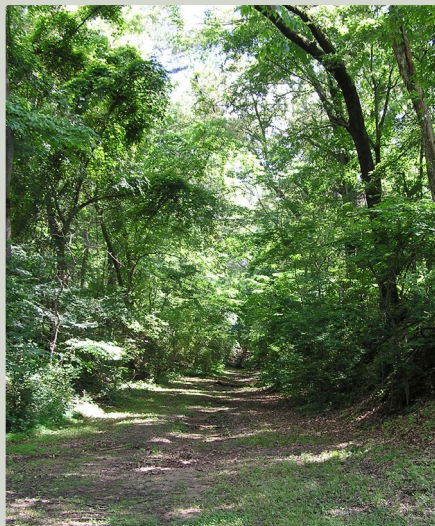


FOOTPRINTS IN THE DUST

THE NATCHEZ TRACE



1541
TO
TODAY




mac
mississippi arts commission



About the Natchez Trace

Thought to be over 8,000 years old and originally created by herds of bison, the 400-mile stretch that is known as the Natchez Trace cuts a diagonal path from Natchez, Mississippi through Tupelo, across the northwest corner of Alabama, ending outside of Nashville, Tennessee. The scenic path cleared of undergrowth by animals was further blazed by Native Americans and early European settlers leading to populating the Mississippi Territory and the eventual inclusion of the state of Mississippi as a part of the United States in 1817. The development of steamboats improved the speed of travel and led to the demise of the Trace by the early 1830s and for nearly a century, the once highly traveled road became overgrown and disjointed. Spearheaded by the efforts of state chapters of the Daughters of the American Revolution beginning in 1909, complete paving of the Natchez Trace Parkway was finally achieved in 2005.

A timeline and chronology of the Natchez Trace Parkway can be found at the back of this curriculum.

About the Natchez Trace Curriculum

Drawn from resource materials developed by Althea Jerome, Kathryn Lewis, and Linda Whittington, the following five arts-integrated lessons will focus on the geographical, historical, social, and economic development of the Natchez Trace. Bringing visual art, music, theatre, dance, and media arts to this curriculum provides support to an ever-growing bank of resources for educators.

Acknowledgements

With deep gratitude, the Mississippi Arts Commission would like to thank Dr. Mark Malone for the generous gift of this curriculum. Dr. Malone selflessly donated his time and talent in crafting this curriculum and even funded its graphic design as a 50th birthday gift to MAC. This gift speaks to Dr. Malone's deep commitment to the greater cause of arts learning for all children. MAC is grateful for this gift that has the potential to impact children for many years.

MAC would also like to thank and acknowledge the original creators of an arts-integrated unit on the Natchez Trace titled Whole Schools Initiative-Interactive Interdisciplinary Thematic Unit: Footprints in the Dust – The Natchez Trace. Althea Jerome, Kathryn Lewis, and Linda Whittington were the creators and visionaries behind this unit, on which much of this curriculum is based. Without this bedrock of preceding work, this curriculum would not exist in its current form.

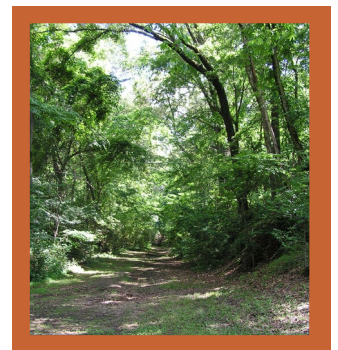
For all those who have contributed in a multitude of ways to this curriculum, we at the Mississippi Arts Commission thank you.

Curriculum Design - Dr. Mark Malone, University of Southern Mississippi

Project Director - Charlotte Smelser, Mississippi Arts Commission

Graphic Design - Lucy Hetrick, Saint Lucy Design

Curriculum Editor - Anna Ehrgott, Mississippi Arts Commission



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How to Use the Curriculum

This curriculum is based on a previous interdisciplinary thematic unit of study.

The five lessons which comprise the curriculum follow the development of the Trace from its earliest geographic pathways to a modern transport byway and scenic drive. These lessons align with the Mississippi Department of Education's College- and Career-Readiness Standards for Social Studies, English Language Arts, Dance, Media Arts, Music, Theatre, and Visual Arts.

Lessons are written targeting 8th grade learning standards, but have been written so that small modifications can be made to support learning at all levels.

For the greatest learning potential, it is recommended that the lessons be taught sequentially. However, lessons can also be taught individually to meet specific educational needs.

Web links are included throughout the curriculum. The sites provide additional materials to support the learning experience. Please be advised that links to websites can sometimes include content other than the intended resource information. For that reason, all links should be previewed by teachers prior to encouraging students to visit the sites. Please note that MAC is not responsible for, nor does the agency endorse, all content contained in the web links listed in this document.

A Message from Mississippi Arts Commission Executive Director Malcolm White

Greetings from the Mississippi Arts Commission,

It is a pleasure to share with you Footprints in the Dust: The Natchez Trace, an arts-integrated curriculum that follows this historic pathway from pre-history to the present day. A hallmark of many worthy projects, this curriculum exists in its present form due to the generosity and vision of those who came before us.

Dr. Mark Malone has graciously researched, written, and funded the design of this curriculum as a beautiful and lasting 50th birthday present to the Mississippi Arts Commission. We are grateful for this amazing gift, of which the ultimate beneficiaries are the children of Mississippi who will learn about the history of this important road using the power of the arts. We are further indebted to the ingenuity of Althea Jerome, Kathryn Lewis, and Linda Whittington for developing the original materials on which this curriculum is heavily based. Their passion for and commitment to arts-integrated education in our state leaves a rich legacy for future generations.

Using this curriculum, students will learn about our state's most storied roadway through the avenues of music, drama, dance, and visual art. Mississippi's creativity has always been its great strength, and it is fitting that we teach our state's youth about important elements of our past in a way that speaks to this artistic heritage while utilizing the time-tested and data-driven results of arts-integrated instruction.

We hope that educators and students alike will enjoy the journey of this curriculum. Like the Natchez Trace itself, these lessons may lead down unexpected and exciting paths. We hope it inspires you and those you teach to chart a creative course to your destination, wherever and whatever that may be.

Artfully yours,

A handwritten signature in dark ink, appearing to read 'Malcolm White', with a stylized, flowing script.

Malcolm White

FOOTPRINTS IN THE DUST
THE NATCHEZ TRACE

LESSON 1

**GEOGRAPHY EMPHASIS-
MISSISSIPPI TERRITORY
1798-1817**

LESSON I

GEOGRAPHY EMPHASIS- MISSISSIPPI TERRITORY 1798-1817



LESSON OVERVIEW

Students will explore the geography of the Mississippi Territory and discover early settlers in the area in 1798. They will learn about events that led to statehood in 1817.

Pictured Above: Old Trace near Natchez, MS

★ STANDARDS ★

Mississippi CCR Arts Learning Standards for Dance:
DA:Pr4.1.8, DA:Pr5.1.8, DA:Pr6.1.8, DA:Cn11.1.8

Mississippi CCR Arts Learning Standards for Music:
MU:Pr4.1.8, MU:Pr4.2.8, MU:Pr5.1.8, MU:Pr6.1.8,
MU:Cn11.0.8

Mississippi CCR Arts Learning Standards for
Theatre:TH:Cr1.1.8, TH:Cr2.1.8, TH:Cr3.1.8, TH:Pr5.1.8,
TH:Pr6.1.8, TH:Cn11.1.8

Mississippi CCR Arts Learning Standards for Visual
Arts: VA:Cr1.1.8, VA:Cr1.2.8, VA:2.1.8, VA:Cr3.1.8,
VA:Pr5.1.8, VA:Cn11.1.8

Mississippi CCRS Standards for the Social Studies:
8.1.4, 8.1.6, 8.5.1, 8.5.2, 8.5.3, 8.6.2, 8.6.3, 8.6.5,
MS.1.1, MS.1.2, MS.1.4-5, MS.11.3

Mississippi CCRS ELA Grade 8: W.8.2a-f, W.8.7,
W.8.8, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6,
L.8.1, L.8.2, L.8.3, L.8.4, L.8.4c, L.8.5, L.8.6.

TSW - The student will | TTW - The teacher will

OBJECTIVES

1- The Students Will (TSW) locate the following on a blank map of the Mississippi Territory:

- Mississippi-Alabama State line (with dotted line indicating northern pre-state Mississippi-Tennessee line)
- Mississippi River, Perdido River, Pearl River, Tombigbee River, Tennessee River, Gulf of Mexico
- West Florida (French), East Florida (Spanish)
- Mississippi, Alabama, Tennessee, Georgia, Arkansas, Louisiana
- Natchez Trace

2 - TSW explain the lives of early pioneers in the Mississippi Territory in terms of clothing, modes of travel, homes, crops, and other food sources through a live performance involving narrators, actors, singers, and dancers.

PROCEDURES

1 - The Teacher Will (TTW) create an interactive floor map. (See Resource 1.1)

- Use bulletin board paper and blue painter's tape to connect several sections together.
- Draw a huge map of the Mississippi Territory.
- Cut out the Mississippi Territory with scissors to create a template.
- Lay the Mississippi Territory template on the floor and outline with blue painter's tape.
- Remove the template for use in the lesson.

2 - TTW invite students to infer what is shown in the floor map.

(Expect answers such as: Mississippi, Alabama, Mississippi River, Gulf of Mexico, adjoining states, et. al.)

3 - TTW ask students to name the land mass and indicate when it was established.
(Mississippi Territory, 1798)

4 - TTW encourage students to brainstorm a time-line in United States history up to 1798.

(Expect answers such as: early explorers from 1492 into early 1500s, first permanent settlement in 1565, 1607 founding of Jamestown, 1620s Pilgrims and Puritans in Massachusetts, 13 colonies, French and Indian War 1754-1763, Revolutionary War 1775-1783, addition of Vermont in 1724, Kentucky in 1792 and Tennessee in 1796, and others)

5 - TTW provide students with maps of the southeast United States and using any color streamer (except blue), have students identify and mark the following:

- Mississippi-Alabama state line
 - the *original northern state line boundary with a dotted-line (small strips of streamer)
- *Provide first map of Mississippi Territory. (See Resources 1.2 and 1.3)*

6 - The Students Will (TSW) use blue streamers to identify and mark the following:

- Mississippi River
- Pearl River
- Tombigbee River
- Tennessee River
- Perdido River

7 - TTW instruct students to create name cards to label the following places on the map:

- East Florida (Spanish)
- West Florida (French)
- Gulf of Mexico
- Mississippi River
- Pearl River
- Tombigbee River
- Tennessee River
- Perdido River
- Mississippi
- Alabama
- Louisiana
- Tennessee
- Georgia
- Arkansas

(See Resources 1.4 and 1.5)

8 - The teacher will briefly explain that the Natchez Trace was the first highway in the Mississippi Territory. Divide the class into groups of 5 students, provide current Mississippi maps, and assign each group segments of the road to investigate. Have the class vote on a distinctive streamer color and expect each group to carefully mark the interactive map to indicate the entire length of the Natchez Trace. For instance: Natchez to Clinton, Clinton

to Kosciusko, Kosciusko to Tupelo, Tupelo to Tennessee line, Tennessee line to Nashville.
(See Resources 1.6, 1.7 and 1.8)

9 - Utilizing the same groups as in Procedure 8, TTW encourage students to brainstorm the following information regarding the segment of the Natchez Trace each group indicated as a Pre-Assessment:

- Native American Tribes living in the area
- First European settlers
- Geography of the region
- Other facts deemed important

Collaborative Learning A: Investigate the clothing worn and modes of travel used by settlers moving to the Mississippi Territory around 1798. Determine what type of homes the pioneers would build, crops grown, and other sources of food in Mississippi segments of the Natchez Trace (the entire length of the road). Assign the topics to small groups to conduct research and write a script to present the information. Draw and paint pictures to enhance the project. Select narrators to report, and actors to create a tableau to give life to the history.

Collaborative Learning B: Learn the first verse and chorus of the song, "Oh, Susanna", written by Stephen C. Foster in 1848, that suggests travel through Mississippi. Use the adapted instructions below to learn the dance movement. Make selections for dancers, singers, as well as students to perform the lyrics on the Interactive Map and perform. Choose singers and dancers to add the dance to the presentation in Collaborative Learning A. Investigate other dances that might have been popular during the time of the early colonization history of Mississippi (1699-1830s).
(See Resource 1.9)

Lyrics with *Dance Movements (take partners and form a circle with Partner 1 on the left):

I've come from Alabama

Partner 1-three steps into the center, clap/kick on beat four

with a banjo on my knee,

Partner 1-four steps back to place

I'm goin' to Lou'si-ana

Partner 2-three steps into the center, clap/kick on beat four

My true love for to see.

