

Cultural History along the Natchez Trace Parkway



Classroom Lesson:

Who, What and Why is a National Park? (code MS WWb)

▶ **Grade Level:**

6th & 7th

▶ **Subject Areas:**

Social Studies,
Language Arts

▶ **Setting:**

Classroom

▶ **Duration:**

Two 45 minute
classes

▶ **Skills:** research,
creative thinking,
analysis, computer
skills, report
writing

▶ **Vocabulary:**

National Park
Service, preserve,
heritage

Summary: Students will research a National Park online or from printed materials and answer relevant questions on a worksheet. They will develop an advertisement for the park they researched. One assignment should be the Natchez Trace Parkway and another should be the Natchez Trace National Scenic Trail. (Option: assign all of the National Park units in Mississippi, see Teacher Information sheet)



Materials Needed:

Access to a computer and the website www.nps.gov. (Alternative 1: Teacher-download and print out information on various national parks. Alternative 2: Student-write a letter to assigned National Park and request information.) For each Student: Copy of Advertisement worksheet, copy of Arrowhead Knowledge (Pre-test) copy of Match the Nation Park Unit worksheet (closure).

Instructional Information

Tennessee Learning Expectations:

6th Grade Social Studies:

Culture:

6.1.03 Appreciate the relationship between physical environments and culture. a. Identify characteristics of a physical environment that contribute to the growth and development of a culture.

Geography:

6.3.04 Understand the physical and human characteristics of place. a. Describe how physical and human processes shape the characteristics of a place.

7th Grade Social Studies:

Culture:

7.1.03 Appreciate the relationship between physical environments and culture. a. Identify characteristics of a physical environment that contribute to the growth and development of a culture. b. Compare how cultures differ in their use of similar environments and resources. c. Evaluate the effect of technology on various cultures.

Geography:

7.3.04 Understand the physical and human characteristics of place. a. Identify which features on Earth's surface are physical and which are human. b. Describe how physical, biological, and human characteristics and processes define and shape a place. c. Describe how human movement and migration influence the character of a place. d. Appraise the symbiotic relationship between the physical and human environments as they are reflected on Earth's surface.

Individuals, Groups and Interactions:

7.6.01 Understand the impact of individual and group decisions on citizens and communities.

a. Recognize that individuals can belong to groups but still retain their own identity. b. Know how to share and give opinions in a group. c. Describe personal connections to a place.

7.6.03 Understand how a geographic view is a significant tool in interpreting the present and planning for the future.

a. Identify the effects of physical and human geographic factors on current policies and issues such as land use, urban planning, and conservation issues.

Lesson Objectives: The student will: 1) learn about the concept of National Parks 2) learn why we have National Parks 3) learn the value of National Parks, 4) learn the concept of national heritage preservation 5) learn that the Natchez Trace Parkway and the National Scenic Trails within the Natchez Trace are part of the National Park Service system.

Teacher Set: The students will research information about a National Park and share it with the rest of the class. They will do this by developing an advertisement for the National Park unit that they researched. The advertisement may be in the form of a poster, a song, a skit (a commercial or some other creative form). This research and a 2-3 page report may be done in small groups.

Option: Students could do the Arrowhead Knowledge pre-lesson quiz to test their knowledge about National Parks.

Option: Review how the Natchez Trace Parkway and the Natchez Trace Scenic Trails fit into the United States government (see Teacher Information section)

Option: Depending on the skills of students, the students could write reports on the National Park unit that they selected.

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." In other words, "National Parks protect special places in our country so that people can enjoy them now and in the future."

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: The students will be assigned to research a specific unit of the National Park Service. At least one student or group should report on the Natchez Trace Parkway and the Natchez Trace National Scenic Trails. (Option: Assign all National Park units within your state.)

Student Instruction: Engage the students in a class discussion about the purpose of National Parks.

Discussion Questions:

1. Have you ever been to a National Park?

Answers will vary but be sure to explain that National Parks, state parks and local parks are all managed by separate governments. The Natchez Trace Parkway is a National Park Service unit.

2. Why do we have National Parks?

Answers should include: Recreation, learn about history, preserve what is important to our country.

3. What do they protect?
Answers should include: Historic and Natural areas that are important to the people of our country.

4. National Parks preserve our nation's heritage. What does that mean?

Heritage: something that is passed down from one generation to the next.

Preserve: to keep something protected from anything that would cause its condition or quality to get worse.

Our National Parks preserve natural and historic areas that are special.

5. Can you tell me what is meant by the word heritage? (can assign student to look up word)
Answer: something that is passed down from one generation to the next.

Our National Parks preserve our country's heritage.

6. Whose treasure is it that the parks protect?
Answers should include: The people of the United States (or the world)

7. How would you define "national park"?
Answers should include: A place our government protects for everyone to enjoy.

Option 1: Show the students the National Park Service arrowhead and explain what each element represents (see Teacher Information Sheet)

Option 2: Show the students how the Natchez Trace Parkway fits into the structure of the federal government. (see Teacher Information Sheet)

Divide the students into pairs or small groups. Each group will choose one of 392 national park units to research. They should fill out the worksheet with information about their park. The students will develop an advertisement that applauds the special attributes of "their park". They should try to convince people why they should visit their park.

