



Through the Arts

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Susan Rosoff, Associate

# THE COUNTRY

## The Art of Persuasion:

### Writing and Illustrating a Travel Brochure



*Minnesota Highway, 1934*  
Erle Loran

<b>Arts Integration:</b>	Visual Arts and English/Language Arts
<b>Target Audience:</b>	Grades 4-12
<b>Description:</b>	Use persuasive writing and create illustrative drawings for a travel brochure in a multi-day lesson.
<b>Curricular Objectives:</b>	
Visual Arts:	The student assesses, evaluates and responds to characteristics of art. The student creates and communicates the feeling of a rural place.
English/Language Arts:	The student develops and demonstrates creative writing. The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student develops and demonstrates an understanding of media literacy as a life skill.
<b>Lesson Logistics:</b>	
Materials:	Image of painting by Erle Loran: <i>Minnesota Highway, 1934</i> , found here <a href="http://americanart.si.edu/collections/search/artwork/?id=14915">http://americanart.si.edu/collections/search/artwork/?id=14915</a> Paper and pen or pencil Sample travel brochures (available at the Chamber of Commerce)
Space:	Classroom (no special arrangement needed)
<b>Vocabulary:</b>	
Visual Arts:	landscape, graphic designer (a person responsible for the look of a printed piece), layout (the arrangement of words and pictures on a page)



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English/Language Arts

travel brochure

Social Studies/History

rural, landforms (appearance of the natural features of the land)

### **Lesson Strategy:**

#### Starting the Lesson:

- Ask students if they have ever gone on a trip by car. Where did they go? What kind of road did they travel?

#### Building the Learning Experiences:

##### Day 1:

- Begin exploring Loran's painting by making observations about the work. To begin, these observations should be statements of fact, not interpretation. Ask, "Who or what do you see?" As students respond, follow up by asking, "What makes you say that?" Encourage the students to find evidence in the art that supports the main idea. Then ask, "What else do you see?" to help develop observation skills. Often factual observations lead to interpretation. Some additional questions to consider asking that prompt interpretation are:
  - Is this a city or rural environment? (rural) What evidence do you see for that? (ploughed field, the few houses are far apart, rural style mail box) What is a synonym for rural? (country) Paintings that focus on the land are called landscapes.
  - How would you describe the landforms here? (low hills, a small river) What makes you say that? (the truck is driving uphill, there is a bridge over a river)
  - What season do you think it is? (winter) How do you know? (trees are bare, some snow on ground)
  - What time of day is it? (daytime, but it is hard to discern more) How do you know? (blue sky)
  - What is the mood of the painting? (a little somber, but the blue sky indicates hope)
  - How would you describe the highway? (two-lane, curving, uphill, has a small bridge)
- Imagine that you are deciding where to take a vacation. You want to get in your car, travel down the highway and go somewhere beautiful and fun. Because you can't decide where to go, you consult some travel brochures.
- Divide students into small groups, and give each group three or four travel brochures.
- Ask the students what they noticed in the brochures. The students should pay attention to the highlighted features, the type of language that is used, and the format for presenting text. Record the students' answers. (Highlighted features are usually photographs, maps, diagrams, and directions. The language used might include quotes from visitors, descriptions of the setting, captions for pictures, and persuasive writing. The text might include bulleted points, short paragraphs, and captions underneath or beside photographs; the size of the text will vary, with name of the place or attraction in large letters, and the narrative aspects in a smaller size.)
- Ask the students which brochures made them want to visit a place. What was in the brochure that appealed to them? If no brochure "sold" them on a visit, what was missing? Why didn't the place tempt them?
- Ask students what about the way the text is written "sells" them on a visit. How is the text persuasive?
- Explain that a graphic designer is the person responsible for the way the brochure looks. Ask students what first grabbed their attention when they looked at the brochure. The graphic



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designer thinks about what will appeal to people the most, colors to use, how large to make the photographs, where to place the text, the size of the text - in short, all aspects of the brochure design. These are things to keep in mind when the students create a brochure themselves.

