

# Century 21 World's Fair: A Storypath Understanding World Concerns of the Late 1950's and 1960's

Grades 5 - 6

**I**ntroduction: *Century 21 World's Fair* is more than a study of one of the highly momentous events in Seattle's history, it examines it in light of the Cold War, the ever building arms race and America's lagging position in the Space Race. The USSR launched Sputnik the same year that Seattle began plans for a world's fair. Later that same year, the Soviet's tested the world's first Intercontinental Ballistic Missile. It was becoming clear to Americans that the security they once felt by being situated between two oceans was fast diminishing. The Soviet Union had the technical power of striking the US with nuclear weapons without ever leaving their county. Americans believed (or were taught to believe) that a governmental system without a free enterprise, such as communism, threatened their own economic freedoms, and thus could threaten political and personal freedoms. The free world was in danger and something had to be done.

School children regularly prepared for war by practicing bomb raids. When the warning siren sounded they filed into school hallways and sat on the floor. This dilemma weighed heavily on Seattle's world's fair organizers. They responded by choosing a futuristic theme of life in the 21<sup>st</sup> century.

Science became both the answer to a better world for tomorrow and a citizen's responsibility to know. Science would someday put a man on the moon, develop greater defenses, greater spy capabilities and also make our lives easier. A highly advanced monorail could whisk us out of traffic from the street below, allow us to communicate with others across the nation without the assistance of an operator, and prepare our meals with only the push of a button. It was meant to entice the youth into studying science. It would inevitably be our future. The federal government endorsed this view by funding the building of a science center with the express purpose of getting America's youth, both boys and girls, interested in science.

This curriculum takes students back to the late 1950's presents the Cold War events and asks, "How can we use a world's fair to address these concerns?" The students work as fair organizers, building exhibits and designing the fair's attractions. They are presented with the same critical incident Seattle fair organizers faced; President Kennedy cancelled his visit to the fair because of the greatest emergency yet faced by his administration – the Cuban Missile Crisis.

Storypath is a constructivist strategy for teaching social studies in which students simulate a story by acting out characters they create in a designated setting. This unit is modeled after other Storypaths authored by Margit McGuire, director of the Masters in Teaching program at Seattle University. It contains the essential components of all Storypaths: creation of characters, setting, context building, critical incidents and a conclusion. The benefits of this strategy will be clear in your class as students become highly engaged in the events that take place. While the events are based on history, the students are given decision-making power that will affect the outcome of the Storypath and may not replicate the true historical record. This blending of the students' imagination with history offers students a need to know how the real events unfolded in history and the curiosity and background to question why. This method truly succeeds in making history come alive.

## Essential Academic Learning Requirements

### **Reading**

1. The student understands and uses different skills and strategies to read.
2. The student understands the meaning of what is read.
3. The student reads different materials for a variety of purposes.

### **Social Studies:**

#### **History**

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.
2. The student applies the methods of social science investigation to compare and contrast interpretations of historical events.
3. The student understands the origin and impact of ideas and technological developments on history and social change.

#### **Civics**

3. The student understands the purposes and organization of international relationships and how U.S. foreign policy is made.

### **Writing:**

1. The student writes clearly and effectively.
2. The student writes in a variety of forms for different audiences and purposes.
3. The student understands and uses the steps of the writing process.

## Themes Addressed in this Curriculum:

- Community
- Civic Responsibility
- Competition
- Compromise
- Fear
- The Cold War
- Tolerance of Differences (including political differences)
- Citizens can make choices to address national concerns
- International Goodwill

### Episode One: The Fair Workers

**Skills:** Interviewing, questioning, public speaking, story writing, listening, and note taking

**Lesson Objective:**

To develop realistic characters that reflect life in 1957 and learn about what life in America was like at that time.

**Time Allotment:** 2-3 days

**Resources Needed:** The narrative, job application and oral history interview worksheet (pages 22-24), books with pictures of people from 1957 showing fashion and hair styles, and people who remember 1957 to interview

**Lesson Activities:**

1. Read the narrative aloud to your students and ask them to think about that last question. *What do you think?* Discuss the advantages and disadvantages of hosting such an event. Ask what might be the purpose of a world's fair. (Promote international goodwill, teach about what others are doing in science and culture, showcase new inventions and advanced technology, preview ideas for potential inventions, prepare people for the future, amusement, etc.)

Note: The city could be changed to that of the city or town in which the students live, or be completely fictitious. This is your choice as the teacher. You may wish to rewrite this narrative to better reflect your students' community, or use this as a guide into a deeper study of the Spokane World's Fair of 1974.

2. Ask students to think about who might volunteer to help with such an event. Record their ideas on butcher paper. What skills would they need to bring? What jobs might they do? (Here are some examples: architects, construction,

interior design, health and safety, exhibit organizer and recruiter, cartographer, public relations, financial planner, entertainment director, food service, artists, writers, graphic designers, transportation, etc.

3. Tell students that they are all going to be fair workers who will organize and run the exposition. First they are to create the characters they will play for the duration of the study. There are a number of ways this can be done, however, it is essential that time be given for students to create visual representations of their characters. An easy way to do this is to cut out 6" tall bodies from multicultural paper that students can then dress with fabric, construction paper, and/or wall paper scraps. Use yarn or wool for hair. Bring in magazines, books, yearbooks, and other pictures, perhaps even family pictures if you have some, that show the clothes people wore in 1957 and their hair styles.
4. Once students have their characters completed, they can then fill out a job application. Refer to the list generated earlier about the jobs people might do at the fair. Ask students to think about what experience would be necessary to get hired to do certain important jobs, such as managerial positions and other decision-making jobs. What age is likely for someone applying for that job? (Remember, they need to have had the experience.) Remind them to think about the time period. What job experience could they have had? Could they have had experience working with computers? This may be a good time to consult books and people who lived during this time.
5. As a homework assignment, have students interview someone they know who lived during the late fifties. You can have the students generate the questions, or use the questions and interview guide provided. If your students haven't had experience with interviewing, you may need to invite someone into the classroom, such as the principal or a district administrator, to model how it is done and how to take notes. Have them use the information they've learned about the time period to make up a short story about their character. This could be done separately from the job application and shared in class, or it could be connected to the final question listed on the application, "*Please explain why you want the position.*"
6. It is important for all the characters to be introduced to the entire class. This can be done in the format of a job interview. The introductions can be very time consuming, so it is best to space them over several days. You may want to set up "appointments" for the job interviews as they are done in the real world, taking only 5-6 interviews per day. Give students time to prepare for the interview by telling them the questions ahead of time.
  - Tell us about yourself.
  - How will you help to make the Century 21 World's Fair a success?
  - What is your vision for the fair?

Brainstorm what might be appropriate answers to the questions. What is the purpose of the questions? What specifically does the interviewer want to know about the applicant when he or she asks, *"Tell us about yourself."* Tell students that they need to know the information they put on their applications well, in case the interviewer has other questions. During the interviews, the teacher should ask questions that would further the thinking about the characters and their role in the late 1950's. It is a place for the teacher, when he or she sees commonalities, to suggest connections. For example, if two students have similar work experience, ask them if they've worked together. Guide students in staying in character by speaking to them as if they were their characters. Post the characters and job applications in a place visible to everyone.

