Route 66 / RETA Curriculum Guide
Route 66 Road Stories
Middle School Language Arts/Social Studies

Introduction
Route 66’s impact on New Mexico was significant. This highway affected the people traveling it, as well as those who lived along it. How did Route 66 impact people’s perceptions of each other and the culture of all involved along the route?

In Route 66 Road Stories students ‘travel’ along the original Route 66 in New Mexico to gain a broader perspective of the highway’s impact. As they travel, they create digital postcards. The culminating activity is a presentation to their peers.

Student Outcomes
Students will
- Develop an understanding of the cultural and historical significance of Route 66 in New Mexico;
- Use design elements to create images that portray a particular time or feeling.

Technology Usage
The following technology tools may be used for creating and storing their digital postcards.
- Adobe PhotoShop™
- MS PowerPoint™
- MS Word™
- Paint/Draw programs
- Web publishing programs
- Internet access
- Digital Camera

Materials:
Maps of original Route 66 for all students:
New Mexico Dept. of Tourism
Room 751, Lamy Bldg.
491 Old Santa Fe Trail
Santa Fe, NM 87503
Or call toll free from USA & Canada: 1-800-545-2040 ext. 751
Tasks
1. Pose the driving question: “How do photographs, drawings and other graphic elements portray an image or feeling of a place?”
2. Discuss a few examples. A good source for examples may be found at the National Historic Route 66 Federation (http://www.national66.com/frame_postcard_ndx.html).
   Lead the discussion to the role font styles, word choice and color have on portraying a time period or feeling.
3. Once students are placed into groups, visit the Route 66 Road Stories site.
4. Hand out maps to all students.
5. Describe the postcard exercises at each stop, explaining that the front should be a type of advertisement for the stop while the other side is for reflection.
6. At the end of the road, each student will choose two favorite postcards to present to their class.
Suggestions for student display:
7. Students create their own “poster session” of the route using their postcards. Much like a science fair display, students create a 3-sided poster board of their adventures along the route choosing the best work for display on the boards. Then the boards are displayed in the classroom or a central location in the school.
8. The students create a PowerPoint presentation, which serves as a digital scrapbook.
9. Students create an advertising campaign for travel along NM Route 66. This may include mat boards and a travel brochure geared toward travel agencies. Remind students that when advertising, it is necessary to use persuasive language.

Extensions
As experts on Route 66 in New Mexico, how can students share their information?
- Remember, Route 66 traversed eight states. Contact a middle school in another state along Route 66. http://www.historic66.com/ Tell them of your adventure and ask them to complete the same project, traveling through their own state. When they have completed their journey you can exchange class projects. This will allow both classes to learn how Route 66 impacted their state.
- Create a mock documentary of travels along Route 66. Use your postcards as a guide for the script. Act out and film each of your stops. Share your documentaries with other classes, or your school!
- Create an ad campaign for Route 66 New Mexico. Create travel brochures, flyers, and billboards for the different towns on Route 66.
Resources
National Historic Route 66 Foundation
Route 66 Highway to America
http://www.newmexico.org/ScenicAttractions/route66/rt66map.html
Route 66 in New Mexico http://www.rjsmith.com/rt66-nm-ew.html
New Mexico Tours http://nenewmexico.com/tours/route66.html
New Mexico Route 66 Association http://www.rt66nm.org/PHOTOUR/glenrio.html
Route 66: Highway to Adventure-Santa Fe
http://www.newmexico.org/ScenicAttractions/route66/santafe.html
The History of La Fonda http://www.lafondasantafe.com/history.html
Route 66: Highway to Adventure-Santa Rosa
http://www.newmexico.org/ScenicAttractions/route66/santarosa.html

Hesse, K.  *Out of the dust*.  Scholastic Paperbacks.  ISBN: 0590371258
## Assessment

### Rubric for Road Stories Post Cards

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Lots of Work to Do!</th>
<th>Not Yet, But Closer!</th>
<th>GOT IT! Met Requirement</th>
<th>WOW! Exceeded Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postcard Front</td>
<td>• May contain text or images, but not both.</td>
<td>• Contains both text and images, but they are not relative to each other.</td>
<td>• Contains both text and images.</td>
<td>• Images and text on postcard get readers attention.</td>
</tr>
<tr>
<td></td>
<td>• It is not readable and it is not accurate.</td>
<td>• Some of it is readable and some of it is accurate.</td>
<td>• Everything is readable and accurate.</td>
<td>• Everything is readable, accurate, and interesting.</td>
</tr>
<tr>
<td></td>
<td>• Fails to convey idea.</td>
<td>• Fails to convey idea.</td>
<td>• Conveys idea.</td>
<td>• Student demonstrates knowledge of how to use computer design tools.</td>
</tr>
<tr>
<td></td>
<td>• Student has not learned how to use computer design tools (such as change of color or font).</td>
<td>• Student has not learned how to use computer design tools (such as change of color or font).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postcard Back</td>
<td>• Little or no writing.</td>
<td>• Some writing.</td>
<td>• Writing that addresses questions prompted by Road Stories.</td>
<td>• Interesting, organized writing that addresses questions prompted by Road Stories.</td>
</tr>
<tr>
<td></td>
<td>• No connection to questions prompted by Road Stories.</td>
<td>• Little connection to questions prompted by Road Stories.</td>
<td>• Writing conveys idea and evidence of research.</td>
<td>• Strong evidence that the student has developed an idea and done research.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Writing has few grammatical errors.</td>
<td>• Writing has no grammatical errors.</td>
</tr>
</tbody>
</table>

### Content Area and Grade Levels

New Mexico Content Standards
Language Arts: Benchmark 5-8
Strand: Reading and Listening for Comprehension
1) Students will apply strategies and skills to comprehend information that is read, heard, and viewed.
Strand: Writing and Speaking for Expression
2) Students will communicate effectively through speaking and writing.
Strand: Literature and Media  
3) Students will use literature and media to develop an understanding of people, societies, and the self.

Social Studies  
1) Students will use knowledge and cultural understanding to explain how the world's people cope with ever-changing conditions, examine issues from multiple perspectives and respond to individual and cultural diversity.  
4) Students will know and understand the ways in which human beings view themselves and others over time.