## Day 2

- Review the characteristics of what a travel brochure should have and make a list for student reference. The brochure should have: the name of the location and a brief summary about it; a map, recreational things to do, places to visit, weather conditions, and pictures or illustrations.
- To help students describe a place, share these paintings with the students. (The Tait and Celentano are in the exhibition; the others are in Smithsonian American Art Museum's collection). Would any of these be good for a travel brochure? Why? (The geography looks dramatic, the weather is good, they feature something to do like skating or fishing, or they feature a special event)

Agnes Tait, *Skating in Central Park*, 1934

<http://americanart.si.edu/collections/search/artwork/?id=23599>

Daniel Celentano, *Festival*, 1934

<http://americanart.si.edu/collections/search/artwork/?id=4502>

Sheldon Pennoyer, *Trout Stream*, n.d.

<http://americanart.si.edu/collections/search/artwork/?id=19540>

Winslow Homer, *Summertime*, 1880

<http://americanart.si.edu/collections/search/artwork/?id=73937>

Edward Mitchell Bannister, *Untitled (Sailboat in River)*, 1876

<http://americanart.si.edu/collections/search/artwork/?id=1045>

- Tell the students that the persuasive writing in the brochure is as important as the pictures. Have them brainstorm what they need to do to effectively persuade someone to travel to a particular location. Use Thomas Doughty's, *Landscape with Stream and Mountains*, 1833, as a basis of discussion on how to think about writing the text. Doughty's painting is here: [http://americanart.si.edu/images/1976/1976.54\\_1a.jpg](http://americanart.si.edu/images/1976/1976.54_1a.jpg)
  - Have a clear goal in mind; what is the main idea that you want to communicate? If a place looked like the Doughty painting, you might say this vacation spot, with a river surrounded by mountains, is a peaceful, beautiful place to be.
  - Give a potential visitor at least three reasons to visit that support the main idea. For Doughty, you might say the river is clean, you'll see a lot of fish but not a lot of fishermen, you can hear the waterfall as you fish, and the surrounding mountains make the landscape dramatic.
  - You need facts or examples of activities that validate the reasons to visit. For Doughty you could suggest imagining a boat trip down the river to enjoy its beauty, you could state that there are three kinds of trout in the river that fishermen like to catch, suggest that people like to hike to the waterfall, and provide a testimonial about how lovely the mountains are.



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- Finally, you need conclusion that summarizes the most important points, and tells people again why they should come to your location. For Doughty, you might say, come to the river with the cleanest water, best fishing, dramatic waterfall and most beautiful views of the mountains.
- Have students select one Smithsonian painting to feature in their travel brochure. In their group, they should brainstorm what they want to say about the place to persuade people to visit, and then start writing the text. The teacher or students may want to assign particular parts of the narrative to specific team members. (Secondary level students might write the narrative as homework.)

Day 3:

- Students should finish writing the brochure text and begin work on the layout. Decisions about headings, text size, effective use of colors, and size of illustrations are part of this phase.

Day 4:

- With the size of the illustrations in the layout now established, students should create the illustrations for the brochure. The pictures should be vivid, engaging illustrations that support the text.

Day 5:

- This is the day to finish putting the brochure together, and sharing it with the class.

Assessment:

- The overall brochure communicates relevant information and is well organized.
- The writing is persuasive.
- The text reflects the content of the painting selected.
- The illustration is vivid and engaging, and supports the narrative in the text.

**Summary:**

- Travel brochures use persuasive writing and vivid pictures to engage our imagination and convince us to visit a place.

**Documentation:**

<p style="text-align: center;"><b>Come explore America!</b></p> <p style="text-align: center;"><b>We were inspired by Erle Loran's <i>Minnesota Highway, 1934</i>, to create travel brochures in English/Language Arts class.</b></p> <p style="text-align: center;"><b>Where would you like to go?</b></p> <p style="text-align: center;">Post a reproduction of Loran's painting with the students' travel brochures.</p>
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**Social Studies/History Extensions:**

**All Schools**

**Map Skills**

- Minnesota Highway 5, pictured in Erle Loran's *Minnesota Highway*, opened in 1934. It went in a northeast to southeast direction, and ran through the capital, St. Paul. Minnesota Highway 5 was renumbered as interstate highways and additional roads were built. Use a road atlas to find a way



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to travel from Stillwater, MN (which is on the Minnesota-Wisconsin border), through St. Paul, and on to Worthington, which essentially duplicates the route of historic Highway 5. Write directions using cardinal directions and current route numbers.

