

Get Your Kicks on Route 66

Oklahoma History: Culture, Migration, and Tourism

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Grade Level	9th Grade	**Time Frame**	2-3 class period(s)
Subject	Social Studies	**Duration**	120 minutes
Course	Oklahoma History		

Essential Question

What does Route 66 teach us about the impact that transportation, tourism, and migration have had on Oklahoma's culture and history?

Summary

This lesson invites students to take a virtual trip along Oklahoma's most storied roadway, Route 66. Students explore the impact that this highway has had on Oklahoma's culture, economy, and history since its construction in 1926. Students have opportunities to learn about American Indian tribes whose lands the highway passes through, the use of Route 66 as a migratory route during the Dust Bowl, and the important role the road has played in linking communities across Oklahoma. Additional activities allow students to see how Route 66 has been a boon to tourism and other industries for many years.

Snapshot

Engage

Students listen to the song from which this lesson takes its title. Then, they engage in a Collective Brain Dump activity to analyze the song and determine what they already know about Route 66.

Explore

Students read an excerpt from the novel *The Grapes of Wrath* or one of several articles about Route 66 and use the Jigsaw strategy to discuss and analyze the readings with their peers.

Explain

Students engage in a whole-class discussion to explain what they have learned about the historical and cultural significance of Route 66.

Extend

Students work in groups to plan their own road trip along Route 66 and present their research digitally or by creating a map poster.

Evaluate

Students turn in their completed Route 66 Trip Planners and map projects for evaluation.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR402: Draw logical conclusions in somewhat challenging passages
IDT401: Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

OKH.6.8: Describe the changing perceptions, both internal and external, of the state and its citizens, as reflected in the Grapes of Wrath, the musical Oklahoma!, Route 66, and the professional basketball team the Oklahoma City Thunder.

Attachments

- Create-Your-Presentation-Using-Google-Earth-Get-Your-Kicks-on-Route-66 - Spanish.docx
- Create-Your-Presentation-Using-Google-Earth-Get-Your-Kicks-on-Route-66 - Spanish.pdf
- Create-Your-Presentation-Using-Google-Earth-Get-Your-Kicks-on-Route-66.docx
- Create-Your-Presentation-Using-Google-Earth-Get-Your-Kicks-on-Route-66.pdf
- Excerpts-from-AIANTA-Travel-Guide-Get-Your-Kicks-on-Route-66.pdf
- Excerpts-from-The-Grapes-of-Wrath-Get-Your-Kicks-on-Route-66 - Spanish.docx
- Excerpts-from-The-Grapes-of-Wrath-Get-Your-Kicks-on-Route-66 - Spanish.pdf
- Excerpts-from-The-Grapes-of-Wrath-Get-Your-Kicks-on-Route-66.docx
- Excerpts-from-The-Grapes-of-Wrath-Get-Your-Kicks-on-Route-66.pdf
- Lesson-Slides-Get-Your-Kicks-on-Route-66.pptx
- Name-Strips-Get-Your-Kicks-on-Route-66 - Spanish.docx
- Name-Strips-Get-Your-Kicks-on-Route-66 - Spanish.pdf
- Name-Strips-Get-Your-Kicks-on-Route-66.docx
- Name-Strips-Get-Your-Kicks-on-Route-66.pdf
- Route-66-Lyrics-Get-Your-Kicks-on-Route-66 - Spanish.docx
- Route-66-Lyrics-Get-Your-Kicks-on-Route-66 - Spanish.pdf
- Route-66-Lyrics-Get-Your-Kicks-on-Route-66.docx
- Route-66-Lyrics-Get-Your-Kicks-on-Route-66.pdf
- Route-66-Trip-Planner-Get-Your-Kicks-on-Route-66 - Spanish.docx
- Route-66-Trip-Planner-Get-Your-Kicks-on-Route-66 - Spanish.pdf
- Route-66-Trip-Planner-Get-Your-Kicks-on-Route-66.docx
- Route-66-Trip-Planner-Get-Your-Kicks-on-Route-66.pdf

