

## Racialized Spaces on Route 66: NEH Lesson Plan

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### Objective:

Students will research primary and secondary sourced objects, photos, maps and places and will create interactive segments for student touring groups about diverse experiences on Route 66.

Students will create an interactive Route 66 through the campus with stops along the way to speak to artifacts, photos, and stories they discover in their research on racialized spaces. The road will feature the Hispanic, African American, Asian, and Native American featured stops to speak to the Racialized Spaces on Route 66.

This project based, interdisciplinary experience can also be done as a short documentary and/or a museum walk with QR codes.

### Artifacts

The Negro Motorist Green Book

Esso Service Stations

Sit-ins

Photos of Travelers

Cars by Era & Car Clubs/Low-riders

Map Markers for Tribes & Pueblos along Route 66

Valentine Hospital (A Native American hospital off old Route 66 new the Hualapai & Havasupai Reservation)

Restaurants

Tribes & Pueblos Along Route 66

Twin Arrows

Maps of Redlined Neighborhoods

Harvey House Locations

Sundown Towns

### Performances/Dramatizations

Victor Green

Ruth Carol Taylor

Music from Route 66

Sister 'Sorry' (Survivor of the Long Walk at Immanuel Mission in AZ)

Mrs. Fred Tomahesteva (Hopi Village, Navajo Ordnance Depot)

Navajo Code Talker: Joe Vandever Sr.

June Wong Family (The American Laundry, June Furniture, Rose Tree Café, the Grand Canyon Cafe)

Jessie Dominguez (Saginaw-Manistee Sawmill)

Hispanic Teen Racers (Car Clubs/Low-riders)

Otero Phillips Service Station Owners

### **CCSS Standard:** 11-12.RI.7 (*Reading Informational Text*)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **CCSS Standard:** W.11-12.7 (*Writing*)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### **CCSS Standard:** 11-12.SL.1 (*Speaking & Listening*)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

(d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.