

# NEH Racialized Spaces Project

By Taylor Gilbert

# Information

This project was inspired DBQ projects I have done with my classes. Students are using more pieces of evidence versus documents in this assignment. The goal is for students to practice skills that will help in future DBQ writing assignments and evidence based writing. Students will look at 5 topics of evidence and information for them to summarize and write about Route 66 in general as well as answering the question, "How can the construction and use of a road impact different people?"

This was made with the purpose of being introduced in the beginning of the year, however use it as necessary and appropriate with your curriculum. Add a rubric or change questions as necessary. Students can type their answers on slides, write, or type on a document.

Length of time: 4-5 45 minutes long classes

Grade level: 7th-8th grade

NJ State Standards:

6.3.8.CivicPI.4: Investigate the roles of political, civil, and economic organization in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of of limited government.

# Racialized Spaces

The concept of racialized spaces on Route 66 is through my big question, How can the construction and use of a road impact different people?

By having students look at different aspects of the history of Route 66 students will develop an understanding of how racialized spaces were developed or depicted within the history of Route 66.

# What is a DBQ?

A DBQ is a Document Based Question writing project. Students are presented with a question in which they need to answer by using evidence from the documents as support. The responses can be between a paragraph and an essay, that's up to the teacher. The practice allows the teacher to model to students how to analyze sources and students to build skills to analyze primary and secondary sources in order to put together an argument and support it with evidence. Rather than teaching history from a textbooks, students are engaging with multiple sources, multiple perspectives and able to organize their own argument.

An All American journey  
.....or was it?



# Hook

You're going on a road trip! Throughout this road trip you will explore different experiences of people driving through the United States on Route 66 during the early to mid twentieth century. There are some things we need to accomplish before we begin...



# Pick a car



1. 1936 Buick Roadmaster



2. 1930 Ford Tudor



3. 1947 Chevrolet  
Fleetline Aerosedan



4. 1942 Ford Super Deluxe



5. 1955 Chevrolet Bel Air



6. 1953 Buick Skylark

# Thinking Ahead..



1. What car did you pick? Why?

2. Name 4 things you will bring for your road trip. (No technology...)

- 1.
- 2.
- 3.
- 4.

3. Name 3 types of places you will stop at on your road trip.

- 1.
- 2.
- 3.

4. What is the maximum number of hours you plan to be driving for in a day?

# Big Question

As you navigate through the evidence and tasks you will answer questions for that particular piece of evidence. At the end you will need to answer the big question and you will use the knowledge you gained with the documents to answer the question.

How can the construction and use of a road impact different people?



# Let's Begin!

Our journey begins in Chicago, Illinois. For this first part we will look at geography to see where we will travel.





CANADA

PACIFIC

OCEAN

ATLANTIC

OCEAN

Gulf of

CUBA



**Document 1**

# Document 1 - Geography

1. How many states did Route 66 travel through?
2. What are those states? (You can use abbreviations)
3. What state capitals does it run through?
4. Name today, what 5 interstates run along the route?

For 5 & 6 go to [maps.google.com](https://maps.google.com), travel from Chicago, Illinois to Santa Monica, California, choose the I-40W route or the route that matches the map on the slide.

5. How many miles in total?
6. How many estimated hours?
7. If you were to drive for 4 hours each day and spend a whole day in 7 states, how many days would it take you to travel from Chicago to Santa Monica? Make sure to explain or write out the equation.



## Document 2

Now that you have an idea of where we are driving, read the following passages and answer the questions to learn more about the history of Route 66. Not only are you looking at background but you are also going to compare the language between the two.



