

The Harvey Ways: Cultural Tourism in Arizona

Author Diana Lee Strouth
Grade Level 3
Duration 1-2 class periods

National Standards

GEOGRAPHY

Essential Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

6. How culture and experience influence people's perceptions of places and regions

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA

Reading

Integration of Knowledge and Ideas

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing

Production and Distribution of Writing

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

3.G3.1 Describe the movement of people in and out of Arizona over time. Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns

Global interconnections and spatial patterns are a necessary part of geographical reasoning.

3.G4.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations. Key events include but are not limited to statehood Influential individuals and groups in the history and development of Arizona

Overview

Harvey Houses, with their elite style of service, provided an important experience for early travelers to the Territory of Arizona. Coming out west may have seem alluring to city folk back east in the late 1800s and early 1900s, but the actual experience was sometimes harsher than anticipated. Spoiled food, poor service and unsanitary sleeping conditions were enough to keep your average traveler at bay.

Aboard the Santa Fe train, travelers could expect quality food, friendly service and clean sleeping accommodations whether on the train or at the many stops along the route. Train travelers could focus on the cultural experiences, beautiful landscapes, and mining and agricultural opportunities that Arizona could offer. They might even stay to begin a new life-- starting a business and relocating family enabling the population to grow, prosper and qualify for statehood.

Purpose

In this lesson, students will learn how the “Harvey Way” of service attracted travelers to Arizona during the 1900s. Students will locate tourist attractions on maps of Arizona and determine how modern day tourism can still have positive effects on Arizona’s economic growth, prosperity and cultural exchange.

Materials

- Drink Group Cards
 - Milk: White paper
 - Tea: Pink paper
 - Ice Tea: Blue paper
 - Coffee: Tan paper
- Table Labels
 - Coffee (right side up)
 - Tea (upside down)
 - Iced Tea (upside down and tilted against saucer)
 - Milk (upside down, away from saucer)
- Fred Harvey Story
- US Census Data 1900 map
<http://genealogybybarry.com/genealogy-1900-u-s-federal-census-tutorial>
- Fred Harvey Postcard
<http://postcardy.blogspot.com/2015/03/map-fred-harvey-hotels-mileage-chart.html>
- Landmarks of Arizona map in color or black/white versions
http://geoalliance.asu.edu/sites/default/files/map/s/AZ_landmarks_color.pdf or

http://geoalliance.asu.edu/sites/default/files/map/s/AZ_landmarks.pdf

- National and State Parks of Arizona map in color or black/white versions
http://geoalliance.asu.edu/sites/default/files/map/s/AZ_National_State_Parks.pdf or
http://geoalliance.asu.edu/sites/default/files/map/s/AZ_State_National_Parks.pdf
- Amtrak Map
<https://travel.stackexchange.com/questions/85178/map-showing-what-parts-of-an-amtrak-route-are-traversed-during-daylight>
- Assessment Tools'
 - Train-How did tourism of the past benefit Arizona? Explain 3 ways.
 - Cup and Saucer-How did the Harvey Way of service attract tourism? Explain 3 ways.
 - Suitcase-What 3 Arizona attractions would tourists want to visit today and why?
 - Arizona Map-How can tourism in Arizona benefit our state today?
<http://geoalliance.asu.edu/sites/default/files/maps/Arizona.pdf>
- Scoring Guide

Objectives

The student will be able to:

1. Learn how the “Harvey Way” of service provided a positive experience for travelers during the 1900s.
2. Locate modern day tourist attractions in Arizona.
3. Identify the impact positive experiences with tourism can have on Arizona today.

Procedures

Prerequisite Skills: Students should have had knowledge of statehood versus territorial status, railroad expansion in the West, and the concept of tourism.

Preparation before Session One: Print Drink Group Cards on colors of papers specified and Table Labels.

SESSION ONE:

1. Divide the class into small groups by randomly handing each student a Drink Group Card. There should be enough of the same cards for 4 or 5 students per Drink Group.
2. Lay the Table Labels on tables where students with corresponding Drink Group Card will sit. Inform them that they need to figure out what table to sit at. Read the following:
 - A. Coffee (right side up cup on the saucer)