7. The students should keep a journal to record their thoughts and experiences throughout the course of this study. Students should write in their journals from the perspective of their characters, not themselves. You may wish to have students make journals during this first episode. The students can journal about how they are feeling about taking part in this opportunity, the excitement of hosting a fair in their community, their feelings about the job interview, the job they hope to get, etc.

**Assessment:**

- Authenticity of characters
- Job applications and job interviews
- Journal entry

**Episode 2: Context Building: Deciding on a Theme for the Fair**

**Skills:** Reading for textual evidence, making inferences, critical thinking

**Lesson Objective:**

1. To analyze written and visual material in newspapers and magazines from the late 1950's and infer the widespread public concerns of people living during that time, while identifying the textual evidence that supports the inferences.
2. To identify a theme for the fair that would address the public concerns of the late 1950's.

**Time Allotment:** 2 days

**Resources Needed:** Magazines and newspaper from the late 1950's, the first news article, *"Seattle's World Fair Underway but Delay Recommended"* and Life Magazine article, *"First Hard Facts on All Russian Scientists,"* Dec. 16, 1957 (pages 25 and 26)

## Lesson Activities:

1. Make copies of the first news article for the class and read it together. Encourage students to stay in character as they discuss its meaning. The last paragraph of the article describes the next steps for fair organizers, including deciding on a theme. Tell students that all world's fairs have a theme. The theme usually addresses issues facing the people of that time or celebrates the anniversary of an important event. Since this fair won't be ready in time to celebrate the 50-year anniversary of the Alaska-Yukon-Pacific Exposition, ask students to consider possible themes. Do we know what issues were facing the people of this time? Have students share the issues that were brought up in the oral history interviews. Ask the students, "What are some other ways we can find out what people were thinking at this time?" If there is little response to this question, relate it today. What are we concerned about today? How do we know people are concerned about it? You might relate some of the issues brought forth in a *Weekly Reader* magazine or *Time for Kids* publication.
2. Bring in resources for students to research the issues people were concerned about in the late 50's. Consult decade books and contact your local library for magazines and newspapers. These publications offer not only news and opinion pieces, but they also have advertisements depicting the social values of the time. *Life Magazine* is a wonderful resource with which to start. You can also contact your local historical society. They are likely to have a collection of local newspapers the students can flip through. This could be arranged as a field trip, in which students would feel like true researchers clad in the protective white gloves. Another resource that is especially great for the more dependent reader is, *Weekly Reader: 60 Years of News for Kids from 1928 - 1988*.

Depending on how much experience your students have had with newspapers and magazines, your students may need to first spend time learning about how these publications express opinions. While newspaper articles are supposed to be objective, reporting only the facts, the "facts" chosen for printing is a subjective decision. Not all news ends up in newspapers. The newspaper business is just that, a business. It prints stories that sell papers, stories they think people will want to read. What factors go into choosing articles to read? What inferences can we make about what people were thinking during this time period given the stories we see printed in the paper? Use *Life Magazine's* article, "First Hard Facts on all Russian Sciences" from December 16, 1957 to model this reading strategy.

This article examines the advances of Russia in various applied sciences and compares it to the progress of American science. The tone is wary, accounting for their great success by tempting Russian scientists with such invaluable rewards as freedom. While the article is lengthy, and will likely put

your class to sleep, the last seven paragraphs lend themselves well for making inferences about what Americans are thinking (or encouraged to think) at this time.

After reading this section of the article, ask students if we can infer what people in America were concerned about at this time. When students share their ideas, ask them, “*How do you know?*” or “*What in the article makes you think that?*” In pairs, have students record the information they find in their research by dividing their paper in two columns and writing, “*What are people concerned about?*” at the top of the first column and “*How do I know?*” at the top of the second. The second column is a place for students to cite the evidence. See example below:

What are people concerned about?	How do I know?
Americans are worried that the Soviet’s advances in science means that they may use it to try to turn everyone into a communist.	The article, “First Hard Facts on all Russian Sciences” from Life Magazine in December 16, 1957 shows all the ways in which the USSR has surpassed American scientists and says, “Others suggest just the opposite: that the Russians will continue to concentrate on weapons, hoping to defeat the West or blackmail it into surrender.”

After the students have had the time to study various resources and record concerns, provide time for them to share their findings in a classroom discussion. List the concerns on the board.

3. Remind students that the purpose of their research was to determine a theme for the fair. Ask what theme might address these concerns? Have the students write about possible fair themes, then share their ideas. This would also be a good time to share the second news article announcing the \$12.5 million federal grant to build a science center. Ask students what can we infer the federal government is concerned about after reading this news article. How will building a science center address that concern? When the students are finished discussing the concerns of the late 1950’s, they can vote on a theme.

Note: Science is not the only possible them; another option is civil rights, which was a major issue in the news at that time. The purpose of the Storypath is not to replicate historical events exactly as they occurred, thus dictating what happens in your classroom, but to blend their imagination with the historical record. Your students cannot help but view the problems of the

late 1950's with 21<sup>st</sup> century eyes. A world's fair today would be very different. Whatever they choose will ensure that *their world's fair* is a personalized experience. Their choices will prompt a need to know how and why the real fair organizers made the choices they did.

4. Students can respond to what they have learned about the concerns during these times and how their chosen theme will address them by writing in their journals from the perspective of their characters.

**Extensions:**

1. Music is another way in which issues are expressed. Bring in a collection of music from the time and examine the lyrics.
2. For additional context building about this Cold War time in America's history, have students pretend they are news journalists reporting on the world and the state of affairs to Americans. Compile their news articles to mimic a sample newspaper from the late 1950's. Have students investigate people, places, ideas, events, and technology either individually or in pairs. Here are some sample topics:

1. Cuba's Revolution in 1959
2. Fidel Castro
3. China
4. Mao Tse Tung
5. War in Indochina (Vietnam with French colonial powers)
6. Soviet Union
7. Soviet Union's invasion of Hungary in 1957
8. Soviet Union's launching of Sputnik (1957)
9. Soviet Union's launching of the first ICBM (1957)
10. Nikita Khrushchev
11. Communism
12. Compare and contrast space technology and advances between the US and the USSR
13. Atomic weaponry
- \* More topics on the Cold War (Before the late 1950's)
14. Senator McCarthy and the McCarthy hearings
15. Canwell hearings in Washington State (This took place in what is now the Center House at the Seattle Center)
16. The Rosenbergs

**Assessment:**

- Identified concerns and textual evidence
- Journal entry
- Authenticity of theme chosen for the fair

## Episode 3: Organizing the Fair

**Skills:** Drawing, mapping, spatial, communication, cooperative learning, planning, math, script writing, public speaking, designing, research, writing, organization

### Lesson Objectives:

1. To learn about world's fairs in general and understand what they have in common.
2. To plan and organize the fair grounds, events, and attractions that reflects both the theme and the criteria necessary for a world's fair.
3. To learn about the popular culture of the late 1950's to 1962.
4. To learn about the science exhibits that were first featured at the Science Center.
5. To learn the early history of the Space Needle.