**Text A** - "U.S. Highway 66 - popularly known as Route 66 - embodies (expresses) a complex, rich history that goes well beyond any chronicle (record) of the road itself.. The highway winds from the shores of Lake Michigan across the agricultural fields of Illinois, to the rolling hills of the Missouri Ozarks, through the mining town of Kansas, across Oklahoma where the woodlands of the East meet the open plains of the West, to the open ranch lands of Texas, the enchanted mesa lands of New Mexico and Arizona, to the Mojave Desert, and finally to the "land of milk and honey" - the metropolis of Los Angeles and the shores of the Pacific Ocean. Route 66 had its official beginnings in 1926 when the Bureau of Public Roads launched the nation's first Federal highway system...The highway quickly became a popular route because of the active promotion of the U.S. 66 Highway Association, which advertised it as "the shortest, best, and most scenic route from Chicago through St. Louis to Los Angeles...In 1990, the United States Congress passed Public Law 102-400, the Route 66 Study Act of 1990, recognizing that Route 66 had 'become a symbol of the American people's heritage of travel and their legacy of seeking a better life'"

(National Park Service, *Route 66 Overview*, June 27, 2022,  
<https://www.nps.gov/articles/route-66-overview.htm>)

# Text A questions

1. What impression do you get of Route 66 based on this description? Include quotes or specific text evidence.
2. What kind of experience might one have driving through Route 66?
3. Why is it an important road?

