

Natchez Trace Parkway

National Park Service
U.S. Department of the Interior

Natchez Trace Parkway
Alabama, Mississippi, Tennessee



Field Trips and Classroom Programs



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United States Department of the Interior

NATIONAL PARK SERVICE

Natchez Trace Parkway
2680 Natchez Trace Parkway
Tupelo, Mississippi 38804



IN REPLY REFER TO:

A38:15(NATR)

Dear Educators:

The National Park Service is home to some of the most spectacular landscapes, diverse species, historical, and cultural resources our country has to offer. The Natchez Trace Parkway (Parkway) is no exception to the richness of American heritage. With over 10,000 years of cultural history and millions of years of natural history, the educational opportunities are endless.

Our mission is to preserve and protect these resources. What better way is there to prepare your students to be responsible citizens and to care for their country's national treasures, than to offer quality place-based educational experiences? We are aware of the premium placed on time with your students and that time spent away from the classroom is highly scrutinized; therefore, we worked closely with local educators to create a new suite of curriculum-based field trips to compliment classroom instruction.

Each field trip experience includes pre- and post-field trip activities, multiple stations to accommodate entire grade levels, and a variety of life science, inquiry, and social studies objectives. All field trips are free of charge and through a generous donation from the National Park Foundation; we are able to provide funding for transportation expenses.

We look forward to welcoming you and your students to the Parkway.

Sincerely,

Mary Risser
Superintendent



How to Request a Field Trip or Classroom Program

Looking to book a field trip? Want a park ranger to come to your classroom? How about reserving a spot for one of our educational events: Wildlife Festival, Living History Timeline, or De Soto Encampment? All programs and field trips are free, curriculum-based, and can be requested through our website. It's easy, just follow the steps below and let the learning begin!

1. Go to <https://www.nps.gov/natr/contacts.htm>
2. Click the link for the Group Visit Request form to submit your request.

Make sure to have the following information ready:

- Grade level
 - Number of students
 - First and Second choice of dates and times
 - Any special needs, accommodation requests or medical concerns that we should be aware of.
3. Expect a response from a park ranger within one week to confirm your program or field trip.
 4. A couple of days before the scheduled program, a park ranger will contact you to confirm program details and to discuss any possible inclement weather impacts.
 5. Enjoy a fun educational experience with a park ranger!

Special Information for Field Trips to the Natchez Trace Parkway

Be prepared! Logistical information is available at www.nps.gov/natr/learn/education/classrooms/fieldtrips. Please share this information with all participating chaperons so that everyone can participate fully.



Educational Events at the Parkway

Keep an eye out for educational events! Bring your class or bring the entire grade level. Students will participate in hands-on activities, watch presentations involving live snakes, and learn how the Parkway has changed through the centuries!



Wildlife Festival in April



De Soto Encampment in September



Living Timeline in November

To make a reservation fill out a Group Visit Request form at <https://www.nps.gov/natr/contacts.htm>. Spots fill up very quickly so be sure to sign up early!



Celebrate Wildlife at the Natchez Trace Parkway



When: Thursday and Friday, April 25-26, 2019

Where: Parkway Visitor Center in Tupelo MS, milepost 266, two miles north of Highway 78/I-22

RSVP: No later than April 5, 2019

Cost of Program: FREE

Your class is invited to the Celebrate Wildlife at the Natchez Trace Parkway Visitor Center

- Programs begin at 9 am or 11:30 am each day. Programs last two hours.
- See live animals, participate in hands-on activities and learn about wildlife along the Natchez Trace Parkway.
- All activities are outdoors.
- All activities are free of charge; reservations are required.
- Bus parking is available on site.

Space is limited and reservations are required. To make reservations, submit a Group Visit Request Form found at www.nps.gov/natr/contacts no later than April 5, 2019. A ranger will confirm your reservation within a week of receiving your request. For additional information, please call (800) 305-7417.



Field Trips Offered

The Natchez Trace Parkway offers curriculum-based field trips for grades K-6.

- These field trips are designed for large groups and entire grade levels. Additional options are available for small groups and classroom visits.
- Field trips are available from 9 am-11:15 am. Afternoon times are available upon request but are limited.
- Maximum number of students is 210 and number of rotations will automatically be adjusted based on group size.
- Please be aware that all field trips include teacher-led activities. All lesson plans, materials, and schedule rotations will be provided by the park for each chaperon the day of the field trip.
- Field trip booklets, pencils, and any other materials for each student will be provided by the park the day of the field trip.
- In addition to the life science, social studies, and inquiry based field trip activities, our field trips offer pre- and post-field trip lessons and formative assessments measuring student knowledge and retention of offered activities.
- Upon scheduling a field trip, go to www.nps.gov/natr/learn/education/classrooms/fieldtrips for safety information, logistics, lesson plans, and an example of the field trip booklet. Please share this information with all other teachers and chaperons.
- If group needs to cancel for any reason, please let Parkway staff know as soon as possible and give at least 24 hours notice.
- If there is inclement weather: Programs with groups >35 will be canceled; Parkway staff will contact group day of program. Programs with groups <35 will be accommodated indoors if possible.

