

Through the Looking Glass

Who were we? Who are we? Who will we be?



What was life like in 1962?

What events before and after the Century 21 Exposition shaped the world for youth of that era?

How is life different in 2012?

What were the hopes, dreams, and goals set for young people at the 1962 World's Fair?

Have these predictions come true?

What will the future hold?

UNIT-AT-A-GLANCE

Primary Objectives: To challenge students to compare and contrast lifestyles, expectations, and dreams of their peers in the past, present, and future by using the Century 21 Exposition as a lens by which to view the year 1962 (50 years ago). To provide materials and primary sources that identify the historical significance of the 1962 World's Fair and teach students to use a historical event/theme to interpret differences between different eras.

Student Activities: Students will learn about the Century 21 Exposition, its legacies to Seattle and the Pacific Northwest, and what life was like in 1962 for young people their age. They will learn to identify and explore relevant primary sources and will compare and contrast different time periods by participating in creative writing, timeline, and time capsule activities.

Materials Included: 1) Primary and secondary sources for Unit 1 Lessons (Student Handouts 1–7); 2) Pdf presentation for Lesson 4; 3) Worksheet for Lessons 1–8; and 4) links to all necessary sources or videos.

Materials/Equipment Needed: Copies of Primary sources/ Student Worksheet and Student Handouts 1–7, items for time capsule lessons, and screen to view video.

Time Management: 8 Lessons—may select Lesson 1 plus any or all of others

Lesson 1: Review primary and secondary sources and review how to cite research sources correctly.

Lesson 2: Watch YouTube video *Century 21 Calling...* Compare and contrast life between 1962 and 2012.

Lesson 3: Read first-hand recollections and discuss the World's Fair and what dreams, goals, and plans were identified for young people of that era.

Lesson 4: Watch *Stories from Fair* pdf presentation, discuss *Time to Think* questions, and review *People from Fair* document.

Lesson 5: Review timeline from 1950–1970 and discuss what important events were significant in development of women's roles, technology, race relations, popular culture, and politics. Discuss differences or similarities between 1962 and present.

Lesson 6: Review HistoryLink.org census essays and discuss what important events were significant in development of women's roles, technology, race relations, popular culture, and politics. Discuss differences or similarities between 1962 and present.

Lesson 7: Review predictions for future in *Seattle Times* newspaper article and letters from city officials from fair. Have they come true? What do you predict for the future? Discuss what might have been in a time capsule prepared in 1962 and one in 2012.

UNIT-AT-A-GLANCE continued

Lesson 8: Discuss time capsules and bring contributions for time capsule to be opened in 2062. Share time capsule artifacts in exhibit or classroom presentation.

Grade/Subject Recommended: Grades 3–12.



Content and Performance Objectives

Content Objectives: The student will...

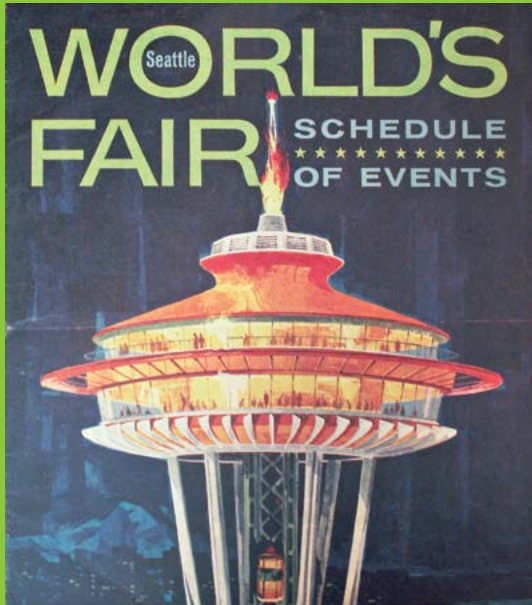
- learn the significance of a world's fair and why Seattle wanted to host the 1962 Seattle World's Fair.
- discover the special events and attractions that were featured at the 1962 Seattle World's Fair.
- identify and explore the legacies of the 1962 Seattle World's Fair.
- explore the lifestyles, trends, and interests that influenced young people in 1962.
- interpret the predictions and hopes that were identified for future generations and evaluate whether or not they have come true.

Performance Objectives: Students will...