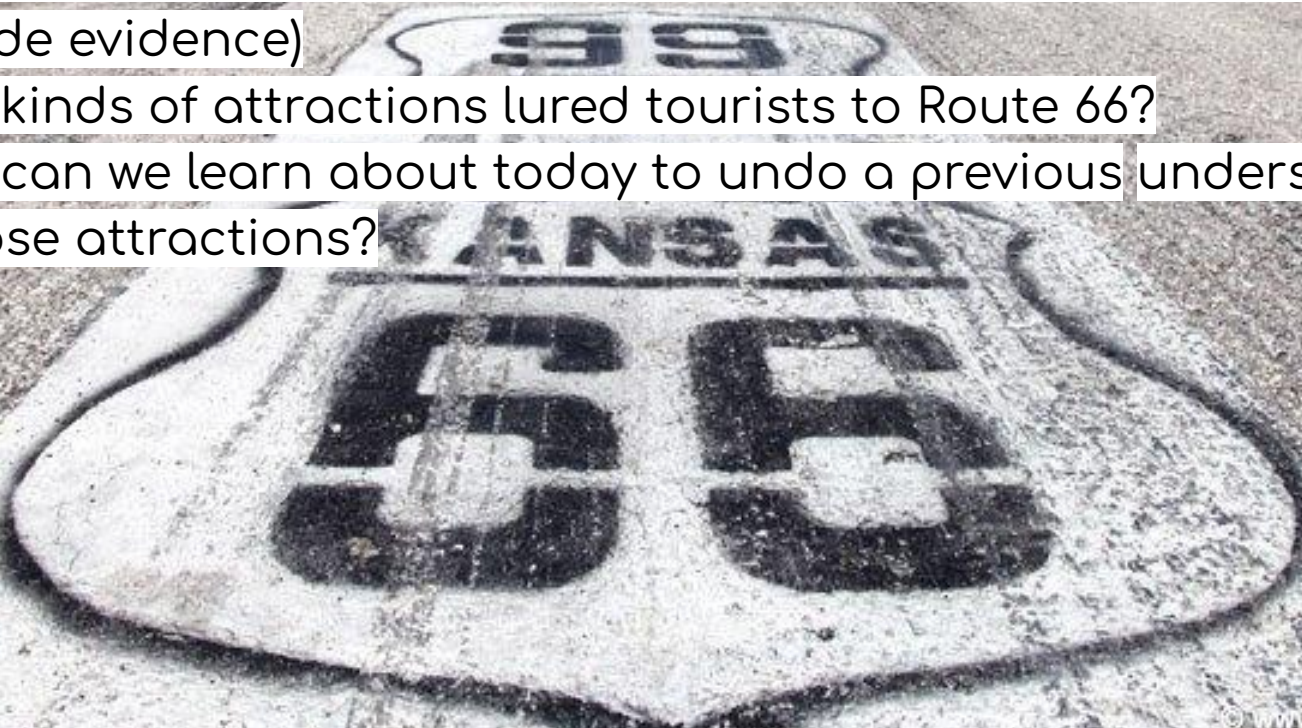


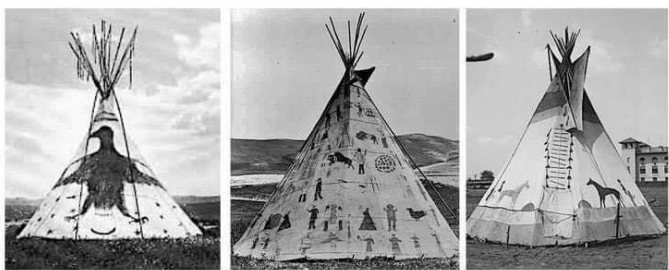
Text B - "Route 66 was an officially commissioned highway from 1926 to 1985. During its lifetime the road guided travelers through the lands of more than 25 tribal nations. It was a give and take relationship between the asphalt and the American Indian people- from the physical intrusion (invasion) of the road on American Indian lands to the new commerce (business) the road introduced. American Indian stereotypes were propagated (spread) and used as a major lure (attraction) for tourists on this "mother Road" of American highways and the evidence lingers. Faded billboards, rusty metal tips and concrete 'wigwams' beckon from the roadside, evidence not of the tribe they were meant to represent, but of tourism marketing savvy. Today, the road can help break down these stereotypes as tribes actively shared their distinct cultures and histories... whichever way you head, from Lake Michigan to Pacific Ocean or the other way around, this iconic highway cuts its way across more than 2,400 miles of the United States. More than half of Route 66 lies in Indian Country - roughly 1,372 miles.

(American Indians & Route 66, Produced by the American Indian Alaska Native Tourism Association, 2016)

# Text B questions

1. How are these texts similar? (at least one similarity)
2. What does text B include information about that text A does not? (include evidence)
3. What kinds of attractions lured tourists to Route 66?
4. What can we learn about today to undo a previous understanding of those attractions?