Materials

- Lesson Slides (attached)
- Route 66 Lyrics handout (optional; attached, one per student)
- Route 66 Student Readings (one reading per student)
  - Excerpts from AIANTA Travel Guide (attached)
  - Excerpts from The Grapes of Wrath (attached)
  - America on the Move article (linked in the **Explore** section)
  - Route 66 Overview article (linked in the **Explore** section)
- Route 66 Name Strips (attached, one set)
- Three hats or boxes
- Route 66 Trip Planner handout (attached, one per group of three students)
- Create Your Presentation Using Google Earth handout (optional; attached, one per group of three students)
- Pens or pencils
- Poster board
- Markers
- Student devices with Internet access

Engage

Teacher's Note: Lesson Preparation

Prior to the lesson, print and cut out the three different sets of names from the attached **Name Strips** and place them in three separate hats or boxes. Student groups will draw one item from each set for use in the **Extend** activity.

Begin the lesson by displaying **slide 3** from the attached **Lesson Slides.** Play the video on the slide, a recording of Nat King Cole's performance of the following song: "(Get Your Kicks on) Route 66." Make sure students have a chance to read the lyrics displayed on the screen, or provide students with a copy of the attached **Route 66 Lyrics** handout so that they can study the lyrics more closely.

Embedded video
https://youtube.com/watch?v=MF_uuHvOz8w

After the song has ended, ask students to get together in groups of three or four and engage in a Collective Brain Dump concerning the following questions:

- What do you think of this song?
- What do the lyrics tell us about Route 66?

After students have met with their groups, reconvene as a class and ask several questions to gauge students' existing knowledge about the highway.

Possible Questions To Gauge Existing Knowledge

You don't need to ask all of these questions, but pick a few that help you accurately gauge students' current understanding.

- Have you ever been on Route 66 or visited an attraction alongside it?
  If so, where/what was it?
- What's your favorite stop along the route?
- Do you know why the route is famous?
- Does Route 66 pass through our town?
  If so, what sorts of places (e.g., restaurants, stores, gas stations, tourist attractions, etc.) have you noticed alongside it, and what sort of impact have these places had on our community?

Display **slides 4 and 5**, which introduce the essential question and lesson objective.

Explore

Display **slide 6**, which outlines the procedure for the **Explore** portion of the lesson. Organize students into groups of three or four. Invite students to use the Jigsaw strategy to read and discuss four different articles related to Route 66.

- **Reading 1:** "American Indians & Route 66" reading from the **Excerpts from AIANTA Travel Guide** attachment.
- **Reading 2: Excerpts from The Grapes of Wrath** attachment
- **Reading 3:** "Life on the Open Road" from the Smithsonian (from the beginning up to the section titled "Bobby and Cynthia Troup: 'Get your kicks on Route 66'")
- **Reading 4:** Route 66 Overview from the National Park Service

Assign each group one of the readings. Give students 10-15 minutes to read and take notes, and then ask groups to work together to summarize their reading and discuss what they have learned about Route 66.

Explain

Reconvene students to engage in a whole-class discussion. Call on groups to present a summary of their article and explain what they have learned about Route 66.

Consider using some of the questions below to help guide the discussion.

Questions About "American Indians & Route 66"

1. What are the names of some of the American Indian nations that saw Route 66 constructed on their tribal lands?
2. What is cultural misappropriation?
3. How have some of the sites along Route 66 engaged in cultural misappropriation?

Questions About "The Grapes of Wrath"

1. What does this excerpt tell us about the important role that Route 66 played during the Dust Bowl?
2. Who traveled on this road during that time period, and why was the route important for them?
3. What language does Steinbeck use to describe Route 66 and the people who traveled on it?

Questions About Readings Exploring The History Of Route 66

1. How has the use of Route 66 changed since it was built in 1926?
2. What sorts of businesses started along Route 66, and how did they affect the communities in which they were located?
3. Why did people feel the need to preserve Route 66 after it was decommissioned?

