



Road Trips

A Curriculum about Route 66
in New Mexico



Acknowledgements

Sponsors – New Mexico Department of Transportation
New Mexico Department of Cultural Affairs

Partners – New Mexico History Museum
~ a division of the Department of Cultural Affairs
Statewide Outreach Department
~ a division of the Department of Cultural Affairs

Exhibit Team

Project Directors ~ Shelley Thompson and Frances Levine, Ph.D.
Project Manager ~ Kimberly Mann
Lead Educator ~ Jamie Brytowski
Curriculum ~ Beth Maloney
Exhibition and Graphic Design ~ Discovery Exhibits

We wish to thank the following people and institutions for their contributions:

Palace of the Governors, Nancy Tucker, Joe Sonderman,
Center for Southwest Research, Museum of New Mexico Press,
Tom Willis and his staff, Santa Fe Vintage Car Club, Buddy Roybal,
Ed Baca, Jack Sullivan, Jim Ross, James Hart Photography,
Todd Anderson, Subia, Inc., Erica Tapia, Andrew Houghton,
and Nicholas Olrik



Table of Contents

Overview	4
Background Information	5
Suggested pre-visit activities	10
Lesson Plans for 4 th Grade	12
Lesson Plans for 7 th Grade	23
Lesson Plans for 12 th Grade	33
Vocabulary List	43
Bibliography of Print and On-line Resources	45
List of Historic places along Route 66 in New Mexico	50
Curriculum Evaluation	52

Overview

Road Trips

The exhibition explores the history of Route 66 in New Mexico and what impact this important road has had on the people and communities of New Mexico. Among other stories, the exhibition features the construction of the interstate system and how it led to the decline in use of Route 66 and changed New Mexican communities, experiences of Route 66 that were captured and shared using images (the Brownie Camera, photos and postcards), and how Route 66 is part of a larger web of Historic Highways in New Mexico.



Goals of Our Project

The lessons in this curriculum are designed to support a visit to the *Road Trips* exhibition on the Van of Enchantment. These lessons use primary and secondary sources—photographs, postcards, interviews, written material, images and maps—as the basis for activities and exploration.

A new component has been added to the curriculum. We have included a sheet listing quick and easy pre-visit activities that you are invited to explore with your students. These activities are not as in-depth as our lesson plans, but offer a way into the story of Route 66 that will prepare your students for a visit to the exhibition.

How to Use These Lessons

Ideally these lessons should be used in conjunction with a visit to the *Road Trips* exhibition on the Van of Enchantment. If used *before* a visit to the exhibition, be sure to let the Van of Enchantment staff know. We may be able to tailor your experience to enhance what your students have been working on in the classroom. Even if you are unable to use these lessons, please feel free to be in touch with our staff and let us know about your expectations for the visit and any questions you may have.

If you cannot take your students to the *Road Trips* exhibition, you can still use these lessons by themselves, in relation to other topics or as part of a larger unit. Few additional materials are required and all are either inexpensive or already available in the classroom or on-line. Our goal is to make these lessons as flexible and easy to use as possible.

There are many excellent educational materials that can be used to explore the history Route 66. We have listed web sites and sources in the bibliography of this exhibition curriculum. Be sure to visit www.vanofenchantment.org for additional information, materials and activities.

Background Information about Route 66

A timeline history

1926 - As cars became more available and reliable, Americans took to the road, vacationing and exploring the countryside. Agricultural businesses also began using cars as an alternative to rail for delivering goods. This increased use of the nation's roadways led to a growth in businesses along roadsides that catered to the needs of travelers. It was in this context that, in 1926, the Federal Highway Act was passed, which provided funding for establishing and standardizing a system of roads in the United States – among them, Route 66.

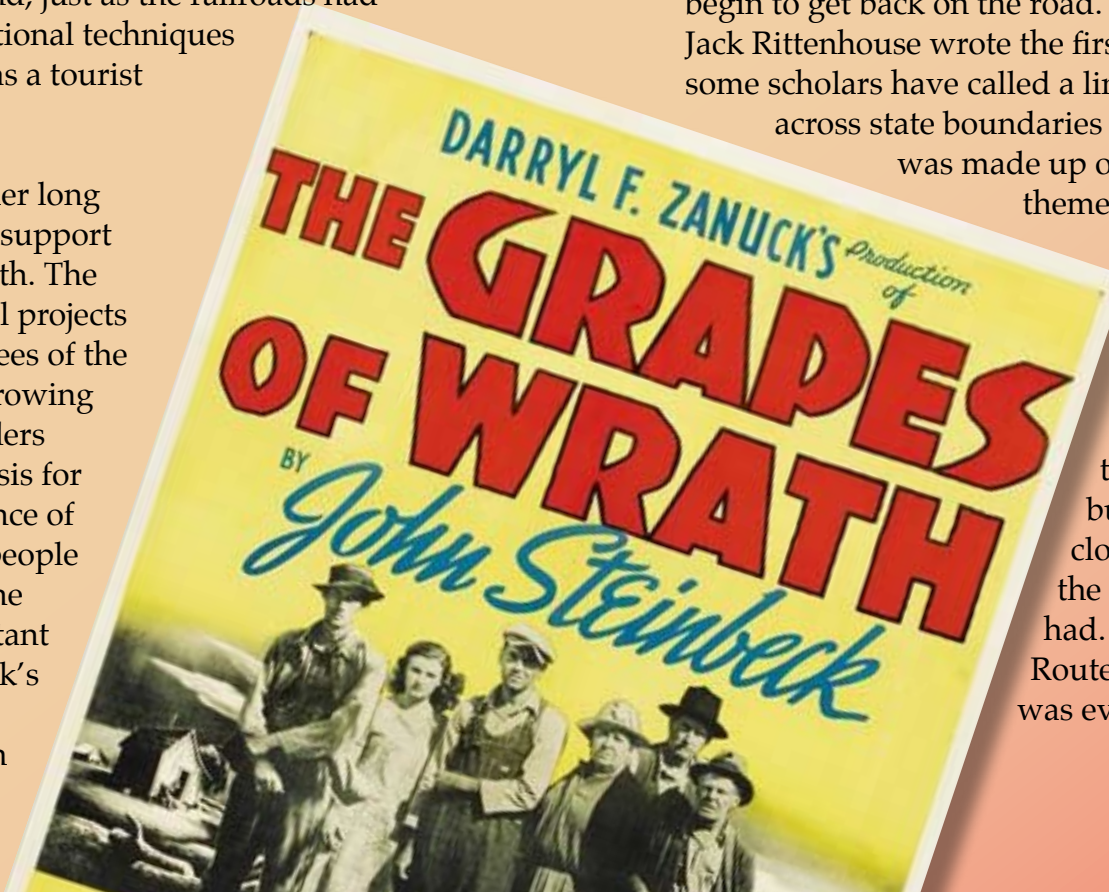
1927 – From its very start, Route 66 was well advertised. The US 66 Highway Association promoted Route 66 as the “Main Street of America” and, just as the railroads had done, capitalized on promotional techniques to advertise the Southwest as a tourist destination.

1930 - Route 66 and other long distance highways begin to support economic activity and growth. The trucking industry, New Deal projects for road construction, refugees of the Great Depression and the growing businesses catering to travelers along the route created a basis for the reputation and importance of Route 66. Iconic images of people traveling Route 66 during the Dust Bowl as well as important literary works, like Steinbeck's The Grapes of Wrath, later helped to link Route 66 with our collective memory of this era.

1937 - Former mayor of Gallup and Democratic Governor of New Mexico, Arthur T. Hannett enacted a realignment plan for Route 66. The realigned route took a straighter east-west line, bypassing Santa Fe and directly connecting Santa Rosa and Albuquerque, then seen as the economic center for the state. The 1937 realignment cut miles off the old route and saved a lot of time for travelers. But it also cut business and opportunities to communities along the old alignment. In some places, today's Interstate 40 follows the 1937 Route 66 alignment.

1940s - During the war, the military used Route 66 to transport goods, troops and machinery. After the war there was a travel boom as veterans, people moving west and vacationers all began to get back on the road. In response to this growth in use, Jack Rittenhouse wrote the first guidebook for Route 66. What some scholars have called a linear community began to grow across state boundaries and along Route 66; this community was made up of regional and sometimes ethnically themed businesses that were established in buildings with a recognizable style and distinctive signage.

1956 - When the Interstate Highway Act was established, traffic on Route 66 decreased and businesses slowly began to either close or standardize and lose some of the unique, regional flavor they once had. Though promoters tried to associate Route 66 with new interstates, the route was eventually decommissioned in 1985.



The Road itself

When highways first started forming in the United States, most of the best roads were gravel (and many were dirt). Roads were unmarked and sometimes overlapped. As more cars and trucks were manufactured, more Americans used these roadways to travel, move goods and agriculture. Because of this and a growing demand for non-rail agricultural transport, the government assigned a standardized numbering system to roads in 1925. This was how Route 66 got its name.

Very few roads were paved before the 1920s. On unpaved roads, car trips could be long and arduous. The Federal Government's Works Progress Administration (WPA) began paving and improving roads during the Great Depression, providing employment and building a great infrastructure of greatly improved roads and bridges. Paving Route 66 was a project that began at its eastern and western ends and finished in the middle with funds from the New Deal. By December 1937, the entire length of Route 66 in New Mexico was paved.

Even paved, Route 66 remained a dangerous road to drive in some places. Its two lanes accommodated a huge amount of traffic. In 1956, the Federal Government funded the construction of an American Interstate Highway system. These new roads would be wider (4 lane) and emulate highway models seen in Europe during WWII. Using a limited access highway model (with exits on and off at intervals), new roads allowed for faster travel but in many cases bypassed opportunities for exploring cultural and regional experiences offered by older roads like Route 66. The project to build a larger highway system was to be completed in the early 1970s. Interstates through New Mexico weren't finished until 1981.



Stopping along the way

One of the signature features of travel along Route 66 was the many stores, stops, restaurants, motels and tourist attractions along the way. Most of these businesses were built and run by their owners (many of whom also lived on the properties). Catering to the needs of travelers, they became a part of the experience of traveling Route 66 itself.

Tourist traps

In competition with each other to attract travelers, roadside businesses worked overtime to make a big impression. Large and colorful neon signs, theatrical presentations capitalizing on stereotypical images of local cultures and unique souvenirs were all aimed at capturing travelers' focus and money. There are still some great examples of neon signs in New Mexico, some carefully restored to their original glory.

Filling Stations

In order to travel, cars need gas. Filling stations along the route were mainly self-contained, small businesses that also offered food and sometimes even lodging. In the early days, filling stations had "visible registers" that used glass so that you could see the gas being pumped. When major oil companies began to standardize gas stations, smaller businesses suffered. And when glass was deemed unsafe for gas storage, many of these small businesses folded because they couldn't afford to replace their pumps.

Roadside Food

At first, food was sold only at gas stations along Route 66 but quickly cafes, diners and coffee shops began to open up along the route. Food available along Route 66 reflected both regional flavor but also a distinct cuisine that became signature to the roadside diner experience. Drive-ins were popular as well. McDonald's started as a juice stand along Route 66 and then became a drive-in, then, eventually a drive-thru.



Motor Hotels

In the early days of travel along Route 66, people camped wherever they could. When traffic increased on the road, official campgrounds were established – equipped with bathrooms and water, and sometimes located just out of town. Campgrounds were soon in competition with rental cabins or "motor courts" - individual cabins with a spot for your car where you could rest and relax before heading out on the road again. Because of maintenance costs, some motor courts were transformed or replaced by motels (motor + hotel). Motels were designed for short term stays, had a smaller footprint than motor courts and were cheaper to maintain.

Tourism and cultural exchange

Before Route 66 was established, there were already trails, rails and travel-ways across New Mexico. Besides allowing greater ease of travel, the railroad, in particular had established a tourism business based on romanticized ideas of Native American cultures, the Southwestern landscape, architectural styles and the art, pottery and jewelry produced in the region.

When cars replaced trains as a preferred travel mode, Route 66 followed a route that included some of the railroad's already established tourism destinations. Route 66 businesses continued to use the language, symbols and attractions that the railroad tourism industry had introduced in order to



build and promote business. Marketing and capitalizing on tourist attractions helped build the reputation of Route 66 – even though these tourist attractions were sometimes based on stereotyped ideas of Native American, Mexican American, and cowboy culture.

For travelers from other parts of the country, driving Route 66, especially in the Southwest, could be an adventure into an environment very different from anything they'd seen before. For both travelers and the people working and living along Route 66, the experience of meeting people from all over the country offered unique exposure to this country's diverse regional heritage – whether stereotyped or genuine.

The making of a myth

In some ways, the role of Route 66 as a cultural symbol makes it more famous than its use as an actual highway. Associated with idealized versions of the 1950s, romanticized images of the Wild West and Native American cultures, and concepts like the open road, freedom and escape, Route 66 is sometimes remembered through a nostalgic lens. Whether in literature, photographs, film or artwork, images of Route 66 persist even today, adding an additional layer of interpretation to this landmark highway.

In actuality, travel along Route 66 didn't necessarily give people a sense of the open road. Rather, traffic was sometimes quite heavy, driving conditions were challenging, and it could be a dangerous road with bad car accidents. Moreover, the same cultural stereotypes existed on the "open road" as they did in town. In some places, ethnic minorities were not allowed to check-in to motels or dine in cafes.

Preserving Route 66 today has its challenges and coordinating preservation over 8 states and 2400 miles is hard to do. But we can all get involved advocating for protecting and recognizing historic places along the route and raising an awareness of its unique history and ties to both regional and local communities and the history of our nation.



