INDIGENOUS WISDOM:
CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

A Pueblo-Based Educational Curriculum • IndianPuebloEducation.org

MIDDLE SCHOOL CURRICULUM

2nd Edition

Title of Unit: Railroad Impact on NM Pueblo Indians

Content Area: Social Studies

Grade Level: 7

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Gateway to the 19 Pueblos of New Mexico

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Section A: Introductory Materials Name: Teri L. Fraizer
Title of Unit: Railroad Impact on New Mexico's Pueblo Indians
Content Area: Social Studies
Grade Level: Middle School (Grade 7)

Rationale:
Prior to and after New Mexico became a state, the railroad had a major economic impact on the Pueblo People who lived there. The use of land, the creation of jobs and the impact on Indian art changed the landscape of New Mexico and how "Indians" were viewed. This unit will identify railroad lines, job opportunities, art and cultural changes within the Pueblo world. It will also highlight the Pueblo core values of respect, faith, service, love and balance.

Unit Goals:
1. Students will be able to restate the history of the A.T. & S.F. Railroad in New Mexico.
2. Students will be able to locate New Mexico's Pueblos impacted by the railroad.
3. Students will be able to identify the historical significance of the Flower of Friendship.
4. Students will be able to explain why A.T. & S.F. Railroad started the Detours.
5. Students will be able to examine the impact of the Detours on Pueblo life.

Standards:

CCSS-	NMCS-
RH.6-8.2	SS.5-8.l.A
RH.6-8.4	SS.5-8.1.D
RH.6-8.5	GS.5-8.II.A.2
RH.6-8.7	GS.5-8.ll.B
RH.6-8.10	G.S.5-8.ll.C:4
	G.S.5-8.ll-E:1,3
	G.S.5-8.lV-B:3

Section B: Lesson Plan One
Title: Railroad Impact on New Mexico's Pueblo Indians
Duration: 90 minutes
Grade Level: 7th Grade
Lesson Objectives:
1. Explain the history of the railroad as it entered New Mexico.
2. Identify early railroad activity in New Mexico on a map while applying knowledge of mapping requirements.
3. Identify directions of travel through New Mexico Pueblos and other American Indian lands in the region.

Prerequisite Skills:
1. Ability to identify the difference between freight trains and passenger trains.
2. Prior knowledge of the five major rivers, the continental divide route in New Mexico as well as the location of the state capitol, Santa Fe.
3. Ability to identify on a map, the Pueblos of Santo Domingo, Sandia, Zia, Isleta, Laguna and Acoma as well as Las Vegas, Lamy, Albuquerque, Gallup, and Gamerco.

Materials and Resources:
1. Handout #1: Railroads in New Mexico
2. Handout #2: Blank Map of New Mexico and mapping requirements (2-page handout)
3. Handout #3: Rail Map of New Mexico
4. Colored Pencils

Guiding Questions:
1. What is the history of the A.T. &S.F. Railroad in New Mexico?
2. Where did the A.T. & S.F. Railroad enter New Mexico?
3. What was the path of the A.T. & S.F. Railroad through New Mexico?
4. Which New Mexico Pueblos were directly affected by the arrival of the railroad?
5. Why were railroads important to New Mexico?

Core Values: Service, Respect, Love, Balance, Faith
Procedure:
1. Teacher will write guiding questions on the board or butcher paper for display in the classroom:
    --What is the history of the A.T. &S.F. Railroad in New Mexico?
    --Where did the A.T. & S.F. Railroad enter New Mexico?
    --What was the path of the A.T. & S.F. Railroad through New Mexico?
    --Which New Mexico Pueblos were directly affected by the arrival of the railroad?
    --Why were railroads important to New Mexico?

2. Explain to the students that this lesson is about the A.T.& S.F. Railroad in New Mexico. Call attention to the guiding questions.
3. Distribute handout #1: Railroads in New Mexico. Give students time to read the narrative. To stimulate conversation about the story, facilitate a Think-Pair-Share activity: Do you believe the railroads like A.T.& S.F. changed the lives of New Mexicans? If so, in what ways? If not, why not?
    --Think about your answer individually.
    --Pair with a partner and discuss your answers.

--Share your answer (or your partner's answer" when called upon in class.
4. Each partnership will report to the class.

5. Distribute handout #2: Blank Map of New Mexico with map requirements and handout #3: Rail Map of New Mexico to the students.
6. Give students time to complete the handouts and collect student work.

Assessment:

1. Creation of a Map of New Mexico's Railroads in the 1930's by utilizing the "Mapping Requirements" Instructional Tool

Modifications/Accommodations:

1. Pre-teach vocabulary prior to lessons to promote connections with prior knowledge.
2. Allow extended time to complete assignments.
3. Restate, paraphrase, and emphasize important information.
4. Use more visual material, examples, and demonstrations.

Notes to Teacher:

1. It is important that students be familiar with a system for completing maps and that they have their own supplies especially sharpeners!
2. There are many you-tube resources on A.T. & S.F. trains and Pueblo Indians for visual support.
3. Other mapping items may be added, if the teacher wishes.
4. Students could also be encouraged to explain some portion of their map to the class.
5. In New Mexico there is a strong chance that you will have a Pueblo student in your class. They could be descendants of the railroad workers or from Pueblos impacted by the railroad.

Handout #1: The Railroad in New Mexico

New Mexico's first railroad line was the Atchison, Topeka & Santa Fe (A.T. & S.F.). The Atchison Topeka and Santa Fe railway owes its beginnings to Cyrus Kurtz Holliday, a transplanted Pennsylvanian born in 1826. Quite an entrepreneur, Holliday owned and promoted a variety of business ventures in land, coal and transportation.

