



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

## **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Landmarks guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/landmarks/k-12-educators>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Racialized Spaces on Route 66*

Institution: Northern Arizona University

Project Director(s): Gretchen McAllister, Ricardo Antonio Guthrie

Grant Program: Landmarks of American History and Culture K-12

# NEH Application Cover sheet (BH-288103)

## Landmarks of American History and Culture

### PROJECT DIRECTOR

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Richardo Antonio Guthrie  
Associate Professor  
PO Box 15320  
Flagstaff, AZ 86011-5774  
USA

**E-mail:** richardo.guthrie@nau.edu  
**Phone:** 928-523-5946  
**Fax:** 928-523-5560

**Field of expertise:** Ethnic Studies

### INSTITUTION

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ABOR for and on behalf of Northern Arizona University  
Flagstaff, AZ 86011-4130

### APPLICATION INFORMATION

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**Title:** *Racialized Spaces on Route 66*

**Grant period:** From 2022-10-01 to 2024-10-01

**Project field(s):** History, General; Ethnic Studies

**Description of project:** Northern Arizona University is requesting funds for a new Landmarks of American History and Culture grant of \$189,000 for two, one-week site-based workshops in the summer of 2023 for 5th grade to 12th teachers of History, English, and general content areas (elementary grades) to examine the multiple perspectives along Route 66, an iconic landmark in the United States. This teacher workshop located on Route 66 in Flagstaff examines how landmarks tell the story of the United States, offering a mirror for their curricula as they learn a more inclusive and widened story of the classic, nostalgic Route 66.

### BUDGET

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<b>Outright request</b>	189,860.00	<b>Cost sharing</b>	0.00
<b>Matching request</b>	0.00	<b>Total budget</b>	189,860.00
<b>Total NEH request</b>	189,860.00		

### GRANT ADMINISTRATOR

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Marietta Rodriguez  
PO Box 4130  
Flagstaff, AZ 86011-4130  
USA

**E-mail:** marietta.rodriguez@nau.edu  
**Phone:** 928-523-4880  
**Fax:** 928-523-1075

## ATTACHMENT 1: NARRATIVE

### Racialized Spaces on Route 66

#### Nature of the Request

Northern Arizona University is requesting funds for a new Landmarks of American History and Culture grant of \$189,000 for two, one-week site-based workshops in the summer of 2023 for 5<sup>th</sup> grade to 12<sup>th</sup> teachers of History, English, and general content areas (elementary grades) to examine the multiple perspectives along Route 66, an iconic landmark in the United States.

This teacher workshop located on Route 66 in Flagstaff examines how landmarks tell the story of the United States, offering a mirror for their curricula as they learn a more inclusive and widened story of the classic, nostalgic Route 66.

#### Intellectual Content and Significance

U.S. Highway 66 is among America's most famous roads, alongside the Boston Post Road, California's Route 1, and others. "America's Mother Road," as John Steinbeck called it in *The Grapes of Wrath* (1939):

66—the long concrete path across the country, waving gently up and down on the map, from the Mississippi to Bakersfield . . . they come into 66 from the tributary side roads, from the wagon tracks and the rutted country roads. 66 is the mother road, the road of flight. (p. 161)

For too long Route 66 has been remembered as a place for cruising, dancing the lindy, and finding vintage Coke bottles. There were many residents and travelers on route 66 for whom this road was not a joy ride or vacation. The image is traceable to *The Grapes of Wrath* novel and film: that those traveling 66 were poor, white, dust-bowlers like the Joad family. Left out of this narrative is the history and culture of segregation that framed the experiences of others along Route 66. For example, the African-American post-war diaspora, West on 66 with the *Green Book* explaining where they might eat and stay; the migration of rural Hispanics displaced by 66 traffic and industry in the Southwest; Native Americans caravanning to California for jobs—and back; and, sadly, World War II internment sites on 66 of Japanese-Americans (Gallup) and Germans (Amarillo).

Flagstaff offers teachers an opportunity to examine Route 66 narratives from three voices of African American, Indigenous Peoples, and Latino. This particular workshop will focus mainly on African American and Indigenous, with the aspiration of a follow up workshop the following year in Albuquerque on Latinx/Hispanics and Route 66.

One of the foci for this teacher-training will be the now-famous *Negro Motorist Green Book* (published 1936-66) providing safe spaces for African-Americans to stay the night and eat. Its motto was "Carry the *Green Book* with you . . . You may need it." Flagstaff's Southside with its *Green Book* locations, murals and other sites will provide teachers an opportunity to examine how different racial and ethnic groups were pulled to the Southside to serve, celebrate and entertain visitors traveling on Route 66. In addition, we will examine the complexities of Native

Communities and Route 66, which crosses more than 25 Sovereign nations. Much of that land was attained through eminent domain and unfair exchanges.

## History

Route 66, though opened in 1926, was assembled from far older transits, dating back to buffalo trails and the native hunters who followed them. In Illinois, 66 followed trails of Indigenous peoples migrating to the Mississippi from Lake Michigan. From Missouri westward, trails (and later national Old Trails Highways) rotated outwards from Cahokia, the largest pre-Columbian Native settlements in the Midwest, near St. Louis. These partly paralleled the Fort Smith (Arkansas) Wagon Road; and the New Mexican portions of the Santa Fe Trail.

Then, in the mid-nineteenth century, the national expansion of railways opened another chapter. Railroads and the congressional land-grants on which they were situated, created a steel trail joining the Pacific coast and the Midwest. Nineteenth-century surveys (including the camel expedition of Edward Beale) crossed some of the most inhospitable reaches in the U.S., i.e., Texas's gumbo mud and the vast Mojave Desert. The list of railroad companies laying the grade, along which Route 66 would follow, is long; from West to East, the Atlantic-Pacific, the Atchison, Topeka & Santa Fe, the Rock Island, the Texas and Pacific, the Frisco in Missouri, and the Illinois Central, among more than a dozen. The railroad's water stops became towns on 66; and, after WWI, it ceded its freight and its passengers to the new road (Dodge, 1980, Meinig, Jackson, 1964).

The planning for U.S. 66 (originally U.S. 60) began in 1921, following the development of the Good Roads movement and the mass production of automobiles (Reigel, 1926, Kelly and Scott, 1990). In the Twenties, Route 66 was largely a farm-to-market road; by the Depression, it had become, in Steinbeck's words, the "migrant road". It introduced travelers to the Southwest and particularly to its Native populations. Many of the communities along Route 66 brought business to their town by appropriating various images, and tropes of Native American culture, which are still present for teachers to examine.

Flagstaff, like other northern Arizona cities and towns became part of the Route 66 community when the road was established across Arizona in November, 1926. The road added to northern Arizona's vacation, transportation and commerce activities. During the next decades, local businessmen created tourist destinations, and tourism-related businesses including hotels, motels, cafes and gas stations to service the new road-based travelers (Evans & McAllister, 2021).

