

Cultural History along the Natchez Trace Parkway

Classroom Lesson: Trace Trekking Game (code 4TTG)

Grade Level:

4th grade

Subject Areas:

History

Setting:

Classroom or larger room like the cafeteria

Duration:

Two or more class periods or one period and home assignments

Skills:

Distance measurement

AL Objectives:

AL Studies: 1, 2

Vocabulary:

Kaintuck, boatmen

Summary:

The students will play a game that helps them realize how hard life was traveling the Natchez Trace in the 1800's.



Materials Needed: Official Natchez Trace Parkway map, Assignment sheet A, one each for ½ the class, Assignment sheet B, one each for ½ the class, Assignment sheet C, 60 plain sheets of paper (20 hazard spaces, 40 location spaces) AND markers, crayons, or colored pencils, rainbow 3x5 index cards, approximately 25 cards each of 5 colors (one card of each color for each student), Scratch paper and pen or pencil, Game Piece for each team of students (be creative), One die or 6 count spinner (see web sites for spinner directions), Tally sheets one of each for each team (money, health, equipment)

Instructional Information

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.
2. Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.

Learning Objectives: This lesson will review the history and location of the Natchez Trace. The students will be able to : 1) understand the hazards of travel and survival during the 19th century 2) understand the historic significance of the Natchez Trace parkway 3) (measurement option) measure distances along the Natchez Trace

Teacher Set: Explain to students that they will be developing and then playing their very own classroom size game. They will be learning about the hazards encountered by people traveling the Natchez Trace during the 1800's. This is an excellent fun review of a study of the old-southwest

Mississippi territory history in 1700-1800, especially concerning the Natchez Trace Parkway.

Teacher Overview: Explain to the students that it took much longer for early visitors to the Natchez Trace (animals, American Indians, boatmen, etc.) to travel from Natchez to Nashville. Along the way they encountered many hazards. Brainstorm and review concepts before the students complete the assignment sheets.

Student Instruction: The students will complete the assignment sheets and make game hazard cards. After they complete the cards, they will compete as teams to play the game. The classroom will serve as the game board. Each team must have a game piece to represent their team.

Measurement Option: Assign students specific game squares to design. (See Assignment C) Designs can be as simple as Place Name and Mileage, or they can be decorated with appropriate drawings or pictures.

Student Task: See "Game Instructions"

Teacher Closure: Ask students if they would prefer traveling the Natchez Trace in the 1800's or in the 2000's. Lead a class discussion as to why or why not.

Student Assessment: Participation in the activity and follow up discussion.

Suggestions for re-teaching: Have the students further research historical places and people on the Natchez Trace and write a paragraph or short report on the place or person.

Web sites for spinner directions, spinners should have 12 spaces the numbers 1-6 each shown twice

<http://www.webeans.net/hutt/gamespinners.htm>

http://www.ehow.com/how_4497320_board-game-spinner-home.html

http://www.ehow.com/how_4779618_make-spinner-game.html

Game Instructions: **The first team to reach Nashville wins!**

Set up:

Board Creation:

The students will make: (see Teacher Information and Assignments A, B & C)

20 HAZARD SPACES

40 PLACE SPACES

HAZARD CARDS

There must be a minimum of 60 game board spaces, 40 Place Name spaces and 20 Hazard Spaces from NATCHEZ (start) to NASHVILLE (finish). These will be the game board spaces. The playing board may be the classroom with the desks serving as the spaces (see diagram)

Team Assignments:

The students will be divided up into no more than 6 teams. Students will be assigned a team job. Students may rotate jobs on a team. (jobs can be combined) Each team will need an appropriate game piece to represent their team.

Team jobs include:

1. Spinner or die roller – rolls or spins for the team's turn
2. Piece Mover/ Reader – moves the team game piece and reads hazard card
3. Health keeper – keeps tabs on the health for that turn
4. Money keeper – keeps tabs on gain or loss of money for that turn
5. Equipment keeper – keeps tabs on gain or loss of equipment for that turn

Game Play:

One person from each team spins spinner or rolls the die, highest goes first, second highest second, etc.