The railroad followed the mountain branch of the Santa Fe Trail. It ran westward from Kansas to Colorado and turned south near present day Raton. Las Vegas was the first town reached in New Mexico, and welcomed train service on April 4, 1879. Las Vegas prospered as a railroad town. By January 1880, A.T. & S.F. had laid track through the Glorietta Pass to the Galisteo Junction (now Lamy, N.M.). This meant that the city of Santa Fe was left without railroad service. The citizens of Santa Fe paid $150,000.00 for the branch line from Lamy to Santa Fe which was completed in February of 1880.

The railroad changed the way people did business as well as the way people traveled. In the meantime, A.T. & S.F. continued laying track westward to the Rio Grande and southwest to Santo Domingo Pueblo. From there the track ran along the east side of the Rio Grande and did not run through Old Albuquerque. The first train pulled in to Albuquerque on April 22, 1880. At this time "Old Albuquerque" became known as "Old Town"

In 1897, the A.T. &S.F had its own line from the Illinois to California. The line ran from Albuquerque westward across New Mexico and Arizona and reached Needles, California. Railroad mileage reached its peak in New Mexico in 1914. This was two years after New Mexico became a state. In 1914 some 3,124 miles of railroad track crisscrossed the state. Most of this mileage was part of long railroad routes. Some routes were short and ran to special sites like the McKinley Mine located in Gamerco, New Mexico.

Railroads were important to New Mexico because they ended New Mexico's isolation. With the end of isolation came many changes in New Mexico's population and economic growth.

RAILROADS IN NEW MEXICO TIMELINE

April 1879-ATSF reached Las Vegas,

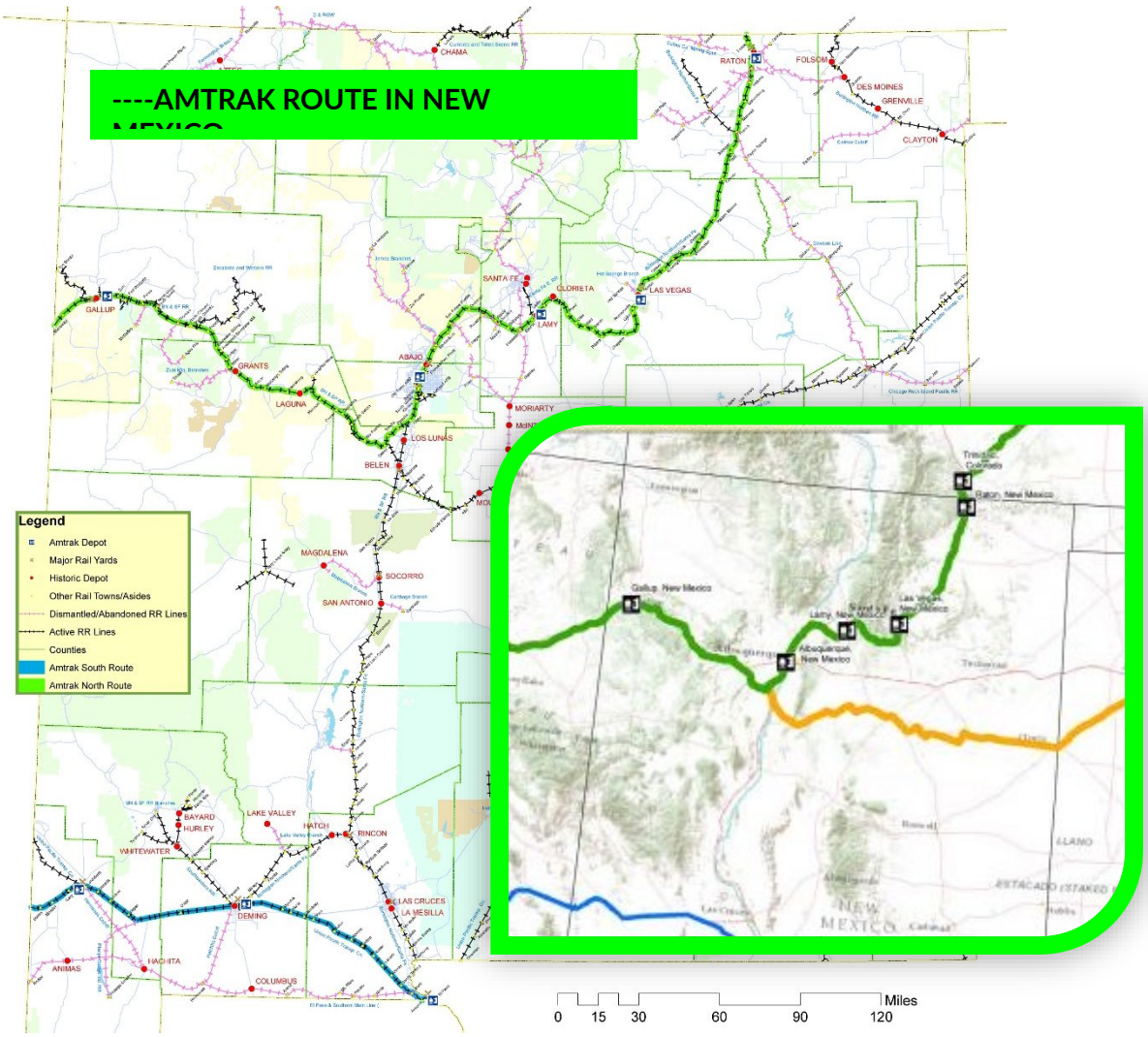
January 1880-ATSF Laid track to LAMY. NM