Advertisements could be in the form of:

Poster, brochure, song, skit (like a commercial) or any other media type presentation.

Teacher Closure: Student groups share their advertisement with the remainder of the class.

Student Assessment: Participation in the activity, completeness of their report.

Suggestions for re-teaching: Have the students make a virtual visit to <http://www.nps.gov/akso/ParkWise/Students/StudentResources.htm>.

Show portions of PBS series; Ken Burns's "The National Parks: America's Best Idea".

Option: Lesson Plan, code HSSW covers much of the same information but if build around studying different types of Park Service units.

Extension: Have students think about a special place they may treasure. Have students create a national park out of their special place. Why is it special to them? What are they protecting? They may want to draw a map or picture, or create a collage of their Special Place National Park and give a tour of their park.

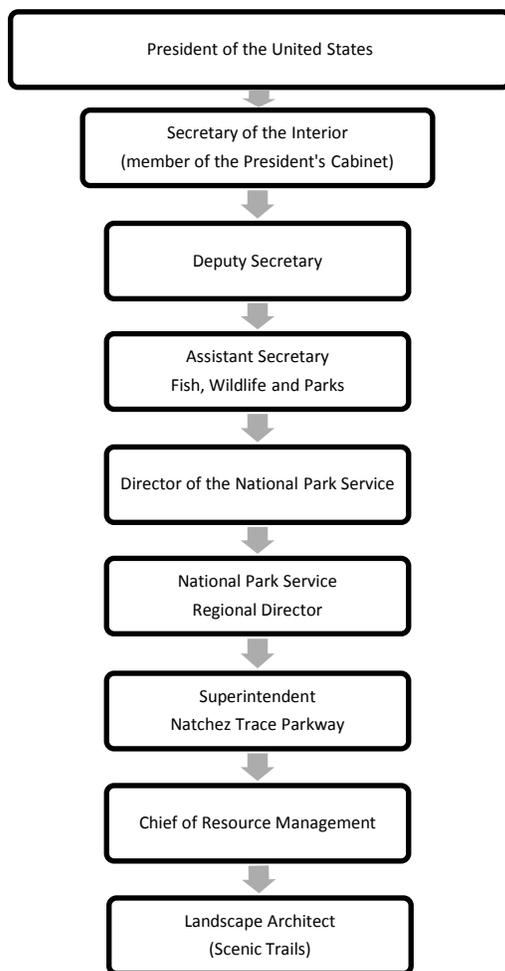
This project was financed in part by the National Park Service's CONNECT TRAILS TO PARKS program, commemorating the 50th anniversary of the National Trails System.

Teacher information: National Park units in Mississippi: Natchez Trace Parkway, Brices Crossroads National Battlefield Site, Tupelo National Battlefield, Vicksburg National Military Park, Natchez National Historic Park.

National Park Service Arrowhead: the official symbol of the National Park Service.

- The elements of the emblem symbolize the major facets of the national park system. The Sequoia tree and bison represent vegetation and wildlife, the mountains and water represent scenic and recreational values, and the arrowhead represents historical and archeological values.
- The arrowhead was probably first used on an informational folder for Oregon Caves National Monument published in April 1952.
- It soon gained recognition as the Service symbol and became widely used on signs and publications.
- To forestall unseemly commercial uses of the arrowhead design, an official notice, approved March 7, 1962, was published in the Federal register of March 15, 1962 (27 CFR 2486), designating it as the official symbol of the National Park Service.

Organizational tree showing how the Natchez Trace and Scenic Trails fit in with the US Government



National Park Service Designations: these may be reviewed orally by the teacher or used as “open book” for final worksheet.

National Park: These are generally large natural places having a wide variety of attributes, at times including significant historic assets. Hunting, mining and consumptive activities are not authorized.

National Monument: The Antiquities Act of 1906 authorized the President to declare by public proclamation landmarks, structures, and other objects of historic or scientific interest situated on lands owned or controlled by the government to be national monuments.

National Preserve: National preserves are areas having characteristics associated with national parks, but in which Congress has permitted continued public hunting, trapping, oil/gas exploration and extraction. Many existing national preserves, without sport hunting, would qualify for national park designation.

National Historic Site: Usually, a national historic site contains a single historical feature that was directly associated with its subject. Derived from the Historic Sites Act of 1935, a number of historic sites were established by secretaries of the Interior, but most have been authorized by acts of Congress.

National Historical Park: This designation generally applies to historic parks that extend beyond single properties or buildings.

National Memorial: A national memorial is commemorative of a historic person or episode; it need not occupy a site historically connected with its subject.

National Battlefield: This general title includes national battlefield, national battlefield park, national battlefield site, and national military park. In 1958, an NPS committee recommended national battlefield as the single title for all such park lands.

National Cemetery: There are presently 14 national cemeteries in the National Park System, all of which are administered in conjunction with an associated unit and are not accounted for separately.

National Recreation Area: Twelve NRAs in the system are centered on large reservoirs and emphasize water-based recreation. Five other NRAs are located near major population centers. Such urban parks combine scarce open spaces with the preservation of significant historic resources and important natural areas in location that can provide outdoor recreation for large numbers of people.