References

Text was compiled thanks to information collected by Kimberly Mann from the following sources:

- Dedek, Peter B. *Hip to the Trip: A Cultural History of Route 66*. Albuquerque: University of New Mexico Press, 2007.
- Witzel, Michael Karl. *Route 66 Remembered*. Osceola: Motorbooks International, 1996.
- Scott, Quinta. *Route 66: The Highway and its People*. Norman: University of Oklahoma Press, 1988.
- Route 66: The Neon Road, History of Route 66, productions by KNME available on YouTube

Suggested Pre-visit Activities

The following quick activities may help students get more out of their visit to the *Road Trips* exhibition on the Van of Enchantment. Try one out before the Van arrives at your school!

- Discuss what students think of when they hear “Route 66.” What first comes to mind (images, iconography)? On chart paper make a list of what students “know” about Route 66 and what (if any) questions they have about this historic road. This list can be revisited after students have seen the exhibition *Road Trips*. Did the exhibition challenge or confirm what students already knew about Route 66? Do any questions remain? If so, how can we find the answers to those questions?
- Watch the video [Route 66: The Neon Road](#). (Albuquerque: KNME-TV, 2004.) This video can be found easily on YouTube. What are the main points of this video? Why is restoration important? What can iconic images tell us about the history of Route 66 and communities in New Mexico? Note any questions students have on chart paper and either ask staff on the Van of Enchantment or continue to research answers via the library or other resources.
- Look at the list of historic places along Route 66 included at the end of this curriculum. Is your community or school close to any of these places? If so, share an image of this place and discuss. What impression does this historic place make? Did students know that this place was in their own community? What do they imagine this place was like 25, 50 or 75 years ago?
- Examine the following photographs by Jim Ross: Cuervo Cutoff NM, Near Correo NM, Painted Desert TP, and W of Albuquerque. Jim Ross has said that he “take(s) these photos as a way to document the icons and landmarks of the route. I shoot them for my own archives and to help promote advocacy and preservation of Route 66, which I have spent over 20 years



researching, mapping, writing about, and photographing.” Look at one of the images for one minute in silence. After a minute has passed, take the image away and ask students to write their first impressions. Share these as a class and discuss the location where this image was taken. Ask if the image inspires opinions, stories or personal memories. Have students compose an image-inspired poem or reflective writing. You can share these or post them by the image in a classroom exhibition.

- Visit the website <http://www.rt66nm.org/history/history.html> and discuss the idea that Route 66 became more than just a road but a symbol for many for freedom, romance and independence. Brainstorm with students the possible reasons why Route 66 grew into such an icon. Why was Route 66 nicknamed the Main Street of America or the Mother Road? What do these nicknames mean?
- Has anyone seen the movie *Cars* (Disney/Pixar 2006)? What were your thoughts when you saw this film? Explore the blog of a Route 66 enthusiast from Oklahoma has outlined what he sees as the connections between the fictional movie and real life places and characters. <http://rwarn17588.wordpress.com/2006/06/09/a-route-66-guide-to-the-cars-movie/>

As a side note, check the special features of the official *Cars* DVD for information on how the creators researched Route 66 in their development of the film.

**To print copies of these images,
look in the “Print File” Folder.**

Suggested Pre-visit Activity - Examine these photographs by Jim Ross:



Cuervo Cutoff, NM



Near Correo, NM



Painted Desert Trading Post



West of Albuquerque, NM

Preparing for a journey

Estimated time:

One to two class periods

Goal:

To explore some of the many reasons people travelled along Route 66.

Student learning:

Students create a character profile and develop a motivation for why that person might travel Route 66 in New Mexico.

Standards met for 4th grade:

Social Studies: History 1A, 1C, Geography 2C, 2E

Language Arts: 2A, 2C

Art: Theater/Drama 2A

Materials:

- Writing supplies
- Note cards

Grade level:
4th



Preparation:

This lesson works best if students have a general understanding of the history of Route 66 or the experience of working or traveling along Route 66 and how that relates to social studies topics addressed in class. This lesson can be modified in order to build upon various historic eras. People traveled along Route 66 for a variety of reasons – en route to a new home, vacationing on the road, seeking new work, delivering goods or supplies, simply getting from one place in New Mexico to another. Regardless of their reasons why, travelers experienced Route 66 in similar ways. They encountered the same landscape, met their travel needs along the way, and experienced communities in of New Mexico.

Procedure:

1. Explain to students that they will be imagining that they are preparing for a trip across New Mexico along Route 66. Divide students up into travel groups and assign historic time periods to each group. You may assign all groups the same time period if you choose. (Suggested historic time periods include: 1920s, the Dust Bowl, World War II, the 1950s and 60s.)
2. In travel groups, students develop a 4-paragraph description of their travel group that explains why they are traveling across New Mexico. Descriptions should answer the following questions: What is our motivation (to find work, to enjoy vacation, to get from one place to another)? What is our destination (and why)? What is our mode of transportation (i.e. what shape is our car in)? Who are the characters in our group (friends, members of a family, working colleagues)?
3. After students have described their groups, they choose one character in the group and write a 4-sentence profile (on a note card) that answers the following questions: What is my name, age, occupation? Why am I travelling on Route 66? What are my hopes for the journey? What is the biggest challenge facing me on the trip?
4. Once students have recorded answers about their character on note cards, share them as a travel group. Discussion may address any dynamics or important factors to take into account for the journey. Students make edits to their character note cards if needed.
5. Students report back to the whole class, describing the members of their group and why they are traveling on Route 66. Are there any similarities between travel groups or character profiles?

Extensions

- Students take their character profile note card and create a Facebook profile. What are their character's politics, hobbies, educational/work background and biographical information?
- Students perform a moment in their travel groups' experience and create a theatrical vignette. During the presentation, they speak out individually and explain their point of view, expectations and motivation.

Modifications

If helpful, you may want to provide an example of a character profile or travel group biographical sketch, modeling the kinds of information students will be expected to develop and share.

Assessment

- Small group work and descriptions
- Individual character profiles
- Whole class sharing and discussion



Map out the Trip

Estimated time: One to two class periods

Goal: To map a trip along historic Route 66, identifying locations at which to stop.

Student learning: Students plan a trip along Route 66 in New Mexico. They locate places to stop based upon travel needs and calculate how long it would take them to travel the route.

Standards met for 4th grade:

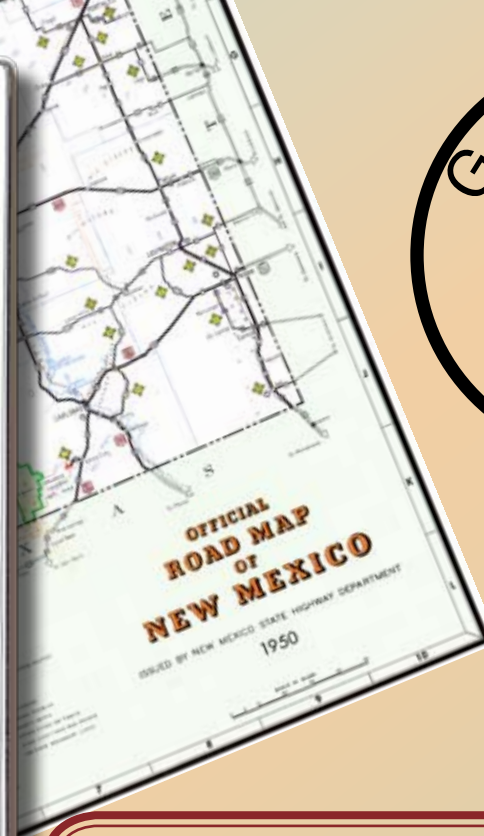
Social Studies: History 1A, Geography 2A, 2C

Language Arts 2A

Materials:

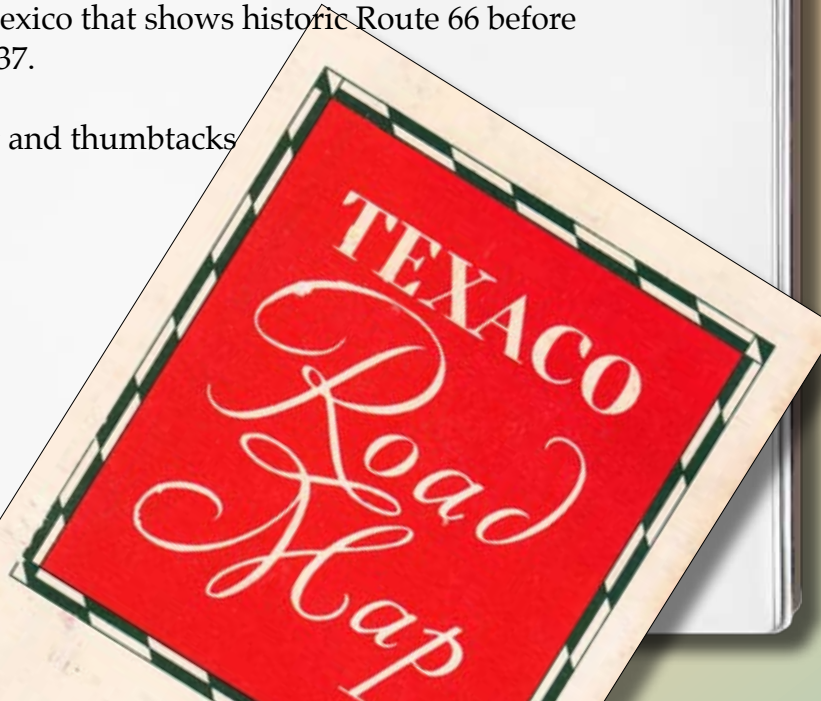
- Map of New Mexico that shows historic Route 66 before 1937 and after 1937.
- Note cards
- Markers, string and thumbtacks

Grade level:
4th



Preparation:

This activity works best if students have a general understanding of why people traveled along Route 66. If you have done the “preparing for a journey” lesson, extend travel groups and plans through to this lesson, keeping students together with small groups from the last activity. If you choose not to do the previous lesson in advance, have students (in small groups) answer the following questions before beginning the lesson procedure: Imagine you are traveling Route 66 as a group. Why are you traveling across New Mexico? What is your motivation (to find work, to enjoy vacation, to get from one place to another)? What is your final destination? What is your mode of transportation?



Procedure:

1. Explain to students that they will be mapping a trip across New Mexico along historic Route 66. They must take into account road conditions, weather, speed limits (official or due to traffic and/or weather) and motivation as they trace their journey along a map (for example, if they are traveling for tourism, are there areas they will want to check out).
2. In small groups or pairs, students examine a map with historic Route 66 on it. Assign each group either the Pre-1937 or Post-1937 alignment of Route 66 (unless students have done the previous lesson, in which case, keep them in their historic time period).
3. Students map out a journey across the state, plotting the route with marker. Students should also identify (with thumbtacks) 4 – 10 stops on the map. For each stop, students write a 3 – 4 sentence description on a note card explaining why they are stopping (for tourist reasons, for food and rest, for gas?) and what their experience was. Students should also estimate times needed to travel and reasons for stopping.
4. As a full class, share maps with stop descriptions – how do different time periods differ in terms of travel time? Cost? How did motivation help define the travel experience? Were travel groups similar or very different? Why?
5. Discuss the stops that students made along the route. Were these stops in towns that still thrive or communities that may have died out after the interstate system developed? If students traveled that same route today what might the experience be like? Would it even be possible?

Extensions

- Students map a trip across NM along I-40. Discuss the differences in the trip experience.
- On an excel spreadsheet, students prepare a budget for the journey they've made. They should outline mileage/ gas food, lodging, and estimated repairs as well as estimated time. Students can research historic prices on their own or use prices established by the teacher. For example, gas cost approximately 20 cents per gallon in 1937¹, depending on what sort of vehicle you were driving, you might get 8 – 30+ miles to the gallon, and most cars averaged 50 miles/ per hour in good road conditions. (check <http://dmarie.com/timecap> for more information on historic prices)

Modifications

Consider modeling the activity before students begin. As a whole class, develop a “stop description” that addresses all questions. Here is a sample note card:

“Crossed into New Mexico at sunset, tired and ready to stop. Luckily, we hit the town of Tucumcari and found accommodation for the whole family at a brand new establishment called the Blue Swallow Motel owned by W.A. Huggins. Its neon sign lit up the night like a beacon! We parked the car in the garage by the room and settled in for the night. Tomorrow morning, we'll gas up and get going first thing but until then, it's great to have a home away from home.”

Assessment

- Small group work
- Plotted maps and stop descriptions
- Full class discussion

¹http://www1.eere.energy.gov/vehiclesandfuels/facts/2005/fcvt_fotw364.html

Wish You Were Here

Estimated time: One to two class periods

Goal: To explore how primary source material communicates historic evidence.

Student learning: Students examine content and design of historic postcards and then create their own postcards and descriptive text.