- explore what life was like during 1962 by examining relevant primary and secondary sources related to the 1962 Seattle World's Fair, reading information materials, and watching YouTube video (*Century 21 Calling...*).
- compare and contrast what life was like in 1962 versus 2012—and predict what life may be like in 2062.
- review predictions from 1962, determine whether they have come true, and make predictions for 50 years in the future.
- participate in class discussions about time capsules and select artifacts representing 2012 that should be included in a time capsule to be opened in 2062.
- present research and interpretive results through papers, individual or small group presentations, audio, video, or website presentations.

Materials include the following:

- YouTube *Century 21 Calling...* video for Lesson 2
- PDF presentation for Lesson 4A
- Unit 1: Student Handouts:
 - Lesson 1: Primary Sources and How to Cite Research Sources
 - Lesson 4A: Stories from Fair (pdf)
 - Lesson 4B: People from Fair (pdf)
 - Lesson 8: Time Capsule Basics (pdf)
- Primary Sources:
 - Lesson 3A: Intersect story/trip to fair
 - Lesson 3B: *West Seattle Herald* article/first hand recollection of climbing Space Needle
 - Lesson 7A: *The Seattle Times* newspaper article/children's predictions (link or pdf)
 - Lesson 7B: 1962 Letters from Department Heads (pdf)
- Secondary Sources
 - Lesson 4A: Stories from Fair (pdf)
 - Lesson 4B: People from Fair (pdf)
 - Lesson 5: Timeline from 1950–1970
 - Lesson 6: HistoryLink.org census essays for [1910](#) [1960](#) [2000](#)
- Unit 1 Worksheet for Lessons 1–8



“World fairs have excited and inspired

millions of people around the world by expressing the hopes and desires of the times. Perhaps unwittingly, they also provide a fascinating glimpse into the realities of those same times. Ever since the first world's fair in 1851, the goals of world's fairs have been both high-minded as well as commercial. They also allow people to explore the world outside of their everyday experience—outside cultures, new scientific advancements, and new inventions.”

— expomuseum.com

The Century 21 Exposition – 1962 World's Fair was developed to showcase a world of the future filled with new technology, a better understanding among nations, and a feeling of heightened hope and optimism.* Fair organizers realized that children were the hope for the future and wanted them to be able to compete globally in the sciences. And through fair exhibits and events, especially in the U.S. Science Pavilion, children were encouraged to dream big in imagining the future. By using primary and secondary sources to examine the lives of children in 1962, it is possible to challenge students of 2012 to identify where they have come from and where they can go.

*from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*, page 11



BACKGROUND INFORMATION

History of World's Fairs



The very first world's fair was called the Great Exhibition of the Works of Industry of All Nations. It was held in London's landmark Crystal Palace in 1851. "The Great Exhibition," as it is often called, was the idea of Queen Victoria's husband, Prince Albert, and was the first international exhibition of manufactured products. This exposition influenced the development of several aspects of society including art and design education, international trade and relations, and even tourism. Also, it was the precedent for the many international exhibitions, later called "World's Fairs."

Since their inception in 1851, the character of world fairs (or expositions) has evolved. Three eras can be distinguished: the era of industrialization, the era of cultural exchange, and the era of nation branding. The era of industrialization covered, roughly, the period from 1800 to 1938. In those days, world expositions were especially

focused on trade and famous for the display of technological inventions and advancements. World fairs were the platform where the state of the art in science and technology from around the world was brought together. Many of the earlier world's fairs, particularly those held in America, marked anniversaries of significant historical events.

Beginning in 1938, world's fairs became more strongly based on a specific theme of cultural significance, and began to address issues of humankind. They became more future-oriented, and although technology and inventions remained important, they were no longer the principal subjects of the fair. By 1988, in a world where a strong national image was a key asset, countries used world's fairs as advertising campaigns and as vehicles for "nation branding."

Today's world expositions embody elements of all three eras. They present new inventions, facilitate cultural exchange based on a theme, and are used for city, region, and nation branding.

Seattle held its first world's fair in 1909—it was called the Alaska-Yukon-Pacific Exposition (A-Y-P). Organizers wanted to showcase the growth that the Klondike Gold Rush had brought to the Pacific Northwest and promote the resources of Alaska and of Canada's Yukon Territory. They also wanted to promote the importance of trade with Pacific Rim countries. The A-Y-P put the Pacific Northwest on the world map.



