



THE CENTURY 21 EXPOSITION, TEACHER RESOURCES

**LESSON 1: Our Changing City, 1909-1962**

**Lesson Description:**

This introductory lesson has students dissect images from Seattle’s 1909 and 1962 Expositions to discover clues about what life was like during these time periods. Once students have determined some key themes of each fair, they will create a timeline to show which historic events influenced fair themes, and a Venn diagram<sup>1</sup> style poster to show how drastically lifeways changed over this 53-year period. This lesson is designed for students in grade six and above.

**Objectives**

- Students will develop confidence in their ability to construct meaning from an image
- Students will describe what they see as accurately as possible
- Students will examine, describe, discuss, and interpret an image
- Students will show their understanding of historical chronology, using an online timeline
- Students will create a visual representation of change over time
- Teachers will gain a better understanding of students prior knowledge and misconceptions related to the topic

**Potential EALR/GLE Alignments:**

	1.1	1.2	1.3	1.4	2.1	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
<i>Visual Arts</i>			X	X	X	X	X			X		X				
<i>Communication</i>	X															
<i>Social Studies</i>									X	X						

**Potential CBA/CBPA Alignments:**

Constitutional Issues	Causes of Conflict	People on the Move	Dig Deep	Why History?	Cultural Contributions
			X <sup>2</sup>	X <sup>3</sup>	

**Materials:**

- Computer/Projector
- AYP Promotional Postcard
- AYP Official Emblem Postcard
- Century 21 Logo
- Century 21 Poster
- Intersect.com class login<sup>4</sup>
- Images for posters (this could range from magazines to public domain image sites such as Photos8 or Pics4Learning)
- Vocabulary List

### **Background on the Alaska-Yukon-Pacific Exposition Theme:**

Seattle's 1909 Fair sought to celebrate the region's success as a jumping off point for the Klondike Gold Rush. Fair designers wanted to change perceptions of Seattle as a struggling frontier town, by creating imagery that highlighted the region as a resource rich center for jobs, culture, and trade. The image of Seattle as a prosperous port city is visible on the two AYP postcards included in this Visual Resource. One depicts a lumberjack and a miner converging on Seattle with a totem pole in the background. The other shows the Fair's official seal. The Seal depicts the North, East, and West as women, holding gold, a train, and a ship. In the background are the northern lights of the Yukon (Which in this example are depicted more like a rising sun). For a more extensive description of the official fair emblem, see MOHAI's archived lesson for the exhibit *Photographing the Fair: The Photos of Frank H Nowell and Others*.

### **Background on the Century 21 Exposition Theme:**

Beyond the Fair's futuristic name, its promotional materials showcase transportation of the future in the form of the Monorail. Also central to the Fair's image is the Space Needle, crowned by a UFO style disk, and bathed in light. Even the paint colors of the Needle were space themed: Astronaut White, Orbital Olive, Re-entry Red, and Galaxy Gold. The official logo of Century 21, "Man in Space," is described in *The Future Remembered: The 1962 World's Fair and its Legacy* as follows:

(The logo) reflected the Fair's goal of stimulating both greater understanding of science's roll in the future and in world harmony. Designed by Seattle artist Robert Matheson, the logo was composed of an arrowed-orb figure (the biological symbol for male and the astrological symbol for the planet Mars), impregnated with an icon representing the globe, and the words "Century 21 Exposition (Becker, Stein, & The History Link Staff, 2011, p.51)<sup>5</sup>.

### **Suggested Teaching Procedure:**

1. Have students define selected words from the vocabulary list.
2. Ask students if they have been to a fair before. Discuss what kinds of things they saw, and why we have fairs.
3. Ask students what a "World's Fair" is. How is it different from fairs they have been to? How is it the same?
4. Explain that Seattle held its first World's Fair in 1909.
5. Show students the two promotional postcards from Seattle's 1909 World's Fair. Discuss- what do students see? Why were these designs used? What were some goals or themes of the Fair? What does this tell us about life in Seattle (and the world) at this time? How does this image make you feel? Why was the Fair named the Alaska-Yukon-Pacific Exposition?
6. Seattle held its second World's Fair in 1962. Show students the logo from the 1962 Seattle World's Fair. Discuss- why do you think this design was chosen? What might the goals or theme of the Fair have been? What does this tell us about life in Seattle (and the world) at this time? Why was the Fair named Century 21?
7. Show students the promotional poster for the 1962 World's Fair. What else can this tell us about the Fair? How does this image make you feel? What kind of exhibits and entertainment do you think people would have seen at this fair?
8. As homework have students find ten key events (local or world) that occurred between 1909 and 1962.

9. Create an intersect.com login for your class. Using this login, have students take turns entering their top five events into the Intersect Timeline, making sure not to repeat events that were already entered by other students.
10. Discuss student findings, focusing primarily on the last 12 years of the timeline. Which of these events could have influenced the theme of the 1962 Fair? Discuss the meaning of the terms cold war, space race, and Sputnik. (If Sputnik does not organically make it onto the timeline, tell students to specifically look for events that could have inspired a futuristic/space themed fair).
11. Have students create a poster size collage (or digital media collage) that includes words, quotes, images, etc. comparing and contrasting life in Seattle in 1909 with life in Seattle in 1962.
12. Ask students to think about changes in technology, entertainment, transportation, fashion, education, food, jobs, gender roles, etc. and use the class Intersect timeline as a reference. Layout should reflect relationships between the time periods. This could range from a Venn diagram to a digital poster with embedded sound and video.
13. Have students explain/discuss their posters in small groups.

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<sup>1</sup> Venn diagrams are a visual representation of relationships between two or more groups. In a Venn diagram, two overlapping circles would represent two sets of items. The unique qualities of each group would be listed in the separate part of each circle. Similarities or shared qualities would be listed in the center, where the two circles overlap.

<sup>2</sup> To meet the requirements for the Dig Deep CBA, students should develop a historical question and use their collage as a means to state a position. Students will need to provide evidence for their position using two or more social science perspectives, and should explicitly reference four cited sources in their collage. During discussion they will also need to explain how studying their historical question has helped them to better understand current issues or events.

<sup>3</sup> To meet the requirements of the Why History CBA, students should (1) State a position on how examining history helps us understand a current event or issue. (2) Provide reason(s) for their position that include an analysis of how two historical events relate to the understanding of a current issue; and (3) make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite those sources.

<sup>4</sup> Intersect is an interactive online tool that connects stories, images, and locations posted by multiple users. Content can be viewed on a map, or in timeline format.

<sup>5</sup> Becker, P., Stein, A., & The Historylink Staff. (2011). The Future Remembered: The 1962 World's Fair and Its Legacy. China: C & C Offset Printing.