To start the game,

1. Spinner - rolls or spins.
2. Piece Mover- moves game piece forward the number of squares indicated by the number on the die or spinner.
3. If the game piece lands on a hazard square, the Spinner spins again to find out which kind of card to take.
4. The Piece Mover/Reader takes the top card of the appropriate color and reads the instructions.
5. The Health, Money or Equipment Keepers make the appropriate adjustments to their lists.

The first team to reach Nashville wins!

Teacher Information:

This assignment can be used as a classroom, library or home assignment.

The assignment sheets are designed for the student to follow the instructions to make the hazard cards for the game. Make one assignment sheet for each student. Half of the class should have assignment sheet A and half the class should have assignment sheet B. Each student should have one of each color index card and one assignment sheet either A or B.

The entire class will do Assignment C.

Brain Storm with the students about some of the ideas they could use. There is space on the assignment sheet for students to jot ideas.

For example:

Green Card: NATURAL HAZARDS (including health). Examples Bad: snow, rain, drought, mud, fast river, swamp, sickness, broken leg. Examples Good: downhill walking, dry ground, extra energy, clear trail, “feeling groovy”, find plants to eat (1 day food).

Violet Card: MONEY CARD. Examples Bad: robbed, used money to start fire, lost it, animal stole money bag. Examples Good: Helped someone (farmer, lady, traveler, etc) and got paid, found on trail.

Yellow Card: PEOPLE CARD: Encounters with people: Examples Bad: got in fight, got tied up, given wrong directions, thrown in jail. Examples Good: Got ride in buggy, Good rest at the home of friendly farmer, made friends with another traveler.

Pink Card: ANIMAL CARD: Encounters with animals: Examples Bad: Chased by bear, Chased by mountain lion, bitten by snake. Examples Good: Caught rabbit for dinner, shot deer for dinner, found loose horse to ride, found a mule to carry supplies. Shooting small animals is worth 1 day food, large animals are worth 5 days food.

Blue Card: SUPPLY CARD: Gaining or loosing supplies: Examples Bad: lost knife, lost boot, tore rucksack, lost hat. Examples Good: found knife on trail, found fresh water, given blanket by American Indian or other traveler, invited to dinner.

Violet, Pink, Blue, Yellow, Green cards

Follow the instructions to make five cards for the Trekking the Trace game. You will be writing about traveling the Trace in the 1800's. Use your imagination!

Green Card: On the side of the card with lines, write a sentence that tells about a bad experience with *nature* that a Trace Trekker might have had. Under your sentence write the words: Go Back 2 spaces. If you want, bad experiences can also make someone lose one or two Health Points.

Violet Card: On the side of the card with lines, write a sentence that tells about a bad experience with *money* that a Trace Trekker might have had. If you want, you can make someone lose up to \$50 in one turn.

Yellow Card: On the side of the card with lines, write a sentence that tells about a bad experience with *people* that a Trace Trekker might have had. Under your sentence write the words: Go Back 2 spaces. Bad experiences with people can also make someone lose Health Points but only one or two at a time.

Pink Card: On the side of the card with lines, write a sentence that tells about a good experience with an *animal* that a Trace Trekker might have. Under your sentence write the words: Go Ahead 2 spaces. Shooting for food: small animals are worth 1 day food, large animals are worth 5 days food. Getting a “helping animal” like a horse can add up to 5 Health Points.

Blue Card: On the side of the card with lines, write a sentence that tells about a getting some kind of good *supply*: Get 2 health points. You can also put on your cards up to 5 days of food.

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Green Card: On the side of the card with lines, write a sentence that tells about a good experience with *nature* that a Trace Trekker might have had. Under your sentence write the words: Go Ahead 2 spaces. If you want, good experiences can also make someone add one or two Health Points.