- B. Tea (upside down cup on a saucer)
 - C. Iced Tea (upside down cup and tilted against saucer)
 - D. Milk (upside down cup away from saucer)
3. Explain that their cards illustrate a cup code utilized by a business man named Fred Harvey around the turn of the century--1890-1940. Waitresses that worked for Fred Harvey would take drink orders from their customers and situate their cup according to their drink choice. This way, the server would know exactly what the customer ordered without asking again. The customers were always amazed at how the server knew exactly what they ordered.
 4. Next, write the following on the board:
 - Transportation
 - Food
 - Sleep
 - Activity
 5. Ask the small groups to take turns sharing a travel experience. They can utilize one they've experienced or they can make one up. They should provide a detail for each of the topics listed on the board. You may want to share your own experience as a model.
 6. Allow for a few class volunteers to share their traveling experience aloud with the whole class. Ask the speakers how they felt about the place they visited, would they return why or why not.
 7. Next distribute the Fred Harvey Story or project it. Ask for volunteers to read one sentence each.
 8. Project the map found at <http://genealogybybarry.com/genealogy-1900-u-s-federal-census-tutorial/> and ask a volunteer to name the region where most people lived during that time period. (northeastern region of the United States)
 9. Have students identify Arizona on the map and discuss what they can determine about the population of the territory of Arizona. Ask for a few volunteers to share their group's conclusions. (less than 10,000-very few people lived in Arizona, most people lived on the east coast or west coast, etc.)
 10. Explain that if people wanted to travel west, they usually went by train. Most people would not own cars until the 1920s and 30s. There were very few roads at this time. And no one was flying at this time in history! Ask volunteers to suggest why travelers may have come to Arizona. (to attend to business, to visit relatives and friends or to see what the "West" was like; they may have heard stories of cowboys and Indians, the Grand Canyon; or they might be

seeking mining and agricultural opportunities; or to view the beautiful landscape)

11. Project or print out a copy of the Fred Harvey postcard and explain that the black line is the Santa Fe Railroad track. Ask the groups what the red dots along the track mean. Explain that these were hotels and rest stops along the train track stops where people riding the trains could stretch their legs and get a bite to eat and sleep over until their next train arrived at the station. Fred Harvey also had his "Harvey Way" of service on the train cars too!
12. End the session with a whole group discussion of how the "Harvey Way" of serving travelers benefited tourism of Arizona. Ask for volunteers from each group to share their group's ideas. (more travelers spending money, improved perception of Arizona-may want to stay and start a business and/or family, farm, ranch, tour, etc.)

SESSION TWO

13. Next, hand each group a color or b/w copy of the following maps:
 - Landmarks in Arizona
 - National and State Parks in Arizona
 - The Amtrak System map
14. Ask the groups to study these maps and collaborate as a group to list tourist attractions along the major freeways and railroad lines in Arizona.
15. Explain that today the Harvey Houses are gone and have been replaced with other businesses or have become historical landmarks to be visited by modern travelers seeking tourist experiences.
16. Next, hand each group (or individuals) a set of assessments and instruct them to discuss responses for each assessment before recording their answers. The Assessment Tools are:
 - Train-How did tourism of the past benefit Arizona? Explain 3 ways.
 - Cup and Saucer-How did the Harvey Way of service attract tourism? Explain 3 ways.
 - Suitcase-What 3 Arizona attractions would tourists want to visit today and why?
 - Arizona Map-How can tourism in Arizona benefit our state today?
<http://geoalliance.asu.edu/sites/default/files/maps/Arizona.pdf>
14. Share the Scoring Guide with students so they understand how the assessments will be graded.

Assessment

Reading, Geography, and History

Each of the assessments can be graded for completeness and accuracy using the Scoring Guide. Mastery will be considered 80% or higher.

Extensions

1. Research how many visitors a year come to see the various landmarks in Arizona. Provide information on how the revenue from tourism is spent.
2. Instruct groups to present a travel report for an assigned landmark, providing information on the landmark's attraction, revenue generated and preservation actions needed to maintain the landmark access to the public.
3. Have students propose a new attraction that should be created in Arizona. Have groups present their proposals to a "Tourism Board"

who will then decide what the winning project should be.

Sources

- US Population Map circa:
<http://genealogybybarry.com/genealogy-1900-u-s-federal-census-tutorial>
- Fred Harvey postcard:
<http://postcardy.blogspot.com/2015/03/map-fred-harvey-hotels-mileage-chart.html>
- Maps can be found at
<http://geoalliance.asu.edu>
- Amtrak Map:
<https://travel.stackexchange.com/questions/85178/map-showing-what-parts-of-an-amtrak-route-are-traversed-during-daylight>
- The Harvey Girls by Lesley Poling-Kempes; Da Capo Press 1989
- The Harvey Girls By Juddi Morris; Walker and Company 1994