February 1880-Line to Santa Fe Complete

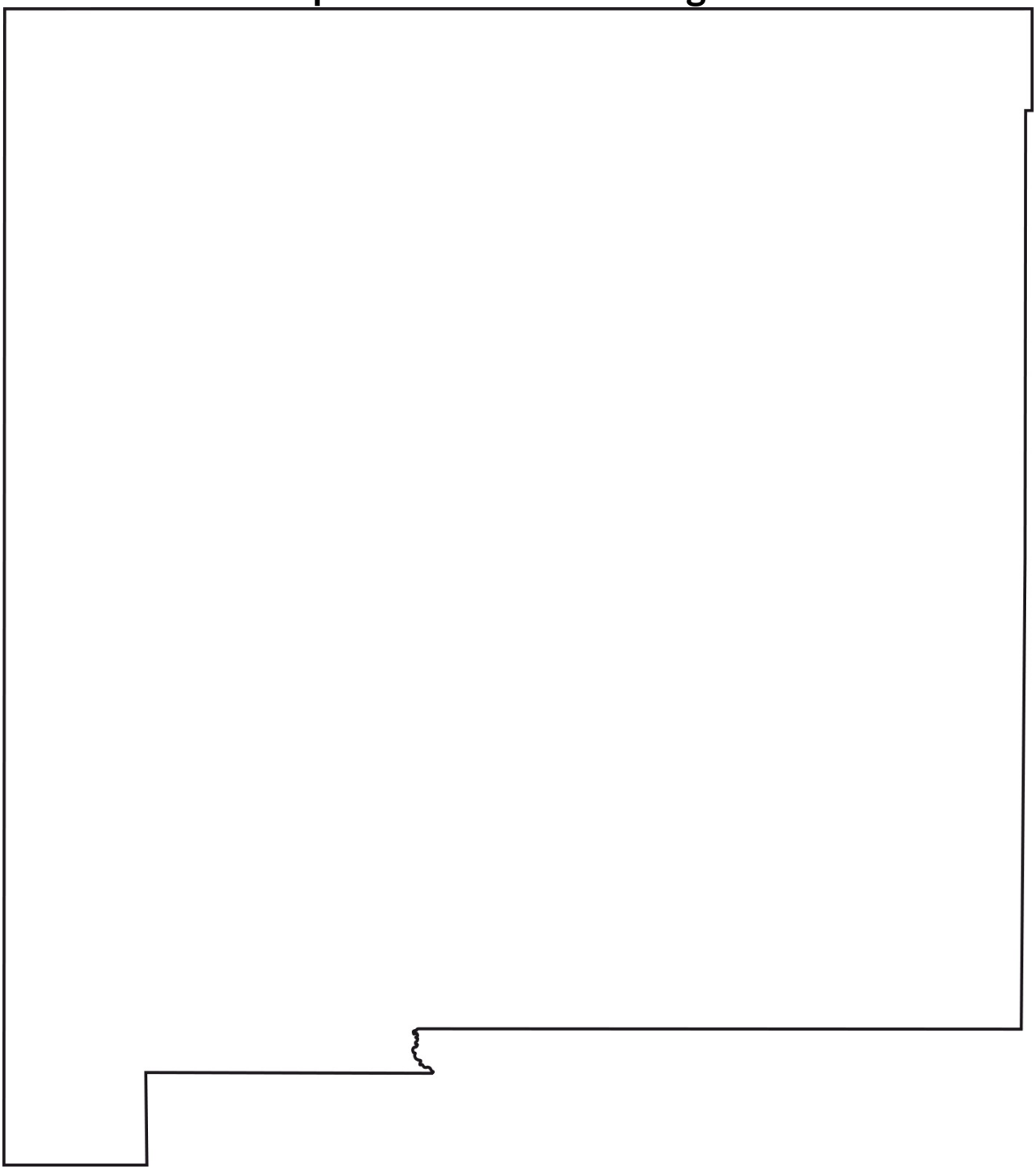
April 1880-First Train reaches Albuquerque

1897- ATSF goes beyond NM

1879 | 1880 | 1880



Handout #2-Map of New Mexico—Page 1



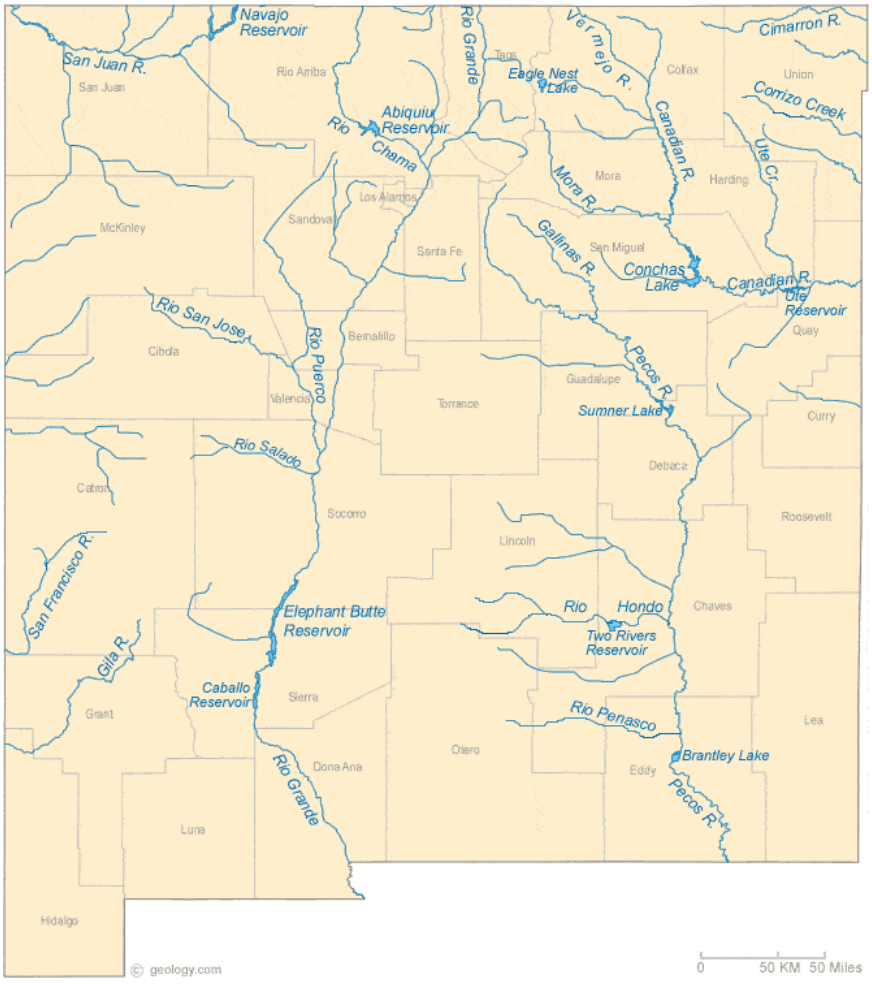
Handout #2 (page two):
Using the blank map provided:
• Draw and Label the COMPASS ROSE in the Southeast Corner of your map.
• Identify and place New Mexico's five major rivers on the map with blue colored pencil.