Unable to make it to the Parkway? Check out our free classroom ranger visits at www.nps.gov/natr/learn/education/classrooms.



Field Trips Offered:

K-1st Grade



Field Trip Booklet Example: K-1st Grade

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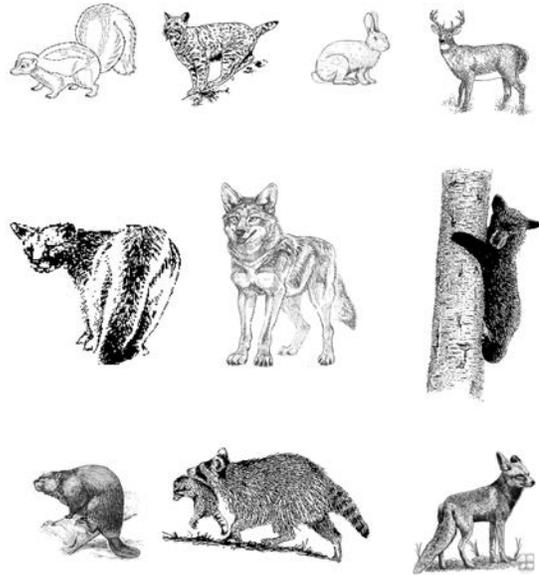
My Field Trip Guide



This book belongs to:

Animals! Colors, Shapes and Sizes

Circle your animal.



Page 1

I-Spy

Mark each item with an "X" when you find them along the trail.

Tree Fungus	Rabbit	Bird
		
Acorn	Arrowhead	Green Leaf
		
Bridge	Cars	Red Leaf
		

Page 2

Nittak Hollo Nakfish! It's Saturday!

Match the Chickasaw word to the picture.



ishki'



ofi'



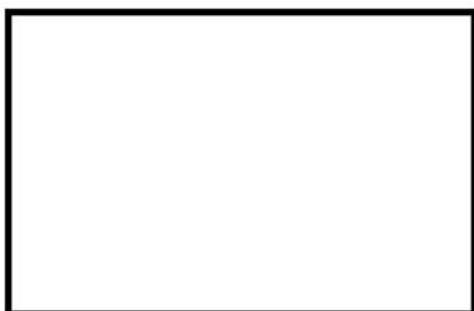
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Page 3

Field Trip Booklet Example: K-1st Grade

Symbols

Below are symbols of the National Park Service and the Natchez Trace Parkway. In the box, create your own symbol to represent your field trip.



Page 4

Traces Through Time

People who walked the Old Natchez Trace followed in the footsteps of those before them. One meaning for trace is to copy. Trace the dotted lines to discover the historical figure.



Which historical figure did you discover?

List one important thing about this person.

Page 5

American Indian Pottery

American Indians used clay to create bowls and pots in the shape of animals. These special bowls and pots were used for ceremonies and religious celebrations.



Draw or describe a special item used in family celebrations.

Page 6

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What will I tell my family about my field trip to the Natchez Trace Parkway?

Parents, there is more to enjoy...

- Special Events
- Read with a Ranger
- Junior Ranger Programs
- Pioneer Days
- Night Hikes
- and more!

All programs are free to the public. The Natchez Trace Parkway Visitor Center is located at milepost 266 on the Natchez Trace Parkway, near Tupelo, Mississippi. For additional information on current programming, please call (800) 305-7417, visit us on-line at www.nps.gov/natr or on Facebook at www.facebook.com/NatchezTraceParkwayNPS.

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Teacher-led Lesson Plan Example: K-1st Grade

“Traces through Time” Parkway film—Teacher-led

Essential Question: What makes the Natchez Trace and Parkway a special place?

State Standard: KS1a 1S1a KSS4a,b KSS5a 1SS5c

Time: 20 minutes

Subjects: Science, Social Studies

Materials: none

Vocabulary:

Wants—something you would like but CAN live without

Needs—something you CAN’T live without or have to have to survive

Purchase—using money to buy something

Trade—exchange one item for another

Culture—attitudes and behaviors of a particular social group

American Indians—an individual or group of individuals indigenous to North America

Historical Figures—a person from the past

Procedure:

- Background Information for Teachers
Students will watch “Traces through Time” film in the auditorium of the Parkway Visitor Center. The film provides an overview of the “Old Natchez Trace”, creation of the Parkway, and the plants and animals found along the Parkway.
- Teacher step-by-step
 1. Please remind students to be respectful and quiet while in the auditorium and visitor center.
 2. The film will run about 20 minutes.
 3. Once the film has ended, line students up and continue to the next station.

Conclusion:

1. Identify one nature sound and one thing that lives along the Parkway.

Teacher-led Lesson Plan Example: K-1st Grade

“Nittak Hollo Nakfish! It’s Saturday”—Teacher-led

Essential Question: How are children alike even if they come from different cultures?