**Time Allotment:** 3 – 5 days

### Resources Needed:

- Step by step directions for each group (pages 27-35)
- Allan Fowler's *World's Fairs and Expos*
- Architecture books and other books featuring buildings and their designs
- 1962 newspapers or magazines for researching prices
- Research materials on music and entertainment of the late fifties to 1962
- Collection of time appropriate music
- Examples of other calendars showing a schedule of events
- Description of the Space Needle from the 1962 World's Fair (included in the back of this curriculum)
- Craig and Katherine Doherty's *The Seattle Space Needle*,
- Description of the science exhibits at the fair (included in the back of this curriculum)
- Research materials for learning more about the science topics chosen for the exhibits
- Self assessment on working together (page 36)
- Articles about food at the fair (included in the back of this curriculum)
- Description of the "Gayway" otherwise known as Century 21's amusement park (included in the back of this curriculum)
- Description of the entertainment fair goers enjoyed in 1962 (included in the back of this curriculum)

## Lesson Activities:

1. Read Allan Fowler's *World's Fairs and Expos* to the class. Have students jot down a list of possible answers to the following statement: *A world's fair should have...* Generate a list of ideas.
2. In this episode the students will work in five separate groups to help build the frieze. Each group will have a different focus, as they will concentrate on contributing one or more of the essential components listed by the class in the previous step. These groups are, *Fair Design and Layout*, *Amusement Park Rides and Food*, *Entertainment*, *Architectural Attraction*, and, because the federal government is allotting \$12.5 million to this, a *Science Center*. Give consideration to the jobs for which the students have applied as well as their experience when assigning them to one of these groups. The students will be designing the setting of the fair as well as the events and attractions. Pass out the step-by-step worksheets to help guide the groups as they work.
3. When each group finishes with its assignment, it will present its work to the rest of the class. Students can also read about what the fair organizers at the real Century 21 World's Fair did in their position many years ago. The students can share how their projects compare and contrast to those of 1962.
4. Have students complete the self assessment on working together with their groups, then journal about their experiences working on the job in a team and preparing for the World's Fair.

Note: Episode 4 is a critical incident and will begin before episode 3 is fully completed. It should be timed according to the Architectural Attraction group. When they are about half way finished with their structure, the fair workers should be interrupted to hear a letter to the editor from a concerned citizen. You will also need to set a date for the opening day of the fair, about 3 weeks from the start of Episode 3.

## Description of Each of the Five Groups:

### Fair Design and Layout

The Fair Design and Layout group will map out the entire fair. They will use graph paper to first sketch a bird's eye view of the fair, showing where specific buildings and areas will be located. This information will be shared with other groups, as they will be depending on the decisions made by the *Fair Design and Layout group*. Next, this group will create the frieze of the fair on a large piece of butcher paper. They will use construction paper to build exhibit buildings, pathways, benches, transportation vehicles, information kiosks, and other structures.

The World's Fair site was 74 acres. Teachers can easily incorporate math into this group's learning as an extension by requiring students to find the dimensions

of the area set aside for the Science Center, amusement park, architectural attraction, food court, etc.

**Materials:** graph paper, large piece of butcher paper, construction paper, glue, class generated list of what a world's fair should have, and Allan Fowler's *World's Fairs and Expos* for reference, architecture books and other books featuring buildings and their designs.

### **Amusement Park Rides and Food**

The Amusement Park Rides and Food group will use construction paper to create the rides and attractions in the amusement park and to develop menu boards of restaurants in a food court. This group could easily be divided into two. The students build the rides and attractions out of construction paper, determine their cost, and glue them to the frieze. This group will also determine an acceptable price for the food being served in the food court by consulting old newspapers and using estimation and ratios. The menu boards can be posted in a designated corner of the classroom.

**Materials:** graph paper, large pieces of construction paper or poster board, construction paper, glue, class generated list of what a world's fair should have, and Allan Fowler's *World's Fairs and Expos* for reference, 1962 newspapers or magazines for researching prices.

### **Entertainment**

The group responsible for entertainment will create a calendar of events for fair goers to enjoy. They will research the arts from this time and arrange the guest appearances of famous performers in music, movies, TV, theater, literature, circus arts, comedy, etc. This team will develop a schedule of events for the duration of the fair and advertise one or more of the events by recording a radio ad. The radio ad can feature clips of some of the music fair goers could hear. It will be played on the school intercom to generate excitement for the fair's opening day.

**Materials:** Research materials on music and entertainment of the late fifties to 1962, collection of time-appropriate music, examples of other calendars showing a schedule of events, paper, markers, tape cassette, and tape players.

### **Architectural Attraction**

The Architectural Attraction group will design and build the centerpiece of the fair. They will use various materials to build a large version of it and display it in the classroom. A small version made from construction paper will be attached to the frieze. This group is also responsible for publishing a display board for fair goers to read when they visit the site. The display will tell amazing facts about its construction, size, and function. It will share interesting stories about how the structure came to be and will entice visitors to come see it by telling them what they can experience.

**Materials:** Description of the Space Needle from the 1962 World's Fair, Allen Fowler's *World's Fairs and Expos*, Craig and Katherine Doherty's *The Seattle Space Needle*, poster board, materials for building such as cardboard, paper maché, popsicle sticks, newspaper, paint, etc.

**Science Center:**

The group creating the Science Center will be responsible for designing the building and the exhibits inside. The students can get ideas for exhibits by reading the material included that details what was featured there during the real Century 21 World's Fair. As a group, students will decide what science ideas should be featured. They should research the topics to gain a better understanding of them. Using boxes for dioramas, or poster board for displays, the students will make a replica of what fair goers will see and do inside the Science Center.

**Materials:** Description of the science exhibits at the fair, research materials for learning more about the science topics chosen for the exhibits, poster board, shoe boxes, construction paper, glue, markers

**Assessment:**

- Authenticity of group's contribution to the fair – reflects the theme and the class-generated list of the components of a world's fair
- Observation
- Group's presentation to the class
- Group's final product
- Self-Assessment of cooperative group work
- Journal entry

**Episode 4: Critical Incident #1**

**Skills:** Critical thinking, interpersonal, discussion, letter writing, persuasive writing

**Lesson Objectives:**

1. To understand and respect varying points of view.
2. To understand how writing changes depending on your audience.
3. To write a persuasive argument in the form of a letter to the editor.

**Time Allotment:** 1 day

**Resources Needed:** Letter to the editor (page 37)

### **Lesson Activities:**

1. Interrupt students to read a letter to the editor that appeared in today's newspaper. The letter is from a citizen of the community who thinks the architectural attraction is a "monstrosity" and detracts from the character of the community.
2. Open the floor for discussion. Allow students to react to the letter. Try to guide the discussion so that the students think about both points of view. Then ask what should be done about it. List the students' ideas on the board.
3. Make a group decision about what to do. Have students respond to the day's events by writing in their journals.
4. As both citizens of the community and fair workers, students can then write a letter to the editor. Talk about how a journal entry and a letter to the editor differ. Would you use the same language in your letter that you may have used in your journal? How would the tone change? How could you argue your point persuasively?

### **Extensions:**

1. Ask people who remember the 1962 World's Fair to come into the class to talk about their thoughts of the Space Needle as it was being built. Ask them to speak about what others were saying at that time.
2. Look for other examples of building structures in your community that evoked controversy as they were being built. Some examples in the Seattle area are the Experience Music Project, Kingdome, Safeco Field, and the Smith Tower. How did the architects and builders respond to the criticism?

