



AMERICA'S CAR MUSEUM CURRICULUM **GO** GUIDE



Stories from the Road



Program Overview:

Students will rotate between two actors in period costume who represent different decades during the 20th century. One character represents a Dust Bowl migrant who travels on Route 66 during the Great Depression and discusses cars and life from the 1910s-1930s. Another character represents a WWII veteran who reflects on life before, during, and after the war. This character discusses cars and life from the 1940s-1960s.

Guiding Questions:

How do cars reflect the time period in which they were created?
What can we learn about a time period's culture and technology through car-related stories?

Key Concepts/Themes:

- Culture
- Time, continuity, and change
- People, places, and environments
- Science, technology, and society

Suggested School Program Schedule:

- 9:45-10:15am: Arrive at the museum. Lead teacher will check-in. Welcome and introduction to program. Students break into 2 smaller groups of 15 students or less and rotate between 2 different characters.
- 10:15-10:55am (40 minutes): Meet 1st character.
- 10:55-11:00am (5 minutes): Rotate.
- 11:00-11:40am (40 minutes): Meet 2nd character.
- 11:40- 11:45pm (5 minutes): Group returns to lobby.

Each rotation can also be shortened to 30 minutes.

If booked in advance for an additional fee, school groups may also participate in hands-on workshops and enjoy a test run on either the racing simulator or slot car track in the Speed Zone. Indoor space to eat lunch may also be available, if booked in advance.

How to Prepare for Your Museum Visit:

This curriculum guide includes background information, pre- and post-visit lesson plans, a glossary of terms, and additional resources to help enhance your museum experience. Each lesson corresponds to Essential Academic Learning Requirements (EALRs) and Common Core Standards (CCSS). Please modify these lessons as you see appropriate. Feel free to also let us know how we can provide you with additional resources to better integrate your field trip into your classroom curriculum.

In addition to familiarizing yourself with this *Curriculum Guide*, please review the *Field Trip Guide* included in your confirmation letter. This includes detailed information for all chaperones.



Possible cars that will be highlighted:

1911 Baker Electric:

Bakers were sold almost three to one over other electric cars of the era. These electric cars were called “women’s cars” because they required no cranking.

1920s Dodge

Brothers: The Dodge Brothers Company originally supplied parts to Detroit-based automakers, but began making their own complete vehicles in 1915. The company was later sold to Chrysler.

1922 Ford Model T

Touring Car: Henry Ford’s Model T production in 1908 gave rise to the modern assembly line. The price was as low as \$290 in 1924 as production improvements were made.

Images of these cars can be found near the end of this curriculum guide.



ACM Background Information

Route 66 Exhibit Introduction

Dream of the Mother Road

A road so quintessentially American that it has become a permanent part of our cultural memory: Route 66 . . . “The Mother Road” . . . “The Will Rogers Highway” . . . “The Main Street of America.” Even those too young to have experienced its heyday can instantly recognize the neon signs and teepee-shaped motels. People around the world recognize Route 66 as a symbol of freedom, abundance, and the thrill of the unexpected: everything great about the U.S.A.

America’s most famous road was officially named in 1926 and rolled in an unbroken (and largely unpaved) stretch for more than 2,400 miles from Chicago to Santa Monica. Unlike other, straighter highways of the time, it wound through rural communities in Illinois, Missouri, Kansas, Oklahoma, Texas, New Mexico, Arizona, and California. Route 66 gave farmers access to new markets and spurred the growth of interstate trucking because of its flat topography and generally good weather.

During the Dust Bowl of the 1930s, Route 66 became an artery of migration for Midwest farming families headed to California—and the return of most of them within months. During the Depression, Route 66 became an economic lifeline for the communities through which it passed. Thousands of mom-and-pop service stations, motels, and eateries blossomed. By 1938, the entirety of Route 66 was paved, and it supported another, more lasting wave of westward migration to defense industry jobs on the West Coast. It also became an important route for moving troops and military equipment.

But it’s the postwar golden age of the American automobile that is most commonly associated with Route 66 in the popular imagination. In 1946, wartime travel restrictions were lifted. New cars took the place of wartime materiel on production lines. American families, swept up in the economic boom, found time and means for leisure. And wonders both natural and commercial made Route 66 the ultimate family road trip.

Although they have gradually passed into irrelevance by the interstate highway system, major portions of Route 66 have been preserved through a combination of local grit and government funding. You can still drive 85 percent of the Mother Road, and tens of thousands still do every year.

Interesting Facts:

- John Woodruff and Cyrus Avery were key promoters of Route 66.
- Route 66 wound more than 2,400 miles from Chicago to the Santa Monica Pier.
- The official birthplace of Route 66 is Springfield, Missouri.
- 1927 - First signs were erected bearing the iconic Route 66 shield.
- 1938 - Route 66 became fully paved.
- 1985 - Route 66 was removed from the United States Highway System.
- John Steinbeck popularized the nickname “The Mother Road” in his novel *The Grapes of Wrath*.



ACM Background Information

Significance of Car Design

Possible cars that will be highlighted:

1945 Willys MB US Army Jeep: The Willys U.S. Army Jeep was based upon a design originated by American Bantam. Willys was unable to meet the huge demand of WWII and Ford also manufactured the Willys design under the contract.

1942 Chevrolet: On December 14, 1941, the government decreed that to conserve scarce metals, all cars built after January 1, 1942 could not use any brightwork apart from chrome-plated bumpers. All cars, including this one, were known as “blackouts.” These are rare because they were only made during January 1942.

Images of these cars can be found near the end of this curriculum guide.



As consumers contemplate their options when buying a car, often the style of the vehicle is just as important as the technology in swaying their decision. The engineers at car manufacturing companies put much thought into the function as well as the aesthetics of car bodies. Automotive designs are often chosen to appeal to a very specific audience and culture. For example, early vehicles, such as the “horseless carriages,” were designed to look similar to modes of transportation that already existed. However, as time went on, cars designs evolved. Studying the style and materials used in a car body can reveal much about the growth of science and technology, the desires and fears of everyday people, as well as, the impact of major events throughout history.

Scientific Factors: When comparing vehicles throughout history, one can see major changes in the overall height and shape of the car frame, as well as the quality of the materials used in construction. Cars from the 1890s-1920s were generally tall and boxy. Several features were separate from the car body including the headlights, hubcaps, trunk, and bumper, among others. The grill was also quite large. All of these factors led to poor aerodynamics because they increased drag and reduced velocity. In addition, many early cars had a high center of gravity. While tall, thin wheels made it easier to drive through fields or avoid sinking completely in muddy, unpaved roads, they also made it easier to topple over if going fast around a curve. By the 1930s, many new innovations were included in car designs. For example, cars began to be built using uni-body construction and metal frames replaced wood frames. Rumble seats went out of style and more rounded edges came into style. Hubcaps and headlights became connected to the main car body and windshields became curved. The center of gravity was lowered and wheels became smaller and wider. Many of these changes provided less resistance for air particles moving around the vehicle and thus increased efficiency.