- Imagine that you live in St. Paul. You need to drive to California. Plot a route to Chicago, IL, where you would pick up the famous U.S. Route 66. Write directions on how to navigate from St. Paul to Chicago.
- U.S. Route 66, a two lane road, was the main westward highway route from Chicago to Los Angeles. (There were no interstate highways until the 1950s.) The song, "Get Your Kicks on Route 66" gives a route to travel. It mentions the following cities are: St. Louis and Joplin, MO; Oklahoma City, OK; Amarillo, TX; Gallup, NM; Flagstaff, Winona, and Kingman, AZ; Barstow, San Bernardino and Los Angeles, CA. Mark these cities on a map. Although not mentioned in the song, Route 66 also went through the southeast corner of Kansas. Mark a place in Kansas where travelers might stop. Estimate how many miles it is from Chicago to Los Angeles. (2,448 miles if you traveled Route 66 all the way, but estimates close to 2000 are fine)

### 21<sup>st</sup> Century Skills

- See the "Using the Internet" Worksheet on pages 10-14. Have students work in pairs as sleuths, searching the Internet for specific information about points of interest along historic U.S. Route 66. For the teacher, some possible answers are provided on page 15.

### Elementary Schools:

#### Map Skills

- The capital of Minnesota is St. Paul. If you traveled south from St. Paul and crossed the state line, what state would you be in? (Illinois). If you crossed the eastern state line? (Wisconsin) If you crossed the western state line? (South Dakota). If you cross the northern state line, you enter a different country. What is the name of that country? (Canada)
- Look at E. Dewey Albinson's painting, *Northern Minnesota Mine*, 1934. His subject is an open pit iron ore mine. <http://americanart.si.edu/collections/search/artwork/?id=215> Look for a clue in the painting as to how the iron ore was shipped. (there are railroad tracks in the foreground) The largest open pit iron ore mine in the United States is in Hibbing, Minnesota. Although much of the iron ore was transported across the county by train, the ore was also loaded on ships that traveled across the Great Lakes. Duluth became a major port. Why? (It is on Lake Superior) How far a distance is it between Duluth and Hibbing? The mine in Hibbing still operates today. Photographs of the mine and mining information are at this Website: <http://www.dnr.state.mn.us/education/geology/digging/taconite.html> A Louis Orr etching of the Duluth port in 1929 is here: <http://americanart.si.edu/collections/search/artwork/?id=19067>

#### Critical Thinking Using Map Skills

- Minnesota is called the "Land of 10,000 Lakes." There are no lakes visible in Loran's painting. On a map of Minnesota, where do you find lakes? (There are many small lakes throughout the state, but the largest concentrations are in the northeast along the Canadian border, and northwest of Minneapolis) Why do you think the state has this nickname? Minnesota borders on Lake Superior, one of the Great Lakes. On the Minnesota map, find these four large lakes: Leech Lake, Upper Red and Lower Red Lake, and Milles Lacs Lake. How do they compare in size to Lake Superior?



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- Minnesota Highway 5 no longer exists, but at one time it went through the towns of Shakopee, LeSeur, Mankato, and Winnebago. Use Google's map search to see which one of the places might be the best place to head to go fishing if you were driving from St. Paul. (Shakopee is the closest to St. Paul; there is a river and several lakes nearby) Why did you choose this place? Which city is closest? (Shakopee) Which one is farthest? (Winnebago) How many miles would you need to travel from St. Paul to the city of your choice?

