

Exploring Culturally and Historically Significant Sites in the City of Pomona

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NEH Racialized Spaces on Route 66

7/21/23

Essential Guiding Questions:

What places in our city/community have cultural and historical significance?

How do you relate, use, view or interact with these cultural and historical sites in our city/community?

What places in our city/community have personal importance to you?

How do the places you selected in the city/community connect or relate to the historical or cultural sites?

California Visual Art Standards:

Connecting

Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Day 1:

Essential Guiding Questions:

What places in our city/community have cultural and historical significance?

How do you relate, use, view or interact with these cultural and historical sites in our city/community?

Anticipatory Set:

Students will view the map that I created of culturally/historically significant sites that I selected. They will select one site that they are familiar with and write a description of their experience or perspective of this historic/cultural site. They will share these descriptions in small groups.



Coates Cyclery sign on Route 66 in Pomona.

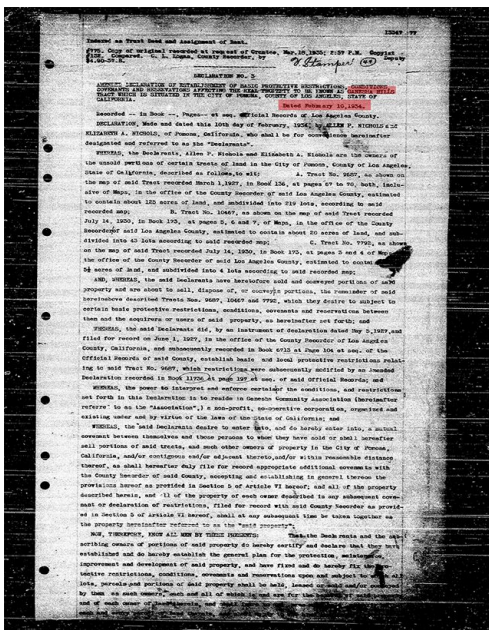
The store closed in 2017 after 83 years,

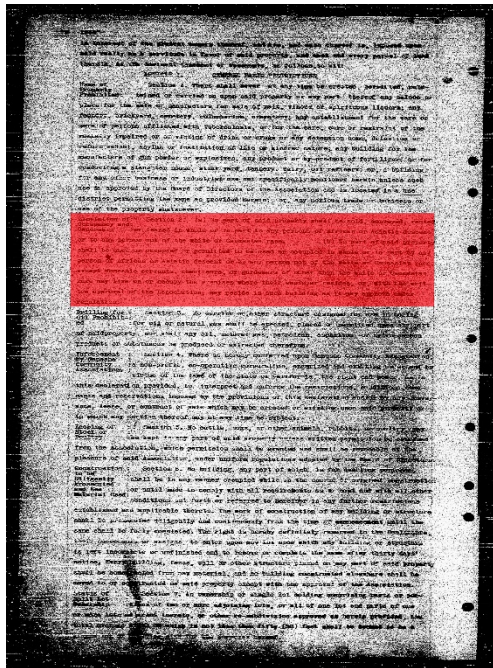
Main Project:

Step 1: Students will view historical/cultural locations on the map. I will provide students with past/present photos, historical maps of redlined areas, oral history recordings and transcripts of these historical sites and possibly field trips to these sites.

Historical/Cultural Sites will include: The Palomares Adobe, Casa Primera, Mt. Zion Baptist Church, The Fox Theater, citrus/ fruit packing plant, the Fairplex Access Center for Japanese internment, areas of white flight/segregation/redlining, vintage signs/motels/ gas stations along Route 66.

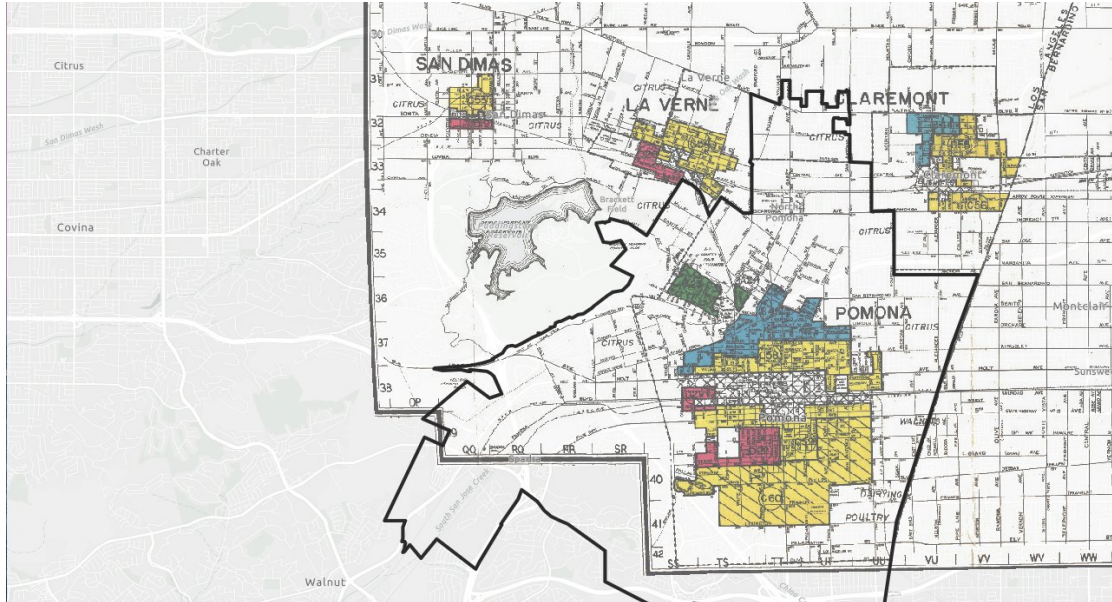
Step 2: Students will explore resources in small groups and then we will discuss these sites as a class.





Restrictive Housing Covenant 1954

Pomona (Ganesha Hills)



Structural Racism and Land Use Redlining Map

Pomona, CA

Day 2:

Essential Guiding Questions:

What places in our city/community have personal importance to you?

How do the places you selected in the city/community connect or relate to the historical or cultural sites?

Anticipatory Set:

Step 1: Each student will independently select a site in Pomona that has personal significance to them (these sites of personal importance

Step 2: Students will write a description. In the description students will describe why the site is significant or impactful to them and their lives.

Main Project:

Step 1: We will add these sites onto the map.

Step 2: Students will create an artwork where they interpret this site. Students can create an artwork using the medium of their choice (pen and ink, watercolor, color pencil).

The project including the map of Pomona and student artwork depicting culturally significant and historic sites will be displayed in the main office and the Emerging Artist Exhibit in Downtown Pomona.