Standards met for 4th grade:

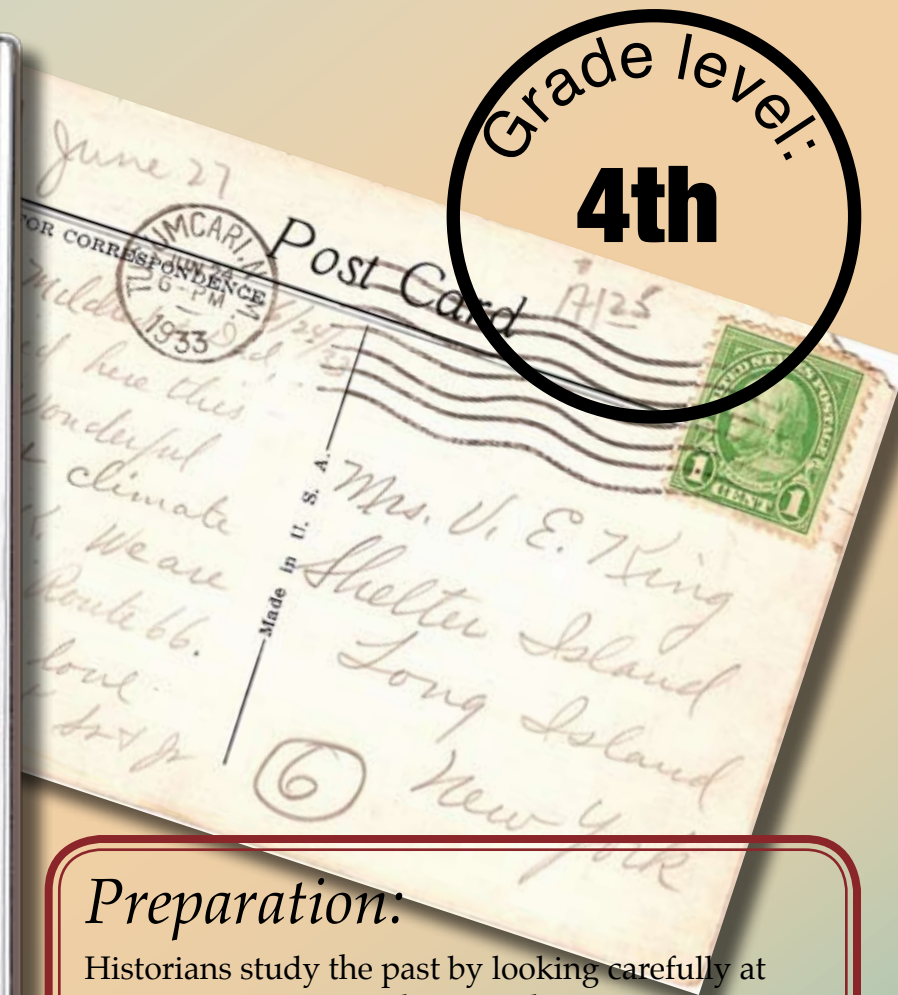
Social Studies: History 1B, 1D, Geography 2B

Language Arts 2A, 2C

Art: Visual Arts 1A, 2A

Materials:

- Images of historic postcards: la Bajada, la Bajada looking north, El Sombrero, the Longhorn Ranch, Palomino Motel, McDonalds, Red Rock formations, Texaco, Tower court, Turquoise Trail, US 85.
- Template for postcard and text
- Art supplies, magazine images



Preparation:

Historians study the past by looking carefully at primary sources like photographs, journals, maps, letters, images and objects. When they examine these historic materials, they take into account the moment in time when they were created, their intended audience and the way they were used. In this activity, students explore what can be learned from a close examination of historic postcards. If you have done the “preparing for a journey” and “map out the trip” lessons, students may choose to use the perspective, or point of view, of the character they have developed already. Review images of historic postcards on the Van of Enchantment website and choose a couple to examine in class as a group.

Procedure:

1. Share some examples of historic postcards. For each postcard shared ask the following questions: What is the subject matter on the front (color, pictorial or photographic)? What kind of message is being conveyed through the image (for example - this town/restaurant/motel is a great place to stay, New Mexico has a unique landscape)? What if anything, is written on the back of the postcard? Why would someone choose to purchase and send this postcard?
2. Ask students to choose a location along Route 66 from which to write a postcard. They should think about what images could represent that location and also what sort message those images may communicate. (If students are building upon previous lessons in this curriculum, they can think specifically about one of the stops they made when mapping out their journey on Route 66).
3. Once students have selected a location, they draw/collage/create an image for the front of the postcard.
4. After students have created an image for the front of their postcards, they compose a one - three sentence descriptive blurb for the back of the postcard. They should consider *how* they will describe the image and what kind of historic information they will include. Further research may be done to enrich these descriptions. After students write a draft of their message, they exchange it with a partner for feedback on length, grammar and content and then write final versions.
5. Bind the postcards in a book so that people can see both the images on the front of the postcards and the messages on the backs.

Extensions

- Scan the postcards and create an on-line exhibition
- Students write a message on the back of the postcards as if they were a person traveling Route 66. What will they say about the journey? What will they say about this stop?
- Choose one location to focus on (for example, Gallup) and look at both historic and contemporary postcards from this location.

Modifications

Instead of asking students to create their own locations, determine 1- 3 specific places along historic Route 66 for them to choose from (these may be based on the historic postcards already shown)

Assessment

- Class discussion
- Students' postcards (front images and writing on the back)



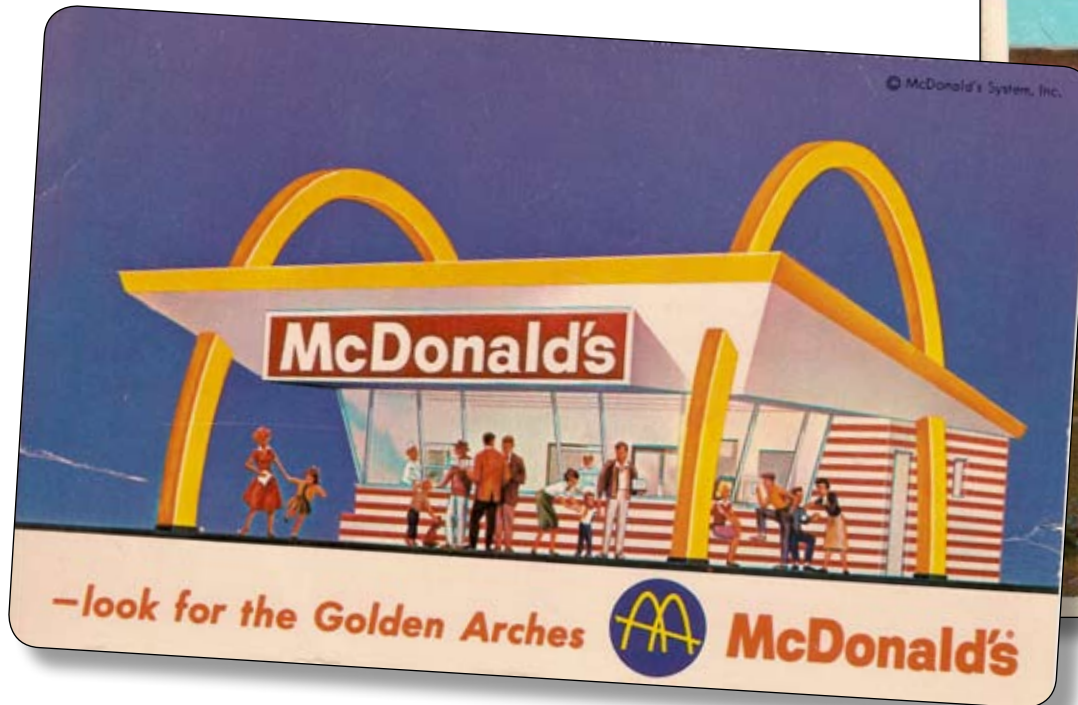
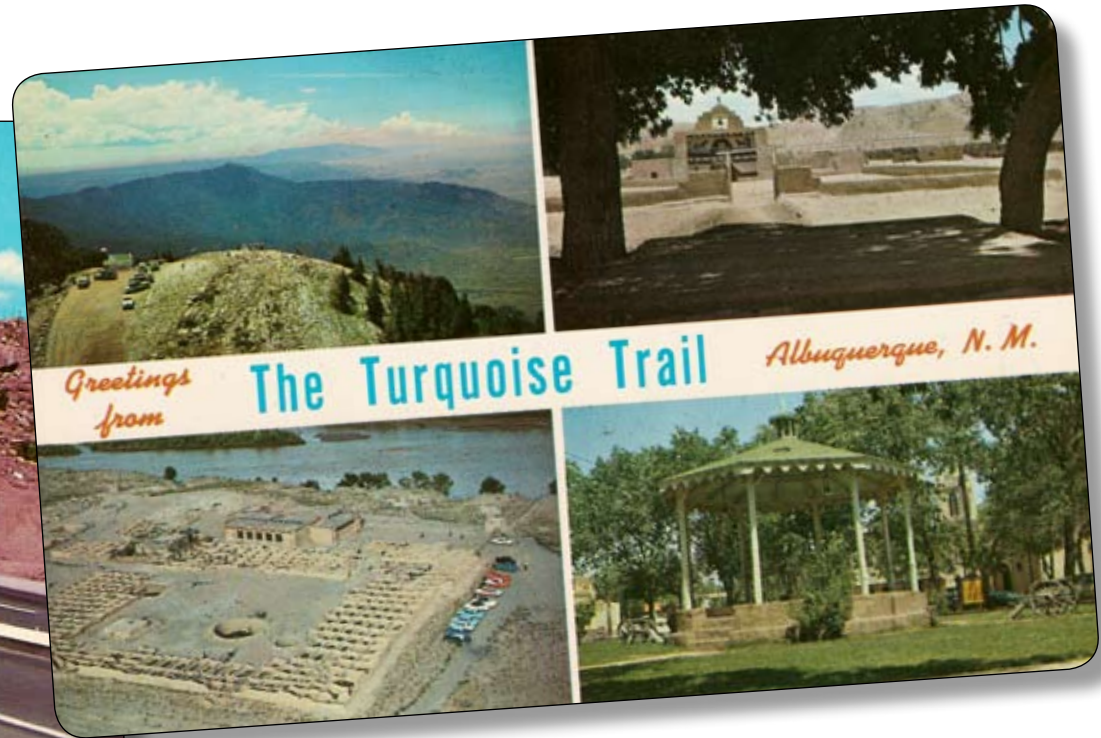
To print copies of these images,
look in the “Print File” Folder.



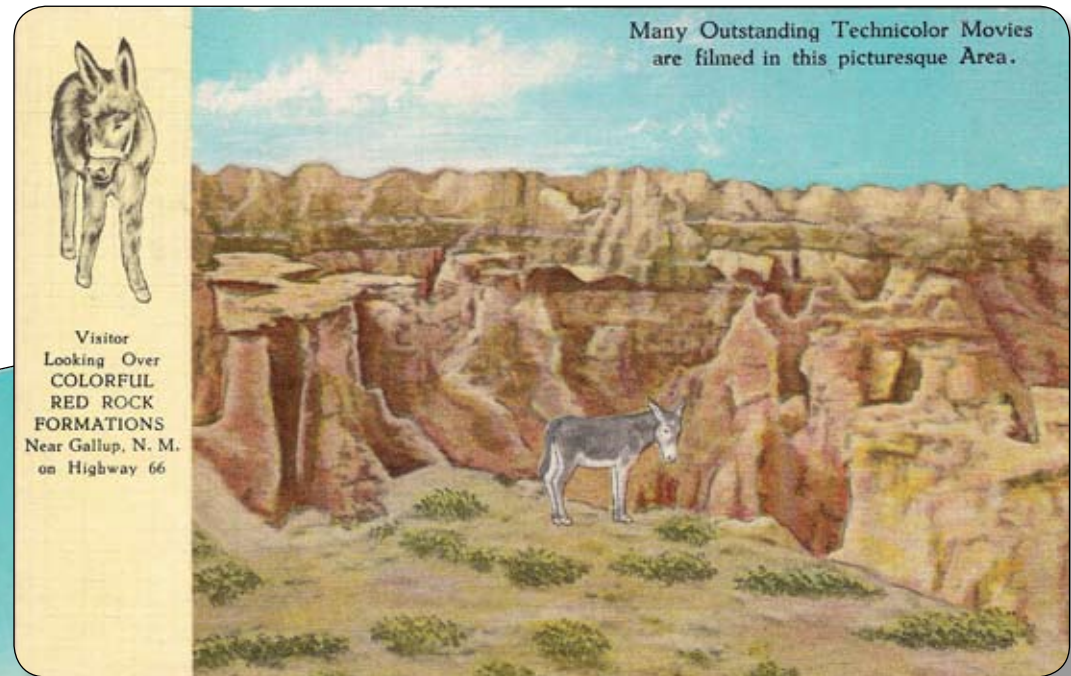
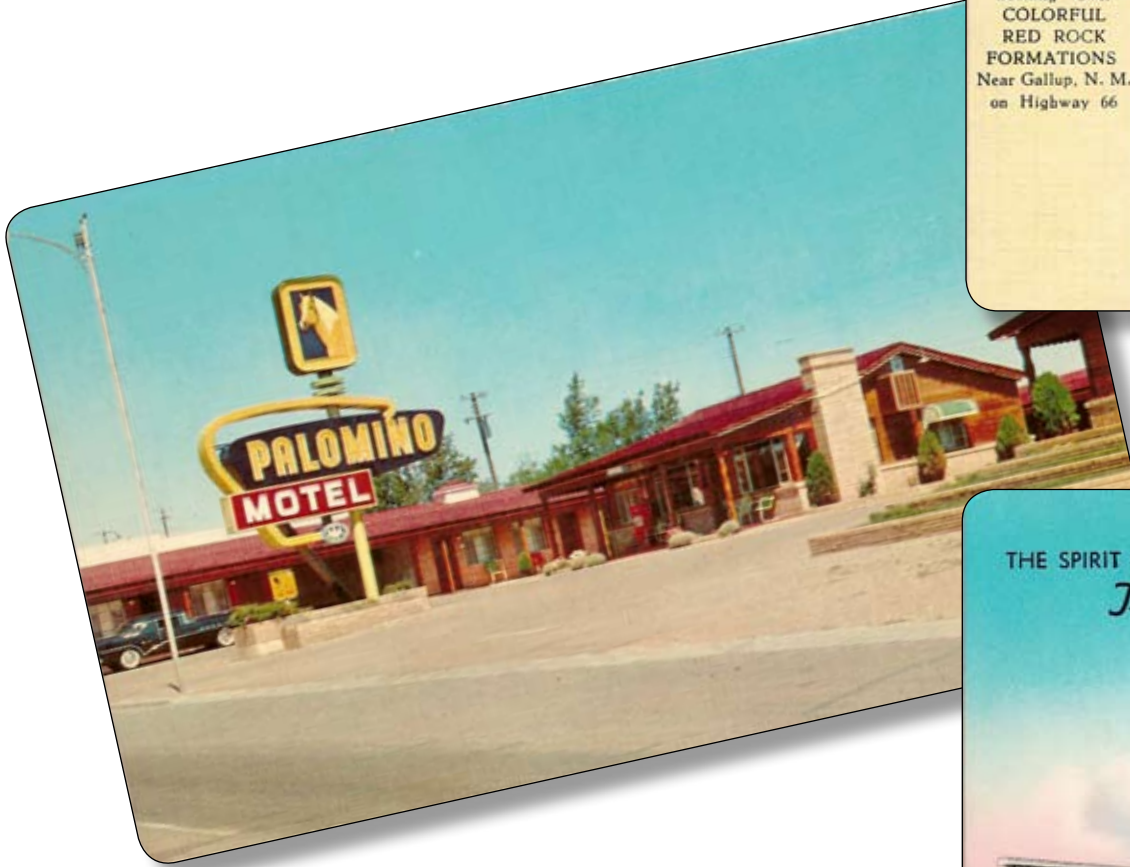
Historic Postcards

Images of historic postcards: la Bajada, la Bajada looking north, El Sombrero, the Longhorn Ranch, Palomino Motel, McDonalds, Red Rock formations, Texaco, Tower court, Turquoise Trail, US 85.

