

Your community on the "Mother Road"



"Route 66 was commissioned in 1926 and fully paved by the late 1930s. It ran from Chicago to Los Angeles, creating connections between hundreds of small towns and providing a trucking route through the Southwest. While not the first long-distance highway, or the most traveled, Route 66 gained fame beyond almost any other road. Dubbed the "Mother Road" by John Steinbeck in *The Grapes of Wrath*, Route 66 carried hundreds of thousands of Depression-era migrants from the Midwest who went to California hoping for jobs and a better life."

-National Museum of American History

Objective: Be able to explain and present to the class the history of Flagstaff, Arizona and how Route 66 has transformed and changed the community over time. You will compare and contrast locations along the "Mother Road" through research focused on how these locations have changed over time physically, the history of the inhabitants, and the utility of the location.

Standards:

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| 1 | <u>Empowered Learner - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</u> |
| 6-8.1.a | <u>Students articulate personal learning goals, select, and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.</u> |
| 6-8.7.b | <u>Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain a broader perspective.</u> |
| 6-8.7.a | <u>Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures.</u> |

Estimated Time: 1-2 weeks

Lesson:

Introduction (1 Day): We will start our unit on Route 66 by watching a presentation on the history of Route 66. The presentation will include famous locations from along the entire route, with a focus on key locations located within Flagstaff and the surrounding areas. This lesson will juxtapose the sanitized version of Route 66 often portrayed in the media, and the reality of how the creation of the road displaced and hurt different groups of people.

Research (4-6 Days): Students will be shown both historical and modern photos of notable Route 66 locations within Flagstaff. As a group of 4, students will be assigned a location and tasked with researching the history of said locations. In their research, students will focus on comparing and contrasting the modern day location with that same location from different times throughout history. During their research, they will focus in on:

How the location has changed physically over time

Has anything been added to the building?

Have more buildings been built around it?

Does it look different?

The history of the inhabitants

Who originally inhabited the location?

Who is currently in the location?

Who has previously lived/worked in the location?

The utility of the location

What was the location originally used as?

Has it always been used for that purpose?

What is it being used for today?

Presentation (2 Days): Students will now create a presentation that highlights the history of their assigned location and answers all of the questions they focused on during their research. The presentation will be done in Google Slides and must be a minimum of 8 slides not including a title and reference page. The slides must contain a comprehensive history of their location and the people there.

Reflection (1 Day): After learning the history of each location in Flagstaff along Route 66, students will reflect with a school counselor for our discussion of the history of the road. This conversation is meant to highlight how these locations have changed and why. Have people been displaced or mistreated due to the creation of Route 66? How has the road changed the communities and cultures of the places it goes through? Who was the road built for?