### **Assessment:**

- Journal entry
- Observation of discussion
- Letter to the editor addresses the concern and is appropriately persuasive

## **Episode 5: Building Exhibits**

**Skills:** Research, writing for publication, designing and exhibit

### **Learning Objectives:**

1. To conduct research of a country, state, culture, company, industry, technology, science concept, or other topic of 1962, analyze the material and

present it in an informative and visually interesting way as an exhibit for the fair.

2. To learn about the exhibits shown at the Century 21 World's Fair and evaluate the accuracy of their vision of what life would be like in the 21<sup>st</sup> century.

**Time Allotment:** 1 – 2 weeks

**Resources Needed:** Books and other materials on the research topic, descriptions of real exhibits at the Century 21 World's Fair (included in the back of this curriculum)

**Lesson Activities:**

1. Students work individually or in pairs to make exhibits for the fair. These exhibits can be projects about anything you wish. You may choose to require that each student research a country, write a report, and display the project on poster board. Or, you may wish to require that each project relate to the science and/or math you are currently studying. The exhibits can be as specific or as broad as you wish.

The Seattle World's Fair had a vast array of exhibits from countries, states, ethnic groups, industry, corporations, businesses, fashion companies, art collectors and museums. These exhibits were meant to teach. Many exhibits demonstrated a vision for the future, incorporating the fair's science theme. There were exhibits showing the technology we thought we'd see in the 21<sup>st</sup> century, even though the technology at that time didn't exist. Exhibits of fancy, futuristic cars, living rooms, vending machines, direct dialing booths, and robots aimed to inspire.

Decide whether you want to tailor this episode to meet specific academic needs for your class, or broaden it to encompass anything that stimulates the imagination of students.

2. Have students read about some of the real exhibits that could be viewed at the fair in the back of this curriculum. What does this say about their concerns in 1962? What was their vision for the future? How accurate is their vision for life in the 21<sup>st</sup> century. Have students evaluate the accuracy of this vision in writing.

**Extensions:**

1. Students can make posters and flyers advertising their exhibits to prospective fair goers and post them around the school building.

2. Since this fair is set in 1962, you may wish to have your students educate the other students in the school about what was happening in the world during this time by making a short presentation to each class.

**Assessment:**

- Exhibit projects
- Evaluative writing piece on the vision of the 21<sup>st</sup> century

## **Episode 6: Opening Day!**

**Skills:** Organization, communication, interpersonal, social

**Learning Objectives:**

1. To learn about what it means to have something opened ceremoniously and plan and organize it for the class's World's Fair.
2. To teach others in the school community about the fair by inviting them to attend and see the exhibits.
3. To evaluate the students' hard work and the success of the fair by comparing the results to a class-generated list of successful qualities.
4. To learn about the opening day ceremonies of the 1962 World's Fair and compare and contrast it with the opening day the students planned and organized.

**Time Allotment:** 3 days

**Resources Needed:** Description of opening day ceremonies from the 1962 World's Fair, and the Seattle Times' news article<sup>1</sup> about the opening day ceremonies (included in the back of this curriculum)

**Lesson Activities:** The school community is invited to visit the fair and view the exhibits.

1. Two days before Opening Day, tell students that when most big events open, there are special events that take place. Special guests are invited to speak, special acts are performed, and a ribbon is often ceremoniously cut to officially open the gates. Ask students what they would like to do to open their world's fair. Brainstorm a list of ideas on butcher paper. Ask students how they can make them happen. Ask for volunteers to work with others who may need help carrying out their ideas. Give students time to make the necessary preparations for the opening day ceremonies.

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<sup>1</sup> You may wish to rewrite this article to better reflect the events from your students' opening day ceremonies.

2. Once the preparations have been made, ask students how they will know if the fair is a success. Record their ideas on butcher paper or overhead transparency so that they can be viewed again later.
3. Have students write about their thoughts, concerns, fears, and feelings about the opening of the fair in their journals.
4. Open the 1962 World's Fair!
5. At the close of the first day of the World's Fair, pull the fair workers together to reflect on the day's events. Read the newspaper article published about the Opening Day of the Fair. Ask them if they felt it was a success. (Refer to your previous list.) After discussing the students' thoughts and ideas about the fair's success, have them continue to evaluate it by writing a response in their journals.
6. Invite students read about the actual opening day ceremony and the special events that took place at the 1962 Century 21 World's Fair. Compare and contrast this with what took place in the classroom either in writing or as a class discussion. They may be shocked to learn that fair organizers filled an arena with water to have beautiful women water ski in circles. They also had acrobats ride a bicycle on a tight rope tied to the top of the Space Needle.

**Extensions:**

1. The opening ceremony at the Century 21 World's Fair began much like the Alaska-Yukon-Pacific Exhibition. President John F. Kennedy pressed the key of the same golden telegraph used by President Taft 53 years earlier. This time, however, the signal came from a star 10,000 light years from Earth. President Kennedy simultaneously said into a telephone, which was broadcast at the fair, "Let the Fair Begin!"

This gold encrusted telegraph was used by other presidents to mark the opening of other events in Washington's history. Calvin Coolidge triggered the final dynamite explosion that opened the Great Northern Railway's seven-mile tunnel through the Cascades, and Herbert Hoover opened the Longview Bridge over the Columbia River.

As an extension, your class could make a telegraph used by the principal to mark the opening of the fair. He or she could deliver a speech over the intercom.

**Assessment:**

- Journal entry
- Observation
- Compare and contrast writing or discussion

## Episode 7: Critical Incident #2

**Skills:** Investigative historical research, critical thinking, listening, questioning, writing, computer,

### Lesson Objectives:

1. To learn the history and events of the Cuban Missile Crisis.
2. To read primary source material including letters, speeches, and news articles of the Cuban Missile Crisis and assimilate its meaning by writing a response to it in the form of a journal entry, letter, or opinion piece through the perspective of the student's character.
3. To learn the history of US foreign relations with the Soviet Union and Cuba.

**Time Allotment:** 3 days

**Resources Needed:** Letters from the president (pages 38 and 39), someone who will interrupt your class to deliver one of the letters, resources on the Cuban Missile Crisis (see book list pages 19 and 20), newspaper articles of the Cuban Missile Crisis, internet

1. Read the letter submitted by the president's secretary. Insert a date for the president's visit that is about three days later than the current date. Talk about what this visit means for the fair.
2. Ask students to think about the preparations that are needed to get ready for the president's visit. Generate a list of ideas. Allow students about 10-15 minutes to begin the preparations or go on to something else on your educational agenda. At some point interrupt them with a new letter from the president, marked urgent. It is fun to ask someone who works in the office to interrupt your class by either personally delivering the letter to class and making a scene of its importance, or by calling someone down to the office to pick up something that appears to be very important.
3. Read the letter to the class, informing the fair workers that the president cannot attend the fair because he has a cold.
4. Allow the students time to react, then have them respond in their journals.
5. A day or two later, interrupt class to show the students breaking news. President Kennedy is on live television and radio from the Oval Office announcing to the nation that there exists a Soviet arms buildup in Cuba, an event otherwise known as the Cuban Missile Crisis. You can bring in the famous video clip of Kennedy's address to the nation. Or you can access an

audio recording of it at the John Fitzgerald Kennedy Library's website, ([www.jfklibrary.org](http://www.jfklibrary.org)). Go to the search button, and type "Cuban Missile Crisis". You'll find many other interesting resources at this site.