Cultural Factors: Gender preferences and stereotypes, as well as historical events, influenced the way cars are designed and advertised. At the beginning of the twentieth century, many people believed that women couldn’t or shouldn’t drive at all. The cars that were marketed to women, mainly electric cars, contrasted with louder, supposedly more “masculine” gasoline-powered cars. Safety and comfort features were also seen as more appealing to women than men. The post-WWII economic boom, the creation of highways and suburbs, and even the later feminist movement encouraged the two-car family mindset and the belief that everyone should be able to own and drive a car. This affected the availability of various paint colors and interior fabric and pattern options. There was also excitement of no longer having to substitute paint for chrome, due to the war effort. As the Cold War heated up, new “masculine” features could be found on cars that resembled airplanes, guns, missiles, and bullets. Cars continue to be designed and marketed today to represent the desired image of the future car owner while simultaneously being impacted by political, environmental, and economic factors.



Possible cars that will be highlighted:

1954 Pontiac Chieftan Deluxe 8 Station Wagon: In 1954, Pontiac offered several new options including automatic transmission, power steering and brakes, power windows and front seat, and air conditioning.

1956 Mercury Custom: This car features an airplane-inspired hood ornament to give the impression of flight. Its two-tone color body is typical of this time period when manufacturers began to market vehicles to women.

1960 Buick LaSabre: This model features lower delta fins for a more toned-down version of the styles found in the late 1950s.

Images of these cars can be found near the end of this curriculum guide.



ACM Teacher Resources

American History Timeline, 1910-1969

1910-1919:

- 1914: World War I begins.
- 1915: *Lusitania* sunk by German U-boat; one millionth Model T built.
- 1917: U.S. enters WWI.
- 1919: Treaty of Versailles ends WWI.

1920-1929:

- 1920: Prohibition begins in the U.S.; women granted right to vote in U.S.
- 1926: Route 66 created.
- 1929: Stock market crashes; Great Depression begins.

1930-1939:

- 1933: President Franklin D. Roosevelt launches New Deal; Prohibition ends.
- 1935: Term “Dust Bowl” is used to describe desertification of Great Plains.
- 1939: World War II begins.

1940-1949:

- 1940: FDR elected to unprecedented third term as U.S. President.
- 1941: Japanese attack Pearl Harbor; U.S. enters WWII; jeep invented.
- 1942: Japanese-American internment begins.
- 1945: FDR dies; WWII ends; United Nations founded.

1950-1959:

- 1950: Korean War begins; Senator Joseph McCarthy begins Communist witch hunt.
- 1955: Disneyland opens; Civil Rights Movement begins.
- 1957: Soviet satellite *Sputnik* launches Space Age.

1960-1969:

- 1961: Berlin Wall built; Freedom Riders challenge segregation on interstate buses; President John F Kennedy’s “Man on the Moon” speech; Soviets launch first man in space.
- 1962: Cuban Missile Crisis.
- 1963: “Hot Line” established between U.S. and U.S.S.R.; JFK assassinated; Martin Luther King, Jr.’s “I Have a Dream” speech.
- 1964: Beetles become popular in U.S.; Civil Rights Act passes.
- 1965: U.S. sends troops to Vietnam.
- 1966: Mass draft protests in U.S.
- 1968: MLK, Jr.’s assassination; Robert F. Kennedy assassination.
- 1969: Neil Armstrong becomes first man on the moon.



ACM Pre-Visit Lesson Plan #1

History Review

Learning Objectives:

In this lesson, students will research and present to their classmates about major events in American history during the 1910s-1960s.

Materials:

- ❑ Butcher paper and dry erase markers
- ❑ Computers (one per student) and printer
- ❑ Paper and writing utensils
- ❑ Optional: supplies for poster and video presentations

Activity:

1. Explain to students that they will be assigned a major historical topic. They will be expected to conduct research on that event and present that information to the class. Before assigning each topic, gauge students' prior knowledge by completing the "K" and "W" sections of a KWL chart on butcher paper for each topic listed below.

K: What I Already Know	W: What I Want to Know	L: What I Have Learned

Assign each student or group of students one of the following topics:

- World War I
- Women's Suffrage
- Prohibition
- Great Depression (including Stock Market Crash and Dust Bowl)
- World War II
- Cold War
- Civil Rights Movement
- Other, as relates to social studies curriculum

The presentation must include*:

- Written description of:
 - Causes
 - Major events, people, and places
 - Resolution
- Minimum of 4 images
- Bibliography
- Visual presentation format using PowerPoint, poster, video, etc.

*Teachers may adapt the project requirements based on student ability level.

2. After the student presentations, choose one image from each topic. Use these images to review the information with students by asking them to put the images in chronological order (either as a group or individually). Ask students if they can identify the context of each image.
3. Complete the "L" section of the original KWL charts for each topic.





ACM Pre-Visit Lesson Plan #2

Dust Bowl Migrants

Activity:

Learning Objectives:

Students will learn about the experience of Dust Bowl migrants during the Great Depression. They will demonstrate their learning by answering interview questions from the perspective of a hypothetical migrant.

Materials:

- ❑ “Dust Bowl Migrant Images”
- ❑ Projector
- ❑ Paper and writing utensils
- ❑ Computers (one per student)
- ❑ Copies of “Hypothetical Migrant Interview” (one per student)
- ❑ Copies of blank U.S. map, which can be printed online at http://www.eduplace.com/ss/maps/pdf/us_nl.pdf (one per student)

1. As a warm-up, ask students to make a list of everything they would pack in their car if they were suddenly told that they had to move across the country. Remind students that their vehicle must also fit all the people that live in their house (parents, siblings, and possible extended family). Allow students to share their answers. Explain that for many Dust Bowl migrant families, they had this exact dilemma. It was difficult for them to sell any furniture because nearby families knew that it would be left behind if it couldn't be sold. They often left farms in states such as Oklahoma, Kansas, Colorado, Texas, and New Mexico for western states such as California in hopes of finding other jobs, often in agriculture.
2. Show images of Dust Bowl migrants and prompt students with the following visual thinking strategy questions:
 - What is going on in this image?
 - Why do you say that?
 - What more can you find?
 - How do you think this person is feeling?
 - What adjectives come to mind when you look at this image?
3. Using the Dust Bowl images as prompts, have students either write a poem or short monologue from the perspective on a person in one of the photos. Encourage students to share their responses with the class.
4. Using the “Hypothetical Migrant Interview” worksheet and a blank map (found at eduplace.com), instruct students to describe their journey from the perspective of a hypothetical Dust Bowl migrant. Encourage students to conduct research on the road conditions and interstate stops of that time period. When finished, allow students to share their completed work with the class.