Partner 2-four steps back to place

It rained all night the day I left

Partner 1-three steps into the center, clap/kick on beat four

The weather it was dry.

Partner 1-four steps back to place

The sun so hot I froze to death

Partner 2-three steps into the center, clap/kick on beat four

Susannah, don't you cry.

Partner 2-four steps back to place

Chorus:

Oh! Susannah. Oh don't you cry for me,

Partners face each other extend right hands, pass through, extend left hand to the next person (Grand Right and Left** with 4 people that includes initial partner)

I've come from Alabama with a banjo on my knee.

Partner 2 swings around beside Partner 1 (now going counter-clockwise), partners take hands like 2 skaters and Promenade**. At the end of the singing form a circle and the dance begins again with a new partner.

For variety—perform a Grand Right and Left on the chorus with 7 people (called Lucky 7), and repeat the chorus for the Promenade.

**Adapted from The Handy Play Party Book,*

MATERIALS

- bulletin board paper
- markers
- scissors
- blue painter's tape
- streamers of different colors
- construction paper or card stock for creating map labels
- art paper for drawing/painting

ASSESSMENT

Formative Assessment:

Students will successfully complete all the requirements of the objectives. TTW act as a guide/facilitator for student understanding, critique student work, and suggest direction for projects and other student learning outcomes.

Summative Assessment

1 - Given a blank map of the Mississippi Territory, TSW label the following:

- Mississippi-Alabama State line (with dotted line indicating northern pre-state Mississippi / Tennessee line)
- Mississippi River, Perdido River, Pearl River, Tombigbee River, Tennessee River, Gulf of Mexico
- West Florida (French), East Florida (Spanish)
- Mississippi, Alabama, Tennessee, Georgia, Arkansas, Louisiana
- Natchez Trace

2 - TSW present information about early pioneers in the Mississippi Territory in terms of clothing, modes of travel, homes, crops, and other food sources in a live performance involving narrators, actors, singers, and dancers. (Collaborative Learning A and B).

**Rohrbough, L. and Riddell, C., Handy Play Party Book, Burnsville, NC: World Around Songs, Inc., 1982.*

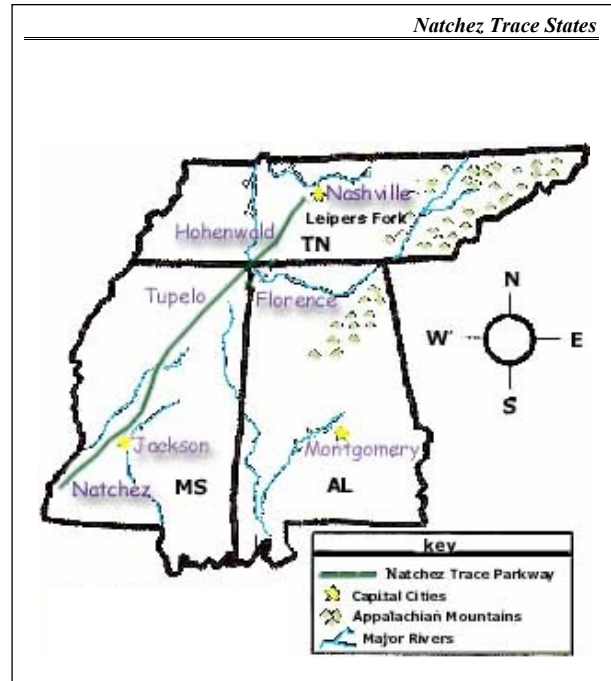
*** Grand Right and Left and Promenade are square dance terms and designate specific movements.*

LESSON ONE RESOURCES

IMAGE 1.1

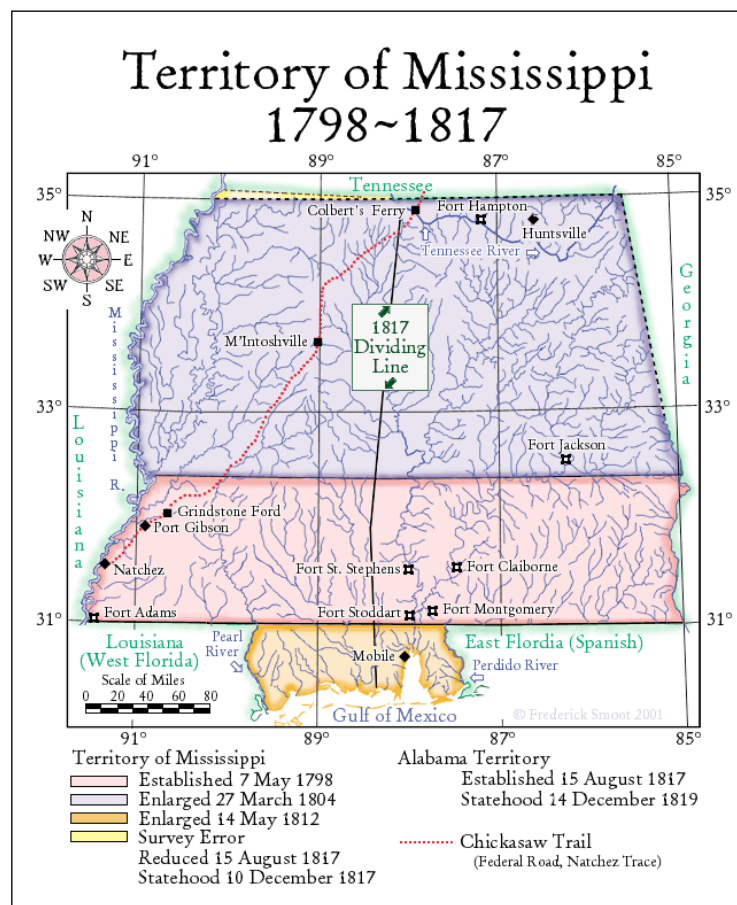


IMAGE 1.3



Source: <http://www.searchus.com/parkway/>

IMAGE 1.2



Source: <http://www.tngenweb.org/maps/ms-terr.html>

Photography by Althea Jerome

LESSON ONE RESOURCES

IMAGE 1.4

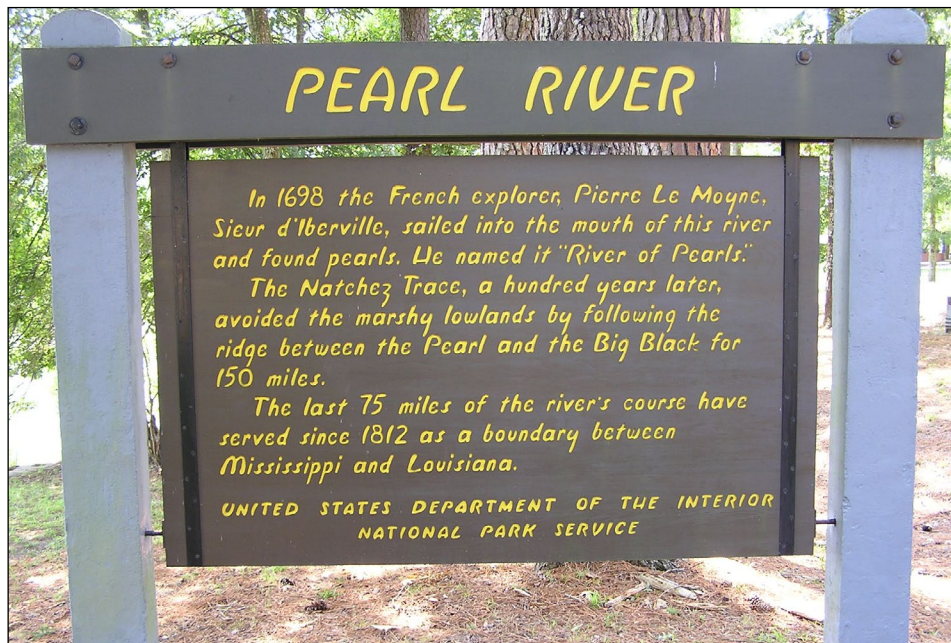


IMAGE 1.5



Photography by Althea Jerome

LESSON ONE RESOURCES

IMAGE 1.6

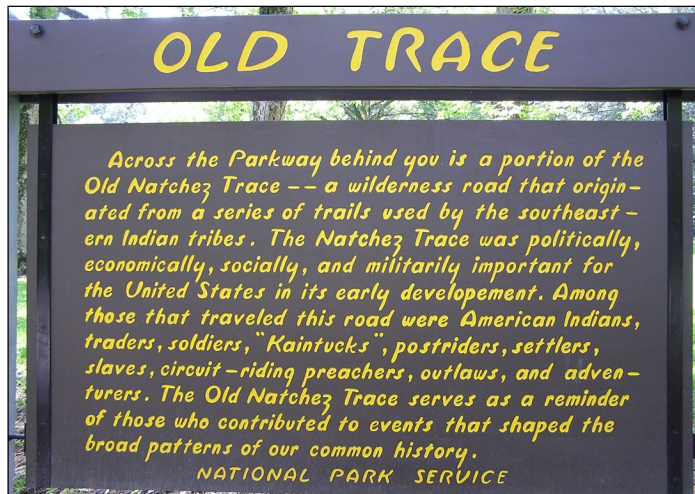


IMAGE 1.7

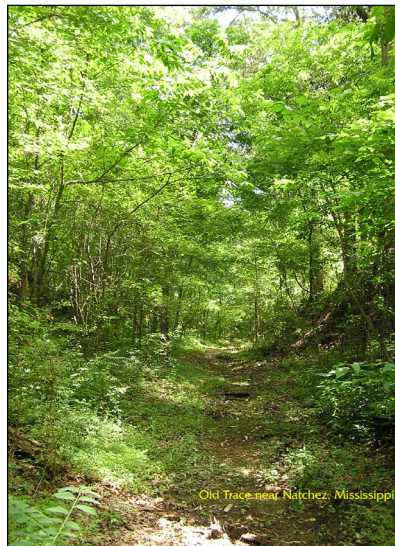


IMAGE 1.8

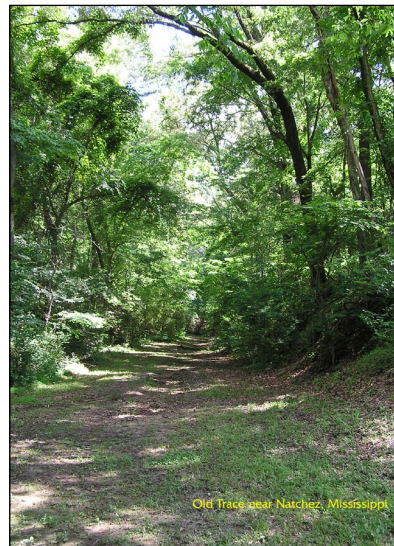


IMAGE 1.9

Oh! Susanna

S.C.F. Stephen C. Foster

I come from A-l-a-bam-a with a ban-jo on my knee I'm
It rained all night the day I left, the weath-er it was dry, The
goin' to Lou'-si-an-a my true love for to see.
sun so hot I froze to death, Su-san-na don't you cry.
Oh! Su-san-na, oh, don't you cry for me, I come from A-l-a-bam-a with a ban-jo on my knee.

Source: Rohrbough, L. and Riddell, C., *Handy Play Party Book*,
Burnsville, NC: World Around Songs, Inc., 1982.

Photography by Althea Jerome

FOOTPRINTS IN THE DUST
THE NATCHEZ TRACE

LESSON 2

**FIRST INHABITANTS
OF THE MISSISSIPPI TERRITORY**

LESSON 2

FIRST INHABITANTS OF THE MISSISSIPPI TERRITORY



Pictured Above: Reconstructed Natchez House

LESSON OVERVIEW

Students will trace the origins of the Natchez Tribe from Prehistoric development through the first encounters with Europeans who explored and created colonies among the Native Americans living in Mississippi.