## Secondary Schools

### Critical Thinking

- The Babcock Amendment to the Minnesota Constitution passed in 1920 deals with the public highway system. Minnesota Highway 5, the highway in Loran's painting, was constructed under these guidelines. Read Article XIV of the Minnesota Constitution here: <http://www.house.leg.state.mn.us/cco/rules/mncon/Article14.htm> What are the primary concerns expressed here? What, if anything, about the provisions outlined in the Article might be problematic in the 21<sup>st</sup> century? What safeguards did the authors of this legislation build in? What, if anything, do you think Minnesota might consider adding to or deleting from Article XIV? Why do you think so?
- Route 66 was the major highway from Chicago to Los Angeles. It passed through America's heartland, where farmers were struggling with the effects of the Dust Bowl, so Route 66 provided them a direct route to southern California. Nevertheless, the trip from Chicago to Los Angeles was over 2,000 miles, and a trip like this was not undertaken lightly. If you were leaving your farm in Arkansas or Oklahoma, what are some of the things that you would need to think about and prepare for before leaving? (how will you get to California, what household goods can you take with you, where will you sleep [many slept in the cars or in tents], how will you afford gasoline [people traded goods], what will you do if your car breaks down, how will you manage to get through extreme heat of the desert areas, how will you find a job and a place to live in California, etc.)

### Research and Report

- Research and report on one of these famous highways in the United States:
  - Florida's Overseas Highway, which is part of U.S. Highway 1, stretches from Miami to Key West. Road construction began in 1930 and was completed in 1938. The highway follows some of the Flagler railroad line (that was destroyed in 1935 by a hurricane.) Historic trail markers follow the route.
  - California Highway 1, a part of the Pacific Coastal Highway, starts near Dana Point in Capistrano, goes north through "Big Sur" country, across Golden Gate Bridge, and ends in Leggett, which is near the Smithe Redwoods State Natural Reserve (home of the famous drive-through redwood tree).
  - Natchez Trace Parkway begins in Natchez, MS and ends near Nashville, TN. Along the Trace, which runs through Choctaw and Chickasaw country, are historic Civil War battlefields and the burial place of Meriwether Lewis.



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- Vermont Route 100 follows the contours of the landscape. It begins in Readsboro in southern Vermont and runs north to Newport at the Canadian border. The highway passes near the homes of President Calvin Coolidge and poet Robert Frost. Vermont allows no billboards along this road to preserve the bucolic nature of this highway.

### Create a Plan

- “Lady Bird” Johnson (wife of President Lyndon Johnson) cared deeply about wildflowers and promoted planting flowers along highways to make them more beautiful (which she believed would also help people feel happier). Read about her efforts here: [http://www.pbs.org/ladybird/shattereddreams/shattereddreams\\_report.html](http://www.pbs.org/ladybird/shattereddreams/shattereddreams_report.html) Create a class plan to do something to beautify the driveways, walkways, or other areas of your school.

### Arts Experiences for Another Day:

#### All Schools

#### Music: Compare and Contrast

- “Get Your Kicks on Route 66,” (sometimes known just as “Route 66”) was recently featured in Disney’s movie, *Cars*. In 1946, the composer, Bobby Troup, sang the song, which you hear here: <http://www.youtube.com/watch?v=kLUYf6cekMA&feature=related> How would you describe the song? (quick beat, catchy lyrics, happy feeling) Many other people recorded the song. Listen to Nat King Cole’s group play it on <http://www.youtube.com/watch?v=dCYApJtsyd0>. What instruments do you recognize? (piano, bass, guitar, drum) How would you describe the rhythm of *Route 66*? What elements of the song repeat? Compare Cole’s style to Chuck Berry’s recorded version of the song: <http://www.youtube.com/watch?v=53Ru2sV6RBE&feature=related> Use a Venn diagram to compare the two (use Troup’s version in one of your comparisons). Whose recording of the song do you prefer? Why? **N.B.** If you have the Silver Burdett music series at your school, you may prefer instead to compare the title theme song from the television series called “Route 66,” which is more of a country-western swing version, with big band jazz sound of Harry James and his orchestra.

#### Visual Art: Compare and Contrast

- Use a double bubble map to compare and contrast these two images highways:
  - David Hockney, *Pear Blossom Hwy., 11-18 April, #2*, 1986 (This is a collage of photographs taken over a week’s time.) <http://www.getty.edu/art/gettyguide/artObjectDetails?artobj=112574>
  - Wayne Thiebaud, *Freeway Curve*, 1979 (This is a painting; the artist’s last name is pronounced Tee-Bow.) <http://cs.nga.gov.au/Detail-LRG.cfm?View=LRG&IRN=69565>

#### Research and Draw

- Research the varied geography of Minnesota. Create a postcard of a place that you think is beautiful. What landform will you choose to highlight? How will you use color to create a mood?