Teacher's Note: Cultural Misappropriation

Although "cultural misappropriation" (also known as "cultural appropriation") might sound like a mouthful, it is an important concept for students to understand, and this discussion provides a good opportunity to introduce it. Invite students who read the American Indians and Route 66 article to explain what cultural appropriation is and to provide examples from along Route 66 or elsewhere. Advise students in advance that they should be on the lookout for instances of cultural misappropriation in the upcoming trip planning activity. For more advice about how to discuss the subject of cultural misappropriation in the classroom, consider consulting the Education Week article "Addressing Cultural Appropriation in the Classroom: Tools and Resources."

Extend

Display **slide 7**, which includes a link to the sample tour "Route 66 Road Trip" created in Google Earth. Take students on a virtual tour of the three featured sites on the map. Ask students if they can guess why each site is significant. For each site (Blue Whale of Catoosa, Arcadia Round Barn, and Steven Grounds' mural at Concho Indian School), ask students the following questions:

- What is this site?
- Where is it located?
- Why was it built?
- What do you find interesting about this place?

Consider asking the additional questions listed on the **Route 66 Trip Planner** handout to encourage students to better understand the historical and cultural significance of each site. Explain to students that they will be designing a similar trip that will take them to three different sites along Route 66.

Display **slides 8 and 9**, which detail the instructions for the trip planning portion of the **Extend** activity.

Organize students into groups of three, and have each member of the group pick an item from one of the three sets of prepared **Name Strips** so that each group has one item from *each* of the three sets. The items they choose will determine the "road trip" they will be taking along the highway.

- Set 1 includes sites along or near Route 66 that are either culturally significant to members of American Indian tribes in Oklahoma or are examples of cultural misappropriation.
- Set 2 includes sites along or near Route 66 that reflect the role the highway played in shaping Oklahoma's economy by catering to the needs of migrant workers, aiding in the growth of communities, or allowing for the transportation of goods across the state and to various points between Chicago and Los Angeles.
- Set 3 includes tourist attractions along or near Route 66 that show the role the highway played in enabling people to drive across the country, especially in the years following the end of World War II.

(All three sets list the sites from east to west.)

Teacher's Note: Alternative Selection Method

If you prefer using another method to have students select the sites they want to visit, consider creating three digital random picker wheels that students spin in order to select their destinations. Any of the following pages will allow you to customize wheels for your class: Classtools.net Random Name Picker or Wheel Decide.

Distribute one copy of the **Route 66 Trip Planner** handout to each group. Tell groups that they will explore their chosen sites and create maps to document their visits.

Have students begin by researching their sites. As they conduct their research, encourage groups to use various online resources as they answer the questions on the handout. The National Parks Service website is particularly useful, but students might also wish to consult the websites included in "Oklahoma's Route 66 Repositories," published by the Oklahoma Historical Society.

Once students have completed their research, they should refer to their answers to compose a paragraph about each site to include as a caption on their map.

Teacher's Note: Map Design Methods

There are a number of different ways students can design their maps.

For a paper-based option, they can draw a map of Oklahoma or cut out a map template to paste onto a poster. After they have created their maps, they can paste images of each attraction, along with their paragraphs on index cards on top of the map.

For a digital option, they can create a project using Google Earth or another tool of their choice, such as Canva or Sutori. You can share the instructions in the attached **Create Your Presentation Using Google Earth** handout with groups that choose to use Google Earth. You may also choose to view or share video instructions such as the following: "Google Earth Tutorial: Intro to Creation Tools."

Distance Learning Option

To make use of this activity in an online or distance learning environment, groups might assign one particular student to manage the design of the virtual road trip map. Students can collaborate on their handouts by keeping each other posted on the research they have done, and then one student can be assigned to enter the information they have collected into the map on Google Earth or a different medium.

Evaluate

Engage groups in a Gallery Walk to view each of the other groups' posters and ask questions of each group about the places that they visited. If students created digital maps, have them provide a link for their classmates to access.

The completed Route 66 Trip Planner handouts and map projects can serve as evaluations for this lesson.

Resources

- [141fumi]. (2012, June 27). Route 66 : Nat King Cole : With lyrics [Video]. YouTube. https://www.youtube.com/watch?v=MF_uuHvOz8w
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