★ STANDARDS ★

Mississippi CCR Arts Learning Standards for Dance:
DA:Cr1.1.8, DA:Cr2.1.8, DA:Cr3.1.8, DA:Pr4.1.8,
DA:Pr5.1.8, DA:Pr6.1.8, DA:Cn11.1.8

Mississippi CCR Arts Learning Standards for Music:
MU:Pr4.1.8, MU:Pr4.2.8, MU:Pr5.1.8, MU:Pr6.1.8,
MU:Cn11.0.8

Mississippi CCR Arts Learning Standards for Theatre:
TH:Cr1.1.8, TH:Cr2.1.8, TH:Cr3.1.8, TH:Pr5.1.8,
TH:Pr6.1.8, TH:Cn11.1.8

Mississippi CCR Arts Learning Standards for Visual Arts:
VA:Cr1.1.8, VA:Cr1.2.8, VA:2.1.8, VA:Cr3.1.8,
VA:Pr5.1.8, VA:Cn11.1.8

Mississippi CCRS Standards for the Social Studies:
8.1.4, 8.1.6, 8.5.1, 8.5.2, 8.5.3, 8.6.5, MS.2.1-3,
MS.3.1-3, MS.11.3, MS.12.4

Mississippi CCRS ELA, Grade 8: W.8.2a-f,
W.8.3abcde, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8,
W.8.9, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6,
L.8.1, L.8.2, L.8.3, L.8.4, L.8.4c, L.8.5, L.8.6

TSW - The student will | TTW - The teacher will

OBJECTIVES

1 - TSW explain verbally, in writing, and/or via performance the four major groups of the prehistoric population of the southeastern United States in the form of a timeline, as well as information concerning dwellings, source of food, clothing, utensils/pottery, music, dance, and other customs.

2 - TSW explain both verbally and in writing the lifestyle of the Natchez Tribe that includes: dwellings, source of food, clothing, utensils/pottery,

music, dance, and ceremonial customs that center around mounds.

3 - TSW explain both verbally and in writing the impact of the first European to encounter Native Americans in Mississippi through the exploits of explorer Hernando DeSoto and the legacy of his name found in Mississippi today.

4 - TSW demonstrate understanding of the historical information through an arts-integrated presentation by combining elements of visual art, music, dance, and theatre.

PROCEDURES

1 - TTW print the following content or create a power-point presentation to display information below:

The Ancient Native American Cultures

The Prehistoric population of the southeastern United States fell into four major groups:

- **Paleo (9000-8000 B.C.)**

This nomadic culture, whose main activity was hunting, existed for several thousand years. Archeologists have found fluted spear points in Tennessee, Alabama, and Mississippi.

- **Archaic (8000-1000 B.C.)**

The people practiced a crude form of agriculture and lived in villages rather than consistently wandering like their predecessors.

- **Woodland (1000 B.C.-800 A.D.)**

Village life became more common during this time. Pottery, as well as the bow and arrow, were prominent in this period. The people are sometimes referred to as Mound Builders because of their custom of burying the dead in mounds.

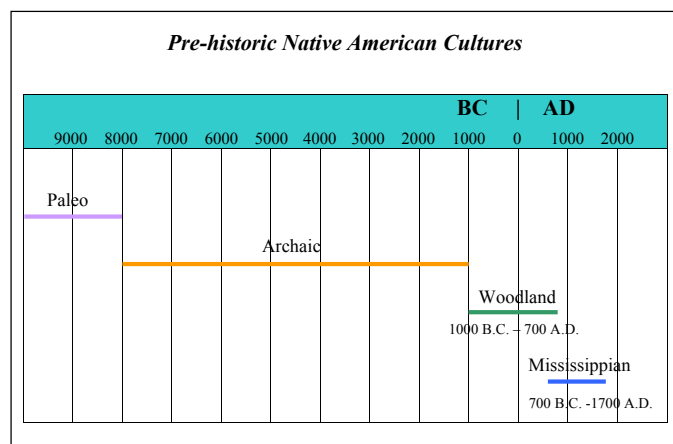
- **Mississippian (700 - 1600 A.D.)**

The people who became the dominant culture around 700 A.D. built large templemounds, stockades, and watch towers. The once small villages of the past grew into large towns many acres in size. Handcrafts reached a new level of beauty.

- **Mississippian and Historic (1600 A.D. - present)**

The two periods merged around 1600 A.D., and by the time the Spanish explorer, Hernando DeSoto made contact with the Native Americans living in Mississippi, the area was being taken over by several Historic tribes, among them the Natchez, Choctaw, Chickasaw, Cherokee, and Shawnee.

2 - TTW form five or six groups and ask students to determine a way to present the information about the Ancient Native American cultures on a timeline from 8000 B.C. to the present time by sketching a diagram. After each group shares their solution/conclusion, present the bar-graph found below and ask students to compare/contrast their findings with the published graph.



Source: *The Natchez Trace: A Pictorial History*, by James Crutchfield, p. 34.

3 - TTW either present the historical information below in a lecture/power-point presentation, or print the narrative for student perusal.

The Natchez Tribe

The Native Americans known as the Natchez Tribe were among the last Native American groups to inhabit the area now known as southwestern

Mississippi. Archaeological evidence indicates that the Natchez culture began around 700 A.D. and lasted until the 1730s when the tribe was dispersed in a war with the French. The Natchez language, related to the Muskogean language family, indicates that the Natchez Tribe probably developed from earlier cultures in the Lower Mississippi River Valley. The Natchez were successful farmers, growing corn, beans and squash. Members of the Tribe also hunted, fished, and gathered wild plant foods. (See Resource 2.1)

Natchez Society, organized into what anthropologists call a chiefdom, was divided into four ranks: suns, nobles, honored people, and commoners. Membership in one rank or other was determined by heredity through the female line. This system, known as matrilineal descent, was also common among other Native American groups. The Natchez Chief, called Great Sun, inherited his position of leadership from his mother's family. In the 1600s the Natchez Tribe may have numbered 4,000 and was considered the most advanced in the region. The Natchez, Chickasaw, and Choctaw Tribes were related because of their use of Muskogean language, the predominant tongue among the Native Americans of the southeastern United States.

Internet Resource:

<http://www.mdah.ms.us/hprop/gvni.html>

Mound Building

Mound building was an expression of the complex tribal religion with the mounds serving as bases for sacred buildings. The people of the tribe worked together to construct and maintain the mounds. That the Natchez built flat-topped ceremonial mounds shows the influence of mound building cultures to the north in the Middle Mississippi Valley.

Only a few high ranking tribal officials lived at the mound centers on a permanent basis. The people of the tribe, living dispersed over a wide area on family farms, gathered at the mound centers periodically for social and religious activities.

The Grand Village of the Natchez Tribe in Natchez, Mississippi, was the site of the Tribe's main ceremonial mound center during the early period of French colonization in the Lower Mississippi River Valley. Construction of the mounds at the Grand Village was done in stages, probably beginning in the 13th century. (See Resources 2.2, 2.3, 2.4, and 2.5)

Today, the Grand Village of the Natchez Tribe is a National Historic Landmark administered by the Mississippi Department of Archives and History (MDAH) with a museum accredited by the American Association of Museums, a restored mound area, a reconstructed house, nature trails, and a picnic pavilion. The site is open seven days a week and offers educational programs for school and adult groups. Admission is free. Annual events include: The Natchez Pow-wow, Summer Film Series, Discovery Week, Students Days, and the Eleventh-Moon Storytelling. The Grand Village is located in the city limits of Natchez, Mississippi.

Designated a National Historic Landmark, Emerald Mound is the second largest ceremonial mound in the United States. Covering eight acres and measuring 770 by 435 feet at the base and 35 feet high, the mound was built by depositing earth along the sides of a natural hill, thus reshaping it and creating an enormous artificial plateau. Two smaller mounds sit atop the expansive summit platform of the primary mound. (See Resource 2.6)

The larger of the two, at the west end, measures 190 by 160 feet and is 30 feet high. Several additional smaller mounds were once located along the edges of the primary mound summit, but were destroyed in the 19th century by plowing and erosion. Emerald Mound, built and used during the Mississippian Period between 1250 and 1600 A.D., was a ceremonial center for the local population, which resided in outlying villages and hamlets. Ancestors of the Natchez Tribe were builders of the mound. By the late 1600s, the Natchez had abandoned Emerald Mound and established their capital at the Grand Village approximately 12 miles to the southwest.

Internet Resource:

<https://www.nps.gov/nr/travel/mounds/map.htm>

Archaeological Studies

Archaeological investigations at the Grand Village were conducted in 1930, 1962, and 1972 by the Mississippi Department of Archives and History. These studies represent a classic example of historical archaeology, where archaeological findings are compared to written documentation from the French colonization of the Natchez area.

Arrival of the Europeans

In the 1540s Hernando DeSoto traveled through the southeastern United States and was the first documented Caucasian to come in contact with several Native American tribes, including the Choctaw and Chickasaw.

The first documented historical contact with the Natchez Tribe occurred in March 1682 when Rene Robert Cavalier, Sieur de LaSalle Expedition descended the Mississippi River. Following LaSalle's meeting of the Natchez, French, and English explorers, priests, and military personnel made frequent visits to what is now Natchez, Mississippi. The French established Fort Rosalie at Natchez in 1716 as the nucleus of a colony. Over the next thirteen years, the French colony at Natchez grew. However, disputes and misunderstandings between the French and the Natchez resulted in a series of conflicts.

The situation worsened as the Natchez became caught up in the 18th century struggle between England and France for control of North America. By the 1720s, English agents were successful in turning a significant portion of the Natchez Tribe against the French.

In November 1729, the Natchez rebelled against the French colony, resulting in a war between the Tribe and the French. The Natchez Tribe ultimately lost the war and were forced to abandon their

homeland. Following their defeat at the hands of the French, many Natchez refugees joined other tribes, including the Chickasaws, Creeks, and Cherokees. Today, descendants of the Natchez Tribe live in the southern Appalachian Mountain area and in Oklahoma. (See Resources 2.7, 2.8, and 2.9)

Source: *The Natchez Indians: Feature Story*, by Jim Barnett

4 - The teacher may present further Native American study of the Natchez Tribe via:

- www.arts.ms.gov - Resources/tools for educators
Mississippi History Through the Arts: A Bicentennial Journey (Intermediate) Unit I, Lesson 3 pp. 11-16

5 - The teacher may present further Study about early Natchez, Mississippi via:

- www.arts.ms.gov - Resources/tools for educators

Mississippi History Through the Arts: A Bicentennial Journey (Intermediate) Unit II, Lesson 2 pp. 22-27

Collaborative Learning A: Conduct an in-depth investigation of Ancient Native American Cultures: Paleo, Archaic, Woodland, and Mississippian by creating small groups to research the following: dwellings, source of food, clothing, utensils/pottery, music, and other customs. Write a script, draw/paint pictures, add other enhancements to make a presentation to share the information with the class and others.

(See Resources 2.10, 2.11, and 2.12)

Collaborative Learning B: Focus on the dances of Native Americans by perusing printed and electronic sources to determine movements used in ceremonial and social dancing as a part of tribal life.

Collaborative Learning C: Investigate the visual art work of Antoine-Simon le page du Pratz depicting the Natchez Tribe. Create a gallery of the works and an accompanying script to share the information in a presentation.

Collaborative Learning D: Study the Natchez Tribe and write a story telling of a "Day in the Life" of a male and female teenaged member of the Tribe.

Include thoughts about what each gender might wish to become as they grow to adulthood.

Internet Resource:

<http://what-when-how.com/native-americans/natchez-native-americans-of-the-southeast/>

Collaborative Learning E: Using the story created in Collaborative Learning C, write a script, choose characters, costumes, setting/backdrop, rehearse, and present the play.

Collaborative Learning F: Research the mounds of the Natchez Tribe. What have recent archaeological "digs" unearthed? Determine what would have been placed in the mound and what ceremony might have taken place before and after the interment. Discuss with members of the group the best way to present findings.

Collaborative Learning G: Investigate the path of Spanish explorer Hernando DeSoto through Mississippi. Search information about meeting the Chickasaw people and his claim to be a god. How did the DeSoto entourage treat the tribal members? How did the tribe react? Did DeSoto and his men travel beyond the encounter with the Native Americans and did they leave Mississippi for other areas? Write a script that:

- details DeSoto's travels through Mississippi
- emphasizes the encounter with the Chickasaw people
- indicates the eventual demise and burial of DeSoto
- identifies the naming of places/things in Mississippi for DeSoto

Choose characters and a narrator, enhance the presentation with maps, drawings, paintings, music, dance, and either perform theatrically or as a news segment similar to the History Channel or a National Geographic presentation. Record the rehearsal for student evaluation and refinement prior to public performance.