To assist with completion of the “Hypothetical Migrant Interview” worksheet, encourage students to explore the following webpages:

- “Route 66: 1926-1945,” published by the National Park Service online at http://www.nps.gov/nr/travel/route66/Route66_1926_to_1945.html. This article describes human migration that occurred during the Great Depression and World War II.
- *America on the Move* exhibition information on the Smithsonian National Museum of American History’s website at <http://amhistory.si.edu/onthemove/>. Route 66 is specifically mentioned on this webpage: http://amhistory.si.edu/onthemove/exhibition/exhibition_10_1.html.





ACM Pre-Visit Lesson #3

Great American Road Trip

Learning Objectives:

Students will learn more about the unique geographical features found in the southwest region of the United States. To demonstrate their learning, they will create postcards from common stopping points along historic Route 66.

Materials:

- ❑ Map of United States that can be projected onto a wall.
- ❑ Overhead projector
- ❑ Variety of writing utensils (pencils, pens, markers, colored pencils, crayons, etc.)
- ❑ Cardstock, cut into rectangles that are at least 3.5 x 5 inches (or use template available in guide)
- ❑ Image of historic Route 66 map
- ❑ Computers
- ❑ Optional: “Travel Interview” worksheet

Activity:

1. As a class, brainstorm reasons why families may have traveled on Route 66 during the 1950s-1960s. Explain that due to the high price of fairly-new commercial airplane travel, traveling by car was much more affordable. By the late 1950s, a network of freeways that form the National System of Interstate and Defense Highways were created (thanks in part to President Dwight D Eisenhower’s support). These roads opened up areas that were previously inaccessible by car. By 1950, there were also more than 50,000 motels in the United States. These new accommodations featured novelties such as color television, air conditioning, and swimming pools. Along roads such as Route 66, families could enjoy frequent stops to not only natural wonders such as the Grand Canyon, but also roadside attractions created by homegrown entrepreneurs.

2. Project a blank US state map on a wall covered by butcher paper. Allow students to trace the outline of the map on the butcher paper and fill in the state names. Using a bright red marker, draw the location of historic Route 66 on the map from Chicago to Los Angeles.

3. Ask students to choose a location along historic Route 66 from which to create a postcard. Offer a historic town or one of the following natural wonders as suggestions: Grand Canyon, Painted Desert, Meteor Crater, Meramec Caverns, and Petrified Forest National Park. Allow time for students to research this location and take notes before designing their postcard.

4. Hand out a rectangular piece of cardstock to each student. Instruct them to include the name of their location and a hand-drawn image on the front of the postcard. In the image, students may also feature manmade roadside attractions, signage, and architecture (often inspired by Native American dwellings and Art Deco art). For the back, they should draft a 3-5 sentence paragraph describing the historical significance of the location in their own words. Encourage students to exchange with a peer to edit before writing a final version on the back of the postcard. Students may also include a message on the back of the postcard as if they were a person traveling on Route 66.

6. When finished, tape student postcards on the map near their appropriate location. Display on classroom or hallway bulletin board. As a wrap-up, have students research how their chosen location has changed from 1950s/1960s to now.

Optional: Have students interview someone in their family or community about their moving or traveling experience using the “Travel Interview” worksheet. Then, have students type up their interview as a feature story and present to the class.





ACM Post-Visit Lesson

Reflection and Extension Activities

Learning Objectives:

Students will reflect on their museum visit and review the key concepts from their guided tour.

Materials:

- ❑ Whiteboard and dry erase markers
- ❑ Computers for student research
- ❑ Paper and pencils
- ❑ Stories from the Road Guided Tour Images
- ❑ Optional: Apple devices such as iPhones or iPads

1. Discuss the following questions or have students respond to them as writing prompts:

- What was your favorite thing about your museum visit?
- What was your least favorite thing about your museum visit?
- Which car was your favorite and why?
- What did you learn about car design from the museum visit?
- Give an example of a car that is designed to reflect the culture of its time period.
- How has car technology evolved over time?
- How did automobiles impact everyday life during the 1910s, 1920s, 1930s, 1940s, 1950s, and 1960s?

2. Display the “Stories from the Road Guided Tour Images” and ask students to discuss how the image was used by the character they visited at the museum. What story was told using this image? What more would they like to know about this image and what it represents?

3. Discuss what led historic Route 66 to be replaced by other roads. As traffic increased, major sections were widened and straightened or bypassed by freeways. Many thriving hamlets became ghost towns as their main source of revenue disappeared literally overnight. Route 66 disappeared from the United States Highway System in 1985. However, passionate locals have created organizations to protect the road’s heritage. In 1999, the National Route 66 Preservation Bill, signed by President Bill Clinton, provided \$10 million in funding for preservation and restoration. According to the National Park Service, 85% of the original road is drivable.

4. Have students research which sections of Route 66 are still accessible to the public. Highlight these sections on the bulletin board map, which was created in Pre-Visit Lesson #3.

Optional Extension Activity:

Using information about which sections of Route 66 are still accessible to the public, instruct students to create a week-long travel itinerary that visits at least 4 towns or landmarks near the historic road. Their itinerary should include a description of their stopping points and a budget for food, lodging, entertainment, fuel, etc.





Standards Addressed

The following standards are addressed through the museum visit, pre-visit lesson plans, post-visit lesson plans, and extension activities:

<u>Common Core State Standards (CCSS):</u>	<u>Essential Academic Learning Requirements, continued:</u>
<p>English Language Arts and Literacy in History/Social Studies and Technical Subjects:</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Key Ideas and Details (1, 2, 3) • Integration of Knowledge and Ideas (9) • Range of Reading and Level of Text Complexity (10) <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Text Types and Purposes (2, 3) • Production and Distribution of Writing (4, 5, 6) • Research to Build and Present Knowledge (7, 8, 9) <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none"> • Comprehension and Collaboration (1) • Presentation of Knowledge and ideas (4, 5, 6) <p><u>Language:</u></p> <ul style="list-style-type: none"> • Conventions of Standard English (1, 2) <p>Math Grades 3-5, Operations and Algebraic Thinking Grades 3-5, Measurement and Data Grades 6-8, The Number System</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. The student understands and uses different skills and strategies to read. 2. The students understand the meaning of what is read. 3. The student reads different materials for different purposes. <p>Writing:</p> <ol style="list-style-type: none"> 1. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) The student understands and uses a writing process. 2. (2.2, 2.3) The student writes in a variety of forms for different audiences and purposes. 3. (3.1, 3.2, 3.3) The student writes clearly and effectively. <p>Social Studies:</p> <ol style="list-style-type: none"> 3. (3.2) Geography- Understand human interaction with the environment. 4. (4.1, 4.2, 4.3) History- Understands historical chronology. Understands and analyzes casual factors that have shaped major events in history. Understands that there are multiple perspectives and interpretations of historical events. <p>Communication:</p> <ol style="list-style-type: none"> 1. (1.1, 1.2) Student uses listening and observation skills and strategies to gain understanding. 2. (2.1, 2.3) The student uses communication skills and strategies to interact/work effectively with others. 3. (3.1, 3.2, 3.3) The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations. <p>Art:</p> <ol style="list-style-type: none"> 3. (3.2) The student communicates through the arts. <p>Math: Grades 3-8, Core Processes: Reasoning, problem solving, and communication</p>
<p><u>Essential Academic Learning Requirements:</u></p> <p>Educational Technology:</p> <ol style="list-style-type: none"> 1. (1.3) Students uses technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems. 2. (2.3) Students demonstrate a clear understanding of technology systems and operations and practice safe, legal, and ethical behavior. <p>Science:</p> <ol style="list-style-type: none"> 3. Application, Grades 4-5, Different Technologies 	





Glossary

The following terminology is addressed through the museum visit, pre-visit lesson plans, and post-visit lesson plans:

Assembly Line: manufacturing process in which parts (usually interchangeable parts) are added as the semi-finished assembly moves from workstation to work station where the parts are added in sequence until the final assembly is produced. This requires specialization of labor on the part of workers who may perform the same specific task on the semi-finished assembly when it arrives at their work station.

Bibliography: a list of written sources of information on a subject, which generally appear at the end of a book or article. They may show what works the author used in writing the article or book, or they may list works that the reader may find useful.

Bypass: a route (often less direct) that a highway takes in order to avoid areas of higher congestion or other problems; to pass around, or avoid, a city or other traffic impediment.

Chronological: in order of time or occurrence.

Civil Rights Movement: The national effort made by African Americans and their supporters in the 1950-60s to eliminate segregation and gain equal rights.

Cold War: the state of political hostility that existed between the Soviet bloc countries and the US-led Western powers from 1945-1990.

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

Decommissioned: taken out of service or shut down (may refer to highway).

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.

Electric motor: a machine that uses electricity and magnetism to power an axle.

Filling Station: a gas station.

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

Crank: to start an internal combustion engine by turning the crankshaft manually.

Interstate: system of expressways covering the 48 contiguous states.

Migrant: a person who moves from place to place to get work.



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.

New Deal: federally funded programs instituted by President Franklin D Roosevelt during the Great Depression meant to jump-start the economy, hire the unemployed, and subsidize American industries.

Nineteenth Amendment: Passed by Congress on June 4, 1919, and ratified on August 18, 1920, the 19th Amendment guarantees all American women the right to vote. Achieving this milestone required a lengthy and difficult struggle; victory took decades of agitation and protest.

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

Prohibition: the prevention by law of the manufacture and sale of alcohol, especially in the US between 1920 and 1933.

Route 66: one of the original highways within the US Highway System, which originally connected Chicago, Illinois to Santa Monica, California. It was also known as the Will Rogers Highway, Main Street of America, or the Mother Road.

Stock Market Crash: result of major catastrophic events, economic crisis, or the collapse of a long-term speculative bubble. Most famous is the crash of October 1929, which was characterized by an enormous decrease in stock prices.

Women's Suffrage: the right of women to vote.

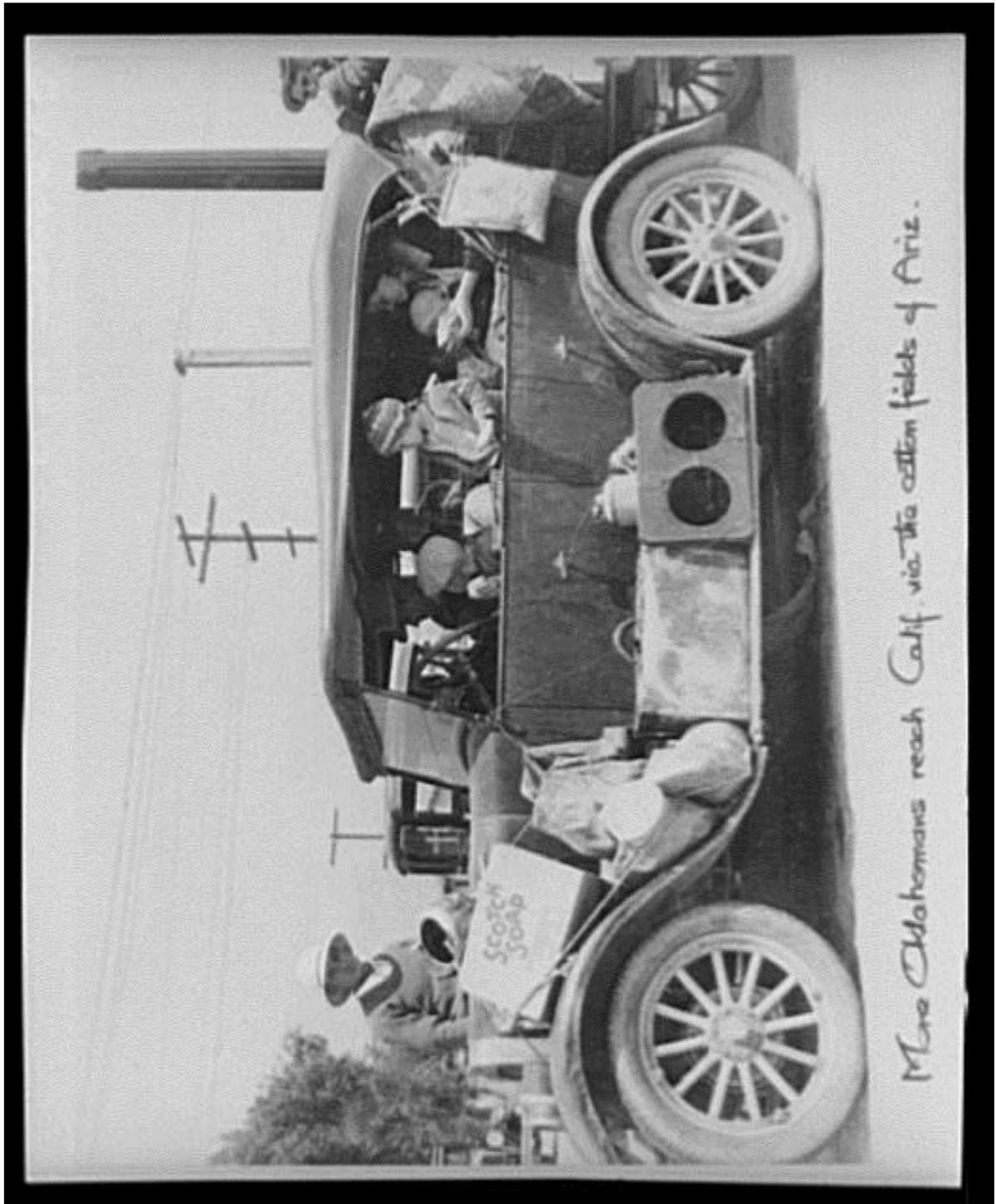
World War I: A war fought from 1914-1918 between the Allies, notably Britain, France, Russia, and Italy (which entered in 1915) and the Central Powers: Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire. The Allies won.

