

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
- **AL Objectives:**
Social Studies
K- 2,8,11,12
1st-
2,3,4,6,7 8

Language Arts:
K – 4,5,6,7,10,11
1st - 6, 7
- **Vocabulary:**
Kaintucks,
National Park
Service

Summary: The teacher will read How the Natchez Trace Came to Be to the students and the students will draw a picture of the Natchez Trace.



Materials Needed: How the Trace Came to Be, (printed and bound as a book, or presented as a PowerPoint, paper, pencils, crayons, markers, colored pencils. Map of the Natchez Trace Parkway.

Instructional Information

AL Objectives:

K- Social Studies(2010):

2) Identify rights and responsibilities of citizens within the family, classroom, school, and community. 8) Recognize maps, globes, and satellite images. 11) Identify symbols, customs, famous individuals, and celebrations representative of our state and nation. 12) Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.

K- Language Arts: Kindergarten: 4) Use words that describe and represent real-life objects and actions. 5) Demonstrate listening comprehension of passages, including retelling stories and answering questions. 6) Identify various forms of narrative texts, including nursery rhymes, poetry, and stories. 7) Recognize basic features of informational text. 10) Use print and non-print classroom, library, and real-world resources to acquire information. 11) Follow one- and two-part oral directions.

First Grade- Social Studies:

2) Identify rights and responsibilities of citizens within the local community and state. 3) Recognize leaders and their roles in the local community and state. 4) Identify contributions of diverse significant figures that influenced the local community and state in the past and present. 6) Compare ways individuals and groups in the local community and state lived in the past to how they live today. 7) Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment. 8) Identify land masses, bodies of water, and other physical features on maps and globes.

First Grade-Language Arts: 6) Recognize a variety of narrative text forms, including fairy tales, adventure stories, and poetry. 7) Use basic features of informational text to distinguish fact from fiction.

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 How the Natchez Trace Came to Be to the students. The teacher will make sure that the students are listening and looking closely at the pictures. The students may refer to the pictures 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: 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 national parks, monument, and historical sites

Student Instruction: The students will listen as the teacher reads How the Natchez Trace Came to Be. 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 How the Natchez Trace Came to Be. 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. Explain relevant features on the map.

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 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: 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 for 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.