In the Forties, Route 66 transported material for the war and then hosted the returning GIs. In the Fifties, trucking companies filled the lanes, alongside travelers and tourists. During the 40's and 50's, African American migration came to Flagstaff as people came for jobs in the lumbermills. As they travelled along Route 66 during the Jim Crow era, they faced sundown towns and other discrimination. Flagstaff sites do not show up in the *Greenbook* until the mid-50's. By the Sixties, the road was so well-known—in part from Bobby Troup's popular song, "Get Your Kicks on Route 66"—that had its own television series. This brought tourists in the Seventies. Then the interstates closed portions of the Old Road in the Eighties till its official closure in

1985. Yet Route 66 is ‘The Road That Wouldn’t Die’; as the government decommissioned it and pulled down signs, preservationists followed in their tracks, putting up historical markers.

The city of Flagstaff epitomizes a Route 66 town and the complexities of racism during the time of the road. Both Route 66 and the train tracks segregate Flagstaff with whites living north of the track and residents of color living below south of the road. Below Route 66, the Southside, is where Mexicans, African Americans and Native Americans went to school, worked, lived, and gathered. For example, the segregated schools of Our Lady of Guadalupe, South Beaver and Dunbar schools were spread across the city’s south side. Prior to the change in federal law, students were only integrated upon entering Flagstaff’s only high school. Despite the challenging racial context, communities also engaged in celebrations and tourist activities, such as the Flagstaff All-Indian Pow-Wow which brought many tribal members from around the Southwest as well as non-Native tourists to Flagstaff. This yearly event, lasting until the 1970’s, reflects the complexity of the diverse communities as they negotiated the use of their own cultural traditions for commercialization, while also reinforcing their identities.

The oldest primary sources on Route 66 would be the hand-written journals, post cards and letters of travelers and of those living along the road; and their subsequent publication. Included with these are the various icons, often depicting Native Communities in stereotypical ways, such as Teepees, arrows, and other places. Throughout Route 66’s planning and construction these memoirs, fiction, poetry, and local historical studies documented the road’s creation. The first guidebook to Route 66 was published in 1946, the year Henry Miller reported on a cross-country drive on 66 in The Air-Conditioned Nightmare. In the 1950s, guidebooks continued to appear, as well as fiction. Jack Kerouac comments on 66 briefly in *On the Road*; Ross Macdonald shepherds widows down Sunset Boulevard in Sleeping Beauty.

Paradoxically, as with many revitalization movements, Route 66 really sprung alive after its demise. The first lengthy study is *Route 66 (the Mother Road)* by Michael Wallis, in 1990. Alongside this were state guidebooks of increasing sophistication, such as *Route 66 in Oklahoma* (Anders, 1984), and *Notes and Tales of Texas’s Old Route 66* (Trew, 1990), *The Historical and Architectural Resources of Route 66 Through New Mexico* (Kammer, 1992, and *New Mexico Kicks on Route 66* (Link, Lindahl, 2016).

In the ‘90s, Route 66 began to appear in scholarly journals, ranging from the Bulletin of the Illinois Geographical Society (1996) to a 1998 M.A. thesis on 66 as a road of ghosts. The iconography of Route 66 was studied by Thomas Repp in Empires of Amusement and other volumes (1999, 2002). In 2003, the Complete Atlas Guide to Route 66 (with GPS coordinates) was published plus its companion touring volume, The Complete Guide to Route 66.

As the new century opened, a new, critical history of Route 66 emerged, replacing with research the old image of Route 66 ruled by nostalgic images of sock hops and classic cars. This “new” history of 66 looks past cool cars to consider the communities and peoples displaced by the building of 66, and to understand the remaining echoes of racism and environmental decay along the road (Dunaway, 2001, 2012, 2021; Taylor, 2020). It is this newer narrative that will be the focus of this workshop.

Academic attention has been slow in coming to Route 66, but the twenty-first century brought serious works such as Matt Bischoff’s Life in the Past Lane: The Route 66 Experience (2005),

Michael Cassity's Route 66 Corridor National Historic Context Study (2004), and winner of the J. B. Jackson Award, Route 66: Iconography of the American Highway (2010) by Arthur Krim—all these have opened America's most famous road to academic study.

### Sources and Interpretive Materials

Primary sources on Route 66 consist of oral histories, journals, archival collections including government documents, libraries, newspaper and magazine articles, and maps. The more access to primary sources such as these, the less nostalgic and the more data-based teachers' interpretation becomes. In addition, the applicant has amassed hundreds of volumes on 66 and its regions and the first bibliography of Route 66 and the largest oral history collection on Route 66.

From 2002-2019, the National Park Service funded the Route 66 Oral History Office, directed by Dr. Dunaway (Dunaway, main Humanities scholar, is making available his unique collection of over 200 transcribed, indexed, and digitized oral histories). Oral history has always been about finding the hidden, non-mainstream voices and stories of our time, preserving imperiled cultural resources. That old building at the edge of town comes alive again only when we tell and hear its stories.

Ten Research Route 66 institutions have spent years cross-referencing their collections of local and regional history to denote those on U.S. Highway 66/Route 66. These will be drawn on for training teachers in primary research. The Research Route 66 collections reflect a fifteen-year collaboration for data-sharing and knowledge exchange; their resources will be available to our teachers.

The archival collections identified for this grant over years of research are considerable. At the national level, the only public collection belongs to the National Park Service, in Santa Fe. This includes the National Historic Context of Route 66, funded by the NPS, and state-by-state historical contexts.

Below are examples of digital resources that teachers will be engaging.

- [National Park Service Route 66 Corridor Preservation](#).
- [NAU Colorado Plateau Digital Archives](#)
- [Cline Library special Collections](#)
- [Research Route 66](#)
- [Route 66: The Road Ahead Partnership](#).
- [New York Public Library Green Book Collection](#)

Today America is forging an emerging, multicultural Route 66 which includes all comers. The next generation of 66ers—taught by the teachers of these workshops--will have new takes of an old road. They will be assisted by a lengthy new article, *The History of Route 66* (Mandrógoc & Dunway, 2021).

- <https://doi.org/10.1093/acrefore/9780199329175.013.967>

In addition, over the last 4 years Dr. McAllister has developed in collaboration with middle-school teachers' lessons and units examining the multiple perspectives along Route 66. This has included lessons on the Navajo Nation and the Green Book buildings in Flagstaff. They are

currently housed on a website which has been shared at the state level as well as at different conferences. These will be used as model lessons that have incorporated the pedagogical skills to be shared with the teachers.