State Standard: KSS5b 1SS5a

Time: 20 minutes

Subjects: Social Studies

Materials: Storybook “Nittak Hollo Nakfish! It’s Saturday” by Laura Marshall Clark, package of word flash cards

Vocabulary:

Chickasaw—American Indian tribe located in Mississippi and Oklahoma

Diversity—variety or range of different people, places, things, and ideas

Culture—attitudes and behaviors of a particular social group

Ofi’—Dog

Ishki’—mother

Itti’—tree

Procedure:

- Teacher step-by-step
 1. Take the tree, dog, and mother flashcards out and practice saying each of the words in Chickasaw.
 2. Pronunciation is on the back of the flashcard.
 3. Ask for three volunteers.
 4. As teacher reads the book, the volunteer will hold up their flashcard when the teacher reads the word correlating with the picture on their card, the class will say the word in Chickasaw.

Conclusion:

1. Why do you think Talhoffi was happy because it was Saturday? (He was getting to go visit his cousins. For the first time, he was getting to walk to his cousins’ house by himself.)
2. When Talhoffi started out, how did he feel? (Brave, strong, happy)
3. What made him feel differently? (tree branch cracking)
4. As he walked, what were some of the things that Talhoffi remembered being told? (never swim in the river alone, the cottonwood trees would guide him,)
5. How did Talhoffi feel when he finally got to his cousins’ house? (like he had conquered the wilderness)



Field Trips Offered:

2nd-3rd Grade



Field Trip Booklet Example: 2nd-3rd Grade

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My Field Trip Booklet

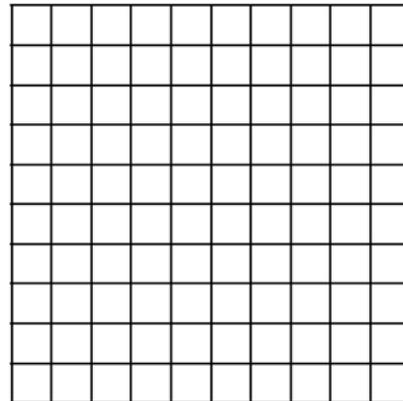


This book belongs to:

Clothespin Adaptations

Ask nine classmates what their favorite adaptation is. Then, create a bar graph of the results. Remember to label your graph!

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

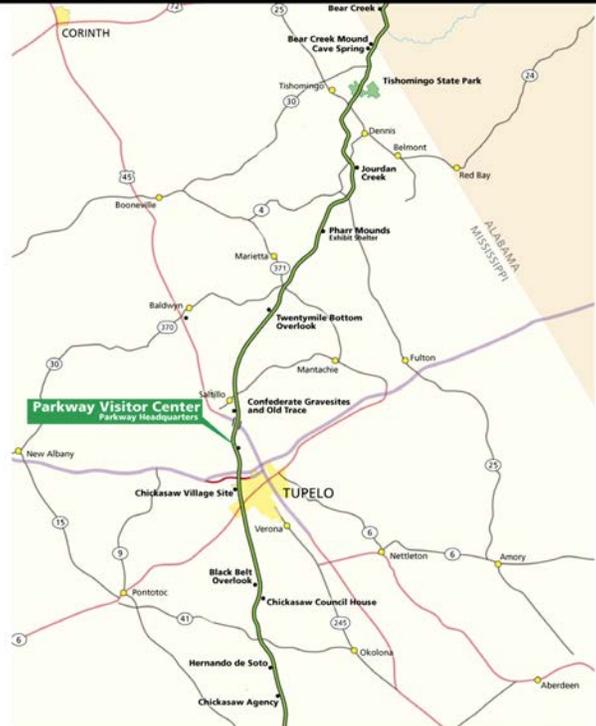


Where Do I Live?

Circle the animals found in the forest habitat. Then, add one animal that lives in the forest.



Mapping the Trace



Field Trip Booklet Example: 2nd-3rd Grade

Traces Through Time

With over a 10,000 year history, the Old Natchez Trace has seen many different groups of people. Number the images below in the order they occurred in history. Use one for the oldest. Then, write what the Trace is being used for by each group.







How has the use of the Old Natchez Trace changed over time?

Page 4

A Walk in the Woods

Mark the item when you see it on your nature walk. How many can you find?

- | | |
|---|--|
| <input type="checkbox"/> flower | <input type="checkbox"/> something curly |
| <input type="checkbox"/> something with needles | <input type="checkbox"/> a dead twig |
| <input type="checkbox"/> feather | <input type="checkbox"/> tree bark on the ground |
| <input type="checkbox"/> fern | <input type="checkbox"/> bridge |
| <input type="checkbox"/> a nature sound | <input type="checkbox"/> water |
| <input type="checkbox"/> something in a hole | <input type="checkbox"/> something growing |
| <input type="checkbox"/> something green | <input type="checkbox"/> something red |
| <input type="checkbox"/> something twisted | <input type="checkbox"/> a seed |
| <input type="checkbox"/> something flat | <input type="checkbox"/> something living |
| <input type="checkbox"/> a forest smell | <input type="checkbox"/> moss |
| <input type="checkbox"/> something smooth | <input type="checkbox"/> poison ivy |

Page 5

So Many Hats

Draw a line from the type of park ranger to the picture of that park ranger. Circle the park ranger you might like to be.