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## **Elementary Schools**

### **Music and Literacy**

- Listen to the song “Get Your Kicks on Route 66. With a partner solve the travel mystery questions on “Song Clues Catchers” worksheet on page 17.

### **Critic Thinking and Drama**

- In Minnesota, the legislature was proactive in building a network of highways. What kinds of discussions do you think legislators might have about building roads? (where they would go, how much they would cost, who would maintain them, etc.) With a small group, brainstorm the issues you think would be pertinent, and write a short scenario about how a debate about one issue might unfold. Dramatize the scene.

### **Creative Writing and Dramatic Storytelling**

- Route 66 became so popular that many people told about their travels on the road. Some of the tales were exaggerated. Write a tall tale about traveling on Route 66. A tall tale has some elements that are completely unbelievable, but they are told as if they are completely true. Once you edit and polish your tall tale, read your story dramatically for the class. Mark your story as you would a script, noting words you want to emphasize, where you want to take a breath or pause dramatically, what parts you may want to whisper or shout. Think about what facial expressions and gestures will enhance telling your story.

## **Secondary Schools**

### **Music**

- One of Florida’s famous highways is the Beachline (formerly called the Bee-line); it goes from Orlando east, straight to the beach. Using the melody from “Route 66,” write new lyrics that tell what it is like to drive on this highway from Orlando to Cocoa Beach.

### **Music: Compare and Contrast**

- Like “Route 66” traveling across the country was the subject of other songs. The lyrics of “This Land is Your Land” and “America the Beautiful” both reference images that span the continent. However, the mood and style of the songs is quite different. Use a Venn diagram to compare and contrast the two songs. Listen to “America the Beautiful” sung by the U.S. Navy Band and Sea Chanters here: [http://en.wikipedia.org/wiki/America\\_the\\_Beautiful](http://en.wikipedia.org/wiki/America_the_Beautiful) It stirs patriotism with its slow, almost hymn-like approach. Listen to the dynamics; where does the music get louder and seem to swell with pride? What words are emphasized? What adjectives describe the way the recording ends? Now listen to Woodie Guthrie sing “This Land is Your Land” on this NPR site (which also includes a history of the song and different recorded versions of it). <http://www.npr.org/templates/story/story.php?storyId=1076186> Although Guthrie took the melody from a gospel song, he sings “This is Your Land” more like a folksong. The rhythm is faster, he plays the guitar when he sings – there is no grand orchestration. Notice that there is a chorus that repeats after each new verse; it emphasizes the land in conjunction with people, not just the land. What else can you say about the music?





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### **Writing and Dramatic Storytelling**

- Route 66 became a legendary highway to travel. Today, long after many parts of it have closed, people write about their memories of traveling on this road. Write a story of a road trip that you took. Where did you go? Who did you see? Did you stay or eat anywhere special? Once you edit and polish your memoir, become a storyteller. Read your story dramatically for the class. Mark your story as you would a script, noting words you want to emphasize, where you want to take a breath or pause dramatically, what parts you may want to whisper or shout. Think about what facial expressions and gestures will enhance telling your story.



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## USING THE INTERNET

**HISTORY SLEUTHS:** \_\_\_\_\_ **and** \_\_\_\_\_

“Get Your Kicks on Route 66” takes you on a musical journey from Chicago to Los Angeles. The name of each city mentioned in the song is in the column on the left along with something to see in that city. Be a history sleuth and search the Internet for each item mentioned on the list. Enter the Website address where you found information and write one fun fact you learned about it. In the right hand column list some other things tourists might want to see either in that city or nearby. (If your teacher agrees, you and your partner may divide the list.) Good luck sleuthing!