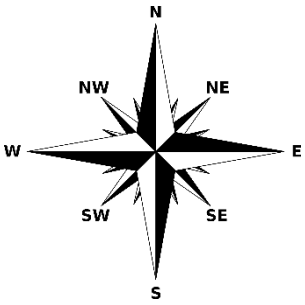
San Juan, Rio Grande, Pecos, Gila and Canadian
• Identify and draw with red dots the path of the Continental Divide.

• Label Santa Fe with a star to represent it as the capital of New Mexico.

• Label and color the AMTRAK PASSENGER ROUTE Green.

• Label with black dots: Raton, Las Vegas, Lamy, Santa Fe, Santo Domingo Pueblo, Albuquerque, Isleta Pueblo, Laguna Pueblo, Acoma Pueblo, Gallup, and Gamerco.





Handout #3—Map of New Mexico

Lesson Plan Two
Title: The Flower of Friendship
Duration: 1-2 Class Periods
Grade Level: 7th
Lesson Objectives:
1. Students will identify and describe the meaning of the Flower of Friendship agreement.
2. Students will identify the historical significance of the Flower of Friendship agreement in the history of the Pueblo people.

Prerequisite Skills:
1. Prior knowledge of Pueblos on A.T. & S.F. Railroad route.
2. Discuss knowledge of different types of agreements, legal and /or verbal.
3. Familiarity with the reasoning and use of graphic organizers.

Materials and Resources:
1. Handout #1: Flower of Friendship Narrative
2. Handout #2: Flower of Friendship Graphic Organizer
3. Handout #3: Flower of Friendship Key

Guiding Questions:
1. What is the Flower of Friendship?
2. How did the "Flower of Friendship" agreement between the A.T.& S.F. Railroad and Laguna Pueblo impact Pueblo economy?
3. Who was affected by the Flower of Friendship?
4. What was gained by being employed by A.T. & S.F.?

Why did A.T.b& S.F. hire large numbers of Laguna Pueblo tribal members?
Core Values: Respect, Love, Service, Balance, Faith
Procedure:
1. Pair students with mixed ability levels.
2. Distribute handout #1: Flower of Friendship to the class.
3. Read the passage to students. Ask students to highlight/underline significant passages and key words.
4. Review by asking students these guiding questions written on the board prior to activity:
    --How did the "Flower of Friendship" agreement between the A.T. & S.F. Railroad and Laguna Pueblo impact Pueblo economy?
    --Who was affected by the Flower of Friendship?
    --What was gained by being employed by A.T. & S.F.?
    --Why did A.T.& S.F. hire large numbers of Laguna Pueblo tribal members?

5. Distribute handout #2: Flower of Friendship Graphic Organizer. Working in pairs of two, students will use the narrative and New Mexico Railroad map to fill in the graphic- organizer.
6. Each pair will report out on their findings in front of the class.
7. Teacher will assess answers on graphic organizer by using the key provided. See handout#3: Flower of Friendship Key

Assessment:
1. Successful graphic organizer completion and explanation.

Modifications/Accommodations:
1. Pre-teach vocabulary prior to lessons to promote connections with prior knowledge.
2. Allow extended time to complete assignments.
3. Restate, paraphrase, and emphasize important information.
4. Use more visual material, examples, and demonstrations.

Notes to Teacher:
1. The Flower of Friendship is a verbal agreement.
2. There are still tribal members that can recall living in these Laguna Colonies.
3. Accessing prior knowledge by asking "how many can recall their experience" if they have rode a train in the past.

Lesson Extensions:
1. Conduct research on the Pueblo of Laguna. Refer to the Indian Pueblo Cultural Center's website for details on Laguna Pueblo's website.
2. Write a letter/postcard as if you live in one of the Laguna Colonies and describe what it would be like to live in a boxcar, or have to leave home for a job.
3. Draw or Build a boxcar house.
4. Visit the Albuquerque Rail station.

Handout #1: Flower of Friendship:

FLOWER OF FRIENDSHIP

In 1879, the Atchison, Topeka & Santa Fe (A.T.& S.F.) railroad made its way in to present-day New Mexico. By 1880 the railroad reached the Laguna Pueblo lands which prompted railroad officials to visit with the leaders of the Pueblo. The two parties negotiated an agreement resulting in uninterrupted passage through Laguna land. The "Flower of Friendship" agreement was created and it included the provision that A.T.& S.F. would forever employ as many Laguna tribal members as it could to help build and maintain the rail system.

In 1922, during the post-war period, labor unions began to strike nation-wide. The railroad was part of the strike (the Shop-men's strike of 1922) and relying on the agreement with Laguna Pueblo, the Santa Fe railroad asked for more than 100 men to be sent to Richmond, California. By 1930, Laguna tribal members were moved along the railroad routes. Most of these families concentrated in areas along the route through New Mexico (Gallup), Arizona (Winslow), and California (Barstow and Richmond). These cities were sites in which the Santa Fe Railroad provided old boxcars for housing and these settlements became known as "Laguna Colonies."