Violet Card: On the side of the card with lines, write a sentence that tells about a good experience with *money* that a Trace Trekker might have had. You can make a card that adds up to \$50 in one turn.

Yellow Card: On the side of the card with lines, write a sentence that tells about a good experience with *people* that a Trace Trekker might have had. Under your sentence write the words: Go Ahead 2 spaces. A person can gain one Health Point if someone offers a bed to sleep in. A person can gain one food day and one health point if someone offers them a meal.

Pink Card: On the side of the card with lines, write a sentence that tells about a bad experience with an animal that a Trace Trekker might have. Animals can steal one, two or three days of food. Under your sentence write the words: Go Back 2 spaces. Injuries from animals can make someone lose up to 2 Health Points.

Blue Card: On the side of the card with lines, write a sentence that tells about a losing some kind of *supply*.

Students will make the 40 “Place Name Spaces” for the game board. The teacher will assign the place names for each of the 40 spaces.

Explain to the students they will be making the game board spaces.

Be sure the students know:

1. When the assignment is due
2. What size paper to use (whole sheet works well)
3. Which place name to write on the paper (see attached list)
4. Which mileage distance from Natchez to write on the paper (see attached list)
5. Whether or not they need to put drawings or illustrations on the sheet

(6). If desired, show the students the short description of their “place” that is on the back of the official Natchez Trace Parkway map, or have them research the place name.

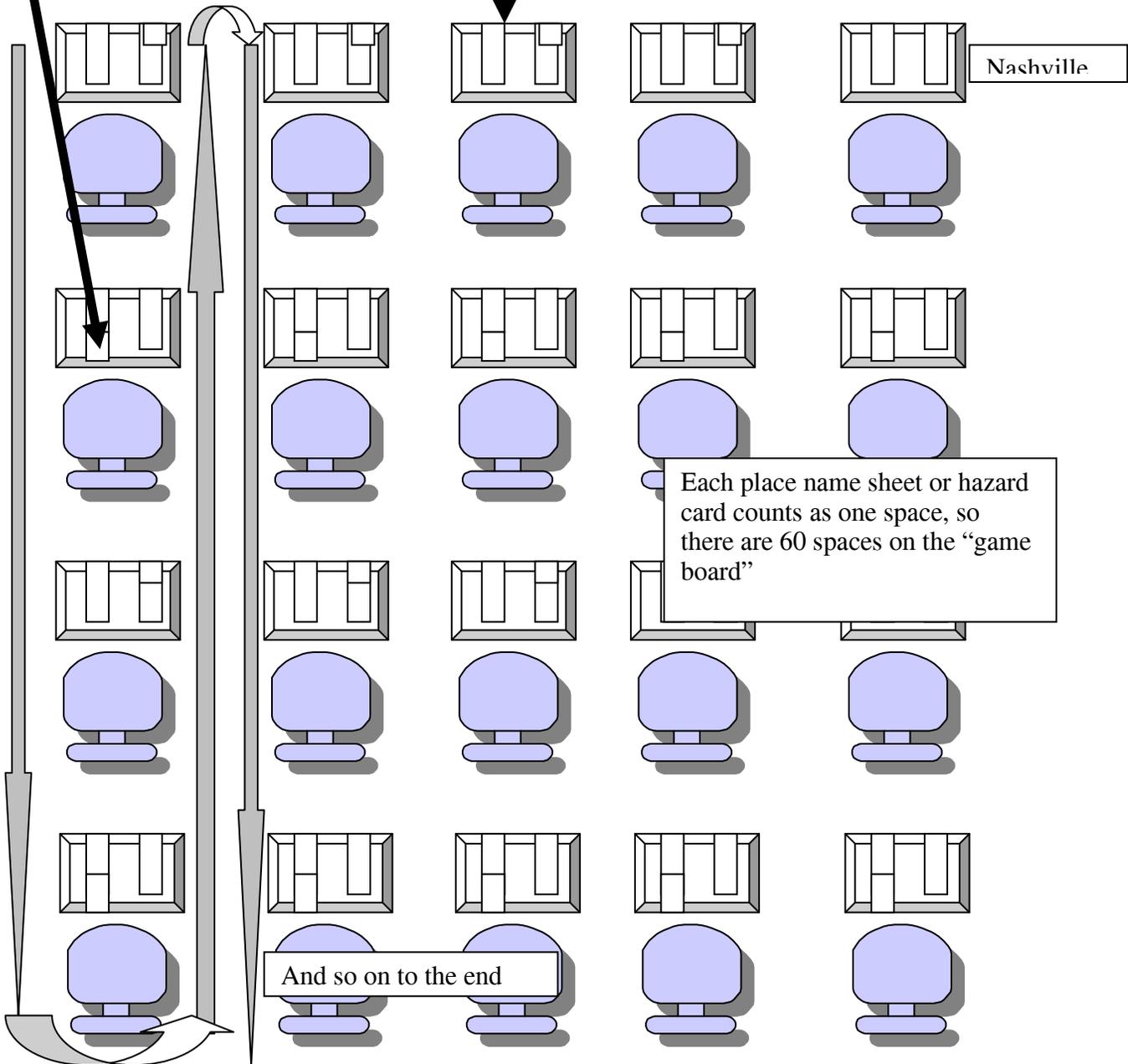
These spaces will be intermingled with 20 Hazard Spaces to make the 60 game board spaces (see suggested set up). Hazard Spaces may be blank $\frac{1}{2}$ sheets of paper.