National Seashore: Ten national seashores have been established on the Atlantic, Gulf and Pacific coasts; some are developed and some relatively primitive. Hunting is allowed at many of these sites.

National Lakeshore: National lakeshores, all on the Great Lakes, closely parallel the seashores in character and use.

National River: There are several variations to this category: national river and recreation area, national scenic river, wild river, etc. The first was authorized in 1964 and others were established following passage of the Wild and Scenic Rivers Act of 1968.

National Parkway: The title parkway refers to a roadway and the parkland paralleling the roadway. All were intended for scenic motoring along a protected corridor and often connect cultural sites.

National Trail: National scenic trails and national historic trails are the titles given to these linear parklands (over 3,600 miles) authorized under the National Trails System Act of 1968.

Affiliated Areas: In an Act of August 18, 1970, the National Park System was defined in law as, "any area of land and water now or hereafter administered by the Secretary of the Interior through the National Park Service for park, monument, historic, parkway, recreational or other purposes." The Affiliated Areas comprise a variety of locations in the United States and Canada that preserve significant properties outside the National Park System. Some of these have been recognized by Acts of Congress, others have been designated national historic sites by the Secretary of the Interior under authority of the Historic Sites Act of 1935. All draw on technical or financial aid from the National Park Service.

Other Designations: Some units of the National Park System bear unique titles or combinations of titles, like the White House and Prince William Forest Park.

Your Name:

Advertisement information for your National Park

1. What is the name of your National Park?
2. Where is it located?
3. Why was your park created? Was it to protect something? If so, what is being protected?
4. When was your park established as a park?
5. Look for the terms "preservation" and "heritage" in the description of your park. Can you find it? How are these terms used? What might they mean based on how they are used? If you do not find these terms on your park's web page, look them up in the dictionary and write their definitions down. How might these words relate to national parks?

Pre-Test: What do you already know about the Natchez Trace Parkway?

Color in the arrowheads marking the sentences that you believe are true about the Natchez Trace Parkway.



The Natchez Trace Parkway is a national scenic road.



The US government believes the Natchez Trace Parkway is part of our country's heritage.



Hunting is allowed on the Natchez Trace Parkway.



The Natchez Trace Parkway preserves American Indian Mounds.



There are National Scenic Trails along the Natchez Trace Parkway.



Trucks can haul freight on the Natchez Trace Parkway.



There are waterfalls on trails along the Natchez Trace Parkway.



People can pick flowers along the Natchez Trace Parkway.



The Natchez Trace Parkway is part of the National Park system.



The Natchez Trace Parkway is a state road.



The Natchez Trace Parkway headquarters is in Tupelo, MS.

ANSWER SHEET

Pre-Test: **What do you already know about the Natchez Trace Parkway?**

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Match the National Park Service name designation with the correct description.

1. _____ These are generally large natural places having a wide variety of attributes, at times including significant historic assets. Hunting, mining and consumptive activities are not authorized.
2. _____ The Antiquities Act of 1906 authorized the President to declare these landmarks, structures, and other objects of historic or scientific interest situated on lands owned or controlled by the government.
3. _____ These areas are similar to national parks although public hunting, trapping, oil/gas exploration and extraction are still allowed. Many, without sport hunting, would qualify for national park designation.
4. _____ These usually contains a single historical feature that was directly associated with its subject.
5. _____ This designation generally applies to areas that extend beyond a single property or building.
6. _____ These commemorate a historic person or episode; it need not occupy a site historically connected with its subject.
7. _____ These are centered on large reservoirs and emphasize water-based recreation or contain open spaces in urban areas.
8. _____ These are established on the Atlantic, Gulf and Pacific coasts; some are developed and some relatively primitive. Hunting is allowed at many of these sites.
9. _____ These are all on the Great Lakes and closely parallel the seashores in character and use.
10. _____ These are roadways and the parkland paralleling the roadway. All were intended for scenic motoring along a protected corridor and often connect cultural sites.

- A. National Lakeshore
- B. National Parkway
- C. National Historic Site
- D. National Monument
- E. National Seashore

- F. National Preserve
- G. National Memorial
- H. National Recreation Area
- I. National Park
- J. National Historical Park

ANSWERS

Pre-Test: Match the National Park Service name designation with the correct description.

1. I These are generally large natural places having a wide variety of attributes, at times including significant historic assets. Hunting, mining and consumptive activities are not authorized.
2. D The Antiquities Act of 1906 authorized the President to declare these landmarks, structures, and other objects of historic or scientific interest situated on lands owned or controlled by the government.
3. F These areas are similar to national parks, public hunting, trapping, oil/gas exploration and extraction are still allowed. Many without sport hunting, would qualify for national park designation.
4. C These usually contains a single historical feature that was directly associated with its subject.
5. J This designation generally applies to areas that extend beyond a single property or building.
6. G These commemorate a historic person or episode; it need not occupy a site historically connected with its subject.
7. H These are centered on reservoirs and emphasize water-based recreation or contain open spaces in urban areas.
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