In the colonies, village life existed much like it did back home in Laguna Pueblo. Elections were held for officers and ceremonies took place, and basically allowed for the continuation of culture in these new settlements. Although the boxcar villages existed for many years, the movement to other areas did not alienate tribal members from their homeland.

These tribal members became part of the railroad union and their income earned helped support families and extended families. This, in turn, helped maintain traditional lifestyles at Laguna. The railroad experienced a shortage in labor

WWII, and did what most other employers did; they hired women to replace the men who went off to war. Laguna Pueblo women were mainly requested to work in Richmond, California.

It is important to note that many people who left the reservation returned once they retired from their occupations or left their jobs. The Santa Fe Railroad would host an annual event called “Watering the Flower of Friendship” in Los Angeles to celebrate the continued union of the two parties. This celebration has not occurred for some time.
More recently in July of 2011 in Grants, New Mexico, more than 300 Pueblo of Laguna tribal members boarded a train that took them on a symbolic journey to Winslow, Arizona and into the past. The trip was to commemorate a 150-year relationship with the railroad (Now Burlington- Northern/Santa Fe Railroad). As reported in the Grants, New Mexico *Beacon*, Richard Luarkie, Governor of Laguna Pueblo was on this historic trip and stated “Since 1885 the railroad has had a relationship with the Pueblo of Laguna. This agreement was called “THE FLOWER OF FRIENDSHIP, which was a gentlemen’s agreement.”

PUEBLO OF LAGUNA

Handout #2: Flower of Friendship Graphic Organizer:

In the space provided, please define the "Flower of Friendship." Use the terms provided below in your responses.		
What did the "Flower of Friendship" do to help the Atchison, Topeka & Santa Fe Railroad?	What did the "Flower of Friendship" do to help the tribal members of Laguna Pueblo?	Where were the "Laguna Colonies" established?
Income Culture Homeland Passage Boxcar Journey Laguna Pueblo Agreement Maintain Post-war Build Employ Provision WW-II Strike		

Handout #3: Flower of Friendship Key:

In the space provided, please define the "Flower of Friendship." Use the terms provided below in your responses.

What did the "Flower of Friendship" do to help the Atchison, Topeka & Santa Fe Railroad?	What did the "Flower of Friendship" do to help the tribal members of Laguna Pueblo?	Where were the "Laguna Colonies" established?
• Helped the A.T.& S.F. acquire uninterrupted service through the NW part of New Mexico. • Helped to provide a workforce during tough union times. • Helped to provide labor in the form of women workers during WWII. • Provided dedicated workers who were willing to leave their homeland for a better quality of life.	• Provided jobs for the tribe. • Provided union wages for workers. • See life outside the Laguna Pueblo boundaries. • Provided opportunities not afforded in their homeland. • Gave tribal members free housing in the form of Box Cars. • Allowed tribal members to practice their religion. • Allowed workers to structure their communities through elections. • Allowed women to work during WWII. • Helped to have a relationship with new railroad BNSF. • Allowed for a "Watering the Flower" yearly celebration.	• Gallup, New Mexico • Winslow, Arizona • Barstow, California • Richmond, California

Income	Culture	Homeland	Passage	Boxcar	Journey	Laguna Pueblo	
Agreement	Maintain	Post-war	Build	Employ Strike	Provision	WW-II	

Lesson Plan Three
Title: The Santa Fe Railroad "Indian Detours
Duration: 1-2 Class Periods
Grade Level: 7th Grade
Lesson Objectives:
1. Students will explain the Santa Fe Detour initiative.
2. Students will identify Pueblo tribes (as well as other tribes) that were participants in the detours.
3. Students will distinguish and characterize messages portrayed on Santa Fe Detour poster art.
4. Students will analyze the impact of the detours on Indian art and the promotion of culture.

Prerequisite Skills:
1. History of the railroad in New Mexico.
2. Knowledge of Taos, Santo Domingo, Sandia, Zia, Isleta, Laguna and Acoma locations on a map
3. Knowledge of history of Fred Harvey and the detours.

Materials and Resources:
1. Handout #1: Santa Fe Detour Story
2. Handout #2: Santa Fe Detour Graphic Organizer
3. Internet access for Santa Fe Railroad Detour poster art

Guiding Questions:
Which railroad started the Detours? What is a "Detour" in this context?
What was the focus of the side trips away from train travel? Who were the main customers of the Detours?
What were travelers promised?
How did the Detours promote Indian Art?
What was the result of the promotion of Indian art?
Core Values: Respect, Love, Service, Balance, Faith
Procedure:
Detour Senses Activity:
1. Distribute handout #1: Santa Fe Railroad Indian Detour to the students. Read the passage to students. Ask student to highlight important words, phrases.
2. Discuss what tourists and Indians may have seen, touched, heard, smelled and tasted during Santa Fe Detour.

3. Distribute handout #2: Santa Fe Detour graphic organizer
4. In pairs, have students fill out what tourists and Indians may have seen, touched, heard, smelled and tasted during Santa Fe Detour.
Lesson Extension:
Santa Fe F Detour Poster Art Activity
1. Utilize Handouts 3 and 4 / Images of Fred Harvey Tours
2. Look at the photos of posters and answer the following questions • Are American Indians portrayed in a positive or negative way in the posters?
    - How do you think the Santa Fe Detours changed the lives of Pueblo Indians in New Mexico and tourists from outside New Mexico?
    - What do think "lured" tourists to New Mexico?
    - How does railroad travel impact New Mexico today in 2021?

- Do you believe the detours had an impact on American Indian Art?

Assessment:
1. Completion of handout #2: Santa Fe Detour Graphic Organizer

Modifications/Accommodations:
1. Pre-teach vocabulary prior to lessons to promote connections with prior knowledge.
2. Allow extended time to complete assignments.
3. Restate, paraphrase, and emphasize important information.
4. Use more visual material, examples, and demonstrations.