Collaborative Learning H: Research Choctaw dance/music using the following website: <https://www.accessgenealogy.com/native/choctaw-dances-and-music.htm>

Select a dance with the accompanying song. Learn the dance and music first, then choose those who will sing and others who will dance to present the two art forms.

Collaborative Learning I: Use the internet and select books to learn about the burial practice of the Natchez Tribe. Draw or paint pictures that compare Native American funerals with those of today and share information in a presentation by writing a script.

Creating A: Using research information and after viewing the art work of Antoine-Simon le page du Pratz (*See Resource 2.1*) create dance movements that might have been a part of the ceremonial dance of the Natchez Tribe. Practice the movement, choose clothing for costumes and prepare to present the dance. Possibly use the words of Marijo Moore, *Why We Dance* as a prelude to the dance performance either using sign-language or create movement with scarves or streamers to enhance the text.

Internet Resource:

<https://danceforallpeople.com/why-we-dance/>

MATERIALS

- bulletin board paper
- paint, markers, crayons, brushes
- computer for research
- access to library sources
- piano/keyboard for music/dance learning and presentations

ASSESSMENT

Formative Assessment

Students will successfully complete all the requirements of the objectives. TTW act as a guide/ facilitator for student understanding, critique student work, and suggest direction for projects and other student learning outcomes.

Summative Assessment

- 1** - Create a drawing that compares/contrasts two or more of the ancient Native American cultures and write a script to present an analysis of the two cultures.
- 2** - Prepare a presentation revealing aspects of life in the Natchez tribe that includes music and dance. (Collaborative Learning B-F, Creating A)
- 3** - Write an essay or depict a comparison and contrast of death/burial traditions of the Natchez Tribe with 21st century customs.
- 4** - Write a script that portrays DeSoto's interaction with the Chickasaw in Mississippi. Choose characters and design costumes to create tableaus as the investigative journalist tells the story of the Native Americans encounter with the first European visitors.
- 5** - Create presentations of historical information that are enhanced by various art forms. (Collaborative Learning A-G, Creating A)

IMAGE 2.1



Le Page Du Pratz drawings
courtesy of the Mississippi
Department of Archives and History

IMAGE 2.2



Reconstructed natchez house

IMAGE 2.3



LESSON TWO RESOURCES

IMAGE 2.4



Great Sun Mound,
Grand Village of
the Natchez Indians

IMAGE 2.5



Indian Mounds Map



IMAGE 2.6



Photography by Althea Jerome

LESSON TWO RESOURCES

IMAGE 2.7

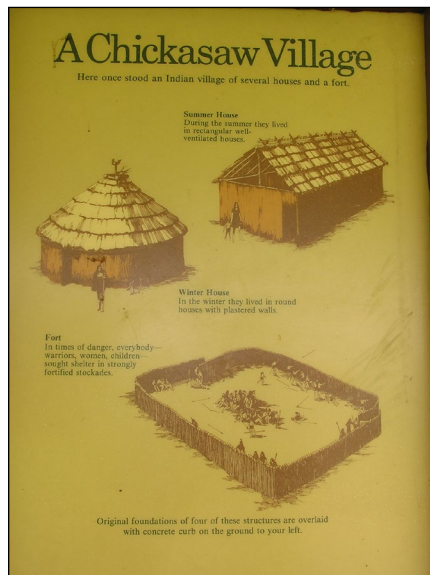
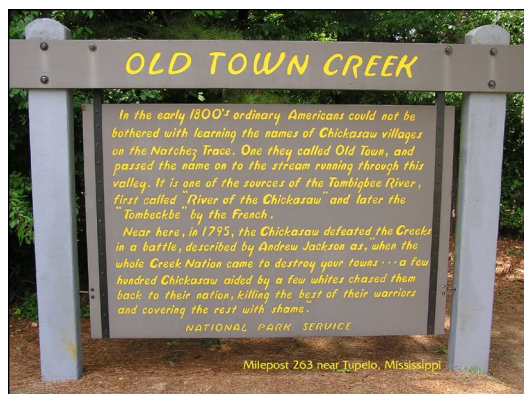


IMAGE 2.8



Old Town Creek/Chickasaws

IMAGE 2.9

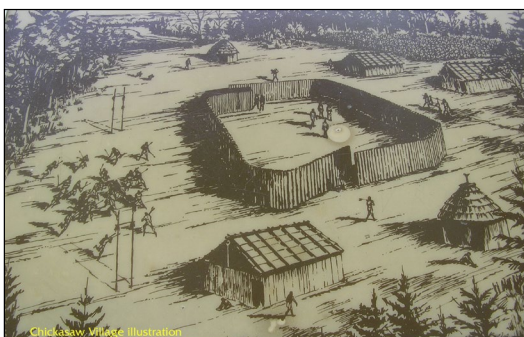


IMAGE 2.10



Turtle Shakers

IMAGE 2.11



Prehistoric Pot

IMAGE 2.12



Native American Baskets

Photography by Althea Jerome

FOOTPRINTS IN THE DUST THE NATCHEZ TRACE

LESSON 3

THE NATCHEZ TRACE: THE EARLY YEARS

LESSON 3

THE NATCHEZ TRACE: THE EARLY YEARS



Pictured Above: Natchez Under the Hill

LESSON OVERVIEW

Origins of the Natchez Trace will be explored from the time of Native Americans dwelling in Mississippi through the early 1800s.

★ STANDARDS ★

Mississippi CCR Arts Learning Standards for Dance:
DA:Cr1.1.8, DA:Cr2.1.8, DA:Cr3.1.8, DA:Pr4.1.8,
DA:Pr5.1.8, DA:Pr6.1.8, DA:Re9.1.8, DA:Cn11.1.8

Mississippi CCR Arts Learning Standards for Music:
MU:Pr4.1.8, MU:Pr4.2.8, MU:Pr5.1.8, MU:Pr6.1.8,
MU:Re9.1.8, MU:Cn11.0.8

Mississippi CCR Arts Learning Standards for
Theatre: TH:Cr1.1.8, TH:Cr2.1.8, TH:Cr3.1.8, TH:Pr5.1.8,
TH:Pr6.1.8, TH:Re9.1.8, TH:Cn11.1.8

Mississippi CCR Arts Learning Standards for Visual
Arts: VA:Cr1.1.8, VA:Cr1.2.8, VA:2.1.8, VA:Cr3.1.8,
VA:Pr5.1.8, VA:Re9.1.8, VA:Cn11.1.8

Mississippi CCRS Standards for the Social Studies:
8.1.4, 8.1.6, 8.5.1, 8.5.2, 8.5.3, 8.6.2, 8.6.3, 8.6.5,
MS.2.3, MS.3.1-3, MS.11.3, MS.12.4

Mississippi CCRS ELA Grade 8: W.8.2a-f,
W.8.3abcde, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8,
W.8.9, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6,
L.8.1, L.8.2, L.8.3, L.8.4, L.8.4c, L.8.5, L.8.6.

TSW - The student will | TTW - The teacher will

OBJECTIVES

1 - TSW demonstrate understanding of the early development of the state of Mississippi, focusing on the origins of the Natchez Trace and explaining both verbally and in writing the following terms and ideas:

- Origins of the term "Trace"
- Loess
- Origin of the road called the Trace
- Improving the Trace road
- Travelers on the Trace

- "Kaintucks"
- Economy of early Natchez
- Dangers along the Trace
- Andrew Jackson in Mississippi
- Mississippi folk song
- Flatboats, keelboats, tales of Mike Fink

2 - TSW demonstrate understanding of the historical information through an arts-integrated presentation by combining elements of visual art, music, dance, and theatre.

PROCEDURES

1 - TTW create collaborative groups to read/digest the material in the seven segments in the lesson and write a script to present the information in a play with attention to the following:

- Choose characters
- Decide costumes
- Create drawings and paintings or design backgrounds for visual enhancement
- Add the music entitled *Old Lady Goose* (Collaborative Learning D)
- Include the drama from Collaborative Learning C
- Devise a title in a class discussion
- Rehearse
- Video record rehearsals for refining script and blocking as well as to ensure precision and flow of information
- Schedule a performance and invite the public
- Create flyers advertising the production

The following narratives are taken from:

The Natchez Trace by Patti Carr Black, Photographs by Harold Young, University Press, Jackson, 1985.

Additional photographs by Althea Jerome.

Origin of the word Trace

The word **Trace** comes from the old French **tracier** which means: to follow a course or trail; to make one's way; a line of footprints; animal tracks. Wild animal herds migrating to great salt licks around Nashville, TN were the earliest travelers on the Trace.

Other historical names for the Natchez Trace are:

- Path to the Choctaw Nation
- Chickasaw Trace
- Road from Nashville in the State of Tennessee to the Grindstone Ford of the Bayou Pierre in the Mississippi Territory
- The current name of Natchez Trace became popular during the 1820s

Routing the Trace (See Resource 3.1)

Near the Mississippi River bluffs on the Natchez Trace are the **Loess Hills**, a section of loose soil that runs from Louisiana through the entire length of Mississippi to Tennessee. The soil was blown in by dust storms from the western plains thousands of years ago during the Ice Age, and in places it measures 90 feet thick.

Loess, an unstratified, geologically recent deposit of silty or loamy material that is usually buff or yellowish brown in color and is chiefly deposited by the wind. Loess is a sedimentary deposit composed largely of silt-size grains that are loosely cemented by calcium carbonate. It is usually homogeneous and highly porous and is traversed by vertical capillaries that permit the sediment to fracture and form vertical bluffs. The word loess, with connotations of origin by wind-deposited accumulation, is of German origin and means "loose."

Source: <https://www.britannica.com/science/loess>

Loess Bluff, just outside Natchez is a classic example of an exceptionally thick deposit of loess that graphically illustrates proneness to erosion. (See Resources 3.2 and 3.3)

French Explorers tramping through the Deep South in the eighteenth century had found a network of paths, perhaps first beaten down by herds of buffalo, used by Native Americans as trails linking villages and tribes, calling the trails a Trace. These trails when first joined together, led northeasterly from the settlements of the Natchez Tribe on the Mississippi River through Choctaw, Chickasaw, and probably Cherokee lands, to present-day Nashville, Tennessee.

The French, who first settled on the Gulf Coast, moved up the Mississippi River and set up a post at Natchez in 1716, primarily for trading with the Indians. French trappers, traders, and missionaries began using "the path through the Choctaw Nation," and "the Chickasaw Trace" to travel to and from the interior of Indian Territory. As successive groups of white settlers moved in and used the trails for commercial and military activities, the paths became increasingly important. France ceded the Natchez area to Great Britain in 1763 and there followed a great influx of English-speaking settlers, who came part way over the old Indian paths, and who were to give Natchez and MS their dominant culture for centuries to come. Then, the Spanish came, taking over the Natchez territory during the American Revolution and annexing it to the Colony of Louisiana. As Spain encouraged immigration, American settlers continued to push inland from the older settlements on the Atlantic seaboard. Many settled at the northern end of the Trace at Nashville, while some pushed further southwest to the Natchez area. In 1798, the United States gained control of the area and created the Mississippi Territory with Natchez as its capital.

The Natchez Trace is Improved

Because Natchez had a strategic military, diplomatic, and economic significance to the country, an adequate means of communications with Washington was needed. Congress established a postal route on the Trace in 1800 even though the postmaster general described the trail as "no other than an Indian footpath very devious and narrow." In 1801 the Chickasaw

and Choctaw nations granted permission to the U.S. government to open the route across their tribal lands. Under the Secretary of War, desultory attempts were made to clear out the path and bridge some of the creeks and swamps for travelers already using the Trace. It was the new lands of the Louisiana Purchase that brought more and more traffic to the trail and prompted Congress to appropriate funds for improvements in 1806.

By the time President Thomas Jefferson in 1806 ordered the Natchez Road to be "12 feet in width and made passable for a wagon," the trail had already played a dramatic role on America's turbulent frontier. Along river ridges, through canebrakes, swamps. And forests, the trail carried many of the gallant dramatis personae of the westward movement.