To print copies of these images,
look in the “Print File” Folder.

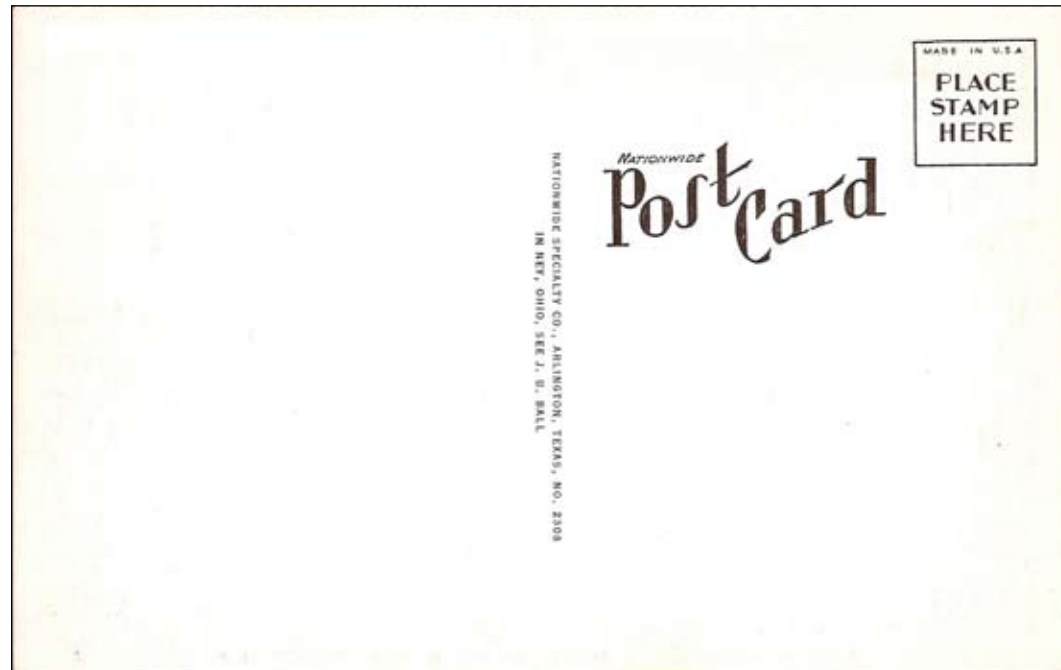


To print copies of these images,
look in the “Print File” Folder.



Wish you were here - Postcard (back) template

**To print copies of this image,
look in the “Print File” Folder.**



To achieve a “double-sided print:”

- 1. print this image (the back of postcard)**
- 2. then turn the print over and print the image on the next page (the front of the postcard)**

Wish you were here - Postcard (front) template

**To print copies of this image,
look in the “Print File” Folder.**



Back in My Day

Estimated time:

Two class periods and one evening of homework

Goal:

To learn how to structure an interview and gather information about the past.

Student learning:

Students brainstorm and organize questions in order to conduct an interview that explores the experience of travel in New Mexico and what impression, if any, Route 66 has made on past generations.

Standards met for 7th grade:

Social Studies: History 1A, 1D, Geography 2A
Language Arts 1B, 2C

Materials:

- Chart paper and pens
- Paper and pencils

Grade level:
7th



Preparation:

When historians and museum curators begin to piece together a story about the past they examine both primary and secondary sources. First-hand perspectives gained through interviews with people who actually experienced a time or moment in history are an important tool. In this activity, students interview someone and conduct historical research. Develop a list of questions to promote students' discussion as they draft their own interview questions. These questions might include the following: How do we experience road travel today? Has anyone driven on I-40, Route 66 and/or interstates around New Mexico? Did Route 66 go through or near your community? What are the major roads in and out of your town?

Procedure:

1. Explain that students will be conducting an interview with an adult (parent, grandparent, neighbor, community member) in order to explore stories about Route 66 and travel in New Mexico more generally.
2. As a group, brainstorm questions to ask during the interview. In order to get the conversation started, consider asking: Has our town been affected by Route 66 (or another highway, road traffic, the interstate)? How has travel changed in the past 50 years? Had people heard of or even traveled on Route 66? What was their impression of this historic road? What images come to mind when we talk about Route 66?
3. Students create their own interview questions. They choose from the ones brainstormed as a group or come up with their own and prepare a list of 6 – 8 questions (max) as their interview script.
4. For homework, students interview an adult using their interview script. They record answers and prepare to share information gathered with other students. Interview scripts must contain the questions asked, information gathered, time, date and location of the interview as well as the full names of both interviewer and interviewee.
5. Review the interview experience and findings as a class. What were the student experiences? Were there similar ones? What was the most interesting thing or story that students learned? Was there anything surprising?

Extensions

- Students create a power-point or on-line presentation that summarizes their interview and key findings. They can include images, video clips, quotes and key findings as a way to illuminate their interviewee's experience.

Modifications

You may choose to develop the interview questions for students instead of having them create the interview script. Additionally, consider limiting questions to 5 or 6 as opposed to 6 – 8.

Procedure:

- Discussion and preparation for the interview process
- Students' interview results
- Discussion of interview experience and information gained
- Student presentation of interview experience



Greetings From...

Estimated time: Two class periods

Goal:

To analyze primary source material for historical evidence.

Student learning:

Students examine content and design of historic postcards, develop some conclusions about that design and then design their own postcards.

Standards met for 7th grade:

Social Studies: History 1A, 1D, Geography 2D, Civics and Government 3B

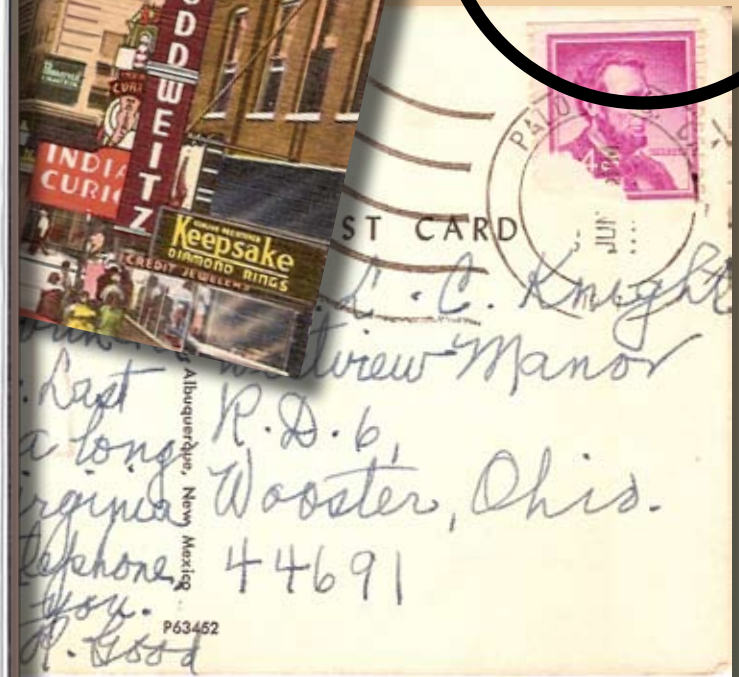
Language Arts 1D, 2A

Art: Visual Arts 2B, 5B

Materials:

- Images of the fronts and backs of 8 historic postcards: "Greetings from..." Gallup, Tucumcari, Albuquerque, Moriarty, Grants, Santa Fe, Santa Rosa, New Mexico.
- Art making supplies

Grade level:
7th



Preparation:

Historians study the past by looking carefully at primary sources like photographs, journals, maps, letters, images and objects. These primary sources can reflect the moment in time when they were created, for whom they were intended and even the way they were used. In this activity, students explore what can be learned from a close examination of historic postcards.

Procedure:

1. As a group, examine the front of the “Greetings from New Mexico!” postcard. Use the following questions to guide discussion: What images are used in the block letters? What kinds of color, fonts and designs are used? Do you feel that the images and composition communicate a message about New Mexico? What do you see that supports this? How old do you think these postcards are?
2. Examine the back of the postcard and read the text aloud. Discuss this text and use the following questions to guide the conversation: How could what is written (and not written) communicate a particular message about New Mexico history and culture? Who might the intended audience be? Who could have composed this text and for what possible purposes?
3. Divide students into 7 groups and assign each group one of the historic “Greetings from” postcards. In small groups, students examine both the front and then the back of the postcards and, using the questions outlined in the earlier group experience prepare an analysis of their postcard to share with the class.
4. As a whole class, students share analyses of postcards. Are there any similarities or differences between postcards? Are similar techniques used? Why?
5. Individually, students create their own “Greetings from...” postcard, inspired by the composition and design of these historic postcards. Consider the template available on pages 21 and 22. Students may choose to make a “Greetings from” postcard from their own neighborhood, town or the state of New Mexico. They should determine color, composition, design, font and images to use on the front as well as compose text for the back of their postcards.
6. When the postcards are finished, mount a show in the classroom or on-line.

Extensions

- Students do a research project of other contemporary techniques used to promote locations and tourist destinations (in New Mexico or elsewhere). What sorts of images are used? What kind of message or tone is communicated?

Modifications

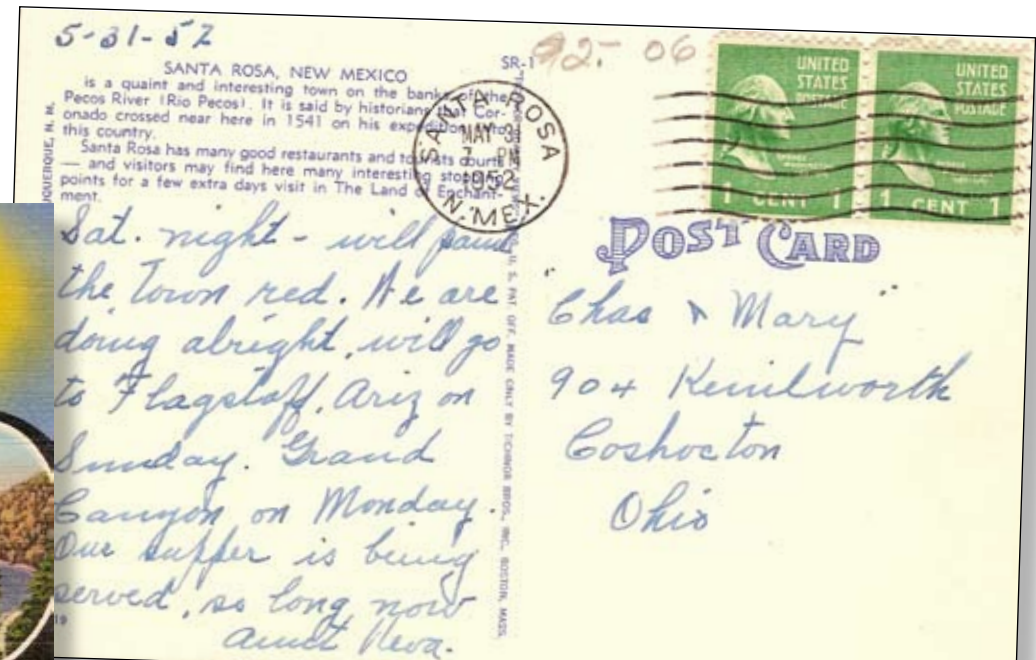
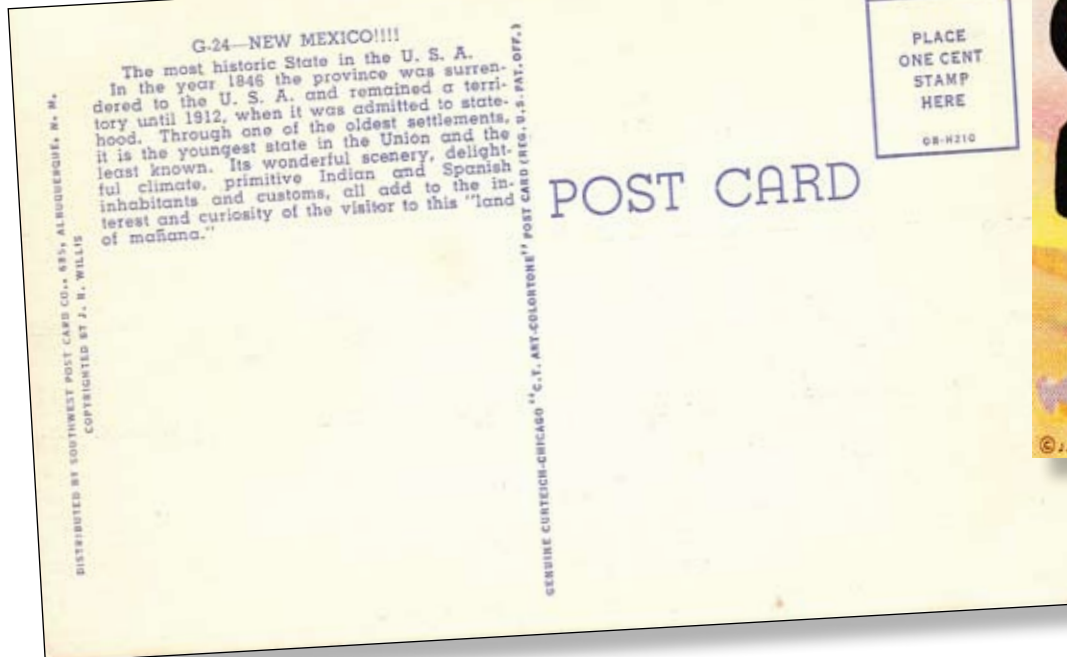
Instead of making a postcard for their own neighborhoods or towns, students make a modern day version of the historic postcards for Gallup, Tucumcari, Albuquerque, Moriarty, Grants, Santa Fe, and Santa Rosa. What images, fonts, colors and design will they use? What will they say on the back of the postcard? Why?