World War II: A war fought from 1939 - 1945 between the Axis powers – Germany, Italy, and Japan- and the Allies, including France and Britain, and later the Soviet Union and United States. The Allies won.



AMERICA'S CAR MUSEUM®

Dust Bowl Migrant Images



Oklahoma dust bowl refugees. San Fernando, California.

Source: Library of Congress Prints and Photographs Division:

<http://hdl.loc.gov/loc.pnp/fsa.8b27316>



AMERICA'S CAR MUSEUM®



Along the highway near Bakersfield, California. Dust bowl refugees.

Source: Library of Congress Prints and Photographs Division:

<http://hdl.loc.gov/loc.pnp/fsa.8b26859>



AMERICA'S CAR MUSEUM®



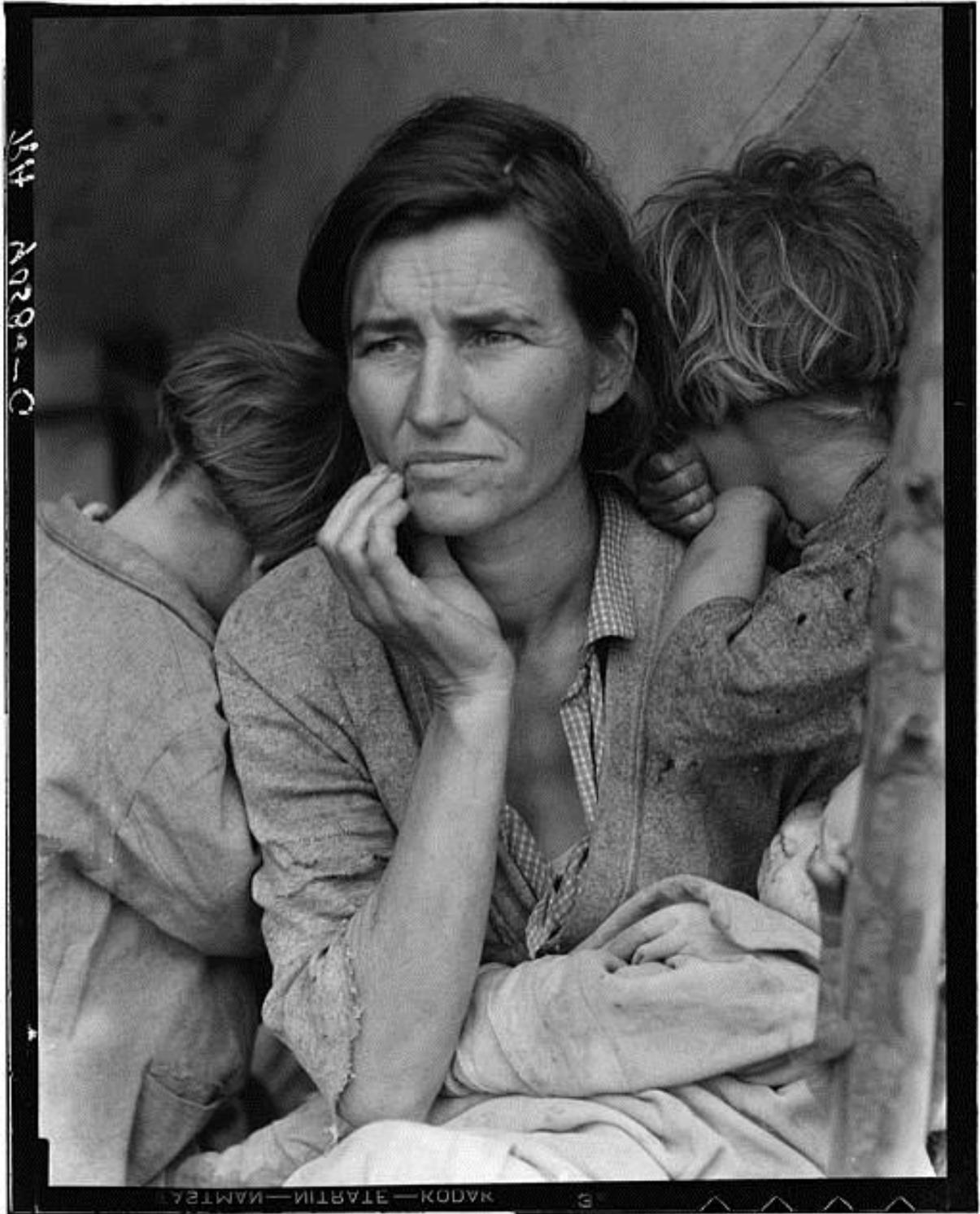
Four families, three of them related with fifteen children, from the Dust Bowl in Texas in an overnight roadside amp near Calipatria, California.

Source: Library of Congress Prints and Photographs Division:

<http://hdl.loc.gov/loc.pnp/fsa.8b31649>



AMERICA'S CAR MUSEUM®



Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California.

Source: Library of Congress Prints and Photographs Division:
<http://hdl.loc.gov/loc.pnp/fsa.8b29516>



AMERICA'S CAR MUSEUM®



Squatter camp on country road near Calipatria. Forty families from the dust bowl have been camped here for months on the edge of the pea fields. There has been no work because the crop was frozen.

Source: Library of Congress Prints and Photographs Division:
<http://hdl.loc.gov/loc.pnp/fsa.8b31762>



AMERICA'S CAR MUSEUM®



RAJPAE

Squatters along highway near Bakersfield, California. Penniless refugees from dust bowl. Twenty-two in family, thirty-nine evictions, now encamped near Bakersfield without shelter, without water, and looking for work in the cotton fields.