At the end of the broadcast, discuss its meaning with students. What does this say about our relations with the Soviet Union? And with Cuba? What can we do at the fair? How can we show support for our president during this time of crisis?

Allow students a chance to brainstorm ideas, respond in their journals, and act on any plans they made. They may choose to write a letter to the president saying they're sorry he missed the fair, but wish him well during this critical time. (The President did in fact cancel his plans to attend the closing day ceremonies at the fair because of "a cold". The fair closed on Oct. 21, 1962, the day before JFK announced the Cuban Missile Crisis to the nation.)

6. Research the events of the Cuban Missile Crisis, following the next two weeks after President Kennedy gave his address to the nation. There are excellent online resources offering primary source materials to read. The PBS website has the correspondence letters between JFK and Khrushchev:

<http://www.pbs.org/wgbh/amex/presidents/frames/resource/ken/resource.html#cubaletters>

You can also follow the story in your local newspaper. HistoryLink.org has a wonderfully detailed article about JFK's cancellation plus details of the Cuban Missile Crisis, including JFK's options. Pool together the resources to build a timeline of the events of the Cuban Missile Crisis.

7. Ask students to think about what the causes of the Cuban Missile Crisis were. Have them discuss their ideas and evaluate the president's response by writing a journal entry, letter, or opinion piece through the perspective of the students' characters.

### **Extensions:**

Research the U.S. foreign relations with Russia and Cuba today. How have they changed over time? How are they similar?

### **Assessment:**

- Observations
- Journal entry
- Timeline
- Written response

## **Episode 8: Closing Day Celebrations**

**Skills:** Organization, cooperative learning, reflection,

### **Lesson Objectives:**

1. To bring closure to the unit of study by planning, organizing, and implementing the Closing Day Celebrations for the fair.
2. To learn about the actual closing day celebrations of the 1962 World's Fair.
3. To experience the historical artifacts left behind first hand by taking a field trip to see the Metropolis 150 exhibit at the Museum of History and Industry (MOHAI) and the Seattle Center.

**Time Allotment:** 3 days

**Resources Needed:** Description of the closing day celebrations at Century 21 World's Fair, arrangements for a fieldtrip to MOHAI and the Seattle Center

1. The last day of the fair is just as eventful as the first. Have students plan how they would like to end the fair. This episode brings closure to the unit of study and is essential for the fair workers. Once they have all the details planned, such as what will occur, who will attend, etc., conduct the closing day celebrations.
2. At the end of the celebrations, have students reflect on their experience in their journals. Have them address issues such as, when is a nation a threat? What would a world's fair in our community look like today? What might be the theme?
3. Take a field trip to see the Metropolis 150 exhibit at the Museum of History and Industry and then the Seattle Center. Beginning in 2005, when the museum moves to their downtown location, you could travel between the two sites via monorail! MOHAI's exhibit is artifact rich, with the fair featured prominently. Century 21 represents one of the six themes that organize the exhibit's portrayal of Seattle's 150 years of history - Vision City. At the Seattle Center, students can walk the grounds identifying artifacts from the fair. They can go up the Space Needle, visit the science center, walk through the amusement park and food court and take note of how the community center has changed over time.

### **Extension:**

1. Invite people in who remember the fair. Ask them how they were impacted by the fair and the Science Center. What was their vision of the future? How does it compare to the present? What did they think of the Soviet Union?
2. Research the Cold War from 1962 onwards. How has that period in history influenced our national decisions and international relations? Relate to our current relations with China and Cuba.

### **Assessment:**

- Authenticity of closing day ceremony plans and contributions
- Observations
- Journal entry

## **Resources**

### **Books**

Boswell, Sharon and McConoaghy, Lorriane. *100 Years of a Newspaper and its Region*. Seattle Times Company. Vancouver, British Columbia. 1997.

This is a wonderful compilation of photographs, events, and people featured in the Seattle Times from 1890 to 1990. The reading is at a very high level for children.

Boutis, Victoria. *Looking Out*. Four Winds Press. New York. 1988.

Though pleased to be part of the “in” crowd at her new school, Ellen’s growing awareness of her parents’ social concerns, expressed in their support of the condemned Rosenbergs, forces her to make a choice about what really matters in life. Approximate reading level, 5<sup>th</sup> grade. Approximate interest level 7<sup>th</sup> grade.

Davenport, Merle. *Cold War*. Instructional Fair. Grand Rapids, Michigan. 1997.

This is a great resource for teachers wishing to delve more deeply into the issues and events of the Cold War. This curriculum includes maps, a timeline, and reading and writing activities for students.

Doherty, Craig A. and Doherty, Katherine M. *Building America: The Seattle Space Needle*. Blackbirch Press, Inc. CT. 1997.

Discusses the history of the structure built for the 1962 Seattle World’s Fair, describing the engineering, architectural and mechanical processes involved.

Fowler, Allan. *World's Fairs and Expos*. Childrens Press, Inc. Chicago. 1991. Describes historic and modern world's fairs, where new and future inventions and styles of architecture, art and entertainment are previewed.

McGuire, Margit. *Storypath Foundations: An Innovative Approach to Teaching Social Studies*. Everyday Learning Corporation. Chicago. 1997. Explains the theory and practice of the Storypath model.

Tames, Richard. *The 1950s: Picture History of the 20<sup>th</sup> Century*. Franklin Watts Inc. New York. 1990. Text and pictures highlight the main events of the 1950's.

Taylor, Theodore. *The Bomb*. Harcourt Brace and Company. San Diego. 1995. In 1945, when the Americans liberate Bikini Atoll from the Japanese, fourteen-year-old Sorry Rinamu does not realize that the next year he will lead a desperate effort to save his island home from a much more deadly threat.

*Weekly Reader: 60 Years of News for Kids from 1928 –1988*. World Almanac. New York. 1988. This resource highlights four Weekly Reader articles from each year from 1928 to 1988.

## Websites

[www.historylink.org](http://www.historylink.org)

This is a wonderful database of King County history including secondary articles, biographies, and photographs. Check out the article about the AYP Exposition, "Alaska-Yukon-Pacific Exposition opens for a 138 day run on June 1, 1909" and the announcement that JFK cancelled plans to attend the closing day ceremonies of the fair due to the Cuban Missile Crisis.

<http://historymatters.gmu.edu/>

Every history teacher must check out this site! Type in key words for a search and find more information you'll ever need on a topic in a format that is useful to teachers. It has lessons, information on using primary sources, links, student projects, photos, audio clips, etc.

[www.jfklibrary.org](http://www.jfklibrary.org)

This has a wealth of information on John F. Kennedy. It has a searchable database of speeches, correspondence with Krushchev, and audio clips on the Cuban Missile crisis and the space race.

[http://more.abcnews.go.com/sections/us/cuba/cuba\\_index.html](http://more.abcnews.go.com/sections/us/cuba/cuba_index.html)

ABC's site has great information about the Cuban Missile Crisis. It includes short video clips, such as JFK famous address when he announced to the nation

Cuba's military build up. It also has transcripts, a day by day timeline, information about the key people involved, and more.

[www.pbs.org](http://www.pbs.org)

PBS's website has links to information about the Cuban Missile Crisis.