Assessment

- Whole class discussion and analysis
- Small group work and presentations
- Individual postcards produced



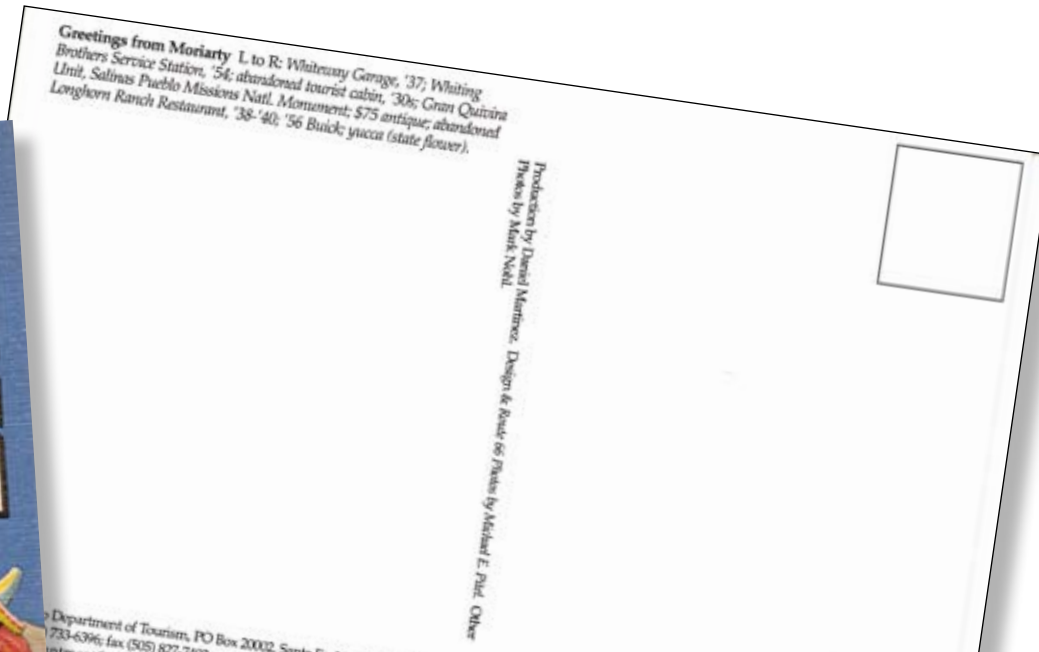
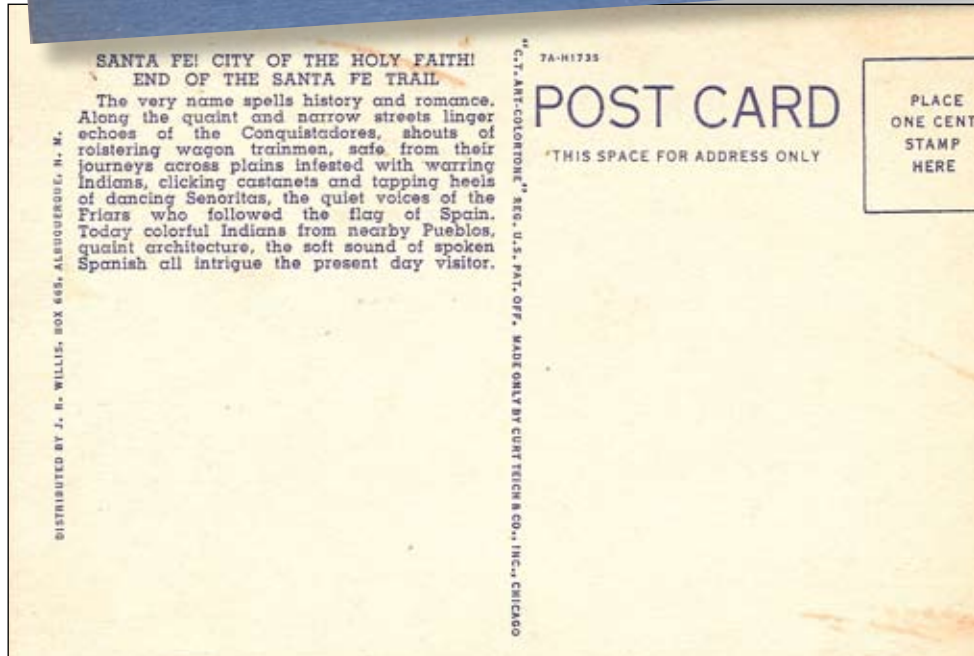
To print copies of these images,
look in the “Print File” Folder.



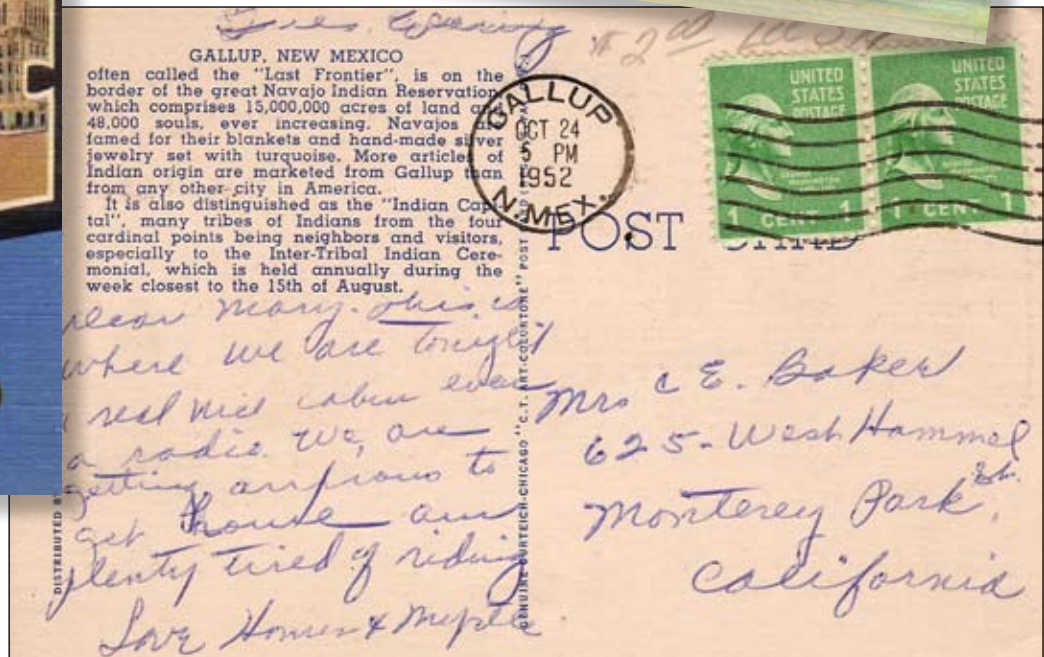
“Greetings from...”

Historic postcards: Gallup, Tucumcari, Albuquerque, Moriarty, Grants, Santa Fe, Santa Rosa, New Mexico.

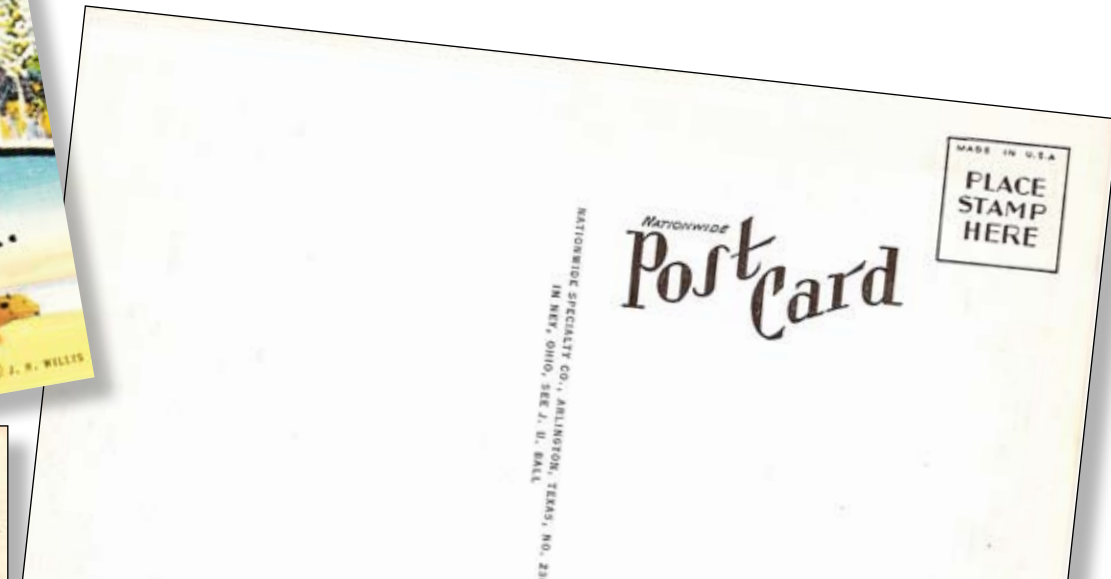
To print copies of these images,
look in the “Print File” Folder.



To print copies of these images,
look in the "Print File" Folder.



To print copies of these images, look in the "Print File" Folder.



Brownie Cameras

Estimated time:

one to two class periods and homework assignment

Goal:

To examine photographs as historical primary source material.

Student learning:

Students explore images taken with Brownie Cameras and consider what kinds of historic evidence can be drawn from these photographs.

Standards met for 7th grade:

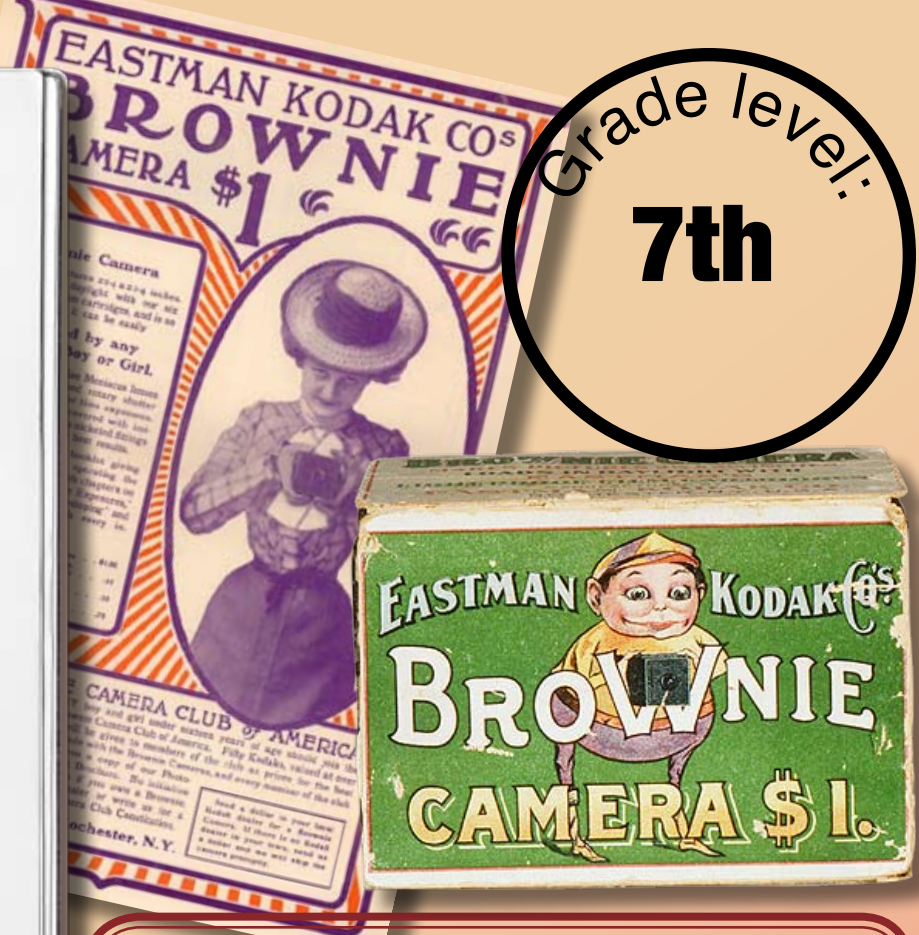
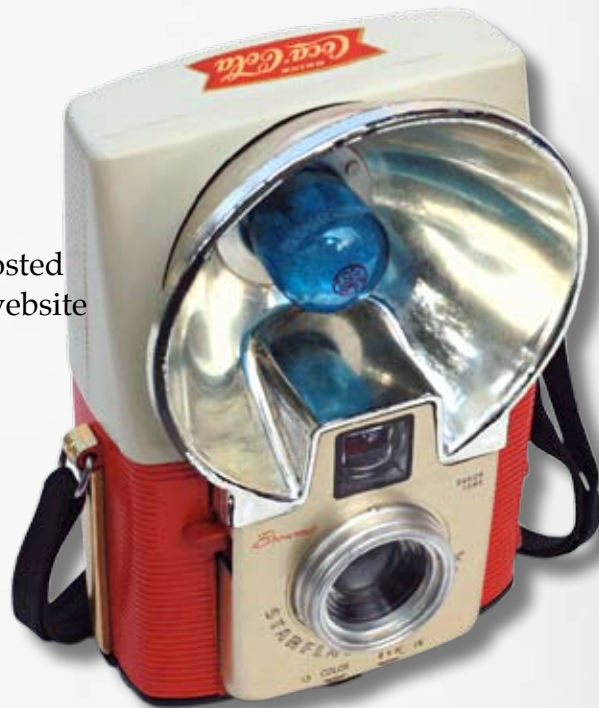
Social Studies: History 1D

Language Arts 1A, 1B, 2C

Arts: Visual Arts 5A

Materials:

- Brownie Camera images posted on the Van of Enchantment website www.vanofenchantment.org
- Photographs/images from magazines to share



Grade level:
7th

Preparation:

The Brownie Camera was first introduced in 1900 as a simple, affordable and portable camera. Some say that because of its portability and accessibility, the Brownie Camera introduced the idea of a "snapshot." In part because it was designed for use by anyone in any context, the Brownie Camera was quite popular. In the first year Kodak sold 250,000 Brownie Cameras. When historians try to piece together a sense of the past, photographs like the ones taken with Brownie Cameras can offer a window into the experiences and points of view of people who lived during that time. In this activity, students will examine historic images taken with Brownie Cameras and discuss what sorts of information can be drawn from these images.