- <https://sites.google.com/view/route-66-multiple-perspectives/unit-2-examining-native-american-narrative-along-route-66/lesson-1-route-66-and-tribal-lands?authuser=0>

This application draws on a previous NEH Public Programs Division grant for sharing Route 66 with the nation (via radio, 1999-2001). Dr. Dunaway's award-winning radio documentary series on 66, heard on 238 stations in the NPR network, including a feature on "Morning Edition," and "Across the Tracks: A Route 66 Story."

"Across the Tracks" was a part of the New Route 66, as some called this work. When Dunaway began his research on Route 66, 25 years ago; this road was mired in nostalgia for white folks looking back on earlier, less conflicted times. Today, we are finally looking into the roles of African-Americans, Hispanics/Latinx, Asian, and Indigenous experiences and interactions on 66. This expanded approach will help teachers to examine how to take nostalgic landmarks and widen their understanding to create more inclusive narratives.

### **Relevance and Applicability for the K-12 Curricula**

As Route 66 arrives at its centenary in 2026, teachers have time to capture and build upon a place that is iconic throughout history and to use this landmark to foster critical thinking and curricula embedded in social justice. A key goal of the workshop will be to engage in the narrative of Route 66 as teachers develop curricular materials that counter the typical nostalgic narrative by adding other voices. Route 66's historical classic narrative mirrors the American history that teachers have been asked to query and to broaden. Both the National Council for Social Studies (<https://www.socialstudies.org/advocacy/ncss-position-statements>) and the National Council for Teachers of English (<https://ncte.org/statement/socialjustice/>) have spoken about the need to build curricula that addresses social justice and includes the voices of all communities within the curriculum. This workshop builds on the Humanities disciplines of American Studies, particularly History, Folkloristics (material culture), and Literature presented in an accurate, literary-historical context where teachers use primary documents to create a relevant and accessible curriculum. This one-week workshop will connect these humanities disciplines to the pedagogical approaches in current state standards through the National Council for Social Studies C3 Framework as well as language arts. In particular, this workshop will focus on Dimension 2: "Applying disciplinary concepts and tools within an inquiry framework," as well as those under the National Council for Teachers of English.

The teachers will be expected to design a relevant, grade- and standards-based curriculum product. This could be a website, set of lessons, or oral history project for implementation in the Fall or Spring of the 2023-2024 academic year. This flexibility of curricular design allows teachers to make choices that work for their specific contexts. All of these curricular projects will be hosted on Route 66: The Road Ahead's website, as well as a local project website for dissemination. This enables us to add new projects and syllabi as other teachers contribute their own work on Route 66 over the next couple years. In addition, teachers will continue to have access after the workshop to the archival materials they will use during the workshop.

A key piece of Social Studies and Language arts standards is to foster inquiry and multiple perspectives. Often, teachers face challenges in creating a safe and effective process that allows students to interrogate multiple versions and lenses on history. To assist with this challenge, we will offer a pedagogical frame that places inquiry learning within Stoller's concept "archive-as-subject rather than source" (Stoller, 2002). This builds on the theme of examining the multiple narratives of Route 66 and how archival materials, iconography, literature and art interact to build new stories, rather than serve as mere evidence to support an argument. We will draw upon archival sources that will include resources from NAU's Cline Library to provide a historical context to field trips, connecting them to the present. To assist teachers with helping their students engage and create accurate stories we will introduce two pedagogical tools. These help students compare and contrast perspectives based on archival data. The first is the concept of *Reading against the Grain* which can be applied to reading archival materials, images, buildings, and the landscape where these resources become the story and the subject. The second is the *use of juxtaposition* to help students raise questions when we put seemingly different objects together and ask them to examine that relationship, which helps students engage with multiple perspectives.

Teachers in this one-week workshop will participate in field trips and learn to use oral histories and other primary sources to examine differing perspectives on geography, history, and cultural aspects of Route 66. Using an inquiry-based approach, we have structured the week by compelling questions that require an integrated and investigative approach, which mirrors what teachers will do with their own students. Such integration of humanities content into compelling questions deepens learning and acknowledges complexity, moving teachers and their students away from simple, black-and-white explanations. Teachers will examine the past's relationship to the present as they travel to multiple sites. A key focus here is to help teachers turn place-based historical skills into curriculum by examining archival materials and material culture. These skills include photo analysis, critical use of oral histories, identifying divergences in primary documents, juxtaposing information to foster deeper thinking, and teaching techniques.

For example, in the workshop teachers will examine the intersection of communities along the Mother Road. Teachers will be learning about African American history in Flagstaff as travelers along Route 66. How did the culture, geography, and history of Flagstaff develop in a way that connects Route 66 to the Green Book? How do these stories broaden the understanding and complexity of Route 66's story? On another day, teachers will examine how tourism fosters community growth along Route 66, but often through iconic, stereotyping images. As teachers visit these locations, they will note the reappropriation of the Two Arrows Route 66 tourist site that fostered stereotypes of Native people, to now being the name of a casino owned by the Navajo Nation. These field trips will be supported with examination of archival materials such as images, oral histories, and material culture which will assist teachers in building curricular materials that draw upon data-based sources.

Viewing Route 66 as a transportation corridor, rather than a single site, serves as a model that can be applied in other places, such as the Erie Canal in New York where transportation brought communities together in varying ways.

The target student audience is 5<sup>th</sup>-12<sup>th</sup> grade students. This grant will be further supported by a project funded in 2021 by an Arizona Humanities Council grant on story mapping which uses a



digital format to build connections and perspectives on Route 66 (Evans and Peter, 2020). To provide various formats to build curriculum, teachers will be introduced to two digital platforms, the first is the previously mentioned Story Mapping and the other the digital humanities platform, OmekaS. These examples, along with others will help teachers to consider multiple ways to have their students interact with archival materials as they raise questions on the narrative of Route 66.

Presenters on these themes in the teacher workshops include the project's curriculum specialist, Dr. Gretchen McAllister; content experts Dr. David Dunaway; Route 66 African-American specialist and Co-PI, Dr. Ricardo Guthrie; and a specialist of the Hispanic/Latinx experience on 66, Dr. Stephen Mandrgoc, as well as other presenters. A key piece of the teachers' work will be the building of a curricular project to support their lessons and units. Sean Evans and Dr. Becky Pratt will provide examples of digital platforms, and Dr. McAllister will share various lessons that have employed the use of juxtaposition and *reading against the grain*. In addition, we have provided time for the teachers to share their own pedagogical approaches with one another, which is a highly conducive form of professional development.

### **Program of Study**

This grant has teachers engaging the essential, overarching question, *What is Route 66: How has its unique geography, history, material culture, and literature shaped intersections and diverging perspectives on America's most famous road?*

Each day is organized around a compelling question, specific content, and a pedagogical focus. Teachers will be engaging with content through lectures, readings, videos, field trips and hands-on activities, such as examining archival materials. We will use a combined approach with a pre- and post-project workshops on teaching Route 66. The pre online meeting will be facilitated by Dr. David Dunaway and, a month following, a curricular discussion and sharing session will be facilitated by Dr. Gretchen McAllister and the project team.