Interesting Travelers on the Trace

In the meantime, up and down the Trace, the great movement of frontier people continued: settlers, traders, politicians, post riders, backwoodsmen, and boatmen. A few traveled on horseback, most on foot in groups with packhorses. Pushmataha and Tecumseh, famous Indian chiefs; Louis LeFleur, French trader; the Marquis de Lafayette, Henry Clay, the boy Jefferson Davis, Jim Bowie, and other legendary figures had business up and down the Trace. Captain Meriwether Lewis of Lewis and Clark fame traveled over part of the trace for the treason hearing at Washington, Mississippi Naturalists John James Audubon and Alexander Wilson sketched bird life in the wilderness of the Trace, and itinerant evangelists like Lorenzo Dow, "the crazy preacher," followed their human flocks westward.

One of the most famous travelers on the Trace was Andrew Jackson, who began making trips up and down the Trace after the Revolutionary War, negotiating with the Spanish, trading in slaves, dealing with Indian problems. As a young lawyer, he traveled the road to court Rachel Donelson Robards,

whom he married at the plantation "Springfield" near Fayette, MS, a half-mile off the Trace. When the United States declared war on England in 1812, Andrew Jackson moved his Tennessee militia of more than two-thousand men down river toward New Orleans, stopping to camp in Adams County, at Washington. It was on the march home up the Trace in early 1813 that Jackson earned his nickname "Old Hickory." At the end of that war, after a brilliant victory over the British at the Battle of New Orleans, Andrew Jackson, with his wife, son, and entire entourage, took the Trace home to fame, and ultimately the presidency.

"Kaintucks"

Perhaps the most colorful of the Trace travelers were the fabled boatmen called, "Kaintucks," who achieved legendary fame in the tales of Mike Fink, who referred to the men as "half-alligator and half-horse." When a treaty with Spain opened the Mississippi River to navigation in 1795, the boatmen who were initially farmers, floated the farm products of the Ohio Valley downstream to Natchez and New Orleans to be shipped to Europe or the eastern United States. After the boatmen reached their destinations in either Mississippi or Louisiana and delivered their cargoes, they returned home through the countryside because the steamboat had not yet been invented and polling up river against the current was tedious and long. These men came from many different states, as did their cargoes, but down south they were all called, "Kaintucks," a name synonymous with rough-and-rowdy persons. Andrew Jackson is quoted as saying, "I never met a Kaintuck who did not have a rifle, a pack of cards, and a bottle of whiskey. (See Resource 3.4)

Segment 6 - Economy of Natchez

From mid-February to July of each year, the Ohio and Mississippi Rivers were filled with barges, flatboats, and keel boats loaded down with flour, pork, tobacco, hemp, and iron floating south.

As these products of the Ohio Valley and Illinois country were shipped down the Mississippi River, gold and silver from New Orleans flowed up the Natchez Trace as payment. It has been determined that by 1810 ten thousand men made their way down river in this trade each season. They usually began their journey home by knocking apart their great rafts, selling them for lumber, and heading for Natchez-under-the-hill, where gambling, dockside musicians, fistfights, and Indians selling ponies provided a lively time, and perhaps memories for the rough trip ahead. (See Resources 3.5, 3.6, and 3.7)

Dangers on the Trace

Another famous group on the Trace were the outlaws. The boatman going up the Trace with pouches of silver from the port of New Orleans drew robbers like a magnet. The Mason gang, led by Revolutionary War veteran Samuel Mason, was the most notorious. The gang, which included Mason's son John and Wiley "Little" Harp, operated out of a canebrake near Vicksburg. They terrorized the Trace until Governor Claiborne put up a \$2000 reward for the capture of Mason. His head was delivered to authorities in old Greenville by "Little" Harp in disguise, who in turn was recognized, tried, and hanged for his crime.

There were other dangers and discomforts along the Trace: steamy swamps, mosquitoes, accidents, illness, hunger, and the weather. From January to March the rains made the creeks and swamps along the road hazardous and almost impassable. One British journalist wrote of travelers having to swim through the swamps and of plunging "up to the saddle-skirts in mire at every step. The bottom," he continued, "is stiff, dry clay and horses sometimes stick so fast that they cannot be extricated and are left to die.

Collaborative Learning A: Investigate the colorful Trace travelers known as "Kaintucks." Write a story about a group of "Kaintucks" who sail down the Ohio River to deliver agricultural products to

Natchez and return home via the Natchez Trace. Be sure to include difficulties along the way, either on water or on land, that are somehow overcome by these "rough-and-rowdy" men.

Collaborative Learning B: Research Andrew Jackson's time in Mississippi during the War of 1812. Consider writing several "breaking-news" reports about Jackson's exploits along the Natchez Trace. Write a script and select several students to make the on-the-scene reports as other students create a tableau scene of what was happening at the time.

Collaborative Learning C: Utilize the excerpt from *The Devil's Highway* by Stan Applegate (adapted by Kathryn Lewis)* to create a script for a drama. Write dialog for the characters, choose persons for the roles, decide costumes, scenery, add props, rehearse, and perform. Video/audio record rehearsals for refining script, blocking, and precision. (See Resource 3.8)

Collaborative Learning D: Learn the Mississippi folk song Old Lady Goose and add accompaniment with Boomwhackers*. Create movement/motions or dance-steps to enhance the song. Improvise body-percussion and/or plan rhythms for objects in the classroom that can be percussive additions to the song. (See Resources 3.9 and 3.10)

Collaborative Learning E: Investigate the development of the flatboat and the keelboat. Draw pictures of each, devise a timeline from creation to disuse, and weave this information into a re-telling of one of the tales of Mike Fink.

MATERIALS

- bulletin board paper
- markers
- scissors
- art paper for drawing/painting
- appliance boxes for use as background theatre “flats” for creating settings
- Boomwhackers*
- piano or keyboard for learning music

ASSESSMENT

Formative Assessment

Students will successfully complete all the requirements of the objectives. TTW act as a guide/facilitator for student understanding, critique student work, and suggest direction for projects and other student learning outcomes.

Summative Assessment

Create presentations of historical information that are enhanced by various art forms. (Refer to procedure 1 and Collaborative Learning A-E).

** A Boomwhacker is a hollow plastic tube that is tuned to a specific musical pitch. Pitch is determined by length of the tube and each pitch is identified by a different color. These inexpensive musical instruments were first introduced in 1955, are sold in sets of 8 for a diatonic musical scale, and are a popular resource for music and non-music teachers alike. Boomwhackers are played by striking them together, on the floor, or nearly any smooth surface.*

LESSON THREE RESOURCES

IMAGE 3.1

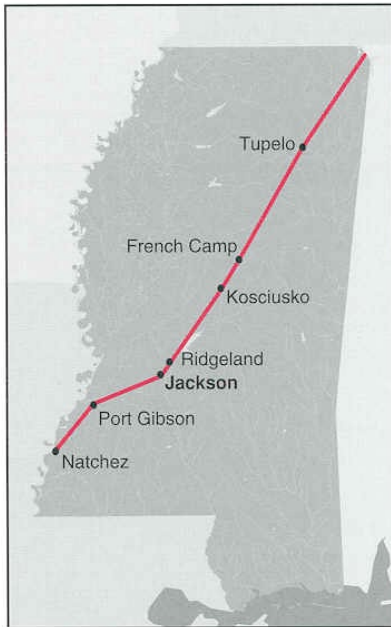


IMAGE 3.2

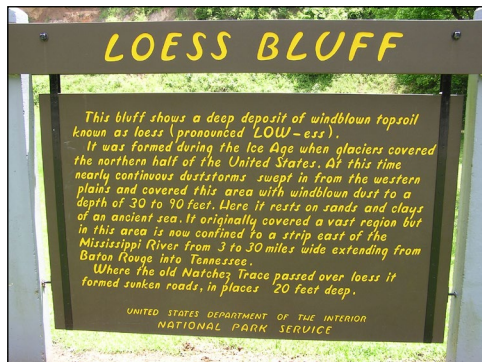


IMAGE 3.3



Loess Bluff

IMAGE 3.4

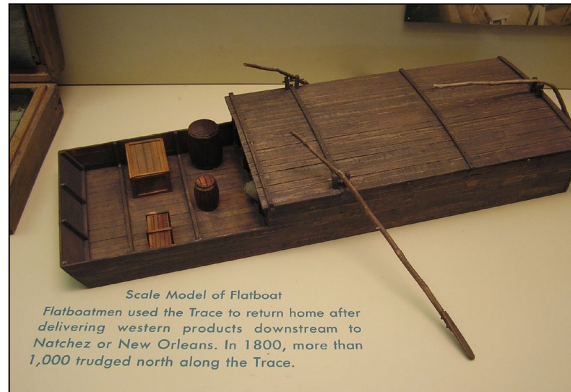
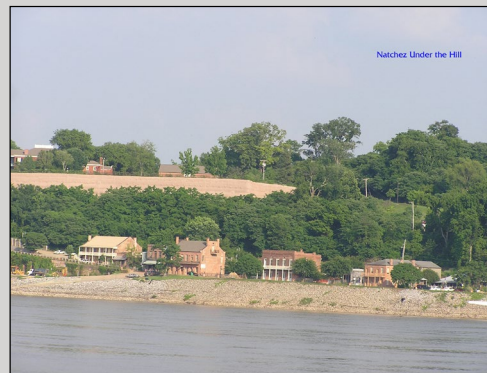


IMAGE 3.5

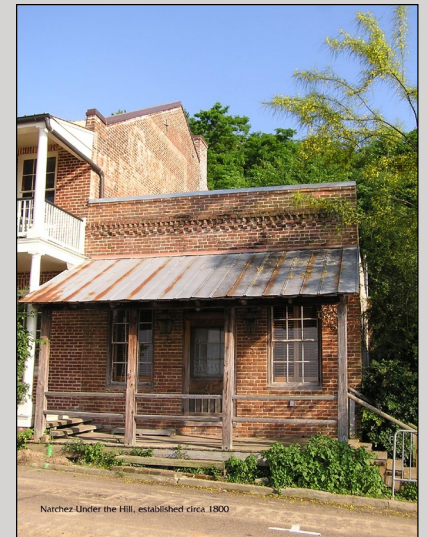


Natchez Under the Hill

IMAGE 3.6



IMAGE 3.7



LESSON THREE RESOURCES

IMAGE 3.8

Natchez Trace *Creative Visualization Story, 1811*

I saw the long narrow loaf of bread fall out of his bedroll. I watched the young white man eat, and when he walked his horse into the woods to hide him—I ran for the bread. I was so hungry I ate a piece and clutched the rest of the loaf to my chest. As I turned to run, I saw him standing in front of me with the pistol. I threw the bread at his feet—even took the bread out of my mouth to offer it back and I pleaded, “Please don’t shoot me—I won’t eat any more.”

Would he believe that I was Hannah McAllister, my mother a Choctaw and my father a white man, a doctor? Would he believe that a gang on the Natchez Road kidnapped me, cut my beautiful braid, put this dress on me and used me for bait to make travelers stop? When the travelers stopped to help me...my kidnappers would rob them and sometimes kill them.

“Please mister, can I come with you? If that gang of outlaws finds me, they will kill me. Are you an outlaw?” (I would find out—his name is Zeb, his horse’s name is Christmas, and he was traveling down the Road to Natchez to try and find his grandfather.)

The gang that kidnapped me is looking for me, and the men who stole Zeb’s grandfather’s horses and sold them are looking for Zeb.

The first river crossing came at Duck River (mileage 408). Zeb said, “We’ll float across on Christmas, just like we were swimming.”

“BUT I CAN’T SWIM!!!!” —I screamed. The water floated up my legs and I struggled to hold on to the horse’s mane. I lost hold—my head was going under and I gasped for air. When I finally came up there was a tree trunk, and Zeb yelled for me to grab the trunk. I did, and he swam toward me and threw me up on the bank. I pulled myself up struggling against the mud—I cried and cried—I was so afraid.

This was only one event on the Natchez Road. Three days into the trip I would sing *Happy Birthday* to myself—I would turn eleven years old. For two weeks Zeb and I would ride together, eating stale bread and what little food we could find. We fought robbers who tried to steal Christmas. Finally, we would reach the Choctaw territory on the Southern Trace, but my parents have given up on my returning—they are no longer with the tribe.

Adapted by Kathryn Lewis from *The Devil’s Highway* by Stan Appelgate.

A-5

Source: Whole Schools Initiative - Interactive, Interdisciplinary Thematic Unit:
Footprints in The Dust - The Natchez Trace, p. A-5

LESSON THREE RESOURCES

IMAGE 3.9

Old Lady Goose

Mississippi Folk Song
adapted by Mark Malone

Old la-dy Goose Doneturned her loose. Where is that old la-dy Goose, Goose, Goose, Goose?