Procedure:

1. Explore the images from the Brownie Cameras. What is the subject of these photographs? How might the subject matter reflect the experience or values of the photographer (what was important to them, family, scenery)? How do they reflect a specific time period? What is your favorite photograph and why? Do the Brownie Camera photographs capture personal experiences? Why? How? The new technology of the Brownie Camera allowed people to photograph their vacations and daily lives.
2. Discuss other important factors to consider when examining historic photographs. How does the photographer choose what to “say” by making choices about what is in the frame? Viewers will only see what is in the frame, not the total picture. When historians use photographs as primary source material, they must take factors like these into account (the intended audience, possible motivations the photographer had, the fact that this only captures a moment in time).
3. For homework, assign students to look through their own photographs from vacations or experiences with friends or family that might tell a story about a moment in time (if you feel that students will not have photos like these, prepare some images from Flickr, magazines or calendars). Once students choose a photograph, they should write a rationale for their choice and answer the question: why does this particular image capture a moment in time, a story, a feeling or a sense of place? Then, they write a one-sentence caption for their photo.
4. In small groups, students share their photographs or images, explaining either the story or the mood captured in that photograph, why they chose to bring it in and then read their caption aloud.
5. As a whole class discuss this activity. Did students bring in/ use similar or very different photographs? Are there any classroom-wide trends in the kinds of images or stories or moods captured?

Extensions

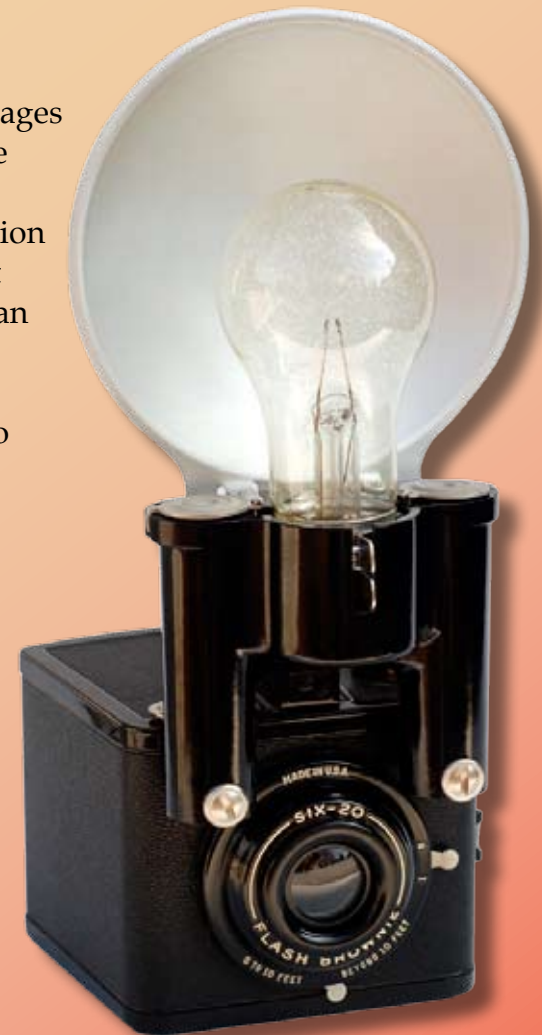
- Students trade with a partner from a different small group and examine that person’s photograph. Ask them to imagine what is happening in the photograph and write a caption. Then students share their captions with the person who brought in the photograph and hear the real story. What information can be missing when you only make educated guesses and don’t have the first person perspective?

Modifications

Instead of having students bring in photographs or images from home, let them choose an image from the Brownie Camera photograph collection and write a caption for that image. What information can they gather about the time, place, and subject of the photograph? How much do they have to speculate?

Assessment

- Whole class discussion
- Small group work
- Student captions



Using a Case Study

Estimated Time:

One class period plus homework assignment

Goal:

To connect primary source material within an accurate historical context.

Student learning:

Students examine one interview with a Santa Rosa resident and use it as a lens or jumping off place for an exploration of larger thematic trends in history.

Standards met for 12th grade:

Social Studies: History 1A, 1D, Geography 2B

Language Arts 1C, 4D, 5A, 5B, 5C, 6A

Materials:

- Copies of the interview script (see pages 35-36)
- Highlighters
- Chart paper



Grade level:
12th



Preparation:

Weaving together personal and local narratives into larger nation-wide trends and experiences is one way that museum curators tell a compelling and personal story about the past. In this activity, students look at an interview script of one person's own description of his life experience. After careful analysis of this interview, they look for themes and storylines from the interview that indicate larger movements of history. How can an interview with one person be a lens through which to explore a wider historical narrative?

Procedure:

1. Review some background information about the town of Santa Rosa, New Mexico. Both the first and second alignments of Route 66 went through the town of Santa Rosa. Campgrounds and travel lodges, gasoline and automotive stations, and roadside cafes met the needs of travelers and tourists. Today, neon-lit roadside cafes and motels still serve people driving through that part of the state.
2. Read the excerpt (either individually or aloud). Then explain that students will be re-reading the excerpt and going over it carefully to try and discover places where Chavez mentions something that indicates a larger historical context. Provide one or two examples (i.e. Look at where Chavez describes the experience of his father, “my father had gone to Colorado and California when he was young and worked in the fields. He picked sugar beets and was a dirt farmer. Times were hard during the Depression. Those were terrible years.” This personal story offers a window into people’s experiences of the Great Depression and how people migrated for work.)
3. Distribute copies of the script and highlighters. In small groups, students identify phrases in the interview script that tie into a larger picture of what was happening in the United States at the time.
4. Come back together as a whole class and discuss what students discovered. List any historical themes on chart paper. Examples could include: the growth of businesses catering to tourists during the heyday of Route 66, the boom in car travel and car vacations after WWII, the intersection of tourists and locals on Route 66, nostalgia for the heyday of Route 66.
5. Discuss the process with students. What do we need to be aware of when looking to just one individual as a source for historical information? Did students come up with similar historical themes?
6. For homework, students choose one theme listed on chart paper to research more in depth – either in New Mexico’s history or the town of Santa Rosa. They write a 3-page paper exploring this issue.

Extensions

- Ron Chavez, owner of the Club Café, is still alive and currently working as a writer based in Taos. Consider binding the students’ research papers with the interview script and mail them to him.
- Look at other interviews or primary sources as a lens for historical trends

Modifications

If students have difficulty identifying larger historical themes in the interview script, consider doing this as a whole group activity. Themes could include:

- Route 66 brought greater access and cultural exchange to both visitors from other parts of the country and New Mexicans.
- During the Depression, people experienced hard times. Many were forced to find work in other parts of the country. Some children worked instead of or in addition to going to school.
- After WWII, Route 66 experienced a swell in travelers from other parts of the country.
- Roadside businesses created iconic promotional images (signage etc.) in order to build a reputation and attract customers.
- Roadside businesses were sometimes family owned and operated, “local grown” not nation-wide operations.

Assessment

- Class discussion
- Brainstormed lists
- Individual research papers

Ron Chavez owner of the Club Cafe:

"I was born just eleven miles southeast of Santa Rosa in the village of Puerto de Luna. The name means 'gateway to the moon,' because there's a narrow gap in the tall mountains near the village where at certain times during the month the moon shines through into the river valley. It's a very old village. Billy the Kid danced there and my family lived there for many generations.

We were very isolated. There was only a ribbon of 66 going through these parts. That was our touch with the world. We were also poor, but we never lacked for anything. My father had gone to Colorado and California when he was young and worked in the fields. He picked sugar



beets and was a dirt farmer. Times were hard during the Depression. Those were terrible years. I paid my dues too. When I was a kid, I shined shoes right out front of this café. I worked as a busboy here and then became a cook. Phil Craig and Floyd Shaw owned the place back then. There were eight waitresses in the morning and then more in the evening.

The Club Café was a jumping son of a gun. It was always busy. I remember seeing my first Bermuda shorts here. A man walked in with shorts on and I fell over. I had never seen anything like that. After working as a busboy, I became a dishwasher, which paid a little better, and little by little I started cooking. Phil Craig took me aside and taught me how to bake sourdough biscuits and pies and cinnamon rolls. Phil was one of those Depression guys who came out of Texas on a freight train. He was poor as dirt and he married a local girl named Ruby, and her father had the café and Phil started working here. He took me under his wing. I learned the food business and how to deal with the public. I developed an affinity for this place and for the people who come down that highway out there. That's why I continue to work hard to keep the café going and keep the highway alive.

To print copies of this interview script, look in the “Print File” Folder.

I have six children and one of my sons and a daughter are involved in the business. I started my son out as a dishwasher, and at first he didn't understand why he had to do that. He wanted to be out front wearing a white shirt and tie and smiling at everybody who came in here to eat. I told him if we're going to make this café into a dynasty all the white shirts and smiles in the world won't help. You have got to learn the business. You have got to know how to make the best salad, prepare the finest chili, cook a steak, bake sourdough biscuits, make real gravy, and you have to know how to wash dishes. I told him we have to build a reputation for this place that will never be anything but excellent. Without that, we might as well step aside and let the tumbleweeds come into town and run down the road.

I spent eighteen years working out in California. When I came back here in 1973, this café had almost died. The town was bypassed and people were deserting the highway left and right. I remember the highway after World War II. It was really something. Cars were being manufactured again, and people started making money and

taking vacations cross-country. Many of them had never been out in the Southwest. The big fat-man signs attracted them. The signs were Phil Craig's idea, and they were painted by a billboard artist named Jim Hall. People can still see the signs and they can also see other fantastic things - wide-open spaces and panoramas, cars boiling over by the side of the highway, rattlesnake pits, and Indians. They can sleep in motels that look like teepees and eat food that they'd never had before. There were changes when all that interstate highway talk started. It was Eisenhower who got the interstate going. He'd seen those highways in Germany. But even though the interstates came along and tried to knock 66 out of the picture, the old highway has never died. I don't think it ever will."

"Everybody who's ever traveled in this part of the country had seen the fat man signs," says Chavez. "Phil Craig wanted to create an image of someone who appreciated good food and had a satisfied look on his face. People still come in here and actually ask to see the fat man."

Writing from Photographs

Estimated time:
One class period

Goal:
To compose poetry or creative writing in response to a photograph.

Student Learning:
Students examine photographs of Route 66 taken by Jim Ross and Shellee Graham. Referencing an understanding of the history of this highway, they respond with creative writing inspired by a photograph.

Standards met for 12th grade:
Language Arts 2A, 4C, 4F, 8B

Materials:

- Photographs of Jim Ross and Shellee Graham: Cuervo Cutoff NM, Near Correo NM, Painted Desert TP, and W of Albuquerque. (See page 11)
- Chart paper



Grade level:
12th



Preparation:

Of his work, photographer Jim Ross says, “I take these photos as a way to document the icons and landmarks of the route. I shoot them for my own archives and to help promote advocacy and preservation of Route 66, which I have spent over 20 years researching, mapping, writing about, and photographing.” In this activity, students examine photographs by Shellee Graham and Jim Ross for inspiration as they write creatively. While not required, the activity works best if students are somewhat familiar with the history of Route 66. Before class, review photographs and select one to work with as a model for students.

Procedure:

1. Explain that students will be working with the photographs of Jim Ross.
2. Present one image to critically review as a whole class. Students examine the image in silence for 1 minute (timed) and then answer the following questions in a group discussion. What is the subject of this photograph? What is included in the frame of the photograph and what is left out? Who might have lived, worked, traveled here? What is the setting? How old do you think this photo is? What does this photograph say about Route 66? Why? Record students' responses on chart paper or blackboard.
3. Pass out several copies of additional photographs. Individually, students choose one photograph to examine more closely and respond in writing. Students look at the image and begin brainstorming, writing any responses they may have in a creative "free flow" writing exercise. If students need help getting started, use the following prompts: Put yourself in the photograph and imagine what you hear, see, smell and feel? Where are you standing or sitting, what surrounds you? Is it warm or cold? What do you hear? If the place could speak about some of own experience, what might it say? Make a list of words that come to mind when you look at this photograph.
4. Referencing the written material they've brainstormed, students compose a poem responding to the photograph. You may ask them to use a particular poetic form (for example Haiku 5-7-5) if that helps structure the exercise.
5. In small groups, students share their poems and images. Did some students use the same photograph? Are poems very different or similar? In general, what were students' impressions of the photographs? Ask students to consider if they feel there is a message behind Ross' work.

