

Examining Route 66 Through an Empathy Lens

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Purpose and Relevance

This lesson is to get students to think about how Route 66 is more complicated. Once students are able to make connections about Route 66 in our community, the school counselor will work with students to consider emotions as part of this process. Students will need to have a base of knowledge on historical empathy and that will make this lesson even more effective.

Essential Questions:

- What is the experience of different racial identities in our community?
- How does history impact the neighborhoods in which we live today?
- To what extent can our emotions help us connect to the past?

Objective(s)

- Analyze multiple sources through the historical thinking skill comparison by writing short essays AND creating posters that look at the different identities along Route 66 in Flagstaff
- Examine personal biases and opinions regarding different cultures and neighborhoods in Flagstaff through Restorative Circle conversation and reflection

Lesson 1 (Kerr, US History)

Component	Description
Warm-up (5 minutes)	<ul style="list-style-type: none"> ● Remind students about the differences between de jure and de facto segregation. Make sure students have an understanding of the different types of segregation and how both are equally detrimental to communities.
Introduce the idea of segregation in Flagstaff with a quick context lecture (15-20 minutes)	<ul style="list-style-type: none"> ● This lecture will include the impacts of communities of color to Flagstaff in a very broad sense. In this lecture I will introduce people from the Neal and Hazel Grady, to the Wongs, to Jesse Dominguez, to the different Indigenous tribes throughout the region (I will also talk about the Flagstaff Pow Wow along Rte. 66) ● Lecture question: In what ways has segregation impacted Flagstaff?
Primary source comparison activity (30 minutes)	<ul style="list-style-type: none"> ● Students will have access to online sources, but ideally we would try and take a field trip to the archives where Sean Evans and I would have a curated set of sources with which students could physically engage. ● If in class, I will print those sources out and provide them online. With them printed out, students will take the images of the sources and create posters to hang around the room as
Discussion to the rest of class their primary sources (20 minutes)	<ul style="list-style-type: none"> ● Finish primary source comparison activity from previous day ● Students will present their source material to their peers by centering the lecture question ● Once material is presented students will field at least 2 questions about what they learned
Conclusion [remaining minutes]	<ul style="list-style-type: none"> ● Get students to be thinking about the visit from Ms. Wiggins ● Students will know that the restorative circle will be coming prior to Wiggins' visit in order for them to prepare themselves emotionally for this process.

The Plan Lesson 2 (Wiggins, Counseling)

Component	Description
Introduce the big ideas from the previous day (5 minutes)	<ul style="list-style-type: none"> ● Review the different cultures and neighborhoods covered by Kerr, and what students may have noticed or realized about current day Flagstaff relative to this
Context of a Restorative Circle (10 minutes)	<ul style="list-style-type: none"> ● Explain to students the purpose of the Restorative Circle (https://www.restorativeresources.org/uploads/5/6/1/4/56143033/principles_and_practice_of_circle.pdf)
Restorative Circle Activity (25 minutes)	<ul style="list-style-type: none"> ● Students will discuss the following questions through the rules and guidelines set forth in the previous section: <ul style="list-style-type: none"> ○ Where do you live now? What do you notice about the people in your area and how they interact with the space? ○ When you learned that some of the neighborhoods along Rt 66 were previously home to marginalized cultures, did you notice anything different about those neighborhoods and areas today? ○ While learning about this topic, how did it make you feel knowing how people of your own culture were treated in Flagstaff? ○ How did it feel if your culture or race was not largely represented? ○ How can we be allies in our current community (both our school and city as a whole)?
Debrief (10-12 minutes)	<ul style="list-style-type: none"> ● When we examine different parts of history, whether it is ancient or more recent, feelings may come up that we don't know how to explain or talk about. This is why it's important to process what can be interpreted as generational or historical trauma ● Define generational trauma and historical trauma ● Acknowledge and appreciate the sharing done by students
Conclusion [remaining]	<ul style="list-style-type: none"> ● Remind students that if this brought up feelings they did not have the opportunity to share or if they need follow up that

minutes]

counselor is available to meet and process.