Interpretation Ranger



Law Enforcement Ranger



Resource Management Ranger



Administration Ranger



Maintenance Ranger

Page 6

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What will I tell my family about my field trip to the Natchez Trace Parkway?

Parents, there is more to enjoy...

- Special Events
- Read with a Ranger
- Junior Ranger Programs
- Pioneer Days
- Night Hikes
- and more!

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Teacher-led Lesson Plan Example: 2nd-3rd Grade

Clothespin Adaptation Game—Teacher-led

Essential Question: How do animals meet basic needs in their environment?

State Standard: 2S3a,c,e 3S3a,c,e 2S1b,e 3S1b,d,e

Time: 20 minutes

Subjects: Science

Materials: Image of a tiger, adaptation cards with clothespins

Vocabulary:

Environment—the setting or conditions in a particular place

Survival—to live; all living things need food, water, and shelter to survive.

Adaptation—changes over a long period for the purpose of survival

Basic needs—food, water, shelter

Procedure:

- Teacher—step-by-step
 1. Explain to students that animal, like us, have basic needs which are food, water, and shelter. Without these things, animals would not be able to live, or survive and animals are expert survivors. Over time, animals have changed how they look and act to be the best they can be at finding food, water, and shelter in their environment. These changes are called adaptations. We will look at some examples.
 2. Show a picture of the tiger and ask students to describe its characteristics. Then ask how these specific characteristics help the animal find food, water, and shelter.
 3. Each student will have an animal pinned to their back.
 4. The student should not know what the animal is on their back.
 5. Without talking, students will take turns gesturing the adaptations of the animal on the back of their partner while the partner tries to identify the animal.
 6. Once they have identified the animal, ask the students to guess how the adaptation helps the animal find food, water and/or shelter.

- Conclusion
 1. What might happen if an animal does not adapt to its environment?
 2. Why is it important to have lots of different animals with different adaptations?
 3. Back in the classroom, ask the students to survey their classmates and graph the results in their booklet.

Ranger-led Lesson Plan Example: 2nd-3rd Grade

So Many Hats—Ranger-led

Essential Question: What responsibilities do park employees have to their communities?

State Standard: 2SS1d 2SS3d 2SS4b 3SS1a,b,c,d,e 3SS3b 3SS4e

Time: 20 minutes

Subjects: Social Studies

Materials: LE helmet, flat hat (straw and felt), ball cap, hardhat, fire hat

Vocabulary:

Government—group of people that make decisions for the country, state, city or county

Division of labor—separation of specialized work amongst different people

Government services—service provided to the people by the government. For example: education, healthcare, emergency services, courts

Authority figure—A person that has been given responsibilities to uphold rules, laws and policies. For example: teachers, parents, law enforcement

Resource limits—the amount of the resource that can be used without consequences.

Procedure:

- Ranger—step-by-step
 1. Through the use of the different hats that are worn by park employees, we will explain the roles and responsibilities each employee plays interpretation, administration, maintenance, resource management, law enforcement
 2. Most employees of the National Park Service love their job. They work for the National Park Service because they believe in the mission – to protect these very special things and places.
 3. We are civil servants, what does this sound like to you? Civil servant is someone that is employed by the government but is not in the military.
 4. We provide a service to you. What are some government services that you can think of? Our government provides us with education, protection (armed forces, law enforcement, police officers, fire fighters), health care, food, libraries, birth certificates, shots. . .
 5. Does it make sense to have a fire fighter as a librarian? Or a park ranger giving shots at the health department? NO, right? Jobs are divided by the person’s education, training, interests and expertise. This is called division of labor. Different people are assigned to do different tasks. Do you have jobs in your classroom or at home?
 6. Who assigns the different tasks in your classroom or at home? We call this person an authority figure.
- ...Continued...

7. Just like in our communities, homes, and classroom, there is a division of labor and authority figures with the employees at the national park service. We divide jobs by interpretation and education, law enforcement, fire fighters, resources management, maintenance and administration.
8. I have a variety of different hats here. Each hat represents a different role or a division of labor. Let's see what government services each of these divisions provides
9. **Interpretive Park Ranger:** They are creative and like to be around people. Whether they give guided tours, education programs, or create park brochures and websites, they are the voice of the park. They also run the junior ranger program.
10. **Law Enforcement Park Ranger:** Taking charge and being safe is important to them. Rescuing lost visitors, helping people who are hurt and protecting park resources are just a few of the jobs that are needed on backcountry trails and along park roads.
11. **Resource Management Park Ranger:** They try to see the best way to solve a problem long-term. These jobs range from being out in the field, finding plant and animal species, to managing fire, preserving cultural resources, and designing parks.
12. **Maintenance Park Ranger:** They like to work with their hands and build things. Their job can change depending on what is needed that day, but can include removing hazards, repairing buildings, mowing, and operating heavy equipment.
13. **Administrative Park Ranger:** They are organized and detail-oriented. Jobs in administration can be anything from working on the park budget, managing property, or leading the park as a superintendent.

The national parks are home to special places. It is important that the right person does the right job so that we can serve the American people by protecting these amazing places.

- Conclusion
 1. Name two services that the Parkway provides to your community.