Extensions

- Bind student compositions into a book or present them as an exhibition (online or in the classroom) with copies of the photographs that inspired their work.
- Students brainstorm a list of interesting abandoned places in the community (buildings, roads, historical centers). They visit these places and record them through photography, images and writing. Create a classroom exhibition about these places.

Modifications

- Instead of writing a poem, ask students to write a text message, tweet or photo caption about the photo. How can you communicate a key detail or message about this photo in as concise and succinct way as possible? You might also consider modeling the poem-composing part of this exercise before asking students to do the same.
- Consider sharing the additional information about the photographs provided by Jim Ross.

Assessment

- Group discussion in response to photograph
- Individual work responding to photographs
- Poems created
- Small group discussion

All Conditioned

**See these photographs
by Jim Ross on page 11.**

Additional information about photographs provided by Jim Ross:

Cuervo Cutoff: In the mid-1930s, this road, which angles southwest from Cuervo toward Santa Rosa for about 8 miles, replaced a dog-leg route that had extended due south and then due west. The Cuervo “cutoff” was in turn abandoned in the 1950s when a new alignment was built along today’s I-40 corridor. This photo was taken by Shellee Graham in 2004. Shellee and I have both driven this old varicose road many times and have photographed it for years ... It is a significant tangible part of the highway’s history and a favorite haunt for those who wish to commune with the old road.

Painted Desert Trading Post: Originated by one Dotch Windsor in the 1940s, it was abandoned in the 1950s when a new path of Route 66 was built along the I-40 corridor east of Holbrook, AZ. The road in front of this building once passed through the Painted Desert. The property was recently sold and is now inaccessible to vehicles. This is perhaps my favorite place on Route 66 and I have been photographing it since 1992. This one was taken in 2009.

Near Correo: This stretch of old 66 is south of I-40 and west of Albuquerque Old bridges like this one are becoming more rare every year. Luckily, this one is in no danger of being removed, since the road is abandoned. I shot this photo (and the one below) in 2009. This is another striking throwback to the glory days of Route 66.

West of Albuquerque: This is the same segment of road as “Near Correo,” only shot looking west toward the RR overhead at the junction with Hwy. 6.



Creating a Destination

Estimated time: One to two class periods

Goal:

To create an advertising piece and explore how an image communicates messages.

Student learning:

Students examine historic images used to promote tourism to New Mexico on Route 66 and then create their own advertisements.

Standards met for 12th grade:

Social Studies: History 1D, Geography 2E, Civics and Government 3B

Language Arts 1B, 1C, 3B, 3F, 4C, 6A

Visual Arts 1A, 3A, 6B

Materials:

- Historic New Mexico State Tourism brochure promoting tourism in NM
- Art making supplies

Grade level:
12th

and follow
HISTORIC PATHS in
NEW MEXICO

New Mexico vacation new and
restful and refreshing.
Come in fall or winter.
A brilliant sunshine
—a grand climate
await your explorations
of ancient cities whose
quaint Indian
the great Carls-
bad National Mon-
ument Ameri-

this year visit
NEW MEXICO
where time has stood still

LONG before history began in America, a
primitive race built permanent stone vil-
lages nestled against beetling cliffs in the
your explorations. Eighty years ago
flower, Coronado and their ruins today
hundred and fifty years ago
north of the Rio Grande
building a w
Mexico

Preparation:

The National Scenic Byways program describes Route 66 in the following way. "For people across the US and around the world, Historic Route 66 embodies the American spirit, conjuring thoughts of freedom, adventure, opportunity, and the open road." In this activity, students examine the ways in which tourism was promoted in New Mexico in the past. What images, language, regional elements, and cultural stories were highlighted? What made the Southwest a "destination?"

Procedure:

1. Examine a flier promoting tourism produced by the New Mexico State Tourist Bureau in 1930.
2. After students read the brochure and look at the images, lead them in a critical analysis of the flier as a primary source for historical information. Promote dialog by posing the following: What kind of language is used to describe the unique features of New Mexico? What sorts of descriptive words are used? What kinds of images are highlighted in this flier? Why do you think these images were used? Does the font or do the design elements add anything to your interpretation of the overall tone and message?
3. In small groups, students develop a plan for designing a brochure of their own town or neighborhood. Their plans should answer the following questions: What are the important stories, images or regional characteristics you will highlight? What kind of language will you use to encourage tourism to your location? What font, images and other design elements will you use?
4. After groups have created their plans, they determine a division of labor and create a 4-sided promotional brochure and include text and images.
5. As a whole class, share brochures. Lay them out around the classroom and have students look at each other's work. After everyone has examined all the brochures, each small group presents its piece, outlining the rationale behind design choices: descriptive language, content highlighted, images, font and overall design.

Extensions

- Mount student brochures online or in the classroom and invite the school and larger community to comment.
- Look at other ads and use the same skills used in this lesson to engage in critical analysis.

Modifications

Do a modern take on this New Mexico State Tourism Bureau flier. What will students choose to highlight about the state of New Mexico? What kinds of images, content, descriptive language and fonts will they use?

Assessment

- Group discussion
- Small group design plan and presentation
- Brochures created



To print copies of this image, look in the “Print File” Folder.

Come and follow
**PREHISTORIC PATHS in
 NEW MEXICO**

YOU'LL find a New Mexico vacation new and strange and different, restful and refreshing, especially if you can come in fall or winter.

Autumn days are glorious with brilliant sunshine and nights crisp and star-studded—a grand climate at its very best. A thousand things await your explorations; prehistoric ruins of communal cities whose origin is lost in the mists of the past, quaint Indian pueblos, ancient Mission churches, the great Carlsbad Caverns National Park and eight National Monuments, important relics of the very earliest American history, and an unending sweep of majestic, colorful scenery ever changing and never tiring. Send for the free booklet to help you plan a trip you'll always remember with the keenest delight.

NEW MEXICO STATE TOURIST BUREAU
 Room 268, State Capitol, Santa Fe, N. M.

Please send free booklets on vacations in New Mexico to:

Name.....
 Address.....

EXAMPLES OF THE TYPE OF ADVERTISEMENTS WHICH THE STATE TOURIST BUREAU IS CARRYING IN MAGAZINES OF NATIONAL CIRCULATION.

this year visit
NEW MEXICO
 where time has stood still

LONG before history began in America, a primitive race built permanent stone villages nestled against beetling cliffs in what is now New Mexico—and their ruins today invite your explorations. Eighty years before the Mayflower, Coronado was exploring New Mexico. A hundred and fifty years before any other churches north of the Rio Grande, a valiant Spanish friar was building a whole chain of Missions through New Mexico, many of them still in use. Quaint Indian pueblos, whose people cling to ancient dress and customs, survive strongly in New Mexico. The Old West of song and story is still real and genuine.

The romance of the Spanish Southwest lingers on in speech and manner. New Mexico will charm and delight you with its color and contrast, its climate and scenery. Plan to see it this year!

NEW MEXICO STATE TOURIST BUREAU
 Room 240, State Capitol, Santa Fe, New Mexico

Please send me your free booklet, "Two Weeks in New Mexico"

Name.....
 Address.....

Historic New Mexico State Tourism brochure

Vocabulary

Alignment – this term describes the specific path taken by a numbered route at a specific time.

Brownie Camera – First introduced in 1900, this kind of camera was developed and sold by the Kodak Company. It was affordable, portable, simple to operate and designed to allow anyone, not just professional photographers to use it.

Bypass – 1. A route (often less direct) that a highway takes in order to avoid areas of higher congestion or other problems.
2. To pass around, or avoid, a city or other traffic impediment. When the Interstate Highway System was built, it was designed to bypass most cities in order to facilitate steady traffic flow. Many of those towns and cities suffered economically from the subsequent loss of commerce.

Curio – An interesting or unusual object, often art or handicraft. The term derives from the word “curiosity.”

Civilian Conservation Corps (CCC) – An organization initiated during the Depression intended to provide work for young men. Members were put to work performing such duties as road building, park maintenance, and forest management. Many of the structures they built are still extant on Route 66 and elsewhere, and exhibit many of the characteristics typical of Depression-era construction, including Streamline and Deco styling features, and the extensive use of native stone.

Decommissioned – this term describes a highway that has been taken out of service or shut down.

Dust Bowl – a term used to describe the hard times people faced in the drought-stricken Oklahoma, Texas, Kansas and parts of New Mexico and Colorado region during the Great Depression. The term was first used in a dispatch from Robert Geiger, an AP correspondent, and within a few short hours the term was used all over the nation. It described the decade that was full of extremes: blizzards, tornadoes, floods, droughts, and dirt storms.

Filling Station – a gas station

The Great Depression – a term used to describe a time of economic crisis and mass unemployment beginning with the United States’ stock market crash of 1929 and continuing into the 1930s.

Interstate – Today, most people say “interstate” to refer to our modern system of limited-access freeways

‘Linear community’ – in the context of Route 66, this term refers to a sense of community across state boundaries and along Route 66 consisting of regional and sometimes ethnically themed businesses that were established in buildings with a recognizable style and distinctive signage.

Marketing – the process of promoting a product or service

Mobility – the ability to be able to move freely and easily

Mom-and-Pop – Any business owned and operated by a family, often a married couple, rather than by a larger business entity; especially where the owners are on the premises each day and personally see to the details of daily operations

The New Deal - During the Great Depression, President Franklin D. Roosevelt instituted a cadre of federally funded programs that jump-started the economy, hired the unemployed and subsidized American industries. These programs were called the New Deal.

Preservation – the act of saving something (i.e. Route 66) from decay and destruction

Propaganda – information spread to promote a cause, action or influence a community's perspective

Stereotype – An oversimplified image or idea of a particular person or thing that is sometimes assigned to groups of people

"The open road" – A phrase that is used to define the traffic free main road, and also a feeling of unencumbered freedom and possibility.

Tourism – the act of traveling (sightseeing) away from your home for leisure or recreational reasons

Tourist Trap – A general term for any roadside business that seeks to make its profits through frivolous means, either offering admission to exhibits of dubious value, or by selling cheap souvenirs and trinkets

WPA – A program of the New Deal, the Works Progress Administration (WPA) engaged in large-scale public works projects (building roads, bridges, housing or relief work) and employed thousands of Americans.



Bibliography

Children's books

Price, Sean. Route 66: America's Road (American History Through Primary Sources). Raintree, 2007.
An easy to read resource for children ages 9 – 12, this book uses primary source material and as well as narrative text.

Raymer, Dottie. Molly's Route 66 Adventure (an American Girls Collection). Pleasant Company Publications, 2002.
This book presents an adventure down Route 66 in scrapbook format with text, illustrations and vintage styling.

Books for Adults

Dedek, Peter B. Hip to the Trip: A Cultural History of Route 66. Albuquerque: University of New Mexico Press, 2007.
This cultural history of Route 66 tells the history of the route and also presents a portrait of the cultural meaning of the highway.

Gulliford, Andrew (Edited by). Preserving Western History. Albuquerque: University of New Mexico Press, 2005.
This college reader is a collection of essays exploring public history, specifically in the American West. Note the article "The Mother Road of Nostalgia: Preservation and Interpretation Along U.S. Route 66." By Peter B. Dedek.

Lewis, Tom. Divided Highways: Building the Interstate Highways, Transforming American Life. New York: Penguin Putnum Inc., 1997.
This book provides a history of how the national road system got started, its social effects and changes over time.

Noe, Sally. Greetings from Gallup: Six Decades of Route 66. Gallup: Gallup Downtown Development Group, 1991.
This book is no longer in print but should be available in the library.

Rittenhouse, Jack D. A Guide Book to Highway 66. Albuquerque: University of New Mexico Press, sixth printing 2000.
This guide book was recently reprinted by UNM Press.

Ross, Jim and Jerry McClanahan. Here it is! The Route 66 Map Series. Ghost Town Press, 2005.
In print since 1994, this source remains an excellent guide for tourists interested in accurate, driving directions aimed at keeping you on track down historic Route 66.

Scott, Quinta and Susan Croce Kelly. Route 66: The Highway and its People. Norman: University of Oklahoma Press, 1988.
These authors spent years traveling the route, interviewing people and photographing structures. The result is a photographic essay that pairs images with well researched and written text.

Smith, Mike. Towns of the Sandia Mountains. Charleston: Arcadia Publishing, 2006.
Focusing on towns and communities in the Sandia Mountains, this book features over 200 images.

Snyder, Tom and Bobby Troup. Route 66: Travelers' Guide and Roadside Companion. St. Martin's Griffin, 2000. Including information about roadside attractions, this book offers maps, anecdotal information and tips for planning your trip down Route 66.

Sonderman, Joe. Route 66 in New Mexico. Charleston: Arcadia Publishing, 2010.
Featuring historic photos, some never published before, this book offers a pictorial journey along Route 66 in New Mexico.

Wallis, Michael. Route 66: The Mother Road 75th Anniversary Edition. St. Martin's Griffin, 2001
Written by a well known and important Route 66 scholar, this book is an important resource and book features images of historic documents, memorabilia as well as an extensive resource list.

Witzel, Michael Karl. Route 66 Remembered. Osceola: Motorbooks International, 1996.
Nostalgic and colorful, this book focuses on attractions along the road, filling stations and roadside businesses catering to travelers' needs.