<http://www.seattlehistory.org/Exhibits.html>

Currently, on the Museum of History and Industry's website, there is the full text of an article which appeared in the 1962 Seattle World's Fair Official Guidebook.

<http://www.washington.edu/uwired/outreach/cspn/curcan/main.html>

"The Cold War and Red Scare in Washington State" is a curriculum project for Washington schools. It was developed by the Center for the Study of the Pacific Northwest at the University of Washington. It provides information and primary source materials dealing with the impact of the Cold War in the Northwest.

## Other Resources

**Puget Sound Regional Archives**, located on the Bellevue Community College campus, has all the primary source materials about the 1962 World's Fair you could want. Make an appointment to look through their boxes. You can also give them a blank video tape to record the film strips they have of the fair. Some of it is advertisements for the fair. There is an interesting silent "film" of a woman visiting the fair. Kids can use it for creative writing. There are also video clips of Governor Rosellini, the fair president Joseph Gandy, the ground-breaking ceremonies, and construction of the fair grounds.

## The Narrative:

This story takes place a long time ago in a place very close to home. It is 1957 in Seattle, Washington. The city is small, young and not well known when compared to other cities in the country. In fact, if you ask other Americans where it is located, most would guess somewhere outside Washington D.C.!

It looks very different at this time. The tallest building is the Smith Tower at 522 ft. There is no highway that goes through the city, only two and four lane roads with stop lights, and no where near as many traffic jams. On sunny days it is breathtakingly beautiful. Mount Rainier towers over the city, feeding the sparkling Lake Washington east of the city with fresh melted snow. To the west, Seattleites enjoy gorgeous views of Puget Sound and the Olympic Mountain Range.

The people of Seattle love their community. They enjoy their surroundings by participating in many recreational activities including boating, swimming, fishing, hiking, camping, skiing, tide pooling, bird watching, gardening, and much more. Many of them help build airplanes at the Boeing factory close by. Others help bring wood to carpenters and construction workers by working in the timber industry. Still others work in the fishing industry or farm fruits and vegetables. The people of Seattle are friendly, generous and caring of one another. They enjoy living in Seattle and work together to keep it a nice place to live.

The older residents of Seattle remember a wonderful time, 48 years ago, when their city hosted a world's fair. It was called the Alaska-Yukon-Pacific Exposition. People came from all over the world to see it. The most advanced technology of the time was put on display to show how the world was changing and how important Washington would be in connecting the country to the rest of the world through trade.

You could see machines that would clean and gut fish then put them in a can, \$1 million worth of gold, trains and, "horse-less" carriages. (Today we call them cars.) Ten of these early cars were raced to the exposition from New York City. The winning Model T Ford made the trip in 23 days! President Taft even opened the event by pressing a gold nugget that sent an electrical message through wires called a telegraph to signal the start of the opening ceremonies, all the way from his home in the White House. Other nations and states were invited to open exhibits to share their cultures and technologies. Several of them did. 3.7 million people came to the Alaska-Yukon-Pacific Exposition making it a huge success and one to be remembered fondly.

Some of the residents are interested in hosting another world's fair in the city to commemorate the 50-year anniversary of the AYP Exposition. This one would be bigger and better than the previous. The elected members of the city council like the idea and the state legislature just agreed to finance \$5,000 to

study the feasibility of a new exposition. Hosting a world's fair is a huge undertaking. In order for this to be a success, the city will need the help and support of the people who live there. What do you think?

# Century 21 World's Fair Job Application

Name of Character: \_\_\_\_\_

Position for which you are applying: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_

Education (Please include school attended, dates, and degree(s) achieved):

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Work Experience:

<b>Position and name of company</b>	<b>Dates</b>	<b>Responsibilities</b>	<b>Reason for Leaving</b>

Please list your skills: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In the space below, please explain why you want the position.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Oral History Interview of Life in the Late 1950's

**Step 1:** Find someone to interview that can tell you about life in the late 1950's. This person can be a member of your family, family friend, or neighbor who can remember life in the late 1950's.

**Step 2:** Introduce yourself and explain the purpose of the interview. Explain that you are beginning a study of the late 1950's and you need to know about life at that time. Ask the person if he or she has photographs, a high school yearbook, or other items to show you from that time period.

**Step 3:** Ask the questions below. Add more questions if you want. On a separate sheet of paper write the answers to the questions. Remember to take notes while you listen. That means to write the key ideas and not every word the person you're interviewing says.

- What do you remember from that time period?
- What did you do for fun?
- What were some of your favorite places to go?
- What music did you listen to?
- What were some favorite TV or Radio shows?
- What clothes did you wear?
- What kind of food did you like to eat?
- What were the issues in the news?
- Do you have any special stories about your life at that time that you'd be willing to share?

**Step 4:** Thank the person you interviewed.

## Seattle's World Fair Underway but Delay Recommended

Fair supporters have a lot to celebrate. The state commission hired to study the feasibility of a Seattle World's Fair reported good news to the legislature. A 28-acre site was located in Seattle at the base of Queen Anne Hill. It is the current location of the voter approved civic center.

Business and civic leaders have also joined the bandwagon. Out of 400 surveyed, 98% say they fully support the idea of a fair. "We need to get our city on the map," expressed Ned Phillips, a local business man.

After raising corporation fees, a tax that has remained the same since Washington became a state in 1889, Governor Rosellini helped secure state government support for the fair. Yesterday, the legislature passed a \$7.5 million bond issue to fund a world's fair.

Representative Ray Olsen assures, "Not one penny of this \$7.5 million will come from the general fund of the state of Washington."

Even with all this support, many think hosting a fair in 1959 to commemorate the 50-year anniversary of the AYP Exposition is too soon. "This will be the biggest event ever to take place in Seattle, we want to do it right," Joseph Gandy, president of the Seattle World's Fair, told a room full of fair organizers after he recommended the fair be held in the spring of 1962.

The next step is to decide on a meaningful theme that will rally interest and support from exhibitors. "A world fair in Washington will also give us a glimpse of the future as well as an incentive to even greater progress," says Governor Rosellini.

## **“First Hard Facts on All Russian Sciences”**

(Excerpted from: *Life Magazine*, December 16, 1957)

Earlier this month, addressing a NATO conference in Paris, U.S. Senator Henry M. Jackson pointed out that “... Russia now turns out more scientifically trained people than any Western nation, and is accelerating the output at a higher rate than any nation.”

Needing scientists, the Soviet simply trains them, and the individuals have no choice. Even if Russian students had unlimited choice they would doubtless choose science in any case. Students can see the rewards given to scientists. Moreover there are not many other fields a bright young Russian can enter. There is no demand for talent in private industry, advertising, salesmanship or marketing. There are comparatively few lawyers in Russia. Medicine is not a highly regarded profession: practicing physicians, roughly 70% of whom are women, rank only slightly about factory foremen. Science is the thing.

The entire Soviet educational system is geared to discover and develop potential scientists. All Soviet children attend the ‘Seven-Year School.’ The brightest go on for three more years, graduating at about 17. These schools operate on a six-day week and a 10-month year. By graduation, the Russian child has absorbed a tremendous amount of science education: 10 years of mathematics through trigonometry, five years of physics, four years of chemistry, five years of biology and one year astronomy.