Verse 1
11 Look down the past-ure, look down the lane; can't find that old la-dy Goose a - again!

Chorus
19 Old la - dy Goose, Goose, Goose, Goose, Goose; can an-y bo-dy find my old la-dy Goose? **2**

Verse 2
29 I'm just like that old-la - dy Goose when-e - ver I am turned a - loose!

Chorus
37 Old la - dy Goose, Goose, Goose, Goose, Goose; can an-y bo-dy find my old la-dy Goose? **2**

Verse 3
47 Old la - dy Goose just a sit-tin' in the past-ure, and I went right down there af-ter her.

Chorus
55 Old la - dy Goose, Goose, Goose, Goose, Goose; can an - y bo-dy find my old la - dy

62 Goose? Can an - y bo-dy find my old la - dy Goose? _____ Clap Clap

LESSON THREE RESOURCES

IMAGE 3.10

Old Lady Goose

Accompaniment

Orff Instruments

The image displays two musical staves for the accompaniment of 'Old Lady Goose'. The left staff, titled 'Orff Instruments', lists six instruments with their corresponding musical notation: 1. Contra-Bass Bar, 2. Bass Metallophone / Alto Metallophone, 3. Alto Xylophone, 4. Soprano Xylophone, 5. Alto Glockenspiel, and 6. Soprano Glockenspiel. The right staff, titled 'Alternative accompaniment for Boomwhackers', shows four staves for the lower and upper octaves of boomwhackers, numbered 1 through 4. Both staves are in 2/4 time and key of D major.

Alternative accompaniment for Boomwhackers

Note: Instruments enter in order (listed numerically) with each successive instrument beginning after one repetition of the previous part, followed by the singing. If Orff instruments are not available, the boomwhacker accompaniment may be substituted. On the final two claps by the singers, instrument players may cross mallets/boomwhackers and tap twice.

FOOTPRINTS IN THE DUST
THE NATCHEZ TRACE

LESSON 4

**THE NATCHEZ TRACE:
THE LATER YEARS**

LESSON 4

THE NATCHEZ TRACE: THE LATER YEARS



Pictured Above: Mount Locust

LESSON OVERVIEW

Students will explore items necessary to travel the Natchez Trace, the influence of Chickasaw leaders in developing “stands” (early inns), and investigate reasons for the decline in use of one of the early national roads in America.

★ STANDARDS ★

Mississippi CCR Arts Learning Standards for Dance:
DA:Cr1.1.8, DA:Cr2.1.8, DA:Cr3.1.8, DA:Pr4.1.8,
DA:Pr5.1.8, DA:Pr6.1.8, DA:Cn11.1.8

Mississippi CCR Arts Learning Standards for Music:
MU:Pr4.1.8, MU:Pr4.2.8, MU:Pr5.1.8, MU:Pr6.1.8,
MU:Cn11.0.8

Mississippi CCR Arts Learning Standards for Theatre: TH:Cr1.1.8, TH:Cr2.1.8, TH:Cr3.1.8, TH:Pr5.1.8,
TH:Pr6.1.8, TH:Cn11.1.8

Mississippi CCR Arts Learning Standards for Visual Arts: VA:Cr1.1.8, VA:Cr1.2.8, VA:2.1.8, VA:Cr3.1.8,
VA:Pr5.1.8, VA:Cn11.1.8

Mississippi CCRS Standards for the Social Studies:
8.1.4, 8.1.6, 8.5.1, 8.5.2, 8.5.3, 8.6.2, 8.6.3, 8.6.5,
MS.1.4-5, MS.11.3, MS.12.4

Mississippi CCRS ELA, Grade 8: W.8.2a-f,
W.8.3abcde, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8,
W.8.9, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6,
L.8.1, L.8.2, L.8.3, L.8.4, L.8.4c, L.8.5, L.8.6.

TSW - The student will | TTW - The teacher will

OBJECTIVES

TSW demonstrate understanding of the early development of the state of Mississippi, focusing on the late years and decline of the Natchez Trace and explaining both verbally and in writing the following terms/ideas:

- Items needed to travel the Trace
- “Stands”
- Chickasaw leaders

- Upper portion of the Trace
- Effect of the steamboat on the Trace
- Compare/contrast steamboat and showboat

2 - TSW demonstrate understanding of the historical information through an arts-integrated presentation, which combines elements of visual art, music, dance, and theatre.

PROCEDURES

1 - TTW create collaborative groups to read/digest the material in four segments and Collaborative Learning below.

The following narratives are taken from:
The Natchez Trace by Patti Carr Black, Photographs by Harold Young, University Press, Jackson, 1985.

Traveling the Trace

The journey from Natchez to Nashville was a distance of some five hundred miles and required fifteen to twenty days to make the trip. Before setting off on the Trace in either direction travelers packed provisions for the trip. Along with corn whiskey and apple brandy, they took flour, bacon, dried beef, rice, coffee, sugar, and a small supply of roasted Indian corn that was ground to a powder for emergency ration. Experienced hunters could supplement provisions with turkey, deer, rabbit, and wild honey in the forest. Much attention was also given to clothing. Thick walking shoes were essential and travelers usually wore the protective hunter's costume of coarse brown

overalls and shirts. Accommodations along the Trace were as primitive as the road itself. The Chickasaw and Choctaw Nations had agreed that a wagon road could be cut through their land, but fearful of the white man's incursion into Native American territory, they would not consent to the establishment of "stands" or inns in Indian Country until 1805. Even after that, these stands or inns were slow to materialize.

For the first seventy miles from Natchez north, the going was fairly easy. The Trace ran roughly parallel to the Mississippi River through flat country that was at least sparsely populated by white settlers and where a person might find shelter at a farm or an inn. One traveler in 1798 wrote of stopping at Grindstone Ford, near Port Gibson, where for twenty-five cents he had a meal of mush and mile as well as the privilege of sleeping on the floor in a room filled with saddles, baggage, lumber, and other travelers. More inns along the settled section of the Trace were at Washington, Selerstown, Uniontown (now Mt. Locust)*, old Greenville, Port Gibson, and gradually all the way to the boundary of the Natchez District. (See Resources 4.1, 4.2 and 4.3)

"Stands" (See Resource 4.4)

To the east stretched Indian country. The early Nashville-bound travelers passing through Choctaw country had only abandoned Indian campsites for accommodations. After about 1810, there were Brashear's Stand, Doak's Stand, French Camp (named for the nationality of Louis LeFleur, its founder and proprietor, as well as Pigeon's Roost (run by David Folsom who was part English and part Choctaw and the first chief of the Choctaws elected by ballot). When the early traveler reached the Chickasaw lands, he could stop near the "big town" of

the Chickasaw, where their wood huts, corn and tobacco fields, and orchards of peaches and apples afforded the well-known Chickasaw hospitality. After 1808, in the Chickasaw nation, there were the stands of James, Levi, and George Colbert, all chieftains and sons of William Colbert, a Scotsman, and his Chickasaw wife, as well as the stand of James Allen, who also married a Chickasaw, reported to be the daughter of William Colbert. There was also "Tockshish," a settlement started by John McIntosh, who had been sent to the Chickasaw Nation by the British government before the American Revolution and stayed to live among the Indians. The use of the word "stand" can better be understood with an 1816 description by a circuit rider on the Trace: "The Indian hotels are made of small poles, just high enough for you to stand straight in, with a dirt floor, no bedding of any kind, except a bearskin, and not that in some huts."

On to Nashville

Forty Miles beyond the Chickasaw villages, the Trace crossed the Tennessee River where the ferryboat concession was operated by George Colbert, a powerful and influential leader in the Chickasaw Nation. Colbert is said to have grown quite wealthy operating the ferry, especially in 1815 when Andrew Jackson brought his army across at a reputed cost of \$75,000. The seventy five miles of road between the Tennessee River and the Duck River ridge, which was the Indian boundary line, were the most arduous part of the journey. Between the rivers was Grinder's Inn, operated by a close friend of Andrew Jackson, the famous Indian scout, John Gordon, who was awarded the land for his deeds against the Creek Indians. Once over the Duck River the traveler was in Tennessee and hiking the last fifty miles through the mountains, where he again encountered white settlers. Finally arriving in Nashville, travelers could set out on well-defined roads in almost any direction.

The Decline of the Trace

For over two decades, the link between the two important and lively frontier towns of Natchez and

* Mt. Locust, built in 1780 and one of the oldest structures in the region still standing as a historic home, was restored to its 1820 appearance by the National Park Service in 1954. Following restoration, the early "stand" along the Natchez Trace is now a museum.

Nashville, was an essential national highway, providing the capital of the young nation with access to its new lands in the Old Southwest. Gradually, however, the great movement up and down the Trace subsided. Ironically, those who had first trampled the trail into a path were one of the last groups of immigrants to use the Trace. The Indians, exiled from their land, started their move to Oklahoma by going down the Trace to Walnut Hills (now Vicksburg) where they left the state of Mississippi forever.

The factors in the decline of the Trace were as important a part in the drama of American history as its origin and use had been. The catalytic factor was the invention of the steamboat in 1811. It took a few years to convince skeptics that the new way was a better way to ship merchandise, but no one could argue that the new boat was superior in ascending the river. By 1821 there were sixty-one steamboats operating on the Mississippi and Ohio Rivers, and they offered a cheap escape from the vagaries and hardships of a journey on the Natchez Trace. The postal business was also captured by the steamboat, making the Trace less and less important in the nation's business. The steamboat dealt the final death knell to the Trace by making the water route from Mobile to New Orleans feasible and offering a new, shorter "Southern route" from Washington to New Orleans through the south Atlantic states.

By the 1830s the great days of the Natchez Trace had come to an end, and eventually portions of its route became lost in grasslands and encroaching woods. For one hundred years the Trace went back to what it had been, a series of disjointed trails, used chiefly for local travel.

Collaborative Learning A: Bring the "Historic Natchez Trace Timeline" to life by creating a graphic timeline using a long section of poster paper. Draw pictures illustrating events, find visual art of the time periods, and construct maps to add artistry to the project. Write a script giving important facts about each date and choose costumes for each performer to deliver the history in a theatrical performance. Video/audio record the rehearsals for student critique to improve

the script and background (setting) prior to live performance for other students, parents, members of the community in an assisted-living retirement home, or senior center. Note: Add 1716 to the timeline to include the French establishment of Fort Rosalie at Natchez

Collaborative Learning B: Utilize the "Native American Tribes and European Explorers/Settlers Timeline"* to create a segment for the History Channel that explains the early development of the state of Mississippi. Write a script; create drawings and/or tableaux; and choose visual art to enhance the presentation of each time period listed. Rehearse and present the program to an audience. (See *Resources 4.6*)

Collaborative Learning C: Peruse the "Chronology of the Natchez Trace" compiled by the U.S. National Park Service and select key points in the development of the National Road to produce a condensed timeline. Choose visual art or create drawings to add artistry to the information. Write a script for a presentation of the history of the Trace. Consider using "Long Journey" to begin the performance. (See *Chronology*)

Collaborative Learning D: Conduct an internet search to learn the origin of the name of the Native American hotels along the Natchez Trace called "Stands." Find information as to the dimensions or design and find a means to construct a replica in miniature or life-size. Recreate/enlarge the map of "Stands Along the Natchez Trace Road" and create a performance of the facts by writing a script, choosing presenters, and rehearsing. (See *Resource 4.4*)

Collaborative Learning E: Investigate the invention of the steamboat utilizing "Early History of the Steamboat" and internet searches. Find paintings/drawings of steamboats on the Mississippi River from the early 1800s to today. Compare and contrast the difference between a steamboat and a showboat. Organize the information into a presentation using a script written for careful sequencing. (See *Resources 4.7 and 4.8*)

Collaborative Learning F: Citizens of Natchez and Nashville used music and dance for social gatherings in settings as formal as parties in mansions and informal as a hoedown in barns. Learn the music and movements to *Bow Belinda* and *'Simmons*, two dances that might have been a part of life in the early 1800s. (See Resource 4.9)

MATERIALS

- bulletin board paper
- markers
- scissors
- art paper for drawing/painting
- appliance boxes for use as background theatre "flats" for creating settings
- piano or keyboard for learning music

ASSESSMENT

Formative Assessment

Students will successfully complete all the requirements of the objectives. TTW act as a guide and facilitator for student understanding, critique student work, and suggest direction for projects and other student learning outcomes.