Web sites and other resources for teachers

www.byways.org/explore/byways/2489

The National Scenic Byways program offers information, photos and suggested pit-stops along the route.

www.genordell.com/rickwalkerPI/NMroute66.htm

A personal website that includes a comprehensive list of the towns along Route 66 and the different alignments.

www.kidson66.com

A website designed for kids with coloring pages and free guidebook created by Emily Priddy.

<http://libguides.unm.edu/route66>

This website “guide” put together by the Center for Southwest Research at the University of New Mexico has a tremendous amount of information to share that will help research on Route 66.

<http://maps.google.com>

This on-line resource provides an accessible way to investigate maps of the region (and the world).

www.museumeducation.org

The New Mexico Department of Cultural Affairs Statewide Outreach brings the resources of state museums and monuments to the public, with a focus on rural and underserved communities.

www.nmhistorymuseum.org

The New Mexico History Museum is a tremendous resource. Exhibits highlight the rich history of the people, communities, environment and resources in the region.

www.nps.gov/history/nr/travel/route66/

The National Park Service website has historical information, maps, links to resources, visuals and a special “road segment” for Route 66 in the state of New Mexico. Also see <http://www.nps.gov/history/rt66/>

<http://reta.nmsu.edu/route66/teacher/>

This website features resources for teachers developed by New Mexico State University.

<http://www.cr.nps.gov/rt66/news/OralHist.htm>

This National Park Service website offers information about preservation projects along Route 66.

www.palaceofthegovernors.org/

The Palace of the Governors has exhibitions, educational materials, programs and a collection that document the history of the state. The Palace of the Governors website also links to the Photo Archives and the Fray Angelico Chavez History Library.

www.rt66nm.org

The New Mexico Route 66 Association is dedicated to education, the preservation and promotion of historic Route 66 in New Mexico.

<http://www.thehenryford.org/education/index.aspx>

The Henry Ford Museum features downloadable learning resources, specifically one on *Early 20th Century Migration, Impact of the Model-T Then and Now, and Transportation Systems*.

www.vanofenchantment.org

The Van of Enchantment Web site features information about the exhibition on board and additional resources and activities for students, teachers and the general public.

Videos

Route 66 in New Mexico: Celebrate the 75th Anniversary of America's Main Street! Albuquerque: KNME-TV, 2001.

Route 66: The Neon Road. Albuquerque: KNME-TV, 2004.

<http://www.pbs.org/wgbh/americanexperience/films/?film-online>

There are several films that are part of the PBS Series, *The American Experience* available on-line. Of particular interest may be *The Civilian Conservation Corps*, *Surviving the Dust Bowl* and *The Crash of 1929*. Another film not available on line but of interest is "The Wizard of Photography," about George Eastman, owner of Kodak.

<http://www.pbs.org/horatio/index.html>

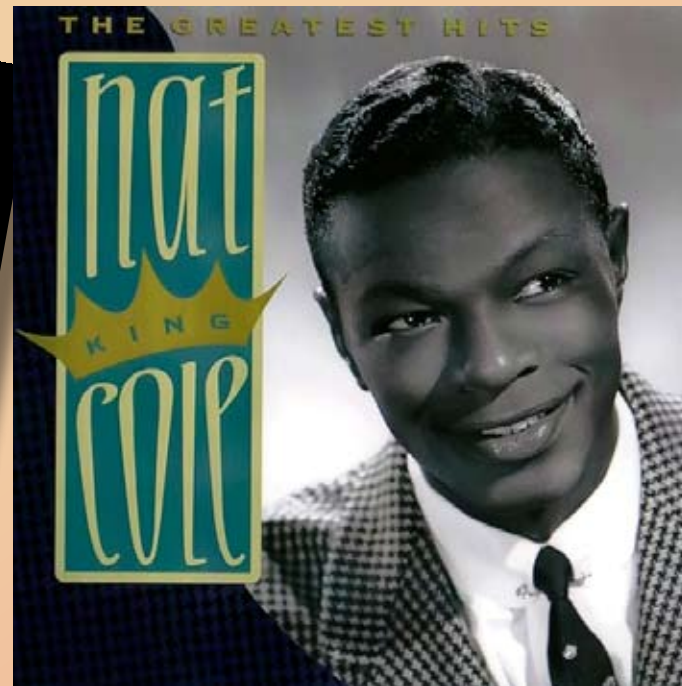
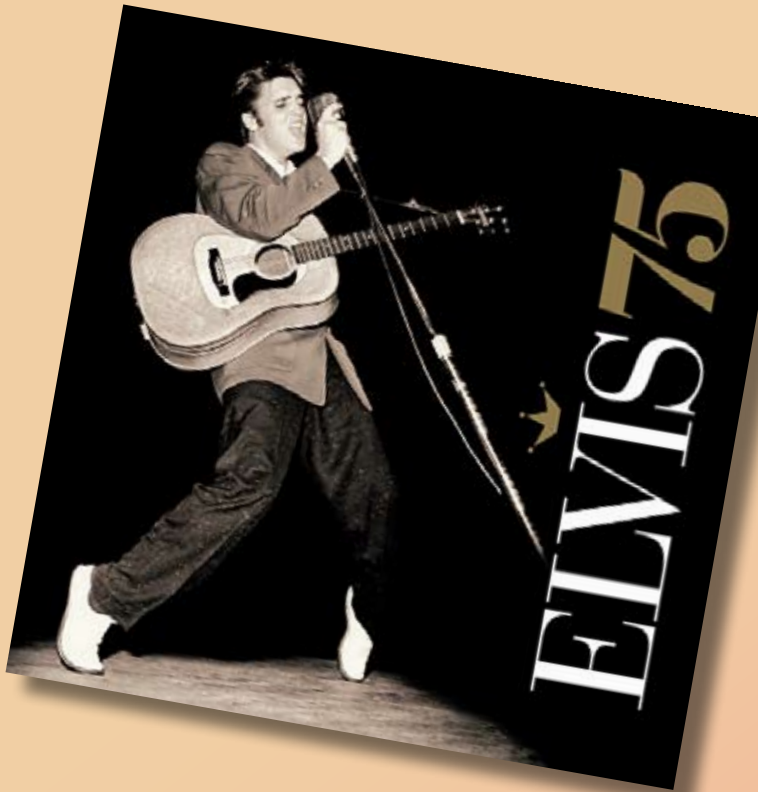
This film by Ken Burns, tells the story of Horatio Nelson Jackson, the first person to cross the United States in a car. While the film is not available on line, the website has teacher resources, maps and information.

Cars

This 2006 Disney/Pixar film tells the story of a race car named Lightning McQueen and the residents of the small town of Radiator Springs, a fictional location inspired by several real towns along historic Route 66.

Sound recording

Dunaway, David King. *Across the Tracks; A Route 66 Story*. [S.l.] : Wwww.texasmusicroundup.com (distributor), 2001. Available at www.davidkdunaway.com



Historic places along Route 66

Unless otherwise noted, the following New Mexico locations or byways are listed on state and national registers. This list compiled by Marci Riskin.²

- Acoma Pueblo
- Though not actually on Route 66, Acoma Pueblo has always been a popular tourist destination

Gallup

- Atchison, Topeka & Santa Fe Railway Depot, 201 E. 66 Ave.
- Drake Hotel, 216 E 66 Ave.
- El Rancho Hotel, 1000 E.66 Ave.
- Log Cabin Motel, 1010 W 66 Ave.
- Palace Hotel, 236 W 66 Ave.
- Redwood Lodge (Jim's Modern Court), 907 E 66 Ave.
- Rex Hotel, 300 W 66 Ave.
- White Café, 100 W 66 Ave.

Grants

- Route 66: McCarty's to Grants

Laguna Pueblo

- Route 66: Correo to Laguna (National Old Trails Highway)

San Fidel

- Route 66: Laguna to McCarty's

Thoreau

- Roy T. Herman's Garage and Service Station, NM 122 west of I-40 exit

Cuervo

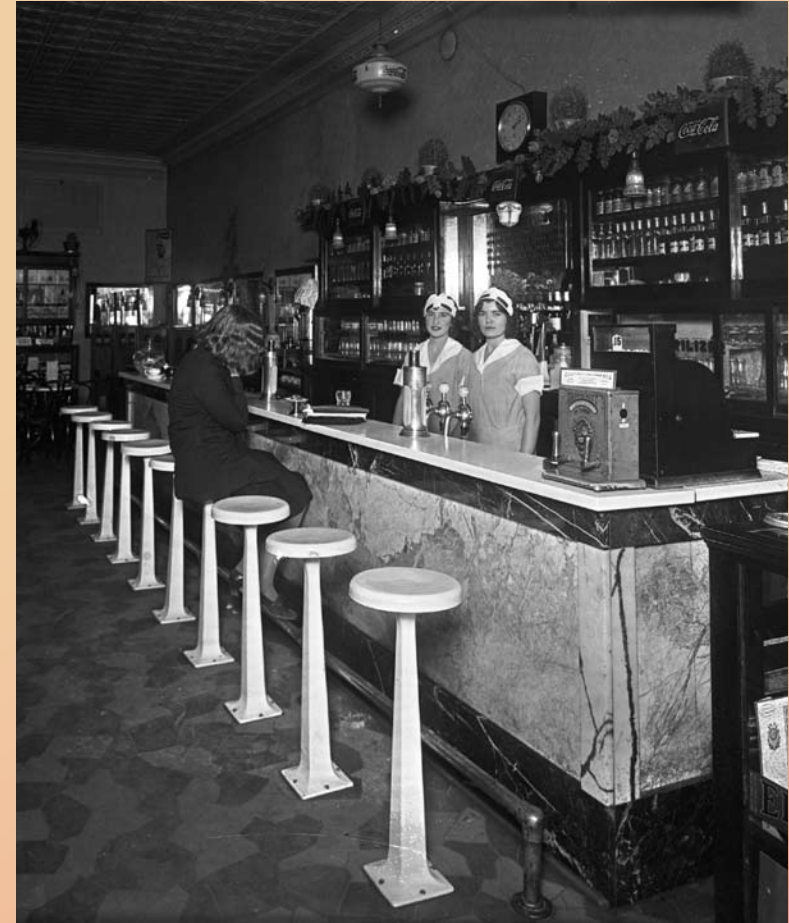
- Route 66: Cuervo to NM 156
- Route 66, state maintained: Montoya to Cuervo (Ozark Trail)

Montoya

- Route 66, state maintained: Palomas to Montoya (Ozark Trail)

San Jon

- Route 66, locally maintained: Glenrio to San Jon (Ozark Trail)
- Route 66, state maintained: San Jon to Tucumcari (Ozark Trail)



² Riskin, Marci L. ed. *New Mexico's Historic Places: The Guide to National and State Register Sites*. Santa Fe: Ocean Tree Books, 2000.

Santa Rosa

- Park Lake Historic District
- Junction of Will Rogers Dr. and Lake Dr.

Tucumcari

- Blue Swallow Motel, 815 E. Tucumcari Blvd.

Albuquerque

- Aztec Auto Court, 3821 Central Ave. NE
- Cottage Bakery (Spot Ice Cream Company), 2000 Central Ave. SE
- El Campo Tourist Courts, 5800 Central Ave. SW
- El Vado Auto Court, 2500 Central Ave. SW
- Enchanted Mesa Trading Post, 9612 Central Ave. SE
- First National Bank Building, 217-233 Central Ave. NW
- Hilltop Lodge, 5410 Central Ave. SW
- Horn Oil Co. and Lodge, 1720 Central Ave. SW
- Jones Motor Company, 3226 Central Ave. SE
- KiMo Theater, 321 Central Ave.
- S.H. Kress Building, 414-416 Central Ave. SW
- La Mesa Motel, 7407 Central Ave. NE
- La Puerta Lodge, 9710 Central Ave. SE
- Maisel's Indian Trading Post, 510 Central Ave. SW
- Manzano Day School (La Glorieta), 1801 Central Ave. NW
- McCanna/Hubbell Building (Albuquerque Gas & Electric Company Building), 418-424 Central Ave. SW
- Modern Auto Court, Central Ave. SE
- Monte Vista Fire Station, 3201 Central Ave. NE
- Nob Hill Business Center, 3500 Central Ave. SE
- Old Albuquerque High School, Central and Broadway SE
- Old Albuquerque Public Library, 423 Central Ave. NE
- Pig 'n Calf Lunch (University Café), 2106 Central Ave. SE
- Puccini Building, 620-624 Central Ave. SW
- Rio Puerco Bridge, I-40 over the Rio Puerco
- Rosenwald Building, 320 Central Ave. SW
- Route 66, State maintained: Albuquerque to Rio Puerco (Aguna Cutoff)
- Skinner Building, 722-724 Central Ave. SW
- Sunshine Building, 120 Central Ave. SW
- Tower Courts, 2210 Central Ave. SW

Moriarty

- Greene Evans Garage (Jr.'s Tire Shop), Broadway and Route 66

Van of Enchantment – Road Trips Curriculum Evaluation

Name (optional): _____

School/Grade level (optional): _____

*Thank you for taking the time to evaluate our materials. Please return it to kimberly.mann@state.nm.us.
This form also is available at www.vanofenchantment.org.*

1. Did you use the *Road Trips* Curriculum Packet with your students? ____ Yes ____ No
2. If yes, what part of the lesson plans did you like best? If no, please skip to number 5.

3. What, if anything, was confusing?

4. What improvements can you suggest?

5. If no, why did you decide not to use it?

6. On a scale of 1 to 5, with 1 being below average and 5 being excellent, please rate the materials.

1 2 3 4 5

7. Our goal for this curriculum was to connect classroom experiences to a visit to the Van of Enchantment. Did we achieve our goals? Did we achieve additional goals? How did your students demonstrate this?

Staff may want to contact you to discuss your experience further. If you wouldn't mind being contacted, what is the best way to reach you?

Email: _____ Phone: _____

**To print copies of this form,
look in the “Print File” Folder.**