

Cultural History along the Natchez Trace Parkway



ON-SITE LESSON:

Lost on the Trace (code 4LT)

› **Grade Level:**

4th grade

› **Subject Areas:**

Social Studies,
Geography, Mapping

› **Setting:**

Natchez Trace Parkway
Lawn – Ranger Lead

› **Duration:**

15 minutes or more

› **Skills:**

Spatial relevance,
following cardinal
directions, following
instructions.

› **AL Objectives:**

AL Studies: 1

› **Vocabulary:**

Natchez Trace,
Kaintuck, Boatman

Summary:

Using compasses and the four cardinal directions, students will race against each other to find a specific location. This lesson is designed to be done at a Natchez Trace Visitor Center but teachers may adapt it to use on school grounds.

Instructional Information

Materials Needed: (On loan from Rangers if done at Visitor Center)
Compasses. Five laminated pictures of locations on the Natchez Trace labeled with the place names temporarily attached to predetermined anchor points such as building corner, tree, bench, etc. Directional Cards (see example). These will lead students from the start point to a specific picture. Key that shows which picture matches which directional card. One picture will be bogus and no students will have directions to that destination. A marker such as a traffic cone marking a predetermined starting point.

Alabama Objectives: 1) Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.

Learning Objectives: The students will be able to: 1) Identify cardinal and intermediate directions 2) give directions using cardinal and intermediate directions so that students end up at a predetermined location 3) follow directions using cardinal and intermediate directions so that students end up at a predetermined location

Teacher Set: The students will be divided into pairs and they will pretend they are “Lost on the Trace”. They will be racing against each other to reach their destination by following the directions on a card.

Teacher Overview: Early travelers on the Natchez Trace may get off the trail and find themselves lost. A compass would help travelers to keep moving in the right direction and reach their final destinations.

Student Instruction: Have the students gather near a predetermined starting point. Give each pair of students a Direction Card in an envelope and a compass. On the go signal, students will remove their cards from the envelope and follow the directions written on them. They must start off at the marked starting point. When they reach their destinations, they should remain by the picture until a teacher checks to see if they reached the correct location.

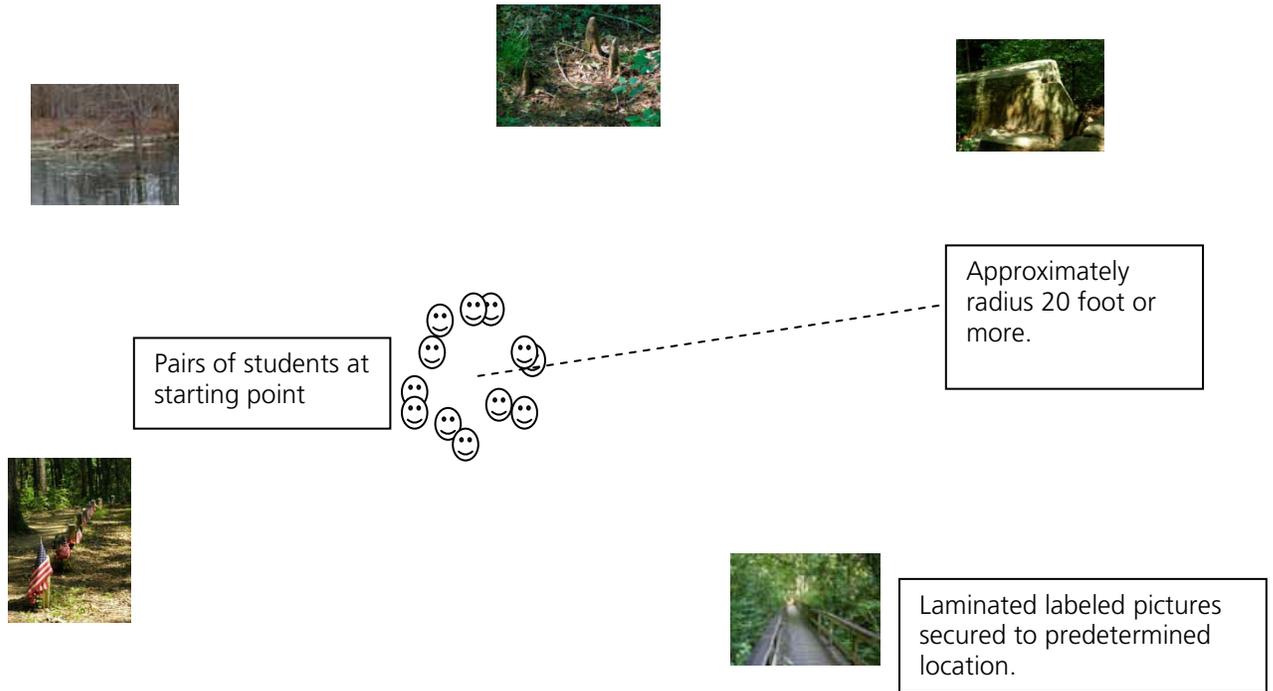
Student Task: Follow instructions and work as a team. The students will receive a card with directions and will follow the directions on it using a compass.

Teacher Closure: Ask the students to imagine following directions in a heavily forested area. Have them discuss what obstacles they might encounter along the way.

Student Assessment: Participation in the activity and success in following directions to the correct location.

Suggestions for re-teaching: Have the students participate in a similar activity on the school grounds or classroom. One student can give directions and the other student can follow them.

Example of set-up outdoor area approx 50-60 feet in diameter.



Example of Directional Card

(The "A" would match the key that the teacher/Ranger holds. It will be coordinated with a specific picture.)

Go 5 steps North. Turn to the East. Go 4 steps to the east. Turn to the Southeast. Go 2 steps to the southeast. Turn to the West. Go 4 steps to the West. Go 6 steps to the West. Turn to the Northeast. Go 10 steps to the Northeast. You should be at your destination.

A