

**August 5, 2023**

**Crouse-2 Lesson Plan – Susan Crouse**

## **Navigating the Mother Road – Route 66**

### **Introduction:**

This 4 week UNIT, will follow a study from our curriculum about the pioneers who traveled the Oregon Trail. My goal is to juxtapose those stories and experiences of pioneer people traveling west, to the travelers moving west on Route 66.

Connecting and comparing the two events will allow students to examine changes over time, the different challenges that travelers met in both time periods, and the human interactions that occurred for both groups of travelers.

Using multiple content areas, students will learn about map skills, navigating the topography of the two landscapes, and the need for help and tools along the way. As the teacher, I am looking to facilitate their journey by sending them on an adventure along the routes, and introducing real life landmarks, circumstances, and stories. They will also create a timeline, showing events over the 150 year span between the Oregon Trail, and Route 66. Students will read articles about places, and events, and plot them on maps, timelines, and in “travel diaries” that they will keep.

### **Anticipatory Set: Prior Knowledge Probes-**

- “What do you need when you take a trip?” Narrative essay.
- “What do you need to know when you travel to a new place?” List.

Students will write a short narrative essay, about a trip they have taken and what they needed to prepare for the adventure. As well, they will make a list of the things they need to know before traveling to a new place.

Students will pack a paper graphic organizer in the form of a “suitcase” to keep track of their journey, and as a final product to turn in.

## **Objectives:**

- Students will learn cardinal directions, map skills, and how to navigate using a compass and map in tandem. They will be able to identify landmarks, and natural features and their importance and history to a specific area. Route 66, as well as our study on the Oregon Trail will be the canvas.
- By creating a timeline, students will get a sense of events in history, and changes over time, as in inventions that made travel easier when comparing two separate periods of time.
- Challenges and conflict within these two time periods will also be examined with the goal of bringing topics to light for discussion about human interactions, and impacts along the route.
- Students should walk away with knowledge of circumstances that made the journey harder for some, and how those challenges have been prevalent throughout history..... This will be a light conversation at the second grade level. I will reconnect this topic with a study of MLK later in the year, and harken back to the trials that also existed on the Oregon Trail for African Americans and Native Americans along the trail.

## **Procedure-**

Cooperative groups will each be given an envelope with a variety of landmarks, events, human stories, and challenges to choose and use as they move along their route....

These will serve to create their adventure, and will also build knowledge, and understanding of the experiences on the Mother Road. As well, I will build in a variety of Scavenger Hunt items each day that they will explore around the classroom. I will award DOJO points for scavenger hunt items.

### **Instructional Input-**

Through our study in Amplify, Westward Expansion, we will learn about the Oregon Trail, which will help to understand about the Rt. 66 travels later on. By comparing the two routes, goals of the travelers, challenges, and outcomes, students will have a deeper understanding of the American experience.

The two units will be different, with their individual learning objectives and outcomes, but my larger goal is for them to compare the experiences, and come away with an understanding of the history. I believe this sets a great stage for discussion on the issues about Racialized Spaces and the impacts on people.

### **Guided Practice-**

Through a variety of activities, students will learn to navigate a map using their compass rose (cardinal directions) skills. We will work within cooperative groups learning how to find different locations, and landmarks. Through articles, we will learn about different places and events and students will then locate them on their maps, and note them in their journals. I will circulate, and guide students to meet objectives I have for their learning and the goals I have set. Worksheets, and discussions will serve as formative assessments as we go along.

### **Checking for Understanding-**

Student checklists will help to keep them on track, and journals will give me evidence of understanding, and effort. Timelines will record events, and dates of significance, that we will work on as a whole group and that I can collect for assessment. Journals will be the final product for our Rt. 66 Adventure, with various activities, graphic organizers, and records that show understanding.

## **Closure-**

Students will present their group work, telling about their outcomes from their envelope, and show a completion in their journals and suitcases that provide evidence of the work, participation, and effort on our project. I will also give a paper assessment in the form of a study guide, and quiz for a final grade.

As a final cumulative activity, we will explore the section of Old Route 66 that crosses over a section of our school property, with a short hike, and picnic on the actual remnants of the Mother Road.

- A possible extension activity is to create a mural on an outside wall of our school, showing both routes, as well as the Beal Wagon Road, which is also very close to our school.