BACKGROUND INFORMATION

Century 21 Exposition—1962 Seattle World's Fair

Planning for the 1962 Seattle World's Fair began in 1955. The 1962 Seattle World's Fair was originally planned as a "Festival of the West" to celebrate the 50th anniversary of the A-Y-P. It would be the first world's fair held in the United States in 22 years. The fair should also stimulate the city's growth, sustain its well-being, and create a permanent civic center.

In 1957, the Space Race began when the Soviet Union launched Sputnik, the earth's first satellite. The swift reaction of leading scientists and the U.S. government caused fair organizers to refocus the theme of the fair to emphasize science and peaceful coexistence between nations. It was determined that this fair should be more than just a nod to the past—it should imagine the future. The fair was renamed Century 21 Exposition—1962 Seattle World's Fair and a logo was selected that "reflected the fair's goal of stimulating both greater understanding of science's role in the future and in world harmony... The design features the biological symbol of male, the astrological symbol for the planet Mars, and an icon of the globe."* (For activities related to the logo, refer to Unit 10.)



The location for the fair was an important consideration. The World's Fair Committee looked at several locations: Fort Lawton, Sand Point Naval Base, Duwamish Head, First Hill, Union Bay, and an enlarged footprint near Denny Way that included the Seattle Civic Auditorium and the Ice Arena. Although the other sites were larger, the commission leaned toward the Civic Auditorium site, knowing that buildings left over from the fair could be used for a civic center. This was also land once known by the early settlers as "Potlatch Meadows" because they believed (mistakenly), that indigenous people once held tribal celebrations there. Pioneers David and Louisa Denny, who owned the claim to the land, called it "the prairie." More than 200 homes and businesses (including the Warren Avenue School) had to be torn down to make way for the development of the Century 21 Exposition. (For activities related to geography of Seattle and land use, refer Units 7 and 8).

Science provided a theme, but the Century 21 Exposition needed exhibits. In order to have a successful "world's" fair, the rest of the world had to participate. And for the Century 21 Exposition to live up to its name, the fair needed corporate exhibits that gave visitors a glimpse of what the future might hold. Some of the futuristic attractions at the fair that intrigued the crowds were the Centuria, (an automated cafeteria for employees), and a machine that changed dollar bills into coins. But it was the National Aeronautic and Space Administration (NASA) exhibits of the wonders of space and space-age travel and the Bubbleator, a spherical glass elevator that transported fairgoers to the future, that were some of the most highly visited venues of the fair.

*from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*, page 51

BACKGROUND INFORMATION

Century 21 Exposition—1962 Seattle World's Fair



“...There were thousands of things to see and hundreds of things to do each day. Fairgoers could watch the Vogue fashion show presented four times daily above a perfumed pool, and the Polynesian show that happened eight times daily in the Islands of Hawaii Pavilion. They could enjoy the pearl divers, flower arranging, and tea ceremonies in the Japanese Village. Spanish dancers and la Tuna musicians continued their popular performances in the Spanish Village Fiesta. There was film—from space-age *Friendship 7* in the NASA Pavilion to classic favorites like Fred Astaire and Ginger Rogers in *Flying Down to Rio* in the Playhouse. All that plus more Special Days, world class performers in the Opera House, lectures in the United Nations Pavilion, fair food to savor, Show Street to enjoy, and the Gayway—always good for thrills.”*

Between April 21 and October 21, 1962, close to 10 million people visited the fair to climb the Space Needle, ride the Monorail, see the exhibits, take in a show, and enjoy the food, fun, and festivities. Maybe one of those people was you—or the parent or grandparent of one of your students.

*from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*, page 180

BACKGROUND INFORMATION

Connections to Alaska-Yukon-Pacific Exposition (A-Y-P)



Even though the 1962 Seattle World's Fair was focused on looking to the future, fair organizers acknowledged the connection to Seattle's first world's fair, the Alaska-Yukon-Pacific-Exposition, whenever possible.