Notes to Teacher:
1. For a great resource on the Indian Detours, locate the following resource:
    - McLuhan, T.C. (1985). Dream Tracks: The Railroad and the American Indian, 1890-1930. New York: Abrams, Inc.
2. You can find videos on the Indian Detours on YouTube to gather information before the lesson is taught.

Culminating Activity:
Students will create a modern propaganda poster that represents a positive representation of railroad travel though an American Indian reservation today. The students in New Mexico may want to imagine themselves riding on the New Mexico Rail Runner or Amtrak's Southwest Chief. Routes, scenery, art, and people will be requirements. Students may want to consider how advertising, social media and culture can complement their masterpiece.

Handout #1: Santa Fe Railroad Indian Detour

The Santa Fe Indian Detour was designed to give railroad travelers on the Santa Fe Railway an adventurous interlude away from the railroad. The Detour was a joint venture with the Fred Harvey Company and made all of north-central New Mexico and the Hopi Pueblo villages readily accessible to the sight-seer for the first time. The two entities spent hundreds of thousands of dollars in advertising to make the Southwest known to the rest of the world.

The first "Detour" took place on May 15, 1926. These "Detours" promised an unprecedented and significant experience for the traveler. Advertising also captured tourists by announcing that there was more historic, prehistoric and scenic interest in New Mexico than in any other similar area in the world. This was the first time the non-native public saw the Southwest and the American Indian.

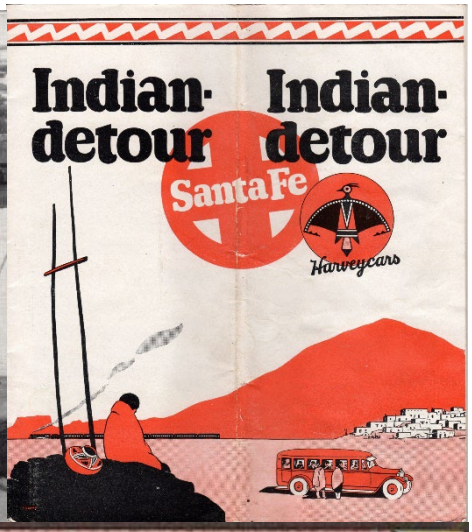
The Indian Detour was sold as part of the regular ticket on the Santa Fe transcontinental trains. The general plan was to have a personally conducted, all-expense paid motor trip, covering nearly 300 miles and lasting two to three days. The idea was not only to bring tourists directly to New Mexico (something that had never been done on this scale), but to introduce Easterners to the state's beauty, resources, and Indian Pueblos.

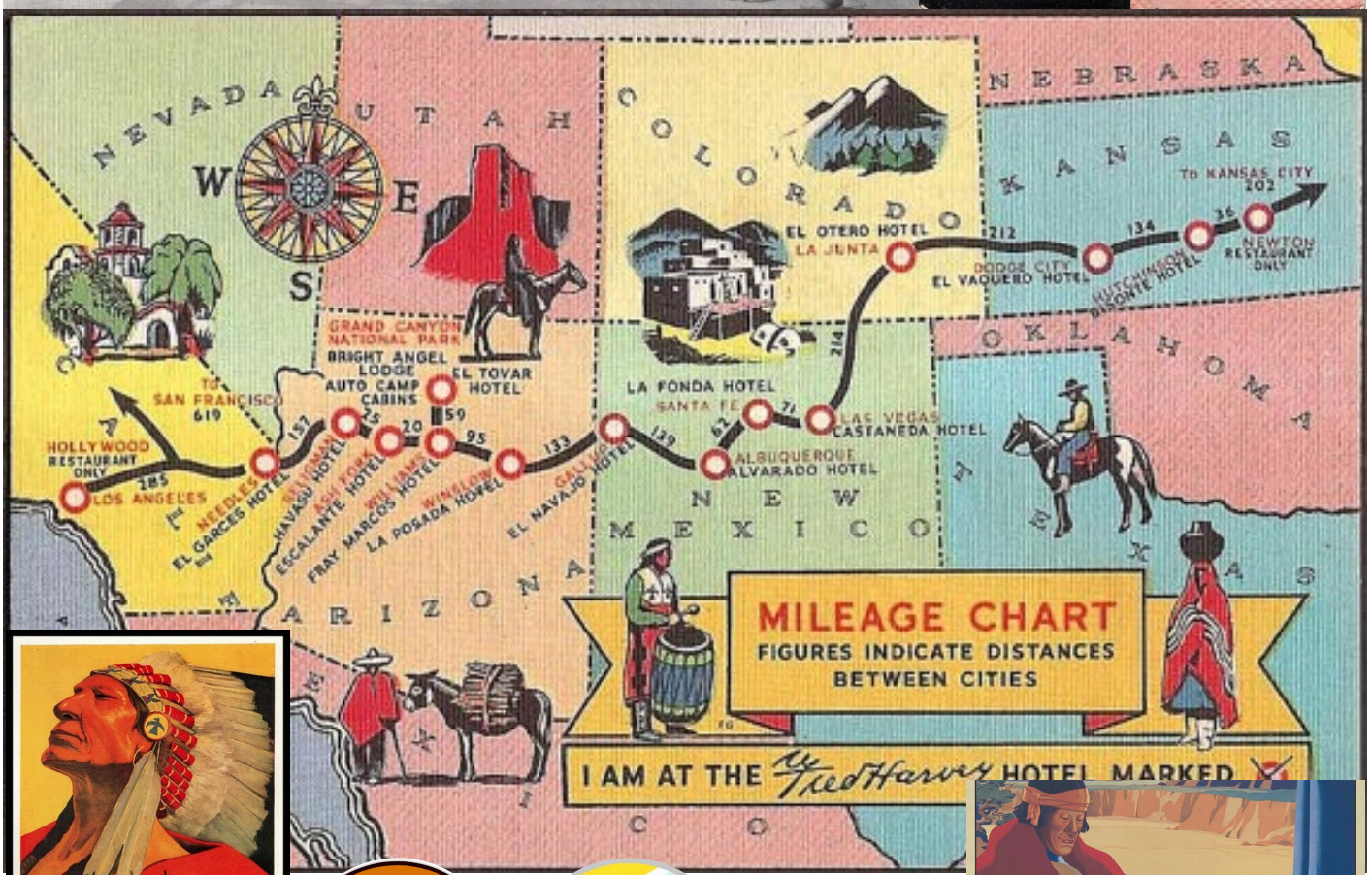
As stimulating and informative as the Detours were, the perception of "Indian Life" provided by the railroad was no more or less penetrating than one would expect from a good tour operator. What the detours did create was a horde of urban consumers. Indians and their crafts were promoted as items to be consumed by the tourist. Mass production of Indian crafts took a dramatic shift from utilitarian objects to an arts and crafts industry geared to the tastes of the East. For a fee, songs and dances were performed for the tourists, which benefitted both sides. The new arts and crafts industry provided assistance to Indian communities and notoriety to some Indian artists like Nampeyo from Hopi Pueblo and Maria Martinez from San Ildefonso Pueblo. This demand for art led to the production of "Curios" (trinkets) to satisfy the growing demands of tourists. The Santa Fe Railroad's success hinged on its sensitivity to the public's prototype of the Indian and basically isolated Indians from their own environments and putting him on display as a social object. The entire enterprise gave the public a new awareness of the diversity and richness within their own country and reached out and touched the hearts of countless individuals.