Summative Assessment

Utilizing information gleaned from study of Segments 1-4 and Collaborative Learning A-F, the students will create a segment in the style of the TV show, *Sixty Minutes*, entitled, "The Late Years and Demise of the Natchez Trace," by writing a script, rehearsing and making a live presentation for an audience.

LESSON FOUR RESOURCES

IMAGE 4.1



IMAGE 4.2



IMAGE 4.3



Mount Locust

IMAGE 4.4



Stands Map

Source: Whole Schools Initiative-Interactive,
Interdisciplinary Thematic Unit: *Footprints in The Dust - The Natchez Trace*, p. 28

LESSON FOUR RESOURCES

IMAGE 4.5

<i>Historic Natchez Trace Timeline</i>				
8000 B.C. - 1000 A.D.	1050-1600	1682	1698	1699
Indian farmers began growing products around MS River area	Indian burial mounds built	French claimed MS River Valley for France	English traders trade with Chickasaw Indians	1st MS settlement founded by French at Old Biloxi
1733	1736	1750's	1763	1779
1st map of the old Trace was drawn by the French	Chickasaws, helped by the British defeated the French at the Battle of Ackia	Long Hunters thought to be first white settlers to use the Trace around this time	British defeated French and rule Mississippi	Spaniards take over rule of Mississippi
1798	1801	1801	1811	1817
Congress makes Natchez the capital of the newly formed Mississippi Territory	The Choctaw and Chickasaw Indians give the U.S. permission to build the Natchez Trace through their land.	Natchez Trace was designated as a U.S. mail route	<i>New Orleans</i> is the first steamboat on the Mississippi River	Congress divides the MS Territory, and the western part is admitted to the Union as the state of Mississippi.
1818	1830	1832	1835	1937
There were 50 stands at this time along the Natchez Trace	Choctaws sign a treaty agreeing to trade their Mississippi River lands for land in little known Oklahoma	Chickasaws give up their Mississippi lands for land in Oklahoma	Great Days of the old Natchez Trace had come to an end	Pres. Franklin D. Roosevelt provided money for the construction of the Natchez Trace Parkway

Timeline

Source: Whole Schools Initiative-Interactive, Interdisciplinary Thematic Unit: *Footprints in The Dust-The Natchez Trace*, p. 5

LESSON FOUR RESOURCES

IMAGE 4.6

Native American Tribes and European Explorers and Settlers

Mississippi was first inhabited by three major Indian tribes—the Chickasaws in the north, the Choctaws in the central and south, and the Natchez Indians in the southwest along the Mississippi River. Other smaller Indian tribes include the Biloxi, the Pascagoulas, the Tunicas, Chocchumas, and the Yazoos.

1540-1541: Spanish explorer Hernando De Soto is the first European to discover Mississippi and the Mississippi River.

1682: Robert Cavalier de La Salle navigates the Mississippi River and claims all lands drained by the river for France.

1699: Frenchman Pierre LeMoyne, Sieur D'Iberville, and his brother Jean Baptiste, Sieur D'Iberville, establish Fort Maurepas (present day Ocean Springs) as the first European settlement in Mississippi.

1716: Fort Rosalie is founded, the initial settlement for what becomes Natchez.

1763: Mississippi and other French territory are given to Great Britain after France is defeated in the French and Indian War.

1781 - 1783: After the American Revolution, in which Spain declared war against the British, the Treaty of Paris gives control of the southern half of Mississippi to Spain and the United States gains possession of the northern half.

1798: Spain withdraws from Mississippi. Mississippi is organized as an American territory with Winthrop Sargent, appointed by President Thomas Jefferson, as the first territorial governor.

1817: On December 10, Mississippi is admitted to the Union as the twentieth state by an Act of Congress. Washington, Mississippi, near Natchez, is the first capital. David Holmes is the first Governor.

1822: The state capital is moved to Lefleur's Bluff in the central part of the state and the City of Jackson is founded. The "Old Capitol" (now a museum) and the Governor's Mansion are built in the 1840's.

1830: The Treaty of Dancing Rabbit Creek is signed between the Choctaws and the federal government giving almost ten million acres to Mississippi.

1832: The Treaty of Pontotoc Creek cedes north Mississippi Chickasaw land to the federal government.

Source: Whole Schools Initiative-Interactive, Interdisciplinary Thematic Unit: *Footprints in The Dust - The Natchez Trace*, p. 27

IMAGE 4.7



IMAGE 4.8



Source: Whole Schools Initiative-Interactive, Interdisciplinary Thematic Unit: *Footprints in The Dust - The Natchez Trace*, pp. 29-31

IMAGE 4.9

Bow Belinda

adapted by Mark Malone

Bow, bow, oh, Be-lin-da, Bow, bow, oh, Be-lin-da, Bow, bow, oh, Be-lin-da, won't you be my part-ner?

Verse 2: right hands 'round Oh, Belinda. . .
 Verse 3: left hands 'round Oh, Belinda. . .
 Verse 4: both hands 'round Oh, Belinda. . .
 Verse 5: 'round your partner Oh, Belinda. . .
 Verse 6: promenade all Oh, Belinda. . .

Shake Those 'simmons

adapted by Mark Malone

Cir-cle left do, oh, do, oh, cir-cle left do, oh, do, oh, cir-cle left do, oh, do, oh, Shake those 'sim-mons down.

Verse 2: circle right
 Verse 3: balance all
 Verse 4: 'round your partner
 Verse 5: 'round your corner
 Verse 6: promenade all

Source: adapted from the Handy Party Play book, pp. 26-27, and 91. Rohrbough, L. and Riddell, C., *Handy Play Party Book*, Burnsville, NC: World Around Songs, Inc., 1982.

Photography by Althea Jerome

FOOTPRINTS IN THE DUST
THE NATCHEZ TRACE

LESSON 5

THE NATCHEZ TRACE TODAY

LESSON 5

THE NATCHEZ TRACE TODAY



LESSON OVERVIEW

The politics and drama of converting the Natchez Trace to a paved Parkway are examined as well as the visual art, music, and theatre/movies of the 1920s. Comparisons and contrasts between the early and late roads are encouraged along the way.

Pictured Above: Mural at Natchez Trace Headquarters, Tupelo, MS

★ STANDARDS ★

Mississippi CCR Arts Learning Standards for Dance:
DA:Cr1.1.8, DA:Cr2.1.8, DA:Cr3.1.8, DA:Pr4.1.8,
DA:Pr5.1.8, DA:Pr6.1.8, DA:Re9.1.8, DA:Cn11.1.8

Mississippi CCR Arts Learning Standards for Music:
MU:Pr4.1.8, MU:Pr4.2.8, MU:Pr5.1.8, MU:Pr6.1.8,
MU:Re9.1.8, MU:Cn11.0.8

Mississippi CCR Arts Learning Standards for Theatre: TH:Cr1.1.8, TH:Cr2.1.8, TH:Cr3.1.8, TH:Pr5.1.8,
TH:Pr6.1.8, TH:Re9.1.8, TH:Cn11.1.8

Mississippi CCR Arts Learning Standards for Visual Arts: VA:Cr1.1.8, VA:Cr1.2.8, VA:2.1.8, VA:Cr3.1.8,
VA:Pr5.1.8, VA:Re9.1.8, VA:Cn11.1.8

Mississippi CCRS Standards for the Social Studies:
8.1.4, 8.1.6, 8.5.1, 8.5.2, 8.5.3, 8.6.2, 8.6.3, 8.6.5,
MS.10.4, MS.11.3

Mississippi CCRS ELA Grade 8: W.8.2a-f,
W.8.3abcde, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8,
W.8.9, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6,
L.8.1, L.8.2, L.8.3, L.8.4, L.8.4c, L.8.5, L.8.6.

TSW - The student will | TTW - The teacher will

OBJECTIVES

1 - TSW demonstrate understanding of the creation of the Natchez Trace Parkway by explaining and writing the following terms/ideas:

- Franklin Delano Roosevelt
- New Deal Agencies: CWA, PWA, WPA (which funded the Parkway project)
- Daughters of American Revolution (DAR)
- Mississippi Congressman Jeff Busby, Senator Hubert Stephens

- Chairman of Senate Finance Committee, Pat Harrison
- National Park Service
- Parkway construction time-frame 1938-2005

2 - TSW compare and contrast, both verbally and in writing, the ideas and sentiments of those in Mississippi first leading the quest for paving the Trace with events that allocated funding for the project.

3 - TSW demonstrate understanding of the historical information through an arts-integrated presentation by combining elements of visual art, music, dance, and theatre.

PROCEDURES

1 - TTW assign the reading of background material from Whole Schools Initiative-Interactive, Interdisciplinary Thematic Unit: *Footprints in The Dust - The Natchez Trace*, pp. 10-11 (see Procedure 3), Paving the Trace <http://www.mdah.ms.gov/new/wp-content/uploads/2013/07/trace.pdf> and A Trail Becomes a Parkway <https://www.nps.gov/articles/natchez-trace-parkway.htm> for student discussion facilitated by the teacher. The discourse should conclude with establishment of four investigative groups:

1. Mississippi groups leading the quest for paving the Trace
2. Government leaders and New Deal Agencies providing funding for the Parkway
3. Comparing the decline of the Trace in the early 1800s with the current aging of the Parkway
4. Visual Art, Music, Dance, Theatre/Movies of the 1920s

Each group should gather facts for presenting their ideas, culminating in writing a movie script that portrays the story.

The Arts group (number 4) should create modern travel posters advertising one or more of the 10 interesting facts about the Parkway, as well as artwork depicting the Trace in the 1800s for use in the movie. Additionally, music and dance of the 1920s Jazz era should be selected for student performance in the production. Internet searches for the posters may begin with the links below:

10 Interesting Facts about the Trace

<https://www.scenictrace.com/10-interesting-historical-facts-about-the-natchez-trace/>

Natchez Trace Parkway—National Park Service

<https://www.nps.gov/natr/index.htm>

2 - TTW draft a time-table for segments to be completed:

- selection of topics for presentation of the story for: dialog, music, dance, visual art
- initial drafts of scripts/rehearsal of music, dance and commencing visual artwork
- creative amalgamation of storylines for an inclusive script of the movie
- creative selection of backgrounds/settings for each scene and costuming
- commencement of rehearsals for the movie scenes
- video recording or rehearsals for evaluation of script, music, and blocking leading to refinement of the production
- dress rehearsal
- performance

3 - The Paving of the Trace

The following narrative is taken from Whole Schools Initiative - Interactive, Interdisciplinary Thematic Unit: *Footprints in The Dust-The Natchez Trace*, pp. 10-11. (See additional Trace images, Resource 5.1 - 5.7). The comeback of the road is a modern and altogether different drama of politics. The Depression of the 1930s provided the impetus to put the pieces of the Trace back together. Franklin Delano Roosevelt's New Deal searched

for projects that would create jobs and be useful to local governments. The Daughters of the American Revolution had been calling attention to the historic significance of the Trace since 1909 by erecting markers along the route. By 1934 their efforts had persuaded Mississippi Congressman Jeff Busby to introduce the resolution asking the Interior Department to make "a survey of the old Indian trail known as the Natchez Trace with a view to constructing a national road on the route to be known as the Natchez Trace Parkway." When Senator Hubert D. Stephens of Mississippi introduced an identical bill in the Senate, the Interior Department urged a presidential veto of the \$50,000 survey. Had Roosevelt not needed the support of the chairman of the Senate Finance Committee, Pat Harrison of Mississippi, the resolution might never have passed. The survey was made, and in 1937 funds were allotted from the president's "emergency funds" for the construction of the parkway, which was to be a unit of the National Park Service.

Today, the Natchez Trace Parkway roughly follows the old Natchez Trace, crossing and recrossing it through a protected area of deep woods, rolling hills, meadows, high ridges, and bottomlands. The Parkway was completed in 2005 and is 449 miles long, 313 stretching diagonally across Mississippi. Thirty-three miles cut a dog-eared corner of Alabama and the last 106 stretching into Tennessee. Approximately 19 million people travel the Natchez Trace Parkway each year. Commercial vehicles are not allowed, and a fifty-miles-per hour speed zone discourages the strictly-business motorist. Along the way, the Park Service provides campgrounds, picnic tables, nature trails, historic markers, and exhibits that introduce the traveler to virtually all of the area's history. The traveler can explore archaeological sites, an early inn, Native American sites, Civil War battlefields, and even walk on short sections of the original Trace. For those interested only in its spectacular scenery, the Trace can be the glorious experience of a single day, showing the beauty and the enchantment of a trail that reveals an exciting moment of America's history at almost every turn.