### **Schedule of the Workshop**

**1 month prior** to the workshop: Teachers attend a content-driven online class with Dr. David Dunaway.

**Compelling question:** *What is Route 66, exactly?*

To build a foundation of knowledge on the background of Route 66, specifically the history and geography of the road, teachers will have an online synchronous lecture and discussion of the development of Route 66 and key humanities issues in its history and literature.

In addition to this history, teachers will engage with geographical maps contrasting historical and contemporary perspectives to help teachers delve more deeply with the place-based visits along 66. One way to do this is to draw upon Russell Olsen's series of photographs of Route 66, "Then and Now", showing environmental changes. Recent research has shown that a key way to provide acceptance to multiple perspectives lies in "receptiveness," defined as the willingness to listen to, consider, and evaluate opposing opinions in a relatively impartial manner. (Minson and Chen, 2021)

### **Sunday evening**

Teachers arrive on Sunday and are greeted in the evening with a reception. After the reception, teachers will be introduced to the project team more officially. A part of this will be setting up a safe and conducive environment for deep discussions dealing with topics of diversity. This models the importance of building community within their classrooms to foster an atmosphere conducive to discussions engaging multiple perspectives. We will review the goals of the week, the schedule, and answer questions. We will view Candacy Taylor's video on Route 66 and the *Green Book* as a primer for the next day. This models a pedagogical technique of anticipation, used to get students questioning and excited.

## **Monday**

**Compelling questions:** *What is the racial landscape along Route 66 in Flagstaff? How can teachers' best work with primary sources in teaching Route 66?*

**Pedagogical focus:** *How to work with archival materials; juxtaposition of then and now fostering chronological thinking and inquiry*

**Content:** *How different racial and ethnic groups were pulled to the Southside to serve, celebrate and entertain visitors traveling on Route 66.*

In the morning, after breakfast, teachers will meet with Dr. Ricardo Guthrie for a walking tour of downtown Flagstaff along the Southside area, where African Americans, Hispanics and Native Americans were forced to live. Teachers will engage in discussion as to how cultural institutions, businesses, and social organizations worked together to transform and challenge pioneer, westward expansion narratives into a welcoming place for home along Route 66.

The second half of this first day is devoted to a workshop on using archival materials. Drawing upon materials in the Cline Library's Special Collections on the Southside and Route 66 in Flagstaff, teachers will attend a workshop with Mr. Sean Evans on using primary sources in curriculum development. In a two-hour work session afterwards, teachers will connect experiences from the morning visits with existing images, oral histories and other archival materials (photographs, documents, and videos, as well as links).

The focus will be on how to incorporate such sources to achieve the interdisciplinary, sensory concept of "archive-as-subject". Teachers will learn ways to help their students engage with digital humanities by becoming historical researchers, conducting archival research, and writing up 66 history and its connection to today.

The day will end with Dr. McAllister sharing her unit on Route 66 in Flagstaff which mirrors the work with Dr. Guthrie and use of archival materials with local middle schoolers. She will show how middle schoolers used the archival materials, readings, and videos to examine the experiences of Native Americans and African Americans. This presentation will stimulate teachers' thinking about their own potential projects.

## **Tuesday**

**Compelling questions:** *How did Route 66 foster interactions among communities? Especially, how did those interactions affect African-American communities? How can teachers best use primary sources in teaching Route 66?*

**Pedagogical Focus:** *Working with oral histories and story mapping*

**Content:** *Examination of Negro Motorist Green Book Travel Guide and Black community development, education, and cultural enrichment*

In the morning teachers will begin with a workshop with Dr. Dunaway on working with oral histories in multiple modes—exhibits, net- and broadcasting, and public forums. The workshop will use oral histories of the Flagstaff African American community to set the stage for the afternoon tour with Dr. Guthrie. These will be grounded in historical research: Quintard Taylor’s *In Search of this Racial Frontier: African Americans in the American West 1528-1990*, as well as Candacy Taylor’s *Overground Railroad* book.

Teachers will be provided time to read Candacy Taylor’s chapter on African Americans and Route 66 from her book *Overland Railroad*. Afterwards, teachers will go on a walking tour of Flagstaff with Dr. Ricardo Guthrie. Teachers will study the African-American presence along Route 66 in Flagstaff through stories, murals, and visits to *Green Book* buildings. This place-based approach will be connected to the diaspora migration of African Americans, Jim Crow, and desegregation struggles. The tour will incorporate a lecture at the Murdoch Center, an African-American center in Flagstaff.

**Wednesday**

**Flagstaff Twin Arrows and Twin Arrows Casino**

**Compelling question:** *How was Native Culture portrayed during Route 66 and how is it today? How did geography connect past and present?*

**Content:** *Native American experiences and voices along Route 66*

**Pedagogical Focus:** *Using digital media platform Omeka and technique of Juxtaposition*

This day teachers will travel 20 minutes outside Flagstaff to visit the site of 2 large arrows planted on the side of Route 66. This iconic image reflects the story of Native American tropes used to bring tourism to Route 66 by non-natives. Teachers will engage with the theme of whose story and for what purposes as they see cultural appropriation and reappropriation. Sean Evans, Route 66 curator at NAU’s Cline Library will serve as the guide, providing a history of this image as well as of the nearby classic Two Gun tourist site. On the bus, the teachers will listen to an oral history of the Two Gun site by the site founder’s granddaughter, conducted by Dr. Dunaway. These will then be juxtaposed with the recent Navajo Twin Arrows Casino to consider how tourism differs from that produced by non-natives. Teachers will be asked to take photos.

In the afternoon work session, teachers will use images of the locations we visited in the morning to explore the concept of juxtaposition and how it fosters inquiry and deep thinking among students. They will be introduced to the digital humanities platform, Omeka. This open source tool can help students engage and learn about digital humanities. Dr. Pratt Sturges will provide an introductory workshop on the use of Omeka as a vehicle for student projects and holding Route 66 images, voices, and lessons. This platform, and Story mapping, introduced later in the workshop, offer teachers opportunities to bring Route 66 and the associated archival materials to their students.

