

Lesson #6 - Racialized Spaces

Delaware History Standard Four: Students will develop historical knowledge of major events and phenomena

9-12 - Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: Civil War and Reconstruction (1850-1877) Development of an industrialized nation (1870-1900) Emergence of modern America (1890-1930) Great Depression and World War II (1929-1945) Postwar United States (1945-early 1970s) Contemporary United States (1968-present)

Performance Objective

Students will be able to create a culturally aware theme park IOT honor of the various racialized spaces along Route 66.

Work Period

Opening

- Have you visited a theme park lately? If so, what did you enjoy the most? What did you not like?
- What role do theme parks play?
- How can we create theme parks that are both entertaining and educational?

Activity

- article analysis

Students will read a news article about a theme park that is slated to be built along Route 66, as well as an article from the National Park Service.

article 1 Today.com American Heartland Theme Park

<https://drive.google.com/file/d/13ycapWwDp4EOueMJKf86TVUvL2ipE27R/view?usp=sharing>

article 2 NPS Route 66 Overview

<https://www.nps.gov/articles/route-66-overview.htm>

- In pairs, students will create a Venn diagram comparing and contrasting the information found in both articles.
- Then, answer the questions that follow through a whole class discussion.

How does the construction of the amusement park compare to the construction of Route 66 in terms of funding, planning, scale, and the people it will serve?

- What parallels do you see between the promises made by the amusement park developers and those made by those made within promotional material for Route 66?

c. Do you think the experiences of various cultures visiting the park will be the same or different from those of the past along Route 66? Explain.

Closing

Which do you find most valuable to Americans? Was it the construction of Route 66 or the construction American Heartland Theme Park? Explain.

Assessment

Historical Theme Park - Use your knowledge of historical events that took place along Route 66. Your theme park will have sections dedicated to the people, places, and events that took place along Route 66.

Instructions

(source - Benscoter, D., & Harris, G. (2001). *Social Studies Activities Kids Can't Resist!* [1st ed., p. 24]. Scholastic Professional Books.)

1. Have students brainstorm a list of the most important people, places, and events that took place during the historical era you have been studying.
2. Next, have students write 2 to 3 sentences that sum up the key points from the list they've created.
3. Have students draw their theme park on a 12 x 18-inch sheet of paper or use online tools to create their theme park.
4. Remind students to include the types of features that theme parks might have, such as pathways, rides, park areas, shops, video arcades, and museums. Encourage students to include multimedia elements such as music, photographs, and voice recordings.
5. Tell students to name each point of interest throughout the park based on one of the events previously selected, and to write descriptive sentences next to it.
6. Be sure to have students put all of the events on the map in a logical order.
7. Have students add a map legend or key to help tourists as they walk through their historical theme park.