

TEACHING NOTES

Book title: Route 66: America's Road

Series: American History Through Primary Sources

From natural wonders like the Grand Canyon to human-made oddities like the Blue Whale, no other road captures the imagination like Route 66. Find out about the history of this famous road and explore the many sites found along the way. Learn what happened to Route 66 and to all of the towns along this historic road.



Text Structure: Problem and Solution

Explain to students that an author may organize a text by presenting problems and then discussing solutions. Have students turn to page 4. Read aloud the second paragraph. Ask students to identify the problem (*too many cars and not enough paved roads*). Write the problem on the board. As students continue to read this page, have them identify the solution to this problem (*U.S. began building more paved roads*) and list it on the board. Tell students to identify other problems and solutions as they read.



Text Feature: Maps

Point out the maps on pages 6 and 7. Elicit from students why they think the author included maps in this book. Ask:

Will the maps provide new information?

Will they help you better imagine the information in the text?

Point out that the map on page 7 identifies many of the interesting sites and cities that are discussed in further detail later in the book. Visual learners may especially benefit from referring back to these maps as they read about the places along Route 66. As you look at the maps, think about which places you might like to visit if you had the opportunity to travel from Chicago to Los Angeles along Route 66.



Comprehension Strategy: Questioning

When students ask questions, they interact with what they read and attempt to clarify ideas about the content of the text. Discuss with students the importance of asking questions. Model this process after reading page 14 aloud:

Think Aloud:

“Page 14 tells me that a huge drought hit the United States in the 1930s. This drought caused dust storms that blew through many different states. When I look at the map below the text on this page, I learn that these storms happened in places along Route 66. I ask myself: ‘How did these dust storms affect Route 66? Did they stop people from traveling along the road?’ I will keep reading to find the answers.”

Encourage students to look for the answers to these questions, and to continue to ask their own questions as they read the text.



Word Study: Vocabulary Bingo



List the words *billboard*, *drought*, *interstate*, *Okies*, *petrified*, *petroleum*, *souvenir*, *tepee*, and *trading post* on the board, and have students record them on the reproducible in random order. Play the game by giving a definition or a clue for each word and have the students check off or mark the box with that word. The first student to mark three words in a row wins. You might then have that student give clues for the next game.



Writing and Responding: Travel Brochure

Tell students to create a travel brochure for one or more of the sites along Route 66. If possible, have books, magazines, Internet resources, and photos and illustrations of places along Route 66 available to students to use as they work on their brochures. Encourage students to include details from the text and glossary in their brochures.

 *Indicates a graphic organizer is linked to this activity.*

NAME



Empty rounded rectangular box for a title or subject.