As the Russian student goes through school, he is watched closely for signs of intellectual ability. If he has talent, he is sent on to an institute of higher education where the Soviet incentive system takes hold. He is paid to study, and the higher his grades, the more his pay. The brightest students continue studying and continue to be paid until they are full-fledged scientists. In sum, the Russian system of science education is a frighteningly good one, for Russian purposes. It can only be assumed that it will produce an even greater challenge in the future than the challenge that exists now.

As to where Russian science is heading and what its status will be in another generation, no one can say. Some Western scientists suggest that Russians suffer from an inferiority complex which is distilled in the arrogance and the rudeness of Khrushchev. Now that the Russians have shown the world, through the Sputniks, that they too can produce technological wonders, they may become a little easier to live with and may begin to direct more of the scientific effort toward peaceful projects. Others suggest just the opposite: that the Russians will continue to concentrate on weapons, hoping to defeat the West or blackmail it into surrender.

In any case the West has no choice but to assume the worst. It may come in two forms: in military conquest, the primary concern right now, or in peaceful conquest through the Soviet state-controlled system of education.

In it hundreds of thousands of trained technicians Russia is producing men and women who know how to operate uranium mines, to build and run power plants, to do laboratory work, to put science to practical use. Within a generation the Soviet Union will have an enormous pool of such technicians, far

more than she needs domestically, who can be used as a living export commodity. Sent into Africa, India, Indonesia, they may develop these areas according to the Communist scheme while the U.S., still talking bravely about free enterprise and Point Four, declines. It is this prospect, in addition to the purely military implications, the Americans may consider as they watch the Sputniks tumbling through the cool twilight over the secure and perhaps still somnolent country.

# Fair Design and Layout

Members of the team:

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Welcome to the team! You have a very important job to do. Your team must map out the entire fair. You will decide where each building will be located, how each building will be used, what it will look like, and where the special attractions such as the amusement park, science center and architectural attraction will be placed. You must also design pathways, places for people to sit, make a plan for how people will get from one end of the fair to another, and make the overall design appealing to both the fair visitors and the citizens of Seattle.

**Step 1:** On a separate piece of paper, list all the buildings and services that will be needed. Consult the list your class put together when finishing the statement, *“A world’s fair should have \_\_\_\_\_.”*

**Step 2:** Ask the entertainment group what special buildings and construction they will need. Add these to your list.

**Step 3:** Ask the amusement park, science center and the architectural attraction groups how much space they will need. (You will not be working on their buildings at all, only providing them a location.) Check back with the other groups later as they develop their plans.

**Step 4:** List important things your team should consider when planning the layout of the fair. Remember, this fair is likely to attract **millions** of people:

How will you keep crowds moving safely?

How will help be provided to people who need it?

Where will people park their cars?

How will elderly people or others who can’t walk long distances get around?

What are some other problems that could be solved by designing the fair carefully?

Other concerns?

**Step 5:** Sketch a bird's eye view of the fair on graph paper. Make changes as needed, check that everyone in the team agrees.

**Step 6:** Once the team has agreed on a layout for the fair, determine the dimensions of the amusement park, science center, and architectural attraction. Give each group a copy of the layout of their area and the dimensions.

**Step 7:** On a large sheet of butcher paper, lightly sketch out the layout from the graph paper. Show the other groups where their locations are. (Architectural Attraction, Science Center, and Amusement Park)

**Step 8:** Decide on the architecture and design of the buildings, keeping in mind the theme of the fair. The design should appeal to both fair visitors and the citizens of Seattle. Look at books with pictures of buildings to help you.

**Step 9:** Begin constructing the buildings out of construction paper. Make sure you and your team agree on the scale size of the buildings. (You wouldn't want an information kiosk to be the same size as an arena- so you must communicate with your team members frequently!) *Share this scale to the other groups!*

**Step 10:** Glue the buildings, pathways, benches, etc. to the butcher paper. Do not attach the architectural attraction, the amusement park section, or the science center. The groups designing them will do this.

**Step 11:** Check your lists to make sure you've remembered everything. Are there any other features your group should add to the frieze to make the fair a pleasant place to visit?

**Step 12:** Prepare a short (no more than 5 minutes) presentation of the group's work. Share your final product with the rest of the class. Explain how millions of visitors will come to the fair safely and have an enjoyable time. Include highlights your group thinks will be especially interesting and fun for fair goers.

# Amusement Park and Food

Members of the team:

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Welcome to the team! You have a very important job to do. Your team must design the amusement park and food court.

## Amusement Park Instructions

**Step 1:** Look at the list your class generated on what a world's fair should have. List amusement park rides the fair workers thought should be at the fair in the space below. Add to the list the rides and attractions your team would like to have at the fair

**Step 2:** Take a look at your list. Do you have something for everyone to enjoy? (Toddlers, moms, dad, grandparents, the adventurous and the cautious) Add to and remove items from your list as needed.

**Step 3:** What are some other things your group could add to the amusement park to make this an enjoyable place to visit for everyone? (Benches, restrooms, food stands, etc.) Add them to your list.

**Step 4:** Ask the Fair Layout and Design group how much space will be devoted to the amusement park. Will all the rides your team identified fit safely? Given the dimensions of your space, draw a sketch of the amusement park on graph paper.

**Step 5:** Use construction paper to build the pieces of the amusement park. Check with the Fair Layout and Design group to make sure your team is building the rides and attractions to *scale*. Ask them where the amusement park will be located on the frieze.

**Step 6:** Decide on the cost of the rides. Will fair goers have to pay for each ride or will the cost be covered in the fair admission? Post signs on rides if necessary.

**Step 7:** Attach the pieces of the amusement park to the frieze with glue.

### **The Food Court Instructions**

**Step 1:** Look at the list your class generated on what a world's fair should have. List any food the fair workers thought should be at the fair in the space below. Add to the list the food and drinks your team would like to eat at the fair. Remember that this is a *world's* fair, so be sure to include food around the world.

**Step 2:** Look at your list. Do have something for everyone to enjoy? (Toddlers, moms, dad, grandparents, people from different ethnic communities) Add to and remove items from your list as needed.

**Step 3:** Consult old newspapers or magazines from 1962 to research costs. Use estimations and ratios to help you determine an acceptable price for each of the food and drink items you plan to offer at the fair.

**Step 4:** Use construction paper and markers to create menu boards for restaurant booths in a food court. List the name of the restaurant at the top of the menu board. Post the food and drinks that can be ordered there and the price for each.

**Step 5:** Prepare a short (no more than 5 minutes) presentation of the group's work (for both the food court and the amusement park.). Share your final product with the rest of the class. Include highlights your group thinks will be especially tasty and fun for fair goers.

# Entertainment

Members of the team:

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Welcome to the team! Your job is extremely important because you decide who will come to the fair and perform for fair goers. Because you need to attract *millions* of people to the fair over the next 6 months, you'll want to invite performers whom people will especially want to see. Your team will coordinate a calendar of events and develop some radio advertisements featuring some of the events you've arranged for the fair.

**Step 1:** Look at the list your class generated on what a world's fair should have. List the kinds of entertainment suggested by fair workers.

**Step 2:** Think about the theme of the fair. Given this theme, what other possible acts or shows can you think of? Add these to your list.