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Field Trips Offered:

4th-5th Grade



Field Trip Booklet Example: 4th-5th Grade

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My Field Trip Booklet



This book belongs to:

Page 1

This Land is Your Land

What resources at the Natchez Trace Parkway are worth protecting?

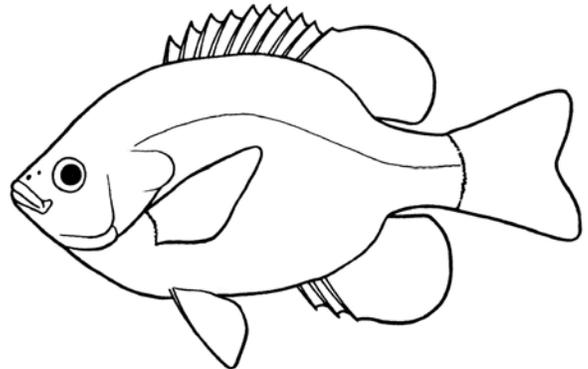
What responsibility do park rangers have to protect these resources?

What responsibilities do you have to protecting these resources?

Page 2

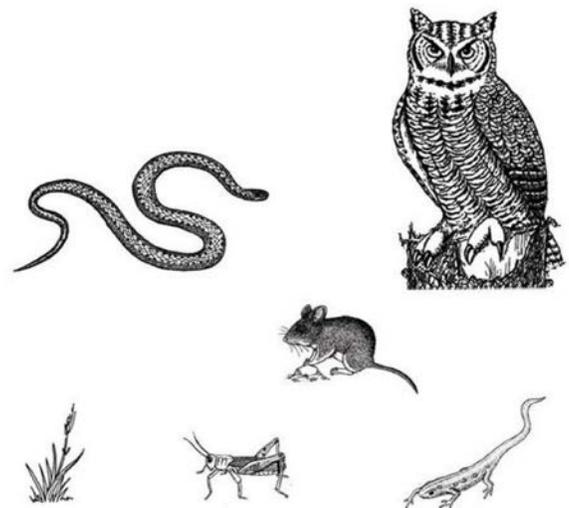
Fish Adaptations

After hearing the park ranger program about fish adaptations, circle the adaptations on the fish below. Then, write what the fish uses the adaptation for.



Web of Life

Create a food web with the animals below.



Page 3

Field Trip Booklet Example: 4th-5th Grade

Animal Olympics

Before starting each activity, predict how far, fast, high or long you can jump, run, hold your breath, or walk in a straight line. Put your prediction in the blue box.

1. A beaver can hold its breath for up to 15 minutes (900 seconds).
I can hold my breath for _____ seconds.

2. A bald eagle may have a wingspan of 7 to 8 feet.
I have a wingspan of _____ feet and _____ inches. How far can you stretch your arms?

3. A grasshopper can jump 20 times the length of its body. If you could do that, you would be able to jump 120 feet.
I can jump _____ feet in one leap.

4. A sleeping heron can stand on one leg for more than an hour. Blindfolded, I can stand on one leg for _____ seconds or _____ minutes.

5. A snake can crawl along a branch without falling off.
I can walk a straight line for _____ feet.

6. A deer can easily jump over a fence 7 feet tall.
I can jump _____ feet high.

7. Frogs can leap 120 times consecutively without stopping.
I can leap _____ times without stopping.

8. Owls have the ability to stare without blinking for hours.
I can stare down my partner without blinking for _____ seconds.

9. A hummingbird can flap their wings over 50 beats per second...some as fast as 90 beats per second. Fifty beats per second would equal 1500 beats in 30 seconds.
I can flap my "wings" _____ times in 30 seconds.

10. Alligators may look slow, but they can run up to 35 miles per hour for a very short distance. The fastest human can run 23 miles per hour. I can run to the cone and back in _____ seconds.

Page 4

Living History Timeline

Number the historic figures below in chronological order.





Page 5

Scenic Trail

While walking in the footsteps of the kaintuck, think about the statements below. After the walk, complete the sentences.

I think...

I feel...

I wonder...

Page 6

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Ranger-led Lesson Plan Example: 4th-5th Grade

This Land is Your Land—Ranger-led

Essential Question: Who is responsible for preserving nature and history?

State Standard: 4SS1a,d 4SS4a

Subjects: Social Studies

Materials: pencil, activity sheet

Vocabulary:

Preservation—to keep something as close to its natural state as possible

Procedure:

- Ranger—step-by-step
 1. Hand out materials to the students; clipboards with pencils attached, Object List sheet
 2. Instruct students to fold and tear on the line to make two halves.
 3. Instruct students to complete the Object Lists 1 & 2. Be sure to tell them to fold the halves and put their names on the outside of each half.
 4. Write down on Objects List 1, two objects that are important to you. The first object should have been important to you five years ago. The other object should be one that is important to you now. Fold that piece of paper in quarters.
 5. List three objects that you like that represent you as a person. They may or may not include the objects on the folded sheet of paper. Fold that paper in half.
 6. Collect the Object List 1 from the students. Keep them in one pile. Then collect Object List 2 from the students and throw them away. After returning from the hike, ask the students:
 7. What would it be like if you knew NOTHING about your own history?
 8. Does it seem more correct to keep a record of what is and was important or just destroy everything as you “go along”?
 9. 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 wildlife 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.” Legislation to create the Natchez Trace Parkway passed Congress on May 18, 1938. As part of the federal government, the Natchez Trace Parkway is “owned” by the people of the United States of America. The purpose of the Parkway is to preserve and protect for the people of the United States of America, areas associated with an ancient American Indian pathway that evolved to be a significant roadway in our country’s early development.
- Conclusion
 1. Ask the students why is it important that the citizens of the United States support the ideals of the National Park Service?