Source: Library of Congress Prints and Photographs Division:

<http://hdl.loc.gov/loc.pnp/fsa.8b26857>



AMERICA'S CAR MUSEUM®

Name: _____ Date: _____

Hypothetical Migrant Interview

Directions: Imagine that you are part of a family of Dust Bowl migrants. Complete the interview questions below from the perspective of this hypothetical person. Conduct additional research as needed in order to provide historically accurate answers.

1. Who is traveling with you? List each person below with a brief description of their relationship to you.

2. Sketch an image of your family in the box below.

3. Why are you moving?



4. List the items that you have packed in your vehicle for the journey?

5. What did you sell or leave behind from your old residence?

6. How do you feel about moving?

7. What will you miss about your old residence?

8. What are you looking forward to about arriving in your new destination?

9. What are your starting and ending locations? Identify these locations on the map provided by your teacher.

10. Find the map scale in the legend/key on the map provided by your teacher. What is the estimated length of your journey?



11. What is your mode transportation? Describe your vehicle for the journey.

12. At an average 20 miles per gallon, how many gallons of gas will be required for your journey?

13. If your vehicle has a 10 gallon tank, how often will you need to refuel?

14. What are some locations where you would like to stop along your journey?

15. Describe a challenge you encountered on your journey.

16. Describe a challenge you encountered when you arrived at your final destination.



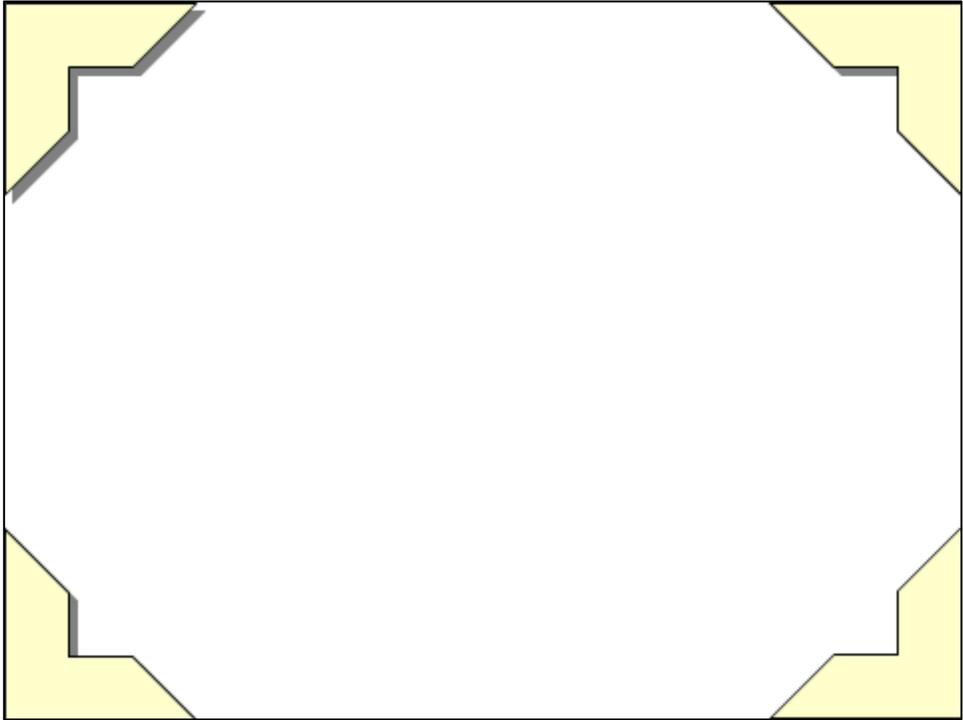


www.timelessamerica.com



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Name: _____ Date: _____

Travel Interview Worksheet

Directions: Interview someone in your family or community about their travel experiences and record their answers below.

1. When did you travel? _____

2. Where was your starting and ending location?

3. Describe the purpose of your journey (permanent move, vacation, etc.).

4. Who traveled with you?

5. What did you pack for the journey?

6. What was your mode transportation? Describe your vehicle for the journey.

7. What did you see on your trip?

8. What was your favorite part of the trip?

9. What was your least favorite part of the trip?

10. Describe a challenge that you encountered on your journey and how you faced the challenge.



Stories from the Road Guided Tour Images

The Car of Refinement

When we first planned to build Rauch & Lang Electric, the policy was to build the best car on the market regardless of its cost to the buyer.

And we've held to this rule ever since; yet the prices we ask are no more than some cars of lesser grade cost.

Each individual body represents 3 months' work of a master carriage craftsman. We have made carriages for over 57 years in Cleveland.

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Any woman can run the car safely. All the power and a strong brake are controlled through one simple lever. The car can't possibly start 'til this lever is first in the neutral position. Yet all power can be shut off instantly with the lever in any position. The car is accident-proof.

It's a wonderful car for hilly cities. It will go as far on one charge as you will ever care to ride in a day.

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The Rauch & Lang Carriage Co.
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Address _____
City _____

[20]

www.psmag.com

THE DAILY MISSOURIAN

NINTH YEAR COLUMBIA, MISSOURI, FRIDAY EVENING, APRIL 6, 1917. NUMBER 184

U.S. OFFICIALLY AT WAR

WILSON TELLS PLANS FOR RAISING ARMIES

Appointment of Conscription of 100,000 Men in Addition to Regulars.

AGE LIMIT IS 19 TO 25

Drafting to Be Practical in National Guard of Volunteering Force.

WASHINGTON, April 6.—After pronouncing a state of war the President this afternoon issued the following executive order regarding the means to be used in carrying out the war measure announced for the benefit of the war department last night.

"The conscription included in the plan which the military commission of the House and Senate have adopted here is approved."

It is intended to send the orders for the conscription to the War Department for their approval.

The first conscription of 100,000 men in addition to the regular army and national guard will be made in the month of May and the additional forces for volunteer and conscription. The first conscription of 100,000 men in addition to the regular army and national guard will be made in the month of May and the additional forces for volunteer and conscription.

THE WEATHER

Forecast for Friday, April 6, 1917.

Temperature, 60 to 70. Wind, light to moderate. Clouds, light to moderate.

Forecast for Saturday, April 7, 1917.

Temperature, 60 to 70. Wind, light to moderate. Clouds, light to moderate.

GUARDS TO MOBILIZE AT NEVADA IN WEEK

Inspector of Company F Says Fourth Missouri Infantry Will Be Called.

Local Unit Will Probably Take Members From Other Cities.

75 RECRUITS NEEDED

The mobilization of the Fourth Missouri Infantry of which Company F is a unit, will take place at Nevada, when the first of next week. This news was brought to Columbia by Lieutenant Colonel Burdick of the Missouri National Guard, who is the commanding officer of the T. B. Shaw company of the Missouri National Guard.