<b>Find Internet addresses and fun facts for these points of interest</b>	<b>List some other cool things to see in Chicago</b>
<p><b>Chicago:</b></p> <p>The Pablo Picasso sculpture Daley Plaza is big!  <b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p> <p>Look up! The city’s tallest skyscraper was designed by the architectural firm of Skidmore, Owings and Merrill.  <b>We searched and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Chicago, you should also see:</b></p>
<p><b>St. Louis</b></p> <p>Gateway Arch, designed by Eero Saarinen, a Finnish architect, frames the city.  <b>We searched the Internet and found it here:</b></p> <p>St. Louis - Continued  <b>Fun Fact:</b></p>	<p><b>While you are in St. Louis you should also see:</b></p>



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<p>Busch Stadium is where the St. Louis Cardinals play baseball.</p> <p><b>I searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	
<p><b>Joplin, Missouri</b></p> <p>Be sure and see Thomas Hart Benton's mural, <i>Joplin at the Turn of the Century</i>, done in 1972</p> <p><b>I searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p> <p>The Joplin Historical and Mining Museum tells the story about lead and zinc mining here.</p> <p><b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Joplin you should also see:</b></p>
<p><b>Oklahoma City</b></p> <p>You have to see the Milk Bottle Grocery!</p> <p><b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p> <p>The National Cowboy and Western Heritage Museum gave a flavor of the West.</p> <p><b>We searched the Internet and found it here:</b></p> <p>Oklahoma City - Continued</p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Oklahoma City you should also see:</b></p>



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<p><b>Amarillo, Texas</b></p> <p>We just had to stop at the Big Texan Steak House famous for 72 oz. steaks.</p> <p><b>We searched and found it here:</b></p> <p><b>Fun Fact:</b></p> <p>Cadillac Ranch is just a few miles outside of Amarillo. It's worth the trip.</p> <p><b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Amarillo, you should also see:</b></p>
<p><b>Gallup, New Mexico</b></p> <p>We discovered Gallup had a big railyard for the Acheson Topeka and Santa Fe railroad.</p> <p><b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p> <p>The Storyteller Museum has a 12 foot statue of a Navajo code talker.</p> <p><b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Gallup, you should also see:</b></p>
<p><b>Flagstaff, Arizona</b></p> <p>Riordan Mansion was built by a family who had a significant role in building the railroad.</p> <p><b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Flagstaff, you should also see:</b></p>



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<p>(Flagstaff, AZ continued) The Lowell Observatory is right outside Flagstaff. <b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	
<p><b>Winona, Arizona</b></p> <p>As we were driving we discovered that Winona is out of place in the song. Where should it come in the sequence of cities? <b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Winona, you should also see:</b></p>
<p><b>Kingman, Arizona</b></p> <p>The Mojave County Courthouse has a Neo-Classic design. <b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Kingman, you should also see:</b></p>
<p><b>Barstow, California</b></p> <p>The Harvey House and Railroad Depot is a historic place in Barstow. What's a Harvey Houses? <b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Barstow, you should also see:</b></p>



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<p><b>San Bernardino, California</b></p> <p>The first McDonald's ever built is in San Bernardino. It's now a Route 66 museum. <b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p> <p>We found a car-wash that was Google architecture. <b>I searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in San Bernardino, you should also see:</b></p>
<p><b>Los Angeles, California</b></p> <p>The Walt Disney Concert Hall, designed by architect Frank Gehry, is one of the coolest things we saw. <b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p> <p>Jonathan Borofsky's sculpture, <i>Molecule Man</i>, is in the Federal Plaza. <b>We searched the Internet and found it here:</b></p> <p><b>Fun Fact:</b></p>	<p><b>While you are in Los Angeles, you should also see:</b></p>



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## SLEUTH ANSWER SHEET

Here are some websites that relate to the Sleuths' search. Of course there are many correct answers on where to find information, but a student is stuck, these are relevant links.