Teacher-led Lesson Plan Example: 4th-5th Grade

Animal Olympics—Teacher-led

Essential Question: What are some skills that humans use to play sports and that animals have adapted for survival?

State Standard: 4S1a,b,c 4S3c 5S3e

Subjects: Science

Materials: Measuring tape, stopwatches, blindfolds, yardstick, examples of some the animals

Vocabulary:

Adaptation—process of change to become better at survival in their environment

Predator—a hunter, an animal that preys on another animal, commonly a carnivore

Prey—an animal that is hunted or killed by another for food

Survival—ability to continue living in normal or difficult conditions

Food Chain—series of organisms each dependent on the next as a source of food

Herbivore—animal that eats plants

Carnivore—animal that eats flesh/meat

Procedure:

- Teacher—step-by-step
 1. Hold up a pictures of each of the animals in the activity. Discuss with the students how the animal has adapted. Adaptations and descriptions are written on the back of the picture.
 2. Have students open their field trip booklet to the animal activity sheet then, have each student write their predictions of their abilities in the blue box.
 3. In a large open area, divide the students in groups of four or as many groups as you have chaperons. Have an adult serve as the leader at each station.
 4. Inform the students that they will be competing in the Animal Olympics.
 5. Have students record their actual measurements after each event.

- Conclusion
 1. Following the olympics, reassemble as a large group and discuss differences between humans and animals.
 2. Were your predictions close to your actual measurements?
 3. What is the importance of the animal’s adaptation to the animal
 4. In what ways do humans use these “creature powers”?

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Field Trips Offered:

6th Grade



Field Trip Booklet Example: 6th Grade

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My Field Trip Guide



This book belongs to:

Page 1

Archeology Dig

Use the page below to sort the items you find.



Older
Newer



Page 2

Skins and Skulls

With a partner, write a fictional story about your animal skin. The words must be defined correctly. Try to incorporate as many of the words below as possible.

- | | |
|----------------|-------------|
| Energy pyramid | Producer |
| Carnivore | Consumer |
| Herbivore | Decomposer |
| Heterotroph | Predator |
| Autotroph | Prey |
| Ecosystem | Competition |

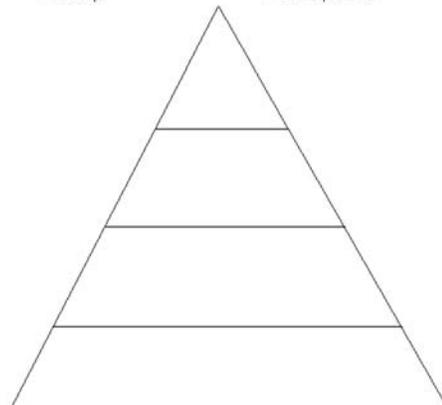
Energy Pyramid

Complete the energy pyramid below.

1. Use at least three of the organisms listed below to create a food chain

2. Place each of the following and terms in the correct location on the ecological pyramid provided

- | | |
|---|---|
| <ul style="list-style-type: none"> • Rabbit • Carrot plant • Eagle • Bear • Oats • Deer • Coyote • Snake • Omnivore • Autotroph | <ul style="list-style-type: none"> • Carnivore • Herbivore • Producer • Secondary Consumer • Primary Consumer • Tertiary Consumer • 2nd Trophic Level • 3rd Trophic Level • 1st Trophic Level • 4th Trophic Level |
|---|---|



Page 3

Field Trip Booklet Example: 6th Grade

Scenic Trail

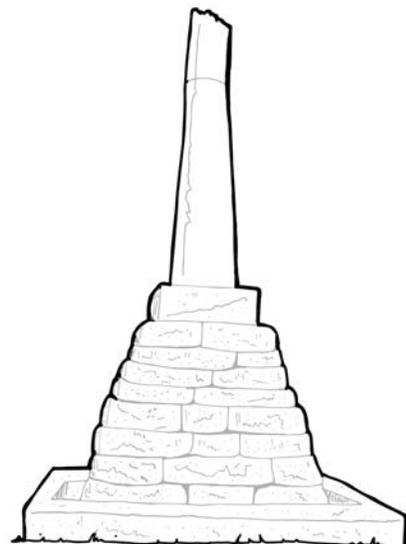
What have humans made better from the way they were in the past?

Are there things that were better in the past than they are today? Explain your answer.

Page 4

National Park Service

Meriwether Lewis died on the Old Natchez Trace on October 11, 1809. In 1848, the state of Tennessee placed a monument above his grave as a tribute to his life. Lewis spent his life serving his country. The monument is a broken column which symbolizes an amazing life cut short. Fill in the column below with the things you hope to achieve in life and circle the ones that provide a service to others.