Captain Shaw said this morning he believed that the inspection was satisfactory to the federal inspectors but that, although the company was broken up because many of the men have not been returned to Columbia since being ordered out of service on the Mexican border. These men have not been returned to Columbia since being ordered out of service on the Mexican border. These men have not been returned to Columbia since being ordered out of service on the Mexican border.

DRAFTING OF ARMY TO AFFECT STUDENTS

Large Per Cent Come Within Age Limits—Many Have Had Experience.

MUST BE EXAMINED

Recruits Will Be Given Rig. of Test and Army Standards.

"The selective conscription act which Congress will have a vote on this afternoon will have a wide effect on the students of the country in the University of Missouri," said Captain J. G. King, instructor in military science in the University, who morning "most of the students are within the age limits specified in the bill and many of them have had military experience. There are also some of the conscription act will have a wide effect on the students of the country in the University of Missouri."

King said that there is a noticeable feeling about the army men between the ages of 18 and 25 years will be exempted to enlist. This is not true, according to Captain King, who says that the general statement of the act is that there will be no military service in the presence of a state of war. The conscription act will have a wide effect on the students of the country in the University of Missouri.

WILSON SIGNS RESOLUTION AT 1:13 O'CLOCK TODAY

Four Missouri Representatives Vote "No" When House Passes Act 373 to 50—First War Measures Total \$164,000,000—Conscription Plans Call for 2,000,000 Men.

BULLETIN

WASHINGTON, April 6.—The general conscription bill calling for \$100,000,000 for national defense purposes and \$64,000,000 for war expenses was the first war measure to pass Congress today.

WASHINGTON, April 6.—War was declared at 1:13 this afternoon. At exactly that time President Wilson signed the joint resolution passed by the House and Senate declaring that a state of war exists between the United States and Germany.

An hour before, the resolution was signed by Vice-President Marshall in the Senate at 12:13.

thegreatwarhomefront.weebly.com



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history.nd.gov



www.fordham.edu



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The Ten-Millionth

Ford

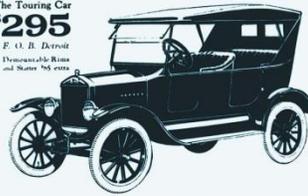
The 10,000,000th Ford car left the Highland Park factories of the Ford Motor Company June 4. This is a production achievement unapproached in automotive history. Tremendous volume has been the outgrowth of dependable, convenient, economical service.

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Dearborn, Michigan

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and Dealer's % extra



Ford Newspaper 73
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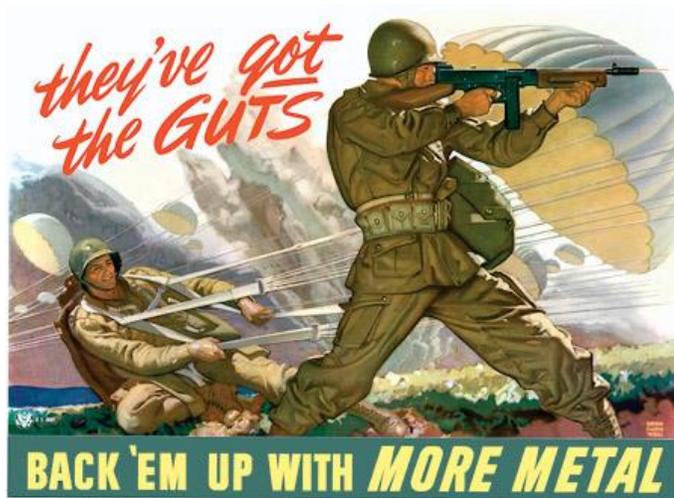
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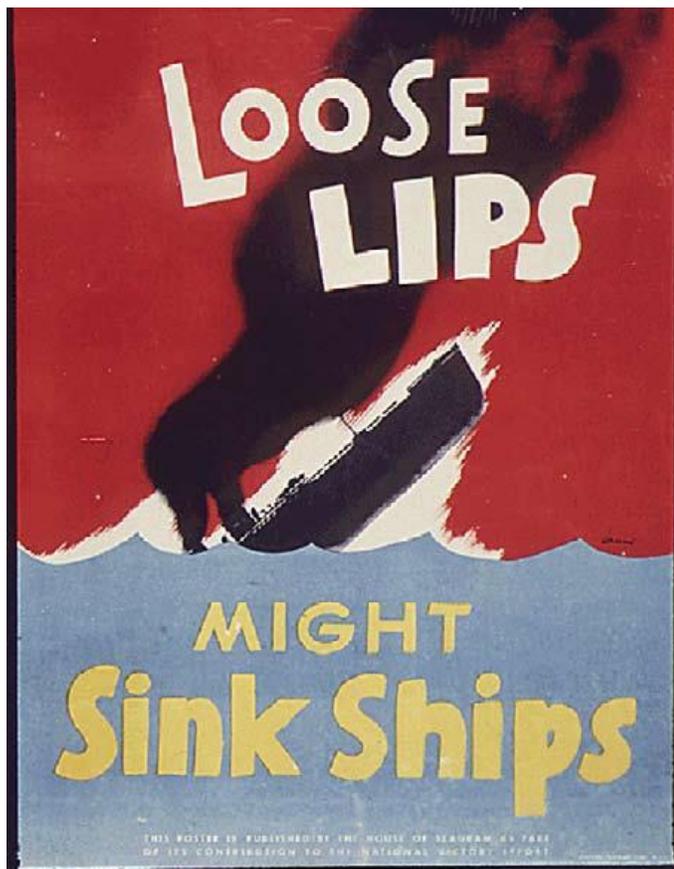
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digital.library.unt.edu



www.history.com



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THIS IS YOUR Ten-Cent War Savings Stamp Album. Fill it with 187 Ten-Cent Stamps, add 5¢ in coin, and it will have a value of \$18.75. Exchange it at the post office for a War Savings Bond which, after 10 years, will be worth \$25. Then start filling another Stamp Album. War Savings Stamps are sold in five denominations: 10¢, 25¢, 50¢, \$1, and \$5.

With your first purchase of any Stamp, you are entitled to receive, free of charge, an Album for mounting that kind of Stamp. Mount none but 10¢ War Savings Stamps in this Album. Be sure to affix Stamps securely.

AS YOU FILL this Album with War Savings Stamps, it will rapidly grow in value and should be guarded against theft or loss. A precaution is to carry your Album in a self-addressed stamped envelope, with a written request on the envelope to return to you if found.