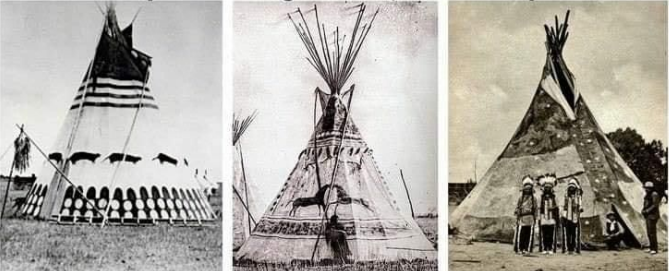




Crow tipi

Sicangu Lakota, 1895

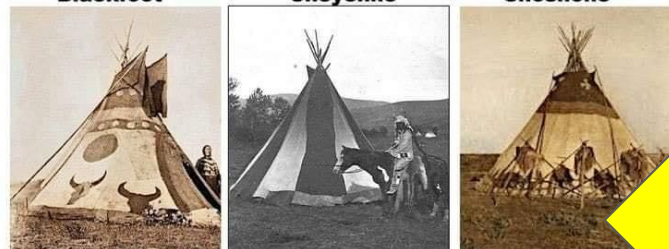
Arapaho 1904



Blackfoot

Cheyenne

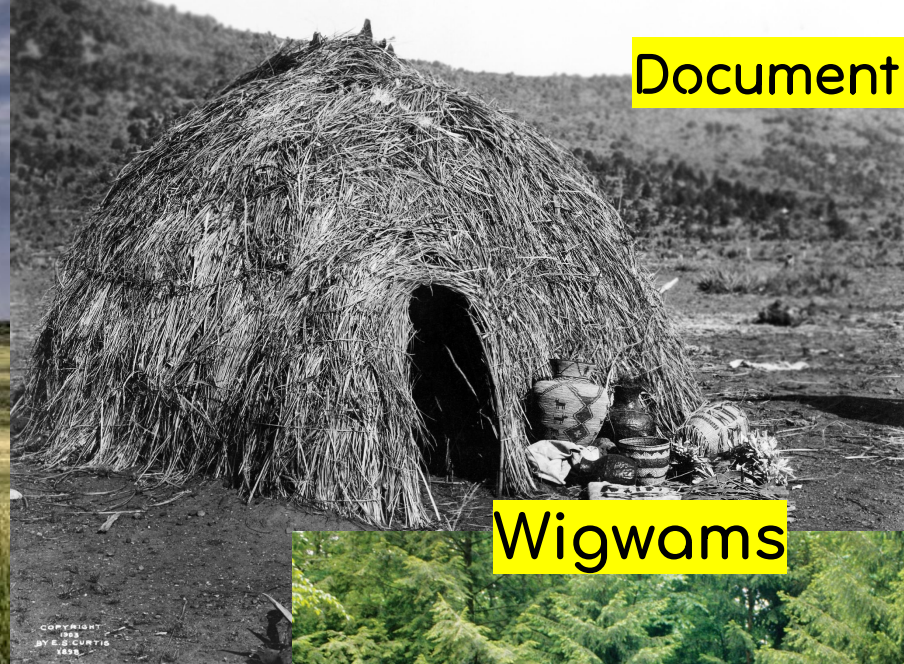
Shoshone



Assiniboine

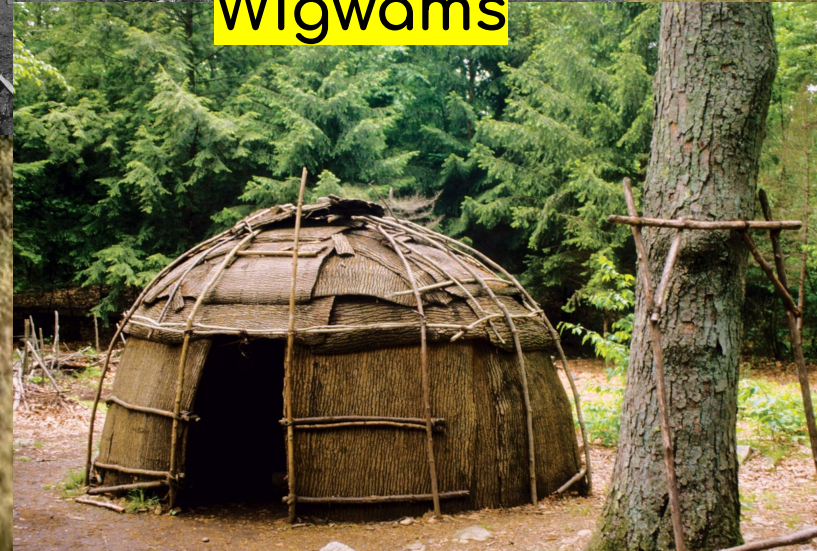
Nez Perce

Blood



Wigwams

Tepees/Tipis





Wigwam  
Motel in  
California

Wigwam Motel  
in Arizona



Document 3 - B

## Document 3

1. Look at the Native American housing in Document 3-A, describe the difference based on the images.
2. Look at the motels in 3-B, which are they most alike?
3. Read about the wigwams and teepees on Native American houses, what are the differences?
4. How do these images relate to Text B of Document 2? How might a roadside attraction like the Wigwam Motels off of Route 66 both attract tourists, yet create stereotypes?



# Document 4



*The Negro Motorist Green Book*  
AND ROUTE 66

1. Initially, what does the narrator say about Route 66 and how it is remembered?
2. What was the experience like for Black motorists?
3. How did the Green Book help Black motorists? What does she mean by it was a lifesaver?
4. What is a sundown town?

# Document 5

1. Go to the Physical Legacy of Buildings Listed in Black Traveler Guidebooks
2. What was the intention of the Green Book?
3. How long was it primarily used for? Why did it “stop”?
4. Fill in the chart below. Count the number of cities for each state.
5. Consider the experience of Black drivers, how might this impact their Route 66 trip?
6. Drop down through the cities, describe what options did Black travelers have?
7. Look at the condition for majority of the locations, what are the conditions today? What does this suggest about preserving Black history? How can this be changed?

STATES	IL	MO	OK	TX	NM	AZ	CA
# Of cities with stops							

# The End!

Now you must answer the big question using evidence to support. You must include:

- Background information about Route 66
  - This is general information that includes history. This should be about 5 sentences long.
- How can the construction and use of a road impact different people?
  - How did the experience of Black tourists and Native American locals differ from white tourists?
    - Use evidence from at least 3 of the documents in your response.
- How can we address these issues now and for future generations? How can we, as citizens, or the government work on these issues?