Page 5

Oh Deer!

What do you predict will happen if you introduce disease or change the climate?

After completing the activity, record the number of deer and resources of for each of 12-15 rounds!

deer

food

water

shelter

space

Back in the classroom and on a separate piece of paper, graph the deer population. Are there any patterns? Explain your answer.

Page 6

Natchez Trace Parkway

National Park Service
U.S. Department of the Interior
Natchez Trace Parkway
Alabama, Mississippi, Tennessee



What will I tell my family about my field trip to the Natchez Trace Parkway?

Parents, there is more to enjoy...

- Special Events
- Read with a Ranger
- Junior Ranger Programs
- Pioneer Days
- Night Hikes
- and more!

All programs are free to the public. The Natchez Trace Parkway Visitor Center is located at milepost 266 on the Natchez Trace Parkway, near Tupelo, Mississippi. For additional information on current programming, please call (800) 305-7417, visit us on-line at www.nps.gov/natr or on Facebook at www.facebook.com/NatchezTraceParkwayNPS.

America's federal lands and waters are living classrooms. Make learning come alive by participating in Every Kid in Park. All current 4th graders and their families can visit national parks, monuments, seashores and more for free. Learn more at www.everykidinapark.gov

Teacher-led Lesson Plan Example: 6th Grade

Energy Pyramid—Teacher-led

Essential Question: How is energy transferred between organisms in an ecosystem?

State Standard: 6S3a 6S1b

Time: 20 minutes

Subjects: Science

Materials: two decks of riddle cards, two decks of picture cards, two sets of three boundary cones

Vocabulary:

Producer—An organism that serves as a source of food for other organisms in a food chain. Producers include green plants, which produce food through photosynthesis

Decomposer—the breaking down of parts from a whole—to decay or rot, wasting away

Primary consumer—organism, such as a grass-eating animal, that feeds on green plants or other autotrophic organisms.

Secondary consumer—An organism that feeds on primary consumers in a food chain

Tertiary consumers—An organism that feeds on secondary consumers in a food chain

Procedure:

- Teacher step-by-step
 1. Separate the students into two groups. Each group will have one deck of riddles and one deck of pictures. Pass out one deck of the riddle cards to each group.
 2. The students must first try to solve the riddle. After a couple of minutes, give each group their picture cards. These serve as hints to their riddles. Once all the students have solved their riddle, ask them to place themselves in the energy pyramid according to the trophic level indicated by their answer.
 3. The amount of energy at each trophic level decreases as it moves through an ecosystem. As little as 10 percent of the energy at any trophic level is transferred to the next level; the rest is lost largely through metabolic processes as heat. If a grassland ecosystem has 10,000 kilocalories (kcal) of energy concentrated in vegetation, only about 1,000 kcal will be transferred to primary consumers, and very little (only 10 kcal) will make it to the tertiary level. Energy pyramids such as this help to explain the trophic structure of an ecosystem: the number of consumer trophic levels that can be supported is dependent on the size and energy richness of the producer level.
- Conclusion
 1. What happened to the number of organisms in each level as you moved from the bottom to the top of the pyramid? What are factors that may cause trophic levels to increase or decrease?
 2. What will happen if you have too many tertiary consumers and fewer primary consumers or vice versa?

Ranger-led Lesson Plan Example: 6th Grade

National Park *Service*—Ranger-led

Essential Question: How are we responsible for the National Parks?

State Standard: 6SS1a 6SS2b 6SS3a

Time: 20 minutes

Subject: Social Studies

Materials: Meriwether Lewis picture, examples of civil servants

Vocabulary:

Executive Branch—responsible for carrying out the law

Judicial Branch—our courts system which is responsible for interpreting the law

Legislative Branch—creates the law

Civic duties—responsibilities as part of being a citizen

Political process—they system that is used to nominate and elect public officials

Procedure:

- Ranger step-by-step
 1. The National Park Service is part of the US Department of the Interior which is part of the Executive Branch. What is the role of the Executive Branch and who is the leader? What are the other two branches?
 2. The National Park Service was created in the Organic Act of 1916. The agency's mission as managers of national parks and monuments was clearly stated.
“...to conserve the scenery and the natural and historic objects and the wildlife 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.” Take the sentence a part and put it into plain English.
 3. Discuss the following questions with the students. We are stewards of our natural resources, what does that mean? What is our responsibility? We own the parks. Who is supposed to take care of them?
 4. Make a connection between Meriwether Lewis and the Natchez Trace Parkway.
 5. Meriwether Lewis was a steward of national resources was the co-captain of the Corps of Discovery His journals from the expedition contained notes about the plants, animals, and people they encountered on their journey. Several animals that were identified by Lewis are now named after him.
 6. Stewardship is a form of service. Park service employees are public servants. What does that sound like to you? In your own words what is a servant?
 7. Does being a servant have to be a full time job? Can *you* serve the National Park Service?
- Conclusion
 1. How can we become involved in serving the people, places and things that are most important to us?