## Thursday

**Compelling question:** *How did the Pow Wows of Flagstaff reflect the complexity of relations along Route 66?*

**Content:** *Native American practices and rituals, as well as Interpreting the Flagstaff All-Indian Pow Wow online exhibit [ihttps://library.nau.edu/speccoll/exhibits/powwow/recollect.html](https://library.nau.edu/speccoll/exhibits/powwow/recollect.html)*

***Pedagogical focus:*** *Reading against the Grain technique*

We will begin the morning by examining archival materials from the virtual exhibit *The Flagstaff All-Indian Pow-Wow* developed by the Cline Library Special Collections with a diverse team of Native American and non-Native archivists. Included in the session will also be the discussion of how to use oral history and archival images in their units. Later in the morning, Dr. Joe Martin from the Navajo Nation (and an NAU faculty member) will provide a Dine' (Navajo) perspective on Pow Wows and their significance during the time of Route 66 and today. This speaks to the complexities of history, culture and relationships which Route 66 in Flagstaff provides

The afternoon session will turn on a model lesson using the *reading against the grain* technique as teachers compare classic descriptions of Route 66 with the American Indians and Route 66 study by the American Indian Alaskan Native Tourist Association. After this lesson, teachers will be introduced to a second digital platform Story Mapping, through the sharing of the *Shades of Route 66 project*. Afterwards, teachers will begin to identify standards and themes to address in their curricular projects. Teachers will have access to the Cline Library archives and the project team. Having these individuals as resources during that session will foster a deeper connection of practice to the project's humanities themes.

## Friday

**Compelling question:** *How have Latinx and Hispanics connected to Route 66? And how can teachers use the stories, history, culture, and art of Route 66 to challenge the master narrative of American history?*

***Pedagogical Focus:*** *Focus on all instructional techniques used this week.*

**Content:** *Hispanics and Route 66, and teaching to broaden the narrative of America.*

In the morning teachers will have time to read an article and then listen to a lecture by Dr. Mondrgoc on an overview of Route 66 and the Hispanic community. This will be a broad overview and be followed up with Dr. Guthrie who will provide a walking tour to Hispanic related sites in Flagstaff to provide a local perspective.

The afternoon will bring the week together through a panel discussion and reflection session. The focus of this will be on how teachers can broaden the narrative of Route 66.

Route 66's history mirrors much of that currently taught in K-12 schools. Unfortunately, this has often used a single-strand narrative that omitted the voices of native communities. Over the workshop, teachers will have engaged with the voices and stories of African Americans, Native Americans, and Hispanics. They will have seen a representative sample of 66 sites and residents. Teachers will have learned key skills in using primary sources to dislodge older, stereotypical images of the past. In that process, they help their students understand that American history, rather than being a single, exclusionary story is a multicultural cable into which strands of differing identity are woven. Dr. Guthrie, Dr. Dunaway, and Dr. Mandrgoc will address these multiple perspectives from their respective disciplines. Then teachers will discuss further activities, review lesson plans developed, and pose questions with the scholars.

**Saturday Morning Choice** workday in the archives and/or travel day

Dr. McAllister and Dr. Dunaway, Dr. Guthrie and Sean Evans will be available to work with teachers.

**1 month later, follow up online zoom session to review curricular applications for 66**

**Compelling question:** *How can teachers use the history of Route 66 to broaden the narrative of American history?*

This online, zoom-synchronous session will be organized by Dr. McAllister. The teachers will share their curriculum projects and reflections and fill out forms for Summative Evaluation.

### **Evaluation**

This learning community will engage in two short, evaluation discussions. The first, held on Wednesday mid-way through the week, will involve formative evaluation, so that the project can course correct to verify activities are meeting needs, both in content and pedagogy. The final session, one month later, will review the whole experience—logistics, content, project team, activities—for summative evaluation, to assist in improving these for next year's project, set in Albuquerque.

### **Project Team and Participation**

The project is fortunate to be working with a national consortium of Route 66 institutions, experts, and citizen-historians who have reviewed the details of this application, Research Route 66; the National Park Service's Route 66 Corridor Preservation Program; The Road Ahead Route 66 Partnership (the national organization promoting 66, now preparing for the America's Centennial of Route 66; and Route 66 Associations in eight states; Northern Arizona University Special Collections archive. (Letters of support are included as Appendix A.) In addition, the Co-PI's, Dr. Guthrie and McAllister have worked for decades in the community around issues of diversity and Route 66 in Flagstaff. From these partners we will draw additional experts to aid teachers with specific queries. Moreover, these collaborators will also assist with recruitment and dissemination of the teachers' curriculum projects, a uniquely powerful asset. Recruitment partners include the above and Route 66 News, eight state Route 66 associations, plus regional teachers' associations.

**Dr. Ricardo Guthrie, Project Director, Associate Professor of Ethnic Studies**

Dr. Ricardo Guthrie will be the Humanities Co-PI for the project and an expert on African Americans and Flagstaff. He will be supporting the organization and facilitation of the grant with Dr. McAllister. In addition, he will be providing walking tours and lectures for the teachers. As an Associate Professor of Ethnic Studies and lead artist for the Historic Southside Mural at the Murdoch Center, Flagstaff Arizona he has been a key member of the local Black community. His research on Black and Indigenous presence in racial landscapes and the Route 66 corridor have been published in journals: *Alternative*; the *International Journal of Social, Political and Community Agendas in the Arts*; and the *Journal of Futures Studies*; and books such as *The Politics of Identity* (UT-Sydney Press: 2013); and *Going Inward: The Role of Cultural Introspection in College Teaching* (Peter Lang: 2016), as well as newspapers such as the *NAU Lumberjack* and the *Arizona Daily Sun*. Dr. Guthrie has expertise in African American Studies, Ethnic Studies, and Communication Studies. In addition to his academic background, Dr. Guthrie brings administrative experience and leadership from his many years as the Director of Ethnic Studies at Northern Arizona University.

**Dr. Gretchen McAllister, Co-Project Director & Replacement Director, Curriculum Specialist**

She has worked in education for over 30 years. She is currently Associate Professor at Northern Arizona University, focusing on teacher training for elementary, K-8 preparation. Over the last three years, she has engaged with middle-school teachers in creating and teaching Route 66 through multiple perspectives. In this curriculum local students engaged with archival research to learn about the stories and experiences of African American and Native American communities along Route 66. Most recently, this led to four, fictionalized radio dramas on the stories of Green Book buildings in Flagstaff. Her area of research is on teacher education and cross-cultural learning and culturally responsive teaching. And she teaches Social Studies methods for K-8 teacher candidates.

Dr. McAllister will be working with the teachers during their various curriculum development sessions. She will be presenting as well as guiding teachers on ways to create curriculum using the historical skills of examining primary documents, conducting photo analysis, and effective use of oral histories. A key piece of Social Studies standards is to foster inquiry and multiple perspectives. Dr. McAllister will present some lessons and serve as a guide on how to foster multiple perspectives using archival materials, as well as embed inquiry learning.