Diagram for setup classroom with 20 student desks

Each desk would have two "Place Name" spaces, one is used as students walk up the aisle, the other when they walk down the aisle. Also, one hazard space.

Spinner or die and Hazard cards on front table.

Hazards can be a small third space since they have no writing



	PLACE NAME	MILEAGE (rounded)	STUDENT ASSIGNED
1.	Natchez	0 (start)	
2.	Elizabeth Female Academy (1818)	5	
3.	Emerald Mound	10	
4.	Port Gibson	40	
5.	Magnum Mound	45	
6.	Owens Creek Waterfall	52	
7.	Lower Choctaw Boundary	61	
8.	Dean's Stand	73	
9.	Battle of Raymond	78	
10.	Cowles Mead Cemetery	88	
11.	Choctaw Agency	101	
12.	West Florida Boundary	108	
13.	Cypress Swamp	122	
14.	Upper Choctaw Boundary	128	
15.	Robinson Road	135	
16.	Myrick Creek	145	
17.	Kosciusko	160	
18.	Bethel Mission	176	
19.	French Camp	181	
20.	Pigeon Roost	203	
21.	Line Creek Chickasaw/Choctaw Boundary	213	
22.	Bynum Mounds	232	
23.	Chickasaw Agency	241	
24.	Hernando De Soto	243	
25.	Monroe Mission	246	
26.	Tockshish	249	
27.	Chickasaw Council House	251	
28.	Chickasaw Village Site	262	
29.	Pharr Mounds	287	
30.	Cave Spring	308	
31.	Bear Creek Mound AL/MS state line	310	
32.	Buzzard Roost Spring	320	
33.	Colbert Ferry	327	
34.	Alabama/ Tennessee State Line	342	
35.	McGlamerys Stand	353	
36.	Dogwood Mudhole	367	
37.	Metal Ford	382	
38.	Old Trace	426	
39.	Garrison Creek	428	
40.	Finish near Nashville, TN	444	

Examples of 3 x 5 cards

Green Card
(bad)

You fell off a log and hurt your leg.
Lose one health point.

Violet Card
(Good)

You stop and help a farmer catch a lost cow.
He gives you \$5.

Yellow Card
(good)

A nice preacher offers you a bed to sleep in and a warm dinner.
Gain 1 Health Point and 1 Food Day

Blue Card
(bad)

You just lost the last supply that you got!
You stop to look for it but cannot find it.
Go Back 2 spaces