- When Al Rochester was 13 years old, he had the chance to work at the A-Y-P slicing bread at a food stand. The concession went out of business within the first several weeks, but he still had a daily pass that allowed him to enter the A-Y-P Exposition gates as often as he wanted. He visited that fair almost every day. As the 50th anniversary of the A-Y-P Exposition neared, Rochester (who was by then a member of the Seattle City Council) was one of the first to push for another world's fair in Seattle that would commemorate its golden anniversary. He was selected to be the Executive Director of the World's Fair Committee.
- Henry Broderick was both an A-Y-P and a Century 21 Exposition trustee. He slammed the wrecking ball into the first building demolished to make way for the fair site.
- To open the A-Y-P Exposition in 1909, President William Howard Taft pressed a telegraph key encrusted with gold nuggets from the first claim that began the Klondike Gold Rush. President John F. Kennedy opened the Century 21 Exposition by pressing the same telegraph key. This time the signal sent an impulse to the Andover Earth Station in Maryland which directed it toward the star Cassiopeia. The station captured the signal and relayed that impulse to Seattle, which officially began the fair.
- The president's telegraph signal also started a car race that started in New York City and would end in Seattle. On the 50th anniversary of the day the A-Y-P Exposition ended, three cars that reenacted the car race of 1909 arrived at the City-County Building in downtown Seattle and were escorted by Seattle Mayor Gordon Clinton and Governor Albert D. Roselini to the groundbreaking ceremonies for the Coliseum.

BACKGROUND INFORMATION

Connections to Alaska-Yukon-Pacific Exposition (A-Y-P)

- In 1909, a climbing party from the Mountaineers Club placed an A-Y-P Exposition flag and a “Votes for Women” banner at the top of Mount Rainier. In early June of 1962, a large Century 21 Exposition flag was placed at the summit of Mount McKinley by a mountaineer from Edmonds.
- The Mormon Tabernacle Choir performed at the A-Y-P in 1909. They returned to perform at Century 21 Exposition in 1962, and it was their first visit to Seattle since performing at the A-Y-P Exposition.
- Many astronauts visited Century 21 Exposition and another special guest with experience in the skies was Ed Unger, who had piloted a balloon ride during the A-Y-P Exposition.
- The fireboat *Duwamish* was launched during the A-Y-P Exposition. During the Century 21 Exposition celebration, the *Duwamish* escorted the *Dominion Monarch* into Elliot Bay. The *Dominion Monarch* was a retired ocean liner that was moored at Pier 50 and used as a hotel during the Century 21 Exposition.
- A-Y-P Day was held on June 22, 1962. Featured that day were fashions, music, and autos from 1909, and speeches describing Seattle’s first world’s fair. Special guests were Century 21 Exposition promoter Al Rochester, along with friends and children of dignitaries from the A-Y-P Exposition.

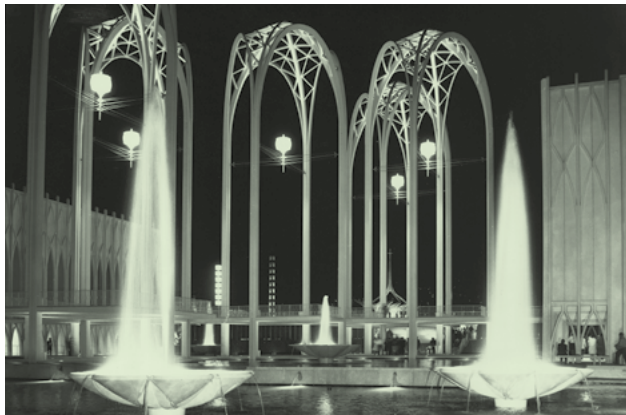


Centennial 1909–2009: Alaska-Yukon-Pacific Exposition Curriculum

A-Y-P Exposition World’s Fair Curriculum available: In 2009 in celebration of the 100th anniversary of the A-Y-P Exposition, a curriculum *Centennial 1909–2009* was developed to encourage students to compare and contrast differences between the Pacific Northwest in 1909 and in 2009 by analyzing primary sources. Activities in the A-Y-P curriculum can also be adapted to the study of the Century 21 Exposition.

BACKGROUND INFORMATION

Legacies of the Fair



The Seattle Center campus is considered the greatest legacy of the 1962 World's Fair. This includes 28 acres of beautiful and accessible real estate in downtown Seattle, many buildings constructed or renovated for the Century 21 Exposition, and the growth of a vibrant cultural community.