**Step 3:** Research famous performers from this time period. Use books, old magazines, the oral history interviews you did in Episode One, and other research materials to help your team create a list of possible performers.

**Step 4:** Examine the list of performers with your team. Identify who would be interested in going to see these performers. (For example, young children, teens, older adults, different ethnic communities, etc.) Write the likely audience next to the performer's name. Do you have a balance? Is there something for everyone to enjoy? Adjust your list as needed to reach a wide audience of people.

**Step 5:** Look at the examples of calendars and schedules your teacher has. What do they all have in common? How are they different? Which does your team like better? Why? Use these examples to help your team design a sketch of the calendar of events.

**Step 6:** Each team member should help to revise and edit the calendar of events. At least two group members should work on publishing the calendar of events. The remaining group members need to write a short (about 30 seconds) script to a radio ad advertising one or more of the events listed on the calendar.

**Step 7:** Practice the radio ad together. Record it on a cassette tape. This ad will "air" closer to the time when the fair is scheduled to open.

**Step 8:** Prepare a short (no more than 5 minutes) presentation of the group's work. You can share your taped advertisement with the rest of the class. Include the highlights your group thinks will be especially interesting and fun for fair goers.

# Architectural Attraction

Members of the team:

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Welcome to the team! Your job is extremely important because your group will create the architectural feature that will “WOW” fair goers. You are also designing and building the souvenir that will be left behind for the citizens of the community to enjoy.

**Step 1:** Look at the list your class generated on what a world’s fair should have. List four adjectives that describe what the fair workers (including your team) believe the architectural attraction should be like.

**Step 2:** Think about the theme of the fair. Given this theme, what other adjectives might describe this attraction?

**Step 3:** Take 10-15 minutes to draw as many sketches of possible architectural attractions that come to mind. Your team can do this together or individually.

**Step 4:** Lay all the sketches out so that everyone in the team can see them. Read through the list of adjectives once again. Talk with each other about which ones best fit the list adjectives. Listen to each team member share his or her thoughts.

**Step 5:** Choose a fair method for deciding one design, such as voting. Make your decision.

**Step 6:** Determine the size, shape, and dimensions of the architectural attraction. Share your sketch of the design with the Fair Layout and Design group and ask them to show you where it will be located on the frieze. Do you have enough room? Make any necessary changes.

**Step 7:** One or two people will use construction paper to make a small version of the architectural attraction and attach it to the frieze. Make sure it is to *scale*!

**Step 8:** Determine the materials your group will need to create a large version of your architectural attraction. List them below, then talk to your teacher.

**Step 9:** Build the architectural attraction together.

**Step 10:** Give the architectural attraction a name.

**Step 11:** Read a description of the Space Needle written for the 1962 World's Fair. Use it as a model when creating a display board about your architectural attraction. Your group will write a description of the centerpiece of the fair. Tell amazing facts about its construction, size, and function. Share interesting stories about how it came to be and entice visitors to come see it by telling them what they can experience.

**Step 12:** Publish your group's written description on poster board.

**Step 13:** Prepare a short (no more than 5 minutes) presentation of the group's work. Share your final product with the rest of the class. Include highlights your group thinks will be especially interesting and fun for fair goers.

# Science Center

Members of the team:

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Welcome to the team! Your job is extremely important because you decide what will happen inside one of the main attractions - the Science Center!

**Step 1:** Look at the list your class generated on what a world's fair should have. In the space below, list any science exhibits or displays the fair workers thought should be there.

**Step 2:** Think about the theme of the fair. Given this theme, what science related topics might be of interest to fair goers? What science ideas do you think are important to learn? Use the description of the science exhibits from the real 1962 Century 21 World's Fair to help your group think of ideas. List your group's ideas below:

**Step 3:** Determine the size, shape, and dimensions of the science center. Draw a sketch of the building below and show it to the Fair Layout and Design group. Ask them to show you where the Science Center will be located on the frieze.

**Step 4:** Choose one or two people to make a small version of the science center out of construction paper. This will be attached to the frieze. Make sure it is to *scale!*

**Step 5:** Assign an exhibit or display for each team member. Work together as you think of how you will exhibit these scientific ideas. What science information will you need to know? How will you find that information? Use books and other resources to help you.

**Step 6:** Using a shoebox, create a diorama of each exhibit. Displays can be attached to poster board. Make sure your exhibits and displays are clear and easy to understand. Label the exhibits and displays and explain in writing the science ideas being taught

**Step 7:** Prepare a short (no more than 5 minutes) presentation of the group's work. Share your final product with the rest of the class. Include highlights your group thinks will be especially interesting and fun for fair goers.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Self-Assessment: How did you do?

Read the following statements and rate yourself on a scale from one to five. Circle the number that best describes your group work. One means that you did not do it at all, five means that you did it the best you could.

1. I offered ideas about things my group and I could make.

☹ 1                      2                      3                      4                      5 ☺

2. I listened to other people's ideas.

☹ 1                      2                      3                      4                      5 ☺

3. I asked questions when I didn't understand.

☹ 1                      2                      3                      4                      5 ☺

4. I disagreed politely.

☹ 1                      2                      3                      4                      5 ☺

5. I made positive comments to the other group members

☹ 1                      2                      3                      4                      5 ☺

6. I was willing to change my ideas to help the group work together.

☹ 1                      2                      3                      4                      5 ☺

Finish the following statements:

**I was a positive member of the group because...**

**I could improve on my group skills by...**

Letter to the editor

(Insert name of architectural attraction here) **a Monstrosity!**

Dear Editor,

I was born and raised in this beautiful city and have lived the entire 63 years of my life here. My parents were some of the first to take the transcontinental railroad and then travel North from Tacoma by steamboat, before Seattle even had the railroad. I consider Seattle my home.

I write about my history in this city because I feel it is important the architects of this so-called "insert name of architectural attraction here" realize that I have watched this city grow and change over the years as I have grown and changed along with it. While I

see the opportunity for our small west-coast city to host a "World's Fair" and will even welcome the throngs of people who will invade our town for 6 months, I cannot accept this monstrosity of a "building" being erected in the once quaint lower Queen Anne Hill.

It is clear the architects of this "attraction" have completely dismissed the look and feel of the community and have instead endeavored to build a hideous, unnatural structure that will bring about the demise of our pleasant, unique, Seattle character. I, for one, am appalled!

Mrs. Howard Jorgenson

The White House  
1600 Pennsylvania Avenue NW  
Washington, DC 20500

Dear Fair Organizers,

I wish to congratulate you on your enormous success with the fair. It is wonderful to know that communities such as yours all across our great nation are working together to address national concerns. You help to make our nation strong and our people ambassadors of the great moral fabric of America.

I am writing to announce my visit to the Seattle World's Fair. I will be there (insert date). Airforce One will land at Boeing field at 1:00. I'll have a short 4 hours to enjoy your tremendous world's fair, of which I've heard so much about. I am very much looking forward to this.

Sincerely,

President John F. Kennedy

The White House  
1600 Pennsylvania Avenue NW  
Washington, DC 20500

Dear Fair Organizers,

The president wishes to send his deepest apologies, as he will not be able to visit the world's fair as he had planned. He has a touch of the cold and will be returning home for some much needed bed rest.

Sincerely,

Pierre Salinger  
Press Secretary