MATERIALS

- computers for internet searches
- bulletin board paper
- markers
- paint
- scissors
- art paper for drawing/painting
- appliance boxes for use as background theatre “flats” to create settings
- piano or keyboard for learning music
- audio device for dance projection of dance CDs

ASSESSMENT

Formative Assessment:

Students will successfully complete all the requirements of the objectives. TTW act as a guide and facilitator for student understanding, critique student work, and suggest direction for projects and other student learning outcomes.

Summative Assessment

1 - Utilizing information gleaned from background reading, articles, and internet searches, and the *Long Journey* (See Resource 5.8), the students will create a movie by writing a script, rehearsing and recording the video/audio recording and producing the story.

2 - TSW write an essay comparing the history of the Natchez Trace with the reality of the Natchez Trace Parkway today, answering such questions as:

- Does the Parkway created in the 20th century follow the original Trace?
- How does the modern Parkway differ from the Trace in terms of:
 - purpose of the road
 - items needed by the travelers
 - difficulties of passage on the road/trail
 - places to stay (overnight accommodations)
 - speed of travel from Natchez to Nashville

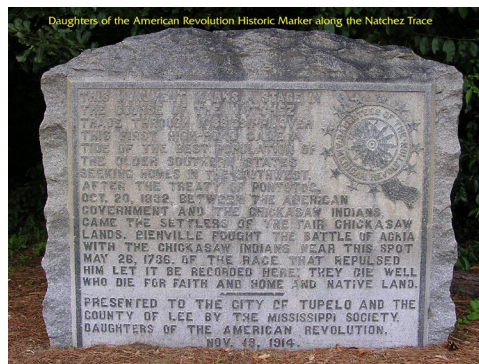
Conclude with positive thoughts about each road.

LESSON FIVE RESOURCES

IMAGE 5.1



IMAGE 5.2



Old Trace at Tupelo

IMAGE 5.3



Tupelo Headquarters

IMAGE 5.4



IMAGE 5.5



Old Craft Center at Ridgeland

Photography by Althea Jerome

LESSON FIVE
RESOURCES

IMAGE 5.6



IMAGE 5.7

*Ross Barnett Reservoir along Trace of Ridgeland*

IMAGE 5.8

Long Journey

How would you like to travel along one of the oldest roads in the world?

It's a long journey – a journey that reaches back in geologic time where you'll see hundreds of thousands of years of activity during the ice age as loess, the wind-blown soil carried from far in the west, is deposited along the eastern banks of the Mississippi River, and you'll see the beauty of nature springing from its richness.

It's a long journey – a journey that spans tens of thousands of years, following the beasts of the wilderness, and well over 10,000 years of human activity. You'll see Indian temple mounds, and Indian village sites that existed as long ago as 8,000 years BC, and used not just for days or weeks or years. Their use spanned far beyond the decades or the centuries; some of these sites were occupied by human beings long before the building of the ancient pyramids of Egypt and used over thousands of years.

It's a long journey – a journey that will take you through the struggle of a colony to pull itself out of the wilderness, to become a great nation built upon the ruins of great nations – a journey with ties to Indian tribes, and the French, and the Spanish, and the British – along a national road that flourished before the time of steamboats and carried settlers and preachers, post riders and travelers, warriors and armies – a road that linked a new nation with its outpost beyond the vast and treacherous wilderness.

It's a long journey – a journey of pioneers through the woodlands and of pioneers on flatboats and keelboats and pioneers onboard the steamboats that ushered in the era of "King Cotton." You'll see this vital road wither and die in the era of riverboat travel.

I'm inviting you to take a virtual trip, to travel one of America's most amazing and historical roadways stretching 450 miles between Natchez, Mississippi, and Nashville, Tennessee. It's known today as the Natchez Trace Parkway and is commemorated as part of our National Park System. And as you take this journey with us you'll begin to see our place in the ever-changing world of nature and its peaceful, sometimes violent struggle between the water and the land, between the land and trees and plants and animals – and man.

Note: This passage may be read aloud while music is playing so that students may begin to establish a context for the land, the animals and the people who occupied it over time.
Source: <http://members.aol.com/RoadMusic/thomfilm.nthistor.htm>

A-1

Photography by Althea Jerome

FOOTPRINTS IN THE DUST THE NATCHEZ TRACE



CHRONOLOGY

Chronology of the Natchez Trace

Compiled by the National Park Service

-
- 1541—De Soto spends part of winter (1540-41 in Chickasaw villages).
 - 1682—LaSalle visits village of the Natchez tribe.
 - 1699—South Carolinians begin trade with the Chickasaw.
 - 1700—D'Iberville, Governor of Louisiana, visits the Natchez people.
 - 1710—Unknown French trader sets up business at French Lick, site of Nashville.
 - 1713—French trading post at Natchez established by LaLoire brothers.
 - 1716—Fort Rosalie built at Natchez by Bienville.
 - 1718—St. Catherine Concession organized, and French begin to develop several plantations near Natchez.
 - 1729—Natchez Massacre; French colony defeated.
 - 1730—Natchez tribe defeated and scattered. Choctaw go to help the French at Natchez; first recorded trip over any part of Natchez Trace.
 - 1736—Great French effort to destroy Chickasaw. D'Artaguetie defeated at Ogoula Tchetoka and Bienville at Ackia.
 - 1739-40—French expedition against the Chickasaw; 100 French Canadians with Native American allies travel from Montreal to Tupelo.
 - 1748-52—Choctaw Civil War. South Carolina attempts to bring Choctaw under British control.
 - 1763—France cedes North American possessions east of the Mississippi River, except New Orleans, but including the Natchez District, to Great Britain. Spain cedes Florida to Great Britain.
 - 1764—Natchez becomes a part of the British Colony of West Florida.
 - 1765-79—English-speaking people colonize the Natchez District—veterans of French and Indian War, and exiled Tories from the 13 Colonies.
 - 1770—Tockshish, or McIntoshville; established when John McIntosh, British agent to Chickasaw and Choctaw, established his agency 10 miles south of Pontotoc.
 - 1775-83—American Revolution.
 - 1779—Spanish Colonial forces occupy Natchez.
 - 1780—Nashville established by Richard Henderson, John Donelson, James Robertson and North Carolina settlers.
 - 1781—English-speaking settlers in Natchez revolt against Spain.
 - 1782—Alliance between Americans of Cumberland settlement and the Chickasaw.
 - 1783—Treaty of Paris ends American Revolution. The Mississippi River becomes the western boundary of the United States. East and West Florida ceded to Spain. Beginning of Spanish-American boundary quarrel.
 - 1783-85—Mount Locust built on Spanish land grant near Natchez.
 - 1785—Chachare, a French officer in Spanish service, makes the trip from Natchez to Nashville; the first written report of a journey over the Trace.

Source: Whole Schools Initiative - Interactive, Interdisciplinary Thematic Unit: *Footprints in The Dust - The Natchez Trace*, pp. 23-25; A-1

- 1790—Tennessee, with tentative name, “Territory South West of the Ohio River,” organized as a Territory of the United States.
- 1792—Stephen Minor’s trip on Natchez Trace; left detailed diary.
- 1795—First cotton gin in Natchez.
- 1796—Tennessee admitted to the Union.
- 1798—Spain withdraws troops, and Natchez district occupied by United States forces.
- 1798—Mississippi Territory organized, with Natchez as capital.
- 1800—Congress establishes post route between Nashville and Natchez.
- 1801—Treaty of Fort Adams officially opens Old Natchez District to settlement.
- 1801—Choctaw and Chickasaw agree that the United States may open a road, the Natchez Trace, through their lands.
- 1801-02—United States troops open the Natchez Trace from Davidson-Williamson County line in Tennessee to Grindstone Ford in Mississippi.
- 1802—Capital of Mississippi Territory moved from Natchez to Washington, Mississippi.
- 1802—Ferry across Tennessee River established by George Colbert.
- 1802—That part of Old Trace in Tennessee between Nashville and Duck River Bridge abandoned as a post road.
- 1802—Red Bluff Stand established by William Smith in Mississippi.
- 1802—Gordon’s Ferry established on Tennessee’s Duck River by John Gordon.
- 1803—Port Gibson, Mississippi, established.
- 1803—Regiment of Tennessee Militia marches on Trace to and from Natchez.
- 1804—Mississippi Territory boundary extended north to Tennessee line.
- 1804—Wiley “Little” Harp, notorious outlaw, executed.
- 1805—Treaty of Mt. Dexter. Choctaw cede their lands south of old Three-Chopped Way to the United States.
- 1805—Chickasaw cede Tennessee lands between Duck River Ridge and Buffalo-Duck River watershed to the United States. The Old Trace, from Duck River Ridge to Meriwether Lewis, becomes boundary between the United States and Chickasaw lands.
- 1806—First congressional appropriation for the improvement of the Natchez Trace.
- 1807—Aaron Burr arrested near Natchez.
- 1807—Choctaw agency moved to site on the Natchez Trace by Silas Dinsmore.
- 1808—Old Trace between Duck River Ridge and Buffalo River abandoned as a post route.
- 1809—Meriwether Lewis died and was buried near Grinder’s Stand in Tennessee.
- 1810—Settlers in West Florida revolt against Spanish rule.
- 1811—First Mississippi River steamboat reached Natchez from Pittsburgh.
- 1812—West Florida added to the Mississippi Territory.
- c. 1812—French Camp, Mississippi, or LeFleur’s Stand, established by Louis LeFleur.
- c. 1812—McLish Stand established in Tennessee by John McLish, a mixed-blood Chickasaw.
- 1812—Doaks Stand established in Mississippi by William Doak.

- 1813—General John Coffee marched a brigade of cavalry over the Trace from Nashville to Natchez.
- 1813—Andrew Jackson marched from Natchez to Nashville.
- c.1815—Steele’s Iron Works began to produce iron at a site near the trace in Tennessee.
- 1814-1815—The Natchez Trace was a vital link between Washington, D.C., and New Orleans when the latter was threatened by a British army and fleet.
- 1815—Jackson’s army returned to Tennessee via the Trace after the Battle of New Orleans.
- 1816—Chickasaw ceded all lands north of the Tennessee River to the United States.
- 1817—Mississippi became the 20th state.
- 1817—Alabama Territory organized.
- 1818—Choctaw Mission established by American Board of Commissioners for Foreign Missions.
- 1819—Alabama became the 22nd state.
- 1819—Gordon House built by John Gordon in Tennessee.
- 1820—Treaty of Doak’s Stand. Choctaw cede 5.5 million acres of land to the United States.
- 1820—Old Trace, between Buffalo River and Buzzard Roost Stand, abandoned as a post route.
- 1820—Monroe Station of the Chickasaw Mission established, Pontotoc County, Mississippi.
- 1820-30—Steamboat becomes usual method of travel from Natchez to Northeast.
- 1821—Bethel, a station of the Choctaw Mission, established.
- 1822—Old Trace between Brashears Stand and Red Bluff Stand abandoned as a post road.
- 1830—Treaty of Dancing Rabbit Creek. Choctaw ceded all lands east of the Mississippi River to the United States and agreed to move to Oklahoma.
- 1861-65—Civil War.
- 1863—Gen. Ulysses S. Grant’s Union army marched over Natchez Trace, Port Gibson to Raymond.
- 1864—Battles of Brices Cross Roads and Tupelo.
- 1864—Parts of Gen. John Hood’s Confederate army marched over Natchez Trace from the Tennessee-Alabama line to Nashville. After the battles of Nashville and Franklin, the battered remnants of Hood’s army retreated more than 200 miles along the Trace to Tupelo, Mississippi.
- 1909-1930 – Route of Natchez Trace marked by Daughters of the American Revolution and other patriotic organizations
- 1935 – Congress allocates \$1,286,686 in emergency funds to begin construction of the Trace Parkway
- 1938 – Congress designates the Natchez Trace parkway a unit of the National Park System. Construction begins in unconnected segments that stretches over decades.
- 1956 – The Federal Highway Act of 1956, that saw the creation of Interstate Highway System (divided-lane/limited access roads), supersedes and delays the Natchez Trace Project.
- 2005 - Final segments of the Natchez Trace completed north of Jackson, MS and the Double Arch Bridge near Nashville, TM. Estimated total cost of the entire project lies somewhere between 400 million and 2 billion dollars