The first naturalization ceremony for new U. S. citizens to be held on the Seattle Center grounds took place on May 1, 1962, during the Century 21 Exposition. In celebration of Law Day, a small group took the oath of allegiance at the Plaza of the States. This tradition continues to this day.

Science Center

The Pacific Science Center was known as the United States Science Pavilion during the fair. It featured six buildings that told different chapters of the science story. After the fair closed, the buildings and most of the exhibits were turned over to the non-profit agency, Pacific Science Center. (For activities related to the Science Center exhibits during the Century 21 Exposition, refer to Unit 9.)

Space Needle

Eddie Carlson, chairman of the World's Fair Commission, was in Germany with his wife, Nell, during the time that ideas for the Fair

were being explored. They ate at a restaurant on top of a television tower and he became obsessed with the idea of a restaurant in the air—one that revolved and featured a flying saucer motif. He realized this could be Seattle's civic symbol, like the Empire State Building in New York or the Eiffel Tower in Paris. Carlson was right—the Space Needle has become the most well-known icon for our city and is universally recognized. (For activities related to the Space Needle, refer to Unit 2.)

Monorail

The fairgrounds were more than a mile from downtown Seattle and promoters realized that transportation was needed to shuttle visitors back and forth to their hotels. Buses and taxis would be inadequate, and Seattle's trolley system was long since gone. The thought of a modern streamlined "train" wrapped around a single elevated rail seemed futuristic and fun, and it perfectly fit the motif of the fair. The Monorail was constructed between the fairgrounds and the downtown terminal. The rail was only 1.3 miles long, and some visionaries predicted that after the Fair, the Monorail could be extended and integrated throughout the region's transportation grid.

BACKGROUND INFORMATION

What was life like in 1962?



What was life like in 1962 for young people?

The lives of children in 1962 were much different than they are today. It was safer then—children could spend more time unaccompanied by parents or adults without fear or concern. There were fewer scheduled or required things to do, so children played board games or had neighborhood baseball games. They did not have video games, iPads, or computers to occupy their spare time. Books were checked out at the library, telephone calls were made on a land line in the family home, and photographs were taken with a camera that used film and flashbulbs. Musical lyrics talked about love and life as a teenager, and movies and television shows were restricted from allowing young people to see excessive violence or sexual situations. Homework was completed at the dinner table using paper and pencils, and children learned to write

in cursive. Most children had a two-parent household and one family car. Mothers rarely worked outside the home and called themselves “homemakers.” There were fewer opportunities to learn about other cultures or go to school with children from other countries. If he or she was lucky, a child got an allowance of 25 cents per week and had to earn it doing chores. Children were not exposed to as much current news as children are now. Many were fearful of the unknown and what might happen if there was another war, especially now that there were nuclear weapons. Children looked up to American heroes like John Glenn, the astronaut, as well as musicians and movie stars. Children were encouraged to excel instead of being expected to.

Statistics That Reveal Life in 1962:

These facts can be used to create a worksheet for students to look up the current facts and costs and determine how much more it costs to live now than 50 years ago—and calculate percentage increases.

U.S. Statistics:

- Population: 186,537,737 (World Population: 3.136 billion)
- Life Expectancy: 70.1 years
- Average Income per year: \$5,556
- Inflation; 0.04% (what does this mean?)
- Unemployment: 6.7%
- Cost of a first-class stamp = 4 cents
- Cost of a movie = 25 cents
- Cost of a bus ride = 5 cents
- Average cost of a house = \$12,500
- Average monthly rent = \$110
- Average cost of a new car = \$3,125
- Gas per gallon = about 30 cents per gallon
- Eggs per dozen = 32 cents and milk per gallon = 49 cents
- 90 percent of average households own a television set

Costs at the 1962 World's Fair:

- Entry = free/all exhibits free except for Japanese Village which cost \$1 per adult, 50 cents per child
- Space Needle = \$1 per adult, 75 cents per child
- Monorail ride = 50 cents one-way/75 cents roundtrip for adults, 35 cents one-way/50 cents roundtrip for children
- Gayway rides = 25–50 cents each
- Performing Arts events = \$.50-\$5.50
- Parking = \$1 at World's Fair parking lots

Entertainment:

- Music: *The Twist* – Chubby Checker, *Love me Do* – the Beatles, *Pretty Woman* – Roy Orbison
- Books: *Silent Spring* by Rachel Carlson, *Sex and the Single Girl* by Helen Gurley Brown
- Television: *Beverly Hillbillies*, *Dick Van Dyke Show*
- Movies: *Dr. No* (James Bond), *West Side Story*, *Spartacus*, *El Cid*
- Popular Culture: Andy Warhol's Soup Can painting released

Major Events:

- Oral polio vaccine is given to millions of children.
- John Glenn becomes first American to orbit the earth.
- Black student James Meredith attempts to enroll at University of Mississippi and rioting ensues.
- Cuban Missile Crisis

Major World Leaders:

- United States – President John F. Kennedy
- Canada – Prime Minister John Diefenbaker
- China – Chairman of the People's Republic of China Liu Saoqi
- France – President Charles de Gaulle
- India – Prime Minister Jawahar Lai Nehru
- Japan – Prime Minister Hayato Ikeda
- Russia – Nikita Khrushchev
- United Kingdom – Prime Minister Harold Macmillan

BACKGROUND INFORMATION

Time Capsules

DESCRIPTION: A time capsule is a collection of goods and/or information, usually intended as a method of communication with future people and to help future archaeologists, anthropologists, and/or historians. Time capsules are sometimes created and buried during celebrations such as a World’s Fair, a cornerstone laying for a building, or at other events.



HISTORY: In 1936, Dr. Thornwell Jacobs, the president of Oglethorpe University came up with the idea for the first time capsule. He called it the Crypt of Civilization. The sealed chamber was not to be opened until the year 8113. Three years later, the Westinghouse Company buried a torpedo-shaped container on the grounds of the 1939 World’s Fair, not to be opened for 5,000 years. People sometimes refer to an archaeological dig as a “time capsule”

because it allow us to have a glimpse of the past—to see what things people used on a daily basis or for special occasions.

CENTURY 21 EXPOSITION TIME CAPSULE: When the Civic Auditorium was being remodeled into the Opera House for the Century 21 Exposition—1962 Seattle World’s Fair, a time capsule was discovered hidden behind a wall. This time capsule had been placed there just before the building opened in 1928 and included items dating back to Seattle’s early days in the 1800s. Carefully tucked into the time capsule was an original 1889 plat map of the land that David Denny had donated to the city, some Sweet Briar Bride rose seeds from pioneer Louisa Denny, and a newspaper dated 1928.

It was decided to reseal the original time capsule, place it back into the wall, and add a second one filled with mementos from the 1962 World’s Fair. The new time capsule included a world’s fair trade dollar, newspapers, an invitation to the Opera House Grand Opening, and a folder that contained letters from each department in the City of Seattle that described their hopes for the future. The two time capsules were rediscovered and opened in 2002 when the Opera House was once again almost completely rebuilt and renamed McCaw Hall.



Student Activities

STUDENT LESSON 1 – Analyze and Record Sources:

Students will use Unit 1: Student Worksheet Lesson 1 to identify, analyze, and record primary and secondary sources. (Unit 1: Student Handout 1) used in the following activities. They will cite each source using correct format.

STUDENT LESSON 2 – Interpret Vintage Documentary:

Students watch YouTube video [Century 21 Calling...](#), compare and contrast life from 1962–2012 and record findings using Unit 1: Student Worksheet Lesson 2; class discussion follows.

Century 21 Calling:

“During the fair, Bell Systems produced *Century 21 Calling...* a short promotional film that highlighted its exhibit as well as other aspects of the world’s fair. In it, a young boy and girl arrive at Century 21 aboard the Monorail and proceed to visit the Gayway, a few foreign exhibits, and the United States Science Pavilion. They then take a detailed tour of the Bell exhibit, where they marvel at each new innovation. They end their day atop the Space Needle, looking out over a beautiful Puget Sound sunset.”*

This video is watched by students and differences between 1962 and 2012 are discussed using suggestions on Unit 1: Student Worksheet Lesson 2.



STUDENT LESSON 3 – Interpret Oral Histories/Firsthand Recollections

Students read firsthand recollections from [Intersect.com](#) stories and article from the *West Seattle Herald* (Unit 1: Student Handouts 2A and