestions for class discussion about quotes:

- In your own words, explain what the author is saying.
- How does the author feel about history (nature)?
- What do you think would be lost if people knew nothing about nature (history)?
- Why is it important to keep natural areas?
- Why is it important to record and study history?
- How does history help us understand what might happen in the future?
- How does nature help us live?
- Do you feel you have a responsibility in caring for history or nature?

History Quotes:

1. A people without the knowledge of their past history, origin and culture is like a tree without roots.
Marcus Garvey
2. I know of no way of judging the future but by the past.
Patrick Henry
3. A country with no regard for its past will have little worth remembering in the future.
Abraham Lincoln
4. History takes time. History makes memory.
Gertrude Stein
5. Even in high school I was very interested in history - why people do the things they do. As a kid I spent a lot of time trying to relate the past to the present.
George Lucas
6. A man acquainted with history may, in some respect, be said to have lived from the beginning of the world.
David Hume
7. We do not inherit the earth from our ancestors; we borrow it from our children.
Native American Proverb

Nature Quotes

8. Only when the last tree has died and the last river has been poisoned and the last fish been caught will we realize we cannot eat money.
Cree Indian Proverb
9. We still do not know one thousandth of one percent of what nature has revealed to us.
Albert Einstein
10. When one tugs at a single thing in nature, he finds it attached to the rest of the world.
John Muir
11. Look deep into nature, and then you will understand everything better.
Albert Einstein
12. I go to nature to be soothed and healed, and to have my senses put in order.
John Burroughs
13. All my life through, the new sights of Nature made me rejoice like a child.
Marie Curie
14. In every walk with nature one receives far more than he seeks.
John Muir

Objects List 1 – Objects cannot be people or animals

1. Name one object that was important to you five years ago.

2. Name one object that is now important to you.

When you are done, carefully fold this section in half, then in half again. Write your name on the outside.

Before you write anything on either list, cut or carefully tear on dotted line.

Object List 2 - Objects cannot be people or animals

Name three objects that represent you as a person. They may include the objects listed above.

- 1.

- 2.

- 3.
