

Cultural History along the Natchez Trace Parkway



Classroom Lesson:

Trails Across America (code TAA2)

➤ **Grade:**

8th
High School

Subject Areas:

History, Geography

➤ **Setting:**

Classroom/ resource
center

➤ **Duration:**

Two or more class
periods.

➤ **Skills:**

Compare and contrast,
mapping, research

➤ **MS Objectives:**

8th Grade : 1, 4

MS Studies: 1, 3, 4

World Hist: 1, 3, 4

US Hist 1877-present:
3, 4

US Government: 1,4,5

World Geo:
1, 2, 3, 4, 5, 6,7,

➤ **Vocabulary:**

National Scenic Trail
National Historic Trail

Summary: Students will work in pairs to research National Historic and Scenic Trails and develop a compare and contrast report of two trails. Reports will be shared orally in class.



Materials Needed: For every pair of students, an official “National Trails System Map and Guide”

(<http://www.nps.gov/hfc/carto/nps-trails.htm#> or call 1800-305-7417 to check on hard-copy

availability). Information about the National Trails System (on the back of the map-brochure or online at www.nps.gov/nts). Materials to produce a written report. Option: materials to produce visual aids.

Instructional Information

Mississippi Objectives:

8th Grade: 1) Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. 4) Analyze spatial and ecological relationships between, people, places, and environments using social studies tools

MS Studies: 1) Explain how geography, economics, history, and politics have influenced the development of Mississippi. 3) Describe the relationship of people, places, and environment through time. 4) Demonstrate the ability to apply and interpret social studies tools

World History: 1750 to the Present: 1) Explain how geography, economics, and politics have influenced the historical development of various nations from 1750-present. 3) Describe the relationships of people, places, and environments through the 19th and 20th centuries. 4) Demonstrate the ability to apply and interpret social studies tools

United States History: 1877 to the Present: 3) Describe the relationship of people, places, and environments through time. 4) Demonstrate the ability to apply and interpret social studies tools

US Government: 1) Explain how geography, economics, and history have influenced the political development of the United States. 4) Describe the relationship of people, places, and environments with the government. 5) Demonstrate the ability to apply and interpret studies tools

World Geography: 1) Explain the absolute and relative location of positions of people and places in the Earth’s surface. 2) Describe the relationship among people, places, and environments by mapping information about them. 3) Recognize that the identities and lives of people and individuals are rooted in particular places and regions. 4) Describe how human settlements and structure are part of the Earth’s surface. 5) Evaluate how the physical environment is modified by

human activities. 6) Appraise how humans compete for control of Earth's surface. 7) Demonstrate the ability to apply and interpret social studies tools

Learning Objectives: The students will: 1) research National Trails System, 2) research and develop a comparison and contrast of two National Trails, 3) learn how national trails connect to the past and present histories of our country, 4) present an oral report,

Teacher Set: Students will work in pairs to research and compare two scenic trails or two historic trails (see list). They will present their reports orally to the rest of the class. Visual aids are to be encouraged. If display boards are used as part of the assignment, the teacher should obtain permission to display them in the school or at a public library.

Teacher Overview: The National Trails System was legislated in 1968. These trails provide for outdoor recreation needs, promote the enjoyment, appreciation, and preservation of open-air, outdoor areas and historic resources, and encourage public access and citizen involvement.

There are four trail designations in the National Trail System, National Historic Trails (NHT) and National Scenic Trails (NST) are established by Congress. National Recreation Trails (NRT) and connecting/side trails are recognized by the Secretary of the Interior or the Secretary of Agriculture. The trail designations are not necessarily mutually exclusive.

National Scenic Trails are continuous protected scenic corridors that offer superlative recreational experiences. National Historic Trails commemorate prominent routes of exploration, migration, trade, communication, or military action. Today they generally consist of remnant sites, trail segments, or associated structures. Most are linked together by auto tour routes. National recreation trails recognize existing trails that connect people to local resources and improve their quality of life.

These trails are legislated by the federal government and managed by the National Park Service under the executive branch of the United States government.

Student Instruction: Students will research information about their assigned pair of National Trails. They will write a report, develop visuals and report orally.

Student Task:

Students will work in pairs to research and write a 3-5 page report that compares and contrasts two trails. They should contact the National Park units that manage those trails. Contact may be made via email, phone call or letter. Students should recall, relate and utilize information that they previously learned throughout their school careers. After they have completed their reports they will present the report to the remainder of the class.

Students should include:

- Trail names, locations, cardinal directions and lengths
- What the trail represents (factually and/or aesthetically)
- History of the Trail
- Past use of the trail
- Present use of the trail
- Climate and terrain
- Environmental features
- Types of human habitations, terrain, and environments surrounding the trail (urban, rural, forest, desert, etc)
- By whom and how the trail is maintained and managed
- Any special management or use concerns

Visual aid should include

- Map of the US or region illustrating the location of the trails

Optional:

- Table of Comparisons

- Photos of the trail
- Display board posted with information

Pick from the list:

Appalachian National Scenic Trail vs. Continental Divide National Scenic Trail
 Ice Age National Scenic Trail vs. Natchez Trace National Scenic Trail
 Pacific Northwest National Scenic Trail vs. Pacific Crest National Scenic Trail
 Florida National Scenic Trail vs. Potomac Heritage National Scenic Trail
 North Country National Scenic Trail vs. New England National Scenic Trail

Ala Kahakai National Historic Trail vs. California National Historic Trail
 Iditarod National Historic Trail vs. Pony Express National Historic Trail
 Mormon Pioneer National Historic Trail vs. El Camino Real de los Tejas National Historic Trail
 Lewis and Clark National Historic Trail vs. Captain John Smith Chesapeake National Historic Trail
 Oregon National Trail vs. El Camino Real de Tierra Adentro National Historic Trail
 Juan Bautista de Anza National Historic Trail vs. Old Spanish National Historic Trail
 Nez Perce National Historic Trail vs. Trail of Tears National Historic Trail
 Overmountain Victory National Historic Trail vs. Washington-Rochambeau Revolutionary Route
 National Historic Trail
 Star-Spangled Banner National Historic Trail vs. Selma to Montgomery National Historic Trail

Teacher Closure: The teacher should explain that these trails are preserved and protected as they are important to the formation and preservation of our country. If we paved over every historic place, our country would not have a physical connection to those important icons of our past. Preserving scenic trails provides places for people to experience the beauty and the environmental framework of our land. Our National Trails connect the concrete with the aesthetic, our physical with our intellect and our history with our future.

Student Assessment: Students will be graded on the completeness and quality of their reports.

Suggestions for re-teaching: Visit the Natchez Trace Parkway (or other National Trail close-by) and if possible walk on sections of the National Scenic Trails and the historic Old Trace. Whenever studying a historical culture, location or event, relate any relevant National Trail.

Extension: Have the students develop a hypothetical plan to make a “historic” or “scenic trail” or “recreational trail” on their school grounds or neighborhood.

The mock- plan should include:

1. Trail designation
 - a. Scenic
 - b. Historic
 - c. Recreational
2. Justification for choosing the trail
3. Who would use the trail?
4. What changes in the environment need to be made to build the trail?
5. The length of the trail.
6. A map showing the location of the trail.
7. Who would need to be contacted for permission to make the trail?
8. Option: How much would it cost to build this trail?