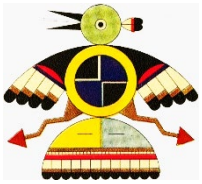
Handout #2:

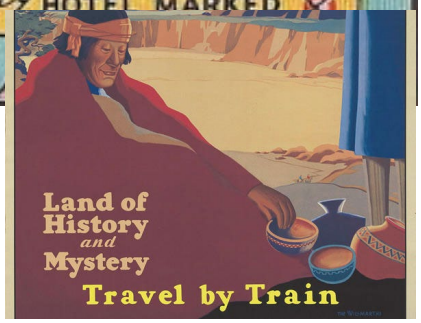
	Santa Fe Tourists	Indians Participating in Detours
They saw…		
They touched…		
They heard…		
They smelled…		
They tasted		
They felt…..		

Handout #3 Images of the Fred Harvey Detours

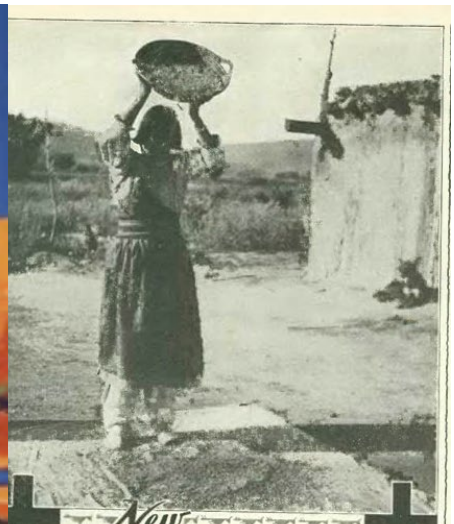


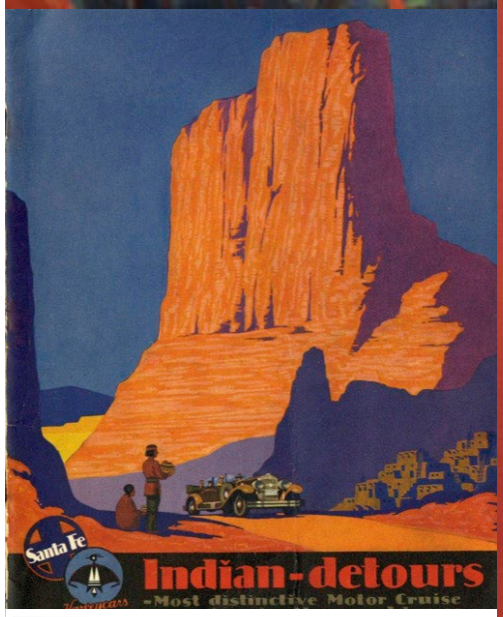


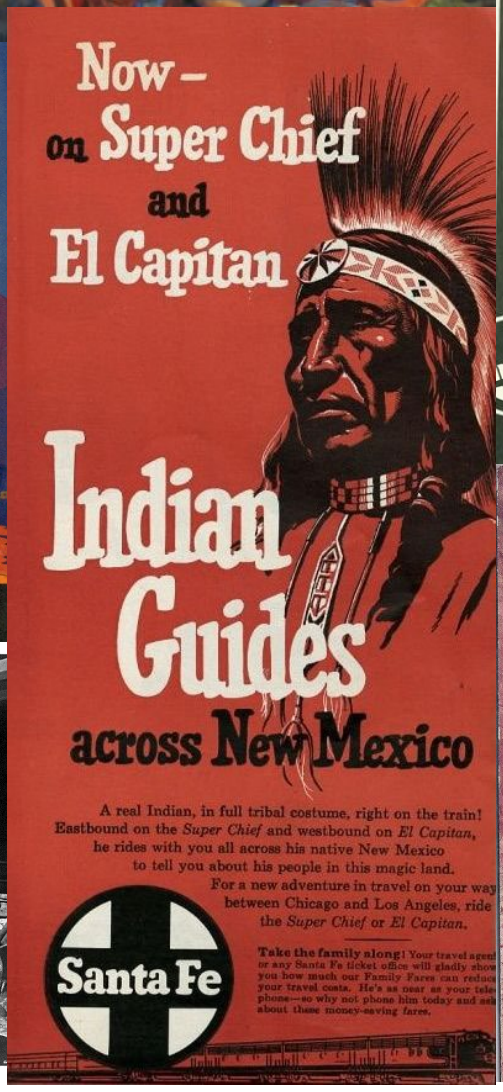


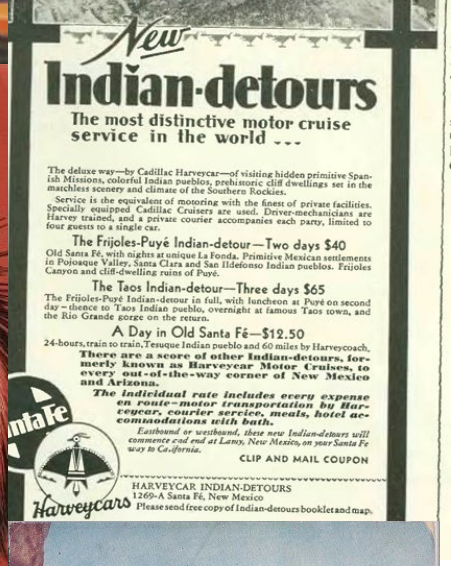


Handout #4: Images of the Fred Harvey Tours









Section C: Culminating Activity/Lesson Extensions:
1. Further investigation on Pueblo cultures of New Mexico, especially the Pueblos in which

the railroad runs through. Central NM and West-Central NM.
2. Culture study could include language, location (mostly by major rivers in NM).
3. Gradual infusion of Mountain ranges, other rivers, and bordering states

is recommended for mapping exercises.
4. Compare/contrast of train routes today and what economic impact they make on the country.
5. Field Trip on board AMTRAK's Southwest Chief from Gallup NM to Lamy, NM. Traveling through New Mexico's Pueblos

Map Links:

Blank NM Map:

https://www.google.com/search?q=new+mexico+blankmaps&tbm=isch&ved=2ahUKEwi8xpv_qaTxAhWXuZ4KHUooCDUQ2-cCegQIABAA&oq=new+mexico+blankmaps&gs_lcp=CgNpbWcQA1CTigFY_5cBYP-gAWgAcAB4AIABZYgB2QOSAQM0LjGYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=mTfOYPyVMpfz-gTK0KCoAw&bih=1079&biw=1920&client=firefox-b-1-e#imgrc=TE1zpfTu5RgvHM&imgdii=p1LIADrEthziiM

New Mexico's Railroads:

https://www.google.com/search?q=new+mexico+railroadmaps&tbm=isch&ved=2ahUKEwiD9eiJqqTxAhWOsZ4KHU38CNsQ2-cCegQIABAA&oq=new+mexico+railroadmaps&gs_lcp=CgNpbWcQAzoECCMQJzoCCAA6BggAEAcQHjoICAAQCBAHEB5Qy5YIWMzQCGDn0QhoAHAAeACAAYsBiAGeCpIBAzkuNJgBAKABAaoBC2d3cy13aXotaW1nwAEB&sclient=img&ei=sDfOYIPdA47j-gTN-KPYDQ&bih=1079&biw=1920&client=firefox-b-1-e#imgrc=NUeiimiJyMI2hM