**Dr. David Dunaway, Route 66 Humanities Scholar**

Dunaway is an internationally known professor of History and Literature and Fulbright Senior Scholar who has taught at UNC-Chapel Hill and the University of New Mexico (the largest university located on Route 66). He holds the first Ph.D. in American Studies from UC-Berkeley, edited the road's first anthology, *A Route 66 Companion* (Texas), produced the NEH- and local humanities council-funded public radio series for NPR and Public Radio International, *Across the Tracks*; and served as the academic member of the Department of the Interior's Federal Advisory Council on Route 66. He is currently under contract with the NPS (with Dr. Mandrgoc)

to produce the first bibliography of 66. He is the author and editor of ten histories and biographies including the classic *Oral History: An Interdisciplinary Anthology* (Rowman & Littlefield). He earned a Master of Arts in Teaching from Berkeley, after which his first professional job was as Senior Developer, the Far West Laboratory of Educational Research.

Dr. Dunaway will be providing workshops on conducting and using oral histories. In addition, His pre-workshop will present the history of Route 66 via his Oxford University Press essay (<https://doi.org/10.1093/acrefore/9780199329175.013.967>) and engage teachers in a discussion of the dominant view of Route 66 in popular culture and published history. He will also provide context to the oral histories teachers will listen to on field trips.

### **Sean Evans, Route 66 scholar, Archivist, Special Collections, Cline library**

Sean Evans has been working as an archivist at Cline Library, Special Collections and Archives at Northern Arizona since 2009. His first act was that of curator for the 2009-2010 exhibit: “Route 66 in Arizona, Don’t Forget Winona”. Since then, he has acted as the Route 66 “expert” and subject specialist for the library and NAU (among other activities). The archives have brought in a number of significant manuscript, photographic, and oral history collections on Route 66, and actively engages with the National Park Service by being a part of the Research Route 66 Program. Evans coordinates instructional activities for the archives, and acts as the archivist for the university’s history.

Mr. Evans will be presenting a session on working with archival materials on the first day and then on the fourth day as we examine the Flagstaff All Indian Pow-Wow online exhibit. In addition, he will be a tour guide as we travel out to Two Arrows, Two Guns and the Twin Arrows casino.

### **Project Recruitment and Dissemination**

For recruitment, the website, created for the recruitment and the workshop, will describe and advertise the workshop, as well as house the application process. The project invitation will be posted with professional teacher organizations, such as the National Council for Social Studies, as well as its state chapters, the Organization of American Historians, National Council for the Teachers of English, and related organizations. In addition, it will be shared directly with Route 66 organizations of each state.

Once teachers have applied, a committee consisting of the curriculum director, a teacher educator, and a historian from Cline Library will review the applications, which will require teachers to write a short essay on why they want to attend, and how they will use this knowledge in their teaching. Applicants will also add their professional background, subject level, number of years teaching, current school, and their school context. In addition, they must also include three goals they hope to achieve from the workshop. Two cohorts will be chosen based on the following criteria: alignment with goals of the workshop, clear objectives on how to apply it to their work, and scholarly depth. Our cohort will reflect a diversity of teaching levels and disciplines, as well as experience.

Teachers are expected to develop a curricular project that will be used in the following academic year. This can consist of various structures, lengths, and approaches. But teachers will be required to write up the project description, as well as post resources so that it can be shared with teachers nationally. The Road Ahead has agreed to host these lessons on their website (<http://route66roadahead.com/mission/>) to help consolidate resources for the teachers from the workshop and nationally. The final curricular projects will also be hosted on the NEH website that was created initially to advertise the workshops. The site already houses many educational resources and this will add specific teaching resources. This site will then be shared with professional organizations and state departments of education along the Route 66. Search engines will be able to pick it up. Dr. McAllister will also assist in publishing articles that will direct teachers and teacher educators to the site as well as make presentations to professional educational groups.

Besides developing curriculum and being trained in content on Route 66, other beneficiaries of this grant include these: the scholar searching for previously unavailable documents including oral histories on 66; tourists planning a visit to Route 66 who would benefit from their children's educational materials; and local and national journalists needing access to background information on local 66 sites.

### **Institutional Context**

Northern Arizona University is a destination for teacher workshops in the summer due to its location and facilities that include dormitory housing, food, and close access to downtown Flagstaff. In addition, NAU Cline library hosts the Arizona's Route 66 archival repository, which will be a key resource for teachers attending. During the summer, the campus hosts professional development courses in its dorms regularly and has a summer conference office to support the grant participants. In addition, we have the Drury Inn on campus that can house those teachers wanting that type of accommodation. NAU provides accessible accommodations and food that meets dietary restrictions. We will also be traveling to places within 20 minutes up to 90 minutes from Flagstaff. The campus is within walking distance of downtown Flagstaff and will provide teachers with many enjoyable evenings if desired. The College of Education, as well as Cline Library will offer instructional services and classroom space to support the project. The College of Education has a room with computers as well as other conducive facilities for working with the speakers and developing curriculum.

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## ATTACHMENT 3: PROGRAM SCHEDULE AND READING LIST

### Weeks July 10-14, 2023 and July 17-21, 2023 (residential)

Pre Workshops June 1, 2023 and June 7, 2023(Online zoom synchronous)

Post workshops August 19, 2023 and August 26, 2023 (Online zoom synchronous)

### June 1st and 7th, 2023

One month prior teachers for each cohort will be asked to read the following article and participate in a synchronous online lecture and discussion. This will build necessary general background on Route 66 that will help teachers to examine more deeply the multiple perspectives, stories, places along Route 66. Dr. David Dunaway will conduct a short online synchronous lecture and discussion on the article. In addition to the history, teachers will engage with geographical maps contrasting historical and contemporary perspectives to help teachers to delve more deeply with the place-based visits along 66. One way to do this is to draw upon Russell Olsen's series of photographs of Route 66, "Then and Now, showing environmental changes.

#### Reading:

Mandrgoc, S. & Dunaway, D. (2021). *The history of Route 66. American History.*

<https://oxfordre.com/americanhistory/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-967>

**Sunday:** Teachers will arrive in Flagstaff in the morning and afternoon and check into their NAU dorm room or Drury hotel.

6:00-7:00 p.m. We will have a welcome reception in the College of Education, room 190. Various NAU leadership will be invited, as well as speakers, and members of the Route 66 Association.

7:00-8:00 p.m. Dr. Dunaway and Dr. McAllister will go over the goals for the week and our schedule. We will answer questions and address concerns. The evening will end with a viewing of two [videos](#) by Candacy Taylor on the Green book and Route 66. Teachers will be asked to write down questions for Dr. Guthrie tomorrow.

### Monday

**Compelling questions:** *What is the racial landscape along Route 66 in Flagstaff? How can teachers' best work with primary sources in teaching Route 66?*

**Pedagogical focus:** *How to work with archival materials; juxtaposition of then and now fostering chronological thinking and inquiry*

**Content:** *How different racial and ethnic groups were pulled to the Southside to serve, celebrate and entertain visitors traveling on Route 66.*

**Breakfast available on campus at 8:00 a.m.**

Teachers will have time to read the assigned chapter.

10:00 a.m -12:00 Teachers will meet Dr. Guthrie in front of Cline library.