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 Address *589 Ragway*
 City *White Plains* State *N.Y.*

						
10c	20c	30c	40c	50c	60c	70c
						
80c	90c	\$1.00	\$1.10	\$1.20	\$1.30	\$1.40
						
\$1.50	\$1.60	\$1.70	\$1.80	\$1.90	\$2.00	\$2.10

www.nationalww2museum.org



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1911 Baker Electric



1920s Dodge Brothers

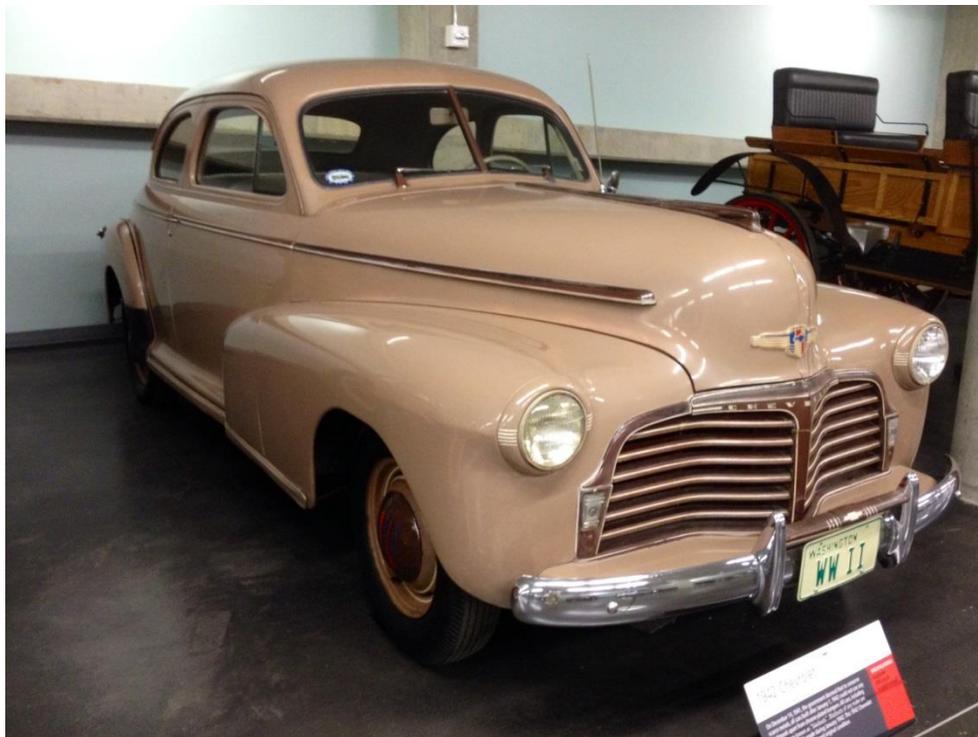


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1922 Ford Model T Touring



1942 Chevrolet



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1945 Willys MB U.S. Army Jeep



1954 Pontiac Chieftan Deluxe Eight



1956 Mercury Custom



1960 Buick LaSabre



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Social Studies Resources for Educators

www.loc.gov/teachers/

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

www.archives.gov/education/

The National Archives has a searchable database of teachable primary sources. It also provides information on professional development, distance learning programs, National History Day, education programs at presidential libraries, and event and public programs around the country.

www.history.com

The History Channel has detailed information about popular United States history topics, including articles, video clips, pictures, speeches, and interactive features.

www.pbs.org/wgbh/americanexperience

The Public Broadcasting Service's American Experience history series is the most watched history series. Episodes are available online.

www.edsiteмент.neh.gov/lesson-plans

The National Endowment for the Humanities website includes lesson plans by subject, theme, and grade level.

www.bbc.co.uk/history

The British Broadcasting Corporation's History page provides information on major American events from a European perspective.

www.scholastic.com/teachers

Scholastic – Teachers includes information about its reading club, book wizard, lesson plans, and teacher store.

www.britannica.com

Encyclopedia Britannica provides detailed information about history topics including images, videos, interactive activities, and quizzes.

www.westpoint.edu/history/SitePages/Our%20Atlases.aspx

U.S. Military Academy West Point – Atlases provides detailed military maps from major military campaigns.

www.abmc.gov

American Battle Monuments Commission has a searchable database of cemeteries, memorials, and burial sites as well as visual resources for grades 6-12.



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www.history.state.gov

U.S. Department of State Office of the Historian webpage has a searchable database of historical documents and curriculum guides using those documents.

www.digitalhistory.uh.edu

The University of Houston's Digital History webpage has detailed summaries of historical eras and topics as well as primary sources and classroom lessons.

www.vintagefashionguild.org/fashion-timeline

Vintage Fashion Guild's timeline documents women's fashion from 1800- 1990.

www.discoveryeducation.com/teachers

Discovery Education has teacher resources for all K-12 core subjects.

www.ushistory.org

Independence Hall Association's website features online textbooks and other teacher resources.

www.smithsonianmag.com/history

The Smithsonian's History website features video clips, photographs, and magazine articles on many U.S. history topics.

www.nwhm.org/education-resources

National Women's History Museum has online teacher lesson plans, interactive activities, and video clips.

www.iwm.org/uk

Imperial War Museum's website has a searchable database of its collection including film clips, oral history recordings, art, personal letters, and diaries.

www.thehenryford.org/education

The Henry Ford's Education webpage includes lessons on transportation in America, the Industrial Revolution, democracy and civil rights, family and community life, science and technology, and American innovation.

www.coldwar.org

The Cold War Museum's website includes a detailed timeline, trivia games, and other online activities.

www.fhwa.dot.gov/interstate/history

The U.S. Department of Transportation's Federal Highway Administration webpage includes a detailed history of the Interstate Highway System.

www.civilrightsmuseum.org

The National Civil Rights Museum includes information about its current exhibits.



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www.americainclass.org

The National Humanities Center- America in Class website has primary and secondary resources, webinars, and lessons.

www.tolerance.org/teaching-kits

The Southern Poverty Law Center's Teaching Tolerance webpage has information about its free educational kits and magazine subscriptions.

www.historians.org/teaching-and-learning/classroom-content

The American Historical Association's website has a Classroom Content page that discusses teaching standards and guidelines and includes a digital database of primary resources.

www.newseumdigitalclassroom.org/digital-classroom

Newseum's digital classroom features primary resources, interactive programs, videos, and lesson plans that focus on the First Amendment.

Excellent resources can be also found online by searching through any university's digital library collection.

Route 66 Resources

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.



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Lewis, Tom. *Divided Highways: Building the Interstate Highways, Transforming American Life*. New York: Penguin Putnam 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.

Websites

www.byways.org/explore/byways/2489

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



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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.

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.



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Videos and Sound Recordings

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.

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

Source for Route 66 Resources for Educators: "Road Trips: A Curriculum about Route 66 in New Mexico," found online at http://bethmaloney.com/pdfs/RoadTrips_revised.pdf



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