New Mexico's Rivers:

https://www.google.com/search?q=new+mexico+rivers+maps&tbm=isch&ved=2ahUKEwiT2-7NqqTxAhXTiJ4KHWw4BeYQ2-cCegQIABAA&oq=new+mexico+rivers+maps&gs_lcp=CgNpbWcQAzoGCAAQBxAeOggIABAIEAcQHlDd7gFYl4cCYM-JAmgAcAB4AIABa4gB3wmSAQM5LjSYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=PjjOYJPELtOR-gTs8JSwDg&bih=1079&biw=1920&client=firefox-b-1-e#imgrc=ytwYt_81NaAZ_M

Tribes in NM

https://www.google.com/search?q=laguna+pueblo&tbm=isch&ved=2ahUKEwiw-q7Zq6TxAhWxh54KHcIiCcMQ2-cCegQIABAA&oq=LAguna+Pueblo&gs_lcp=CgNpbWcQARgAMgIIADICCAAyAggAMgIIADICCAAyAggAMgIIADICCAAyAggAMgIIADoECCMQJzoECAAQQzoICAAQsQMQgwE6BQgAELEDULajBVi9vQVgw-wFaABwAHgAgAF7iAHRCpIBBDMuMTCYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=

YznOYPC8E7GP-gTCxaSYDA&bih=1079&biw=1920&client=firefox-b-1-e#imgrc=XsJNIlYwYMAkEM&imgdii=6qOQeUdtcspOfM

The Continental Divide in NM

https://www.google.com/search?q=new+mexico+continental+divide+maps&tbm=isch&ved=2ahUKEwjdkNjeqqTxAhWTtZ4KHS3uCUwQ2-cCegQIABAA&oq=new+mexico+continental+divide+maps&gs_lcp=CgNpbWcQAzoGCAAQBxAeOggIABAIEAcQHjoECCMQJzoCCABQl9oEWISgBWDmowVoAXAAeACAAYUBiAHVFJIBBDIxLjaYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=YjjOYN3XApPr-gSt3KfgBA&bih=1079&biw=1920&client=firefox-b-1-e#imgrc=MmHFymlaaxH04M

Fred Harvey Detours

https://www.google.com/search?q=fred+harvey+detours&tbm=isch&ved=2ahUKEwj_qsqIq6TxAhWBr54KHTH-BFEQ2-cCegQIABAA&oq=fred+harvey&gs_lcp=CgNpbWcQARgAMgQIIxAnMgQIIxAnMgIIADICCAAyAggAMgIIADICCAAyAggAMgIIADICCAA6BAgAEEM6BQgAELEDOgcIABCxAxBDOggIABCxAxCDAVCs8glY_I8KYNefCmgAcAB4AIABc4gB4wiSAQM2LjWYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=uTjOYL_qNoHf-gSx_JOIBQ&bih=1079&biw=1920&client=firefox-b-1-e