Lecture and Route 66 walking tour (tour will be adapted as needed for accessibility) with Dr. Ricardo Guthrie. The tour will focus on downtown Flagstaff along the Southside area, where African Americans, Hispanics and Native Americans were forced to live. Some sites include the Murdoch community Center, the Basque Tourist Home and Handball court, Our lady of Guadalupe Catholic Church, *Green Book* buildings, and the Code Talker statue. Teachers will engage in discussions as to how cultural institutions, businesses, and social organization worked together to transform and challenge pioneer, westward expansion narratives into a welcoming place for home along Route 66.

12:00-2:00 p.m. Teachers will be able to stay downtown and enjoy lunch at the many locations.

2:00-5:00 p.m. We will begin the afternoon with reflections on the morning walking tour with Dr. Guthrie. This will be followed by a workshop on using archival materials with Sean Evans from Special Collections. Drawing upon the material in the Cline Special Collections on African Americans, Native Americans and Hispanics in Flagstaff and Route 66, teachers will attend a workshop with Mr. Sean Evans on using primary sources in curriculum development. Teachers will connect experiences from the morning with the use of images, oral histories and other archival materials. This will include photographs, documents, oral histories and videos, as well as links to digital archives. Teachers will learn ways to help their students engage with digital humanities by becoming historical researchers, and conducting archival research. The day will end with Dr. McAllister sharing her middle school unit on the *Green Book* in Flagstaff which builds on the work earlier with Dr. Guthrie. She will model how middle schoolers used the archival materials, readings and videos to examine the relationship between African Americans, the *Green Book* and Route 66.

6:00 p.m. For those who are interested they can join Sean Evans at the Mother Road Brewery. They will have an opportunity to meet the owner of this micro-brewery and hear his connection to Route 66.

#### Resources to be used:

- Cline Library Special Collections <https://libraryguides.nau.edu/c.php?g=1057366>
- Cline library Route 66 Oral history project: Some selected Flagstaff oral histories include Con, Willie (Hopi), Contreras, Jesus (Hispanic), Marella, Maria and Frias, Mariea (Mexican Immigrants and Mexican American), African Americans in Flagstaff
- African American Pioneers in Flagstaff Oral History Collection: Hickman, Katherine (1998); Chapman, Sally Viola (2000); Flagstaff Public Library Oral History Bicentennial Project: Neal, Grady and Hazel (1976).
- [African American Pioneers in Flagstaff Oral History Collection](http://www.azarchivesonline.org/xtf/view?docId=ead/nau/AfricanAmerican.xml)  
<http://www.azarchivesonline.org/xtf/view?docId=ead/nau/AfricanAmerican.xml>
- The Flagstaff Public Library Oral History  
[http://www.azarchivesonline.org/xtf/view?docId=ead/nau/flagstaff\\_public\\_library.xml](http://www.azarchivesonline.org/xtf/view?docId=ead/nau/flagstaff_public_library.xml)
- Northern Arizona Pioneers' Historical Society (1993). *City of Flagstaff Southside and Old Town: historical building survey*.

- Dr. McAllister Multiple Perspectives across Route 66 units.  
(<https://sites.google.com/view/route-66-multiple-perspectives/unit-2-examining-native-american-narrative-along-route-66/lesson-1-route-66-and-tribal-lands?authuser=0>)

### Readings:

Candidacy, T. (2020). Chapter 8: The Roots of Route 66. *In Overground Railroad: The Green Book and the roots of Black travel in America*. New York: Abrams.

Read through her website <http://www.taylormadeculture.com/the-green-book>

## Tuesday

**Compelling questions:** *How did Route 66 foster interactions among communities? Especially, how did those interactions affect African-American communities? How can teachers best use primary sources in teaching Route 66?*

**Pedagogical focus:** *Working with oral histories and story mapping*

**Content:** *Examination of Negro Motorist Green Book Travel Guide and Black community development, education, and cultural enrichment*

8:00 – 10:00 a.m. Breakfast on campus

10:00-12:00 Room 190 College of Education

In the morning teachers will begin with a workshop with Dr. David Dunaway on working with oral histories. Sources of the workshop will use local Flagstaff African American as well as other Route 66 African American oral histories. The following local oral histories will be used, as well as the New York Public library green book archive. Dr. Dunaway will also draw off of his books on oral histories.

12:00 - 2:00 p.m. Lunch on campus or at nearby local eateries

2:00-5:00 p.m.

Teachers will be provided time to read Candacy Taylor’s chapter on African Americans and Route 66 from her book *Overland Railroad*. Afterwards, teachers will go on a walking tour of Flagstaff with Dr. Ricardo Guthrie. Teachers will study the African-American presence along Route 66 in Flagstaff through stories, murals, and visits to *Green Book* buildings. This place-based approach will be connected to the diaspora migration of African Americans, Jim Crow, and desegregation struggles. The tour will incorporate a lecture at the Murdoch Center, an African-American center in Flagstaff.

### Resources to be used:

- New York Public library Green Book collection  
(<https://digitalcollections.nypl.org/collections/the-green-book#/?tab=navigation>)
- African American oral histories from Cline library and Dr. Dunaway collections. These will include Audio interview “Tourists on Route 66, Organizing Green transport along 66, Ann Walker *Route 66 and racism in East St. Louis*

- Selections from Dunaway, D. K. & Baum, W.K. (1992). *Oral History: An Interdisciplinary Anthology (AASLH Book Series) 2<sup>nd</sup> Ed.* New York: Rowman and Littlefield.
- Friederici, P., et al. Working the Woods an oral history with Reverend Raymond Flemons. In *What Has Passed and What Remains: Oral Histories of Northern Arizona's Changing Landscapes* (U of AZ Press: 2016).

Readings:

Guthrie, R. (2013) "The Historic Southside Mural Project: Pedagogical Art & Community Empowerment," *International Journal of Social, Political and Community Agendas in the Arts*, vol. 7, n. 2, pp. 85-99.

Reid, J. (2014). The great migration in northern Arizona: Southern Blacks move to Flagstaff 1940–1960. *The Journal of Arizona History*, 55 (4), 469-498.

**Wednesday**

**Compelling question:** *How was Native Culture portrayed during Route 66 and how is it today? How did geography connect past and present?*

***Pedagogical Focus:*** *Using digital media humanities platform Omeka and Juxtaposition*

***Content:*** *Native American experiences and voices along Route 66*

10:00 a.m. Meet at College of Education parking lot to board bus to Two Arrows and Twin Castle casino

This day teachers will travel 20 minutes outside Flagstaff to visit the site of 2 large arrows planted on the side of 66. This iconic image reflects the story of Native American tropes used to bring tourism to Route 66 by nonnatives. Sean Evans, Route 66 curator at NAU's Cline Library will serve as the guide, providing a history of this image as well as the nearby classic Two Gun tourist site. These will then be juxtaposed with the recent Navajo Twin Arrows Casino to consider how Indian-based tourism differs from those not native.

