

Natural History along the Natchez Trace Parkway



Classroom and On-Site Lesson:

Scrapbooking the Natchez Trace (code 5SNT)

- **Grade:**
7th
- **Subject Areas:**
Science,
Language Arts
- **Setting:**
Classroom and
Trail
- **Duration:**
4-5 class periods
- **Skills:**
Research, writing,
grammar,
observation
- **AL Objectives:**
Science 1, 4, 5
Language Arts
9, 10, 12
- **Vocabulary:**
Nocturnal,
Diurnal,
Crepuscular,
Invasive, Native,
Offspring

Summary: The students will create a scrapbook of the plants and animals of the Natchez Trace Parkway.



Materials Needed: Computer Lab, Printer, materials to construct a scrapbook.

Instructional Information

Alabama Objectives:

Science: 1) Describe characteristics common to living things, including growth and development, reproduction, cellular organization, use of energy, exchange of gases, and response to the environment. 4) Describe organisms in the six-kingdom classification system by their characteristics. 5) Identify major differences between plants and animals, including internal structures, external structures, methods of locomotion, methods of reproduction, and stages of development. 6) Describe evidence of species variation due to climate, changing landforms, interspecies interaction, and genetic mutation.

Language Arts: 9) Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate. 10) Apply mechanics in writing, including commas to set off nouns of address and following introductory phrases and clauses. 12) Cite sources used in the research process.

Learning Objectives: The students will 1) research a plant or animal, 2) write a report on that plant or animal. 3) use the internet to research

Teacher Set: Each student will be assigned a plant or animal that lives on the Natchez Trace. The students will research the plant or animal to find interesting facts about it. As the students are researching, they should also find a picture of the species. When all of the assignments have been turned in, the teacher will bind the pages together to make a classroom scrapbook of the animals and plants that live on the Natchez Trace Parkway.

- **Vocabulary Words**
- Nocturnal- active at night
- Diurnal- active during the day
- Crepuscular- active at dawn and dusk
- Invasive- not natural to or invading an area
- Native- natural to an area
- Offspring- a young child or animal

Teacher Overview: Many different species of plants and animals call the Natchez Trace Parkway home. Attached is a short list of the plants and animals for the teacher to choose from for the

assignment. This list consists of animals that are commonly seen on the Natchez Trace so that students will be more familiar with them. Some of the plants on the list are not commonly seen from the road. Most are easy to recognize after being seen once. A complete list of plants and animals can be obtained by contacting the Natchez Trace Parkway Visitor Center at 662-680-4027 or go to www.nps.gov/natr.

Student Instruction: The students will research plants and animals on the Natchez Trace Parkway. The research will be done in the school computer lab. The students will combine their information to make a collective class scrapbook.

Student Task: The students will be assigned a plant or animal that lives on the Natchez Trace Parkway. The students will conduct research about the species.

They will research the information listed on the handout.

The students will be allowed one or two class periods to complete the research. Students should take notes as they research. They should keep track of appropriate source citing. After the students have all of their information gathered they will make an outline for their paper. The outline should contain all of the information they plan to use in the report. They will begin the writing process after the outline is complete. Three class periods will be allowed to complete the assignment. The report the students will turn in for a grade and to be put into the scrapbook, should be no longer than four pages. When the teacher has all of the grading completed, he or she will put the scrapbook together for the classroom. The scrapbook may be designed anyway the teacher prefers.

Teacher Closure: The teacher will allow the students to present their plant or animal to the classroom from the scrapbook. When the students are finished presenting, the teacher will display the created scrapbook in the local library or in the school library.

Student Assessment: The students will be assessed on the report they will turn in for the scrapbook. Each student will be graded individually.

Suggestions for re-teaching: If students are more advanced, assign a plant and an animal to each student and require the same information for each.

Extension: Refer to the Discover Diversity Lesson Plan. Students may orally report about their plant or animal. Visit a Natchez Trace National Scenic Trail to view the plants and animal habitat.

List of Plants and Animals

Plants

1. Dogwood Tree
2. Fern
3. Oak Tree
4. Magnolia
5. Long Leaf Pine
6. Cypress Tree
7. Bluestem Grass
8. Black Eyed Susan
9. Lyre Leaf Sage
10. May Apple
11. Poison Ivy
12. Mulberry Tree
13. Crimson Clover
14. Privet
15. Trumpet Vine

Animals

1. Hummingbird
2. Mallard Duck
3. Red-Tailed Hawk
4. Turkey
5. Mockingbird
6. Beaver
7. Deer
8. Bobcat
9. Raccoon
10. Coyote
11. American Alligator
12. Corn Snake
13. Cottonmouth Snake
14. Spotted Salamander
15. Bullfrog

Information that MUST included in report

Plants

1. What is the plant's name and scientific classification?
2. Is the plant a woody or herbaceous plant?
3. Is the plant native or invasive to the Trace?
4. Describe the adaptations that enable this plant to live where it does.
5. What kind of soil or climate does it grow in?
6. What time of the year does the plant bloom?
7. What color are the plant's flowers?
8. One fact about the plant that you find interesting
9. A picture or drawing of the plant

Animals

1. What is the animal's name and scientific classification.
2. Is the animal native or invasive to the Trace?
3. Size and description of the animal
4. Describe the adaptations that enable this animal to live where it does.
5. Is the animal nocturnal, diurnal, or crepuscular?
6. How many offspring does the animal have at one time?
7. What kind of habitat does it need?
8. One fact about the animal that you find interesting
9. A picture or drawing of the animal