Parkway Education Programs



The Natchez Trace Parkway offers free curriculum-based field trips and classroom programs from Pre-K through Grade 12. Students will get a unique experience by learning from a park ranger with hands-on activities in a national park environment. On-site programs take place at the Parkway Visitor Center, milepost 266, Tupelo, MS, and are scheduled from 9:00 am-11:30 am. Afternoon programs may be available upon request, but are limited.

How to Request a Program

1. Go to <https://www.nps.gov/natr/contacts.htm>
2. Click the link for the Group Visit Request form to submit your request.
3. Expect a response from a park ranger within one week to confirm your program or field trip.
4. A couple of days before the scheduled program, a park ranger will contact you to confirm program details and to discuss any possible inclement weather impacts.
5. Enjoy a fun learning experience with a park ranger!

Field Trips Offered

Field trips for grades K-6 are pre-structured and will be automatically adjusted according to group size. The maximum number of students is 210. Teachers will lead at least one activity during the field trip. (*) Indicates a ranger-led rotation.

K - 1st Grade

- Animals! Color, Shape, and Size*
- Symbols and How the Natchez Trace Came to Be*
- Nittak Hollo Nakfish! It's Saturday!
- "Traces Through Time" Parkway Film
- Scavenger Hunt
- American Indian Pottery

2nd - 3rd Grade

- Where Do I Live? *
- So Many Hats*
- Map the Parkway
- "Traces Through Time" Parkway Film
- Silent Walk on Beech Spring Loop Trail
- Clothespin Adaptation Game

4th - 5th Grade

- Skins and Skulls*
- This Land is Your Land*
- Web of Life
- Salamander Life Cycle
- Living History Timeline
- Natchez Trace National Scenic Trail

6th Grade

- Enviroscape*
- National Park Service*
- Energy Pyramid
- Old Trace Trail
- Classification Kingdom
- Oh, Deer!

Natchez Trace Parkway

National Park Service
U.S. Department of the Interior

Natchez Trace Parkway
Alabama, Mississippi, Tennessee



We offer additional options for small groups and classroom programs. The programs listed below can be requested as field trips at the Natchez Trace Parkway, or as ranger-led classroom program! The 15-minute park film and a 20-minute teacher-led trail can also be added to programs at the Parkway.

Program Name	Grade Level	Length	Description	Subject
Read with a Ranger	Pre-K	45 minutes	Choose from over 10 stories to listen to, then participate in a fun hands-on activity. Students can learn about habitats, conservation, bats, amphibians, comparing/contrasting, communities, and more!	Science
Skins and Skulls	K - 8th	30 mins - 1 hour	Learn different adaptations of various mammals that live along the Parkway. Compare teeth of herbivores, carnivores, and omnivores. Students will also be able to touch real mammal furs and skulls.	Science
Boatmen of the Natchez Trace	K - 8th	30 mins - 1 hour	Examine the items that the Kaintucks would have been carrying while walking all 444 miles of the Old Trace in the early 1800s. Discuss what items you would take with you on such a trip; which items are necessary to survive and which are luxuries?	Social Studies
Animals! Color, Shape, and Size	K - 1st	45 minutes	Students will try to match pictures of animals with real animal skins. They will need to be able to describe specific traits the animals exhibit to determine which skin belongs to which animal.	Science
Symbols and How the Natchez Trace Came to Be	K - 1st	45 minutes	Explore the world of symbols by looking at the National Park Service arrowhead and Natchez Trace Parkway Postrider logos and discovering what each part of the logos represent.	Social Studies
Where Do I Live?	2nd - 3rd	45 minutes	Discover how you can determine what kind of habitat an animal may live in based on the adaptations it has. Students will learn about various habitats and the traits needed to survive in them.	Science
So Many Hats	2nd - 3rd	45 minutes	Learn about the different kinds of park rangers that work at the Natchez Trace Parkway and how the rangers interact and serve their communities.	Social Studies
Adaptation Game	2nd - 3rd	45 minutes	Guess what animal you are based on the adaptation described to you.	Science
Fashion a Fish	4th - 5th	45 minutes	Identify the characteristics and adaptations specific to fish. Find out how the body shape can tell you what a fish may eat or how they move through the water.	Science
This Land is Your Land	4th - 5th	45 minutes	Learn the importance of preservation of natural and cultural resources. Discuss how learning about events from the past can help protect the future.	Social Studies
Digging History	6th Grade	45 minutes	Learn about archeology along the Parkway and “dig” for “artifacts” in tubs of dirt. This program can be messy.	Social studies
Water Cycle	6th grade	45 minutes	Water Cycle - Play a game that will help you realize that the water cycle is more complex than you thought.	Science
Meriwether Lewis: Death on the Trace	9th - 12th	1 hour	Learn about Lewis’ final days on the Natchez Trace, his death, and the events that led to his death by suicide. Students will evaluate sources and determine whether primary sources can be better than others.	Social Studies, ELA
Careers in the National Park Service	9th- College	30 mins - 1 hour	Learn about the different career opportunities within the National Park Service and how to apply for positions with the federal government. This program can also be modified as a booth at a career fair.	Social Studies