### Chicago

Pablo Picasso Sculpture in Daly Plaza

[http://www.explorechicago.org/city/en/supporting\\_narrative/attractions/tourism/picasso.html](http://www.explorechicago.org/city/en/supporting_narrative/attractions/tourism/picasso.html)

Tallest building (The Willis Tower) <http://www.willistower.com/propertyprofile.html>

### St. Louis

Gateway Arch <http://www.nps.gov/jeff/index.htm>

Busch Stadium <http://www.buschstadium.net/>

### Joplin, Missouri

Thomas Hart Benton Mural <http://www.lacusveris.com/MotherRoad/Art%20US66.shtml>

Joplin Historical and Mining Museum information

[http://joplin.missouri.com/attraction\\_details.html?detailsListingId=ATTRACTIONS\\_774893649d135dc70d449e20b0b33b16](http://joplin.missouri.com/attraction_details.html?detailsListingId=ATTRACTIONS_774893649d135dc70d449e20b0b33b16)

### Oklahoma City

Milk Bottle Grocery- [http://www.nps.gov/nr/travel/route66/milk\\_bottle\\_grocery\\_oklahoma\\_city.html](http://www.nps.gov/nr/travel/route66/milk_bottle_grocery_oklahoma_city.html)

National Cowboy and Western Heritage Museum <http://www.nationalcowboymuseum.org/>

### Amarillo, TX

Big Texan Steak House [http://en.wikipedia.org/wiki/The\\_Big\\_Texan\\_Steak\\_Ranch](http://en.wikipedia.org/wiki/The_Big_Texan_Steak_Ranch)

Cadillac Ranch <http://www.legendsofamerica.com/tx-cadillacranch.html>

### Gallup, NM

Santa Fe Railroad yard [http://www.flickr.com/photos/library\\_of\\_congress/2178412189/](http://www.flickr.com/photos/library_of_congress/2178412189/)

Storyteller Museum <http://ggsc.wnu.edu/mcf/museums/storyteller.html>

### Flagstaff, AZ

Riordan Mansion [http://en.wikipedia.org/wiki/Riordan\\_Mansion\\_State\\_Historic\\_Park](http://en.wikipedia.org/wiki/Riordan_Mansion_State_Historic_Park)

Lowell Observatory <http://www.lowell.edu/>

### Winona, AZ

Winona is actually to the east of Flagstaff.

[http://maps.google.com/maps?rlz=1T4GZAZ\\_enUS403US404&q=winona+az&um=1&ie=UTF-8&sa=N&hl=en&tab=w](http://maps.google.com/maps?rlz=1T4GZAZ_enUS403US404&q=winona+az&um=1&ie=UTF-8&sa=N&hl=en&tab=w)





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### **Kingman, AZ**

Mojave County Courthouse

[http://www.waymarking.com/waymarks/WM8WJX\\_Mohave\\_County\\_Courthouse\\_and\\_Jail\\_Kingman\\_AZ](http://www.waymarking.com/waymarks/WM8WJX_Mohave_County_Courthouse_and_Jail_Kingman_AZ)

### **Barstow, AZ**

Harvey House [http://en.wikipedia.org/wiki/Fred\\_Harvey\\_Company](http://en.wikipedia.org/wiki/Fred_Harvey_Company)

### **San Bernardino, CA**

Googie architecture: [http://en.wikipedia.org/wiki/Googie\\_architecture](http://en.wikipedia.org/wiki/Googie_architecture)

First McDonald's <http://www.trekaroo.com/activities/historic-site-of-the-worlds-first-mcdonalds-hamburgers-san-bernardino-california>

### **Los Angeles, CA**

Walt Disney Concert Hall <http://www.laphil.com/philpedia/wdch-overview.cfm>

Jonathan Brodsky, *Molecule Man*, 1991

Information: <http://www.publicartinla.com/CivicCenter/>

Photograph: <http://www.publicartinla.com/CivicCenter/moleculeman.html>



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**SONG SLEUTHS:** \_\_\_\_\_ and \_\_\_\_\_



## **CLUES CATCHER**

Listen to the song “Get Your Kicks on Route 66.” The mystery questions are in the left hand column. When you solve the mystery, write your answer in the Answer the following questions in the right hand column under “Solution.”

TRAVEL MYSTERY	SOLUTION
What does the singer plan to do?	
How will the singer accomplish this goal?	
What is the singer’s final destination?	
Where does the singer’s route start? Why do you think this city began the route?	
How many miles will the singer travel?	
In what order does the singer list the cities on the itinerary?	
Why do you think the singer puts the cities in the order mentioned?	