12:00-2:00 p.m. Lunch at Twin Castle Casinos and travel back to Flagstaff

2:00-5:00 p.m. In the afternoon teachers will examine and discuss the concept of juxtaposition and its use in fostering inquiry and deep thinking. Dr. Pratt Sturges will provide an introductory workshop on the use of Omeka as a vehicle for student projects and holding Route 66 images, voices and lessons. She has been using this humanities platform with her students for several years. They will use the images they collected and the Omeka platform to set up visual juxtapositions.

The following site provides high school examples of using Omeka.

Resources to be used:

- Omeka show case of units for high schools (<https://omeka.org/classic/showcase/>) and tour of Omeka (<https://omeka.org/s/tour/>)

- *American Indians and Route 66 Project*. American Indian Alaskan Native Tourism Association (2016).
- Images of Two arrows and Two guns through Cline library collections, as well as other images

### Readings:

Snell, L. H. (2016). *American Indians and Route 66* (Albuquerque: American Indian Alaska Native Tourism Association).

Arthur Krim, *Route 66: Iconography of the American Highway* (Santa Fe, NM: Center for American Places, 2005), 31–32.

### **Thursday**

**Compelling question:** *How did the Pow Wows of Flagstaff reflect the complexity of relations along Route 66?*

**Pedagogical focus:** *Reading against the Grain technique*

**Content:** *Native American history and interpretation of Route 66, as well as Interpreting the Flagstaff All Indian Pow Wow online exhibit*  
<https://library.nau.edu/speccoll/exhibits/powwow/recollect.html>

8:00-10:00 a.m. Breakfast on their own

10:00-11:15 a.m. We will begin the morning by examining and discussing the archival materials from the virtual exhibit *The Flagstaff All-Indian Pow-Wow* developed by the Cline Library Special Collections with a diverse team of Native American and non-Native archivists. Pow Wows and Route 66. Included in the session will also be the discussion of how to use oral history and archival images in their units.

11:15-11:30 a.m. Break

11:30-12:30 p.m. Dr. Joe Martin from the Navajo Nation (and an NAU faculty member) will share his personal experiences regarding the Flagstaff Pow-Wows. He will talk about the complexities of the Pow-wow in both supporting indigenous communities, as well as the potential exploitation for local businesses.

12:30-2:00 p.m. Lunch on your own

2:00-3:00 p.m. Dr. McAllister will share a model lesson using the *Reading Against the Grain* technique as teachers compare classic descriptions of Route 66 with the American Indians and Route 66 study by the American Indian Alaskan Native Tourist Association. This activity will clearly show through literature the power of voice and perspective.

3:00-3:30 p.m. Break

3:30-4:15 p.m. Teachers will be introduced to a second digital platform Story mapping, through the sharing of the *Shades of Route 66 project* by Sean Evans. Teachers will be able to try out the free version and assess if this is a digital platform they might use for their curriculum project.

4:15-4:30 p.m. Break

4:30-6:00 p.m. Teacher work time where they will have access to computers as well as a collaborative space to work with the project team, as well as one another. Teachers will begin to identify standards and themes to address in their curricular project. Teachers will have access to the Cline Library archives and the project team. Having these individuals as resources during that session will foster a deeper connection of practice to the project's humanities themes. Cline library archives will be available as well as the following sites

Resources to be used:

- *Flagstaff All Indian Pow Wow online exhibit*  
(<https://library.nau.edu/speccoll/exhibits/powwow/recollect.html>)
- Storymap overview (<https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/overview>)
- Dr. McAllister lesson on Voice in interpreting history  
(<https://sites.google.com/view/route-66-multiple-perspectives/unit-2-examining-native-american-narrative-along-route-66/lesson-1-route-66-and-tribal-lands?authuser=0>)

Readings:

L Neumann, D. (2013). Against the grain: Teaching historical complexity. *Social Education* 77(6), pp 310–313.

**Friday**

**Compelling question:**

*How have Latinx and Hispanics connected to Route 66? And how can teachers use the stories, history, culture, and art of Route 66 to challenge the master narrative of American history?*

**Pedagogical Focus:** *Curriculum development*

**Content:** *Hispanics and Route 66, teaching to broaden the narrative of America.*

8:00 a.m. -10:00 a.m. Breakfast

10:00-12:00 a.m. Lecture by Dr. Mondrgac on an overview of Route 66 and the Hispanic community. This will be followed by a discussion with Dr. Mondrgac and Dr. Guthrie.

12:00-3:00 p.m. Lunch together at Route 66 Tinderbox at Basque Handball Court and Tourist Hotel which has Basque and Spanish historical connections

3:00-5:00 p.m. We will end the afternoon with a reflection discussion session with Dr. Dunaway, Dr. Mondrgoc, and Dr. Guthrie. The focus of this will be on how teachers can broaden the narrative of Route 66.

Route 66's history mirrors much of that currently taught in K-12 schools. Unfortunately, this has often used a single-strand narrative that omitted the voices of native communities. Over the workshop, teachers will have engaged with the voices and stories of African Americans, Native Americans, and Hispanics. They will have seen a representative sample of 66 sites and residents. Teachers will have learned key skills in using primary sources to dislodge older, stereotypical images of the past. In that process, they help their students understand that American history, rather than being a single, exclusionary story is a multicultural cable into which strands of differing identity are woven.

5:00 p.m-8:00 p.m. Teachers will have free time. The NAU archival materials will be available as well as Mr. Sean Evans, Dr. McAllister and Dr. Dunaway to work with teachers.

Resources to be used:

- Oral histories from Cline library and Dr. Dunaway collection. Some examples include G.R. Garcia (Mexican Americans in Flagstaff), Mary Gonzales ((Spanish immigrants in Flagstaff), Mareed and Mary Rodriguez (Ringing bells at Guadalupe Church in Flagstaff)

Reading: Route 66: Sharing our history Latino oral histories and pictures

<https://storymaps.arcgis.com/stories/f1f3820170d24e2ca79a2db31f5d9e76>

**Saturday Morning** This can be a travel day for teachers, but the Special Collections will be open with Dr. McAllister, Sean Evans, Dr. Guthrie and Dr. Dunaway available to work with teachers

**Saturday and Sunday will be travel days as determined by teachers.**

**1 month later, follow up Curriculum workshop online synchronous zoom session  
August 19, 2023 and August 26, 2023**

**Compelling question:** *How can teachers use the history of Route 66 to challenge the master narrative of American history?*

We will have an online, zoom-synchronous facilitated by Dr. McAllister. The teachers will share their curriculum projects. We will answer questions, provide feedback and suggestions as they share what they have produced to this point. We will also engage in an evaluation discussion facilitated by Dr. Dunaway.