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## Resources:

### Book:

*Route 66: The Mother Road (75<sup>th</sup> Anniversary Edition)* by Michael Wallis

This book is full of information and photographs as it revisits, state by state, what made Route 66 so popular.

## Background Information on Highways

### Minnesota Highway 5

During the 1930s, the Bureau of Public Roads helped states create road projects that would employ as many workers as possible. Minnesota established a network of highways that included Highway 5. The state wanted all its roads paved; gravel roads met the definition of paved. Paving on Minnesota Highway 5 was finished in 1953. Information and photographs of historic Minnesota roads can be found here. <http://www.deadpioneer.com/articles/primer.htm>

In general, highways were two narrow lanes (18 to 20 feet wide), and had no shoulders and no lighting. The highway was often dotted with mailboxes (as you see in the painting); mail trucks would not go down unpaved roads. People who lived on unpaved roads walked to the highway, often a quarter of a mile or more, to retrieve the mail.

### U.S. Route 66

Because it was a direct route to California, U.S. Route 66 was busy with both passenger and truck traffic. The highway connected major cities and small towns, which help rural areas economically. During the 1930s Route 66 was flooded with migrants leaving drought areas and making their way to California. Finding gasoline could be a challenge, and for migrants, finding money for gasoline was also a challenge. Migrants piled all the possessions they needed in their cars (as they could not afford moving van), so many traded goods instead of paying cash. Most of the migrants slept in their cars or carried tents with them, but if you could afford it, there were tourist cabins along the route. People who wanted a look at the Grand Canyon, Petrified Forest, and other beautiful parts of the West traveled Route 66 for pleasure. As tourism grew, in addition to the gasoline stations and auto repair shops that were increasingly needed to service automobile traffic, roadside restaurants and Navajo trading posts that sold everything from souvenirs to groceries, flourished. Tourists often stopped here to buy scenic postcards.

The beginning of Route 66 goes back to 1857 when the government asked U.S. Naval officer Edward Beale to build a road for wagons along the 35<sup>th</sup> parallel, which runs through the southwestern deserts. The road he established for wagons became part of Route 66. Subsequently, there were privately owned auto trails that became part of the route. Although the routes were altered somewhat, The Lone Star Route, the Ozark Trails System, the National Old Trails Road were the primary routes used in designing Route 66. In 1926 Cyrus Avery, a business leader in Tulsa, saw that Oklahoma needed a better highway system. He was the main proponent of the Route 66. Photographs and more information about this famous route can be found at the National Museum of American History:

[http://americanhistory.si.edu/onthemove/exhibition/exhibition\\_10\\_1.html](http://americanhistory.si.edu/onthemove/exhibition/exhibition_10_1.html)



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### What about Interstates?

Interstate highways were conceived in 1941 as World War II began. President Roosevelt believed that the military needed a system of interconnected highways. Unfortunately there was no funding for these roads. Construction of Interstate system began in 1956 when President Eisenhower signed legislation authorizing funding. In the meantime, U.S. Route 66 was the major highway to the west.

### What was highway travel like in 1934?

Highway travel in 1934 was not at all like we know today. Cars had poor suspension, which meant passengers bounced around a lot as cars navigated rough roads. Cars had no air conditioning, so traveling through the southwestern part of the route could be quite uncomfortable. People worried about the cars overheating and often carried canvas bags of water to fill the radiator when it boiled over. Most cars had tires with inner tubes that did not always stand up to the rough roads, so frequent flat tires were a problem. The speed of travel was slow compared to today; 50 M.P.H. was considered very fast, and normal highway travel was often about 40 M.P.H. Driving from Orlando to Palm Beach would have been considered a day's drive; it now takes about three hours on interstate highways.

### **Photo credit for page 1:**

*Minnesota Highway, 1934*

Erle Loran

Born: Minneapolis, Minnesota 1905

Died: Berkeley, California 1999

oil on canvas 30 1/8 x 36 in. (76.5 x 91.5 cm.)

Smithsonian American Art Museum

Transfer from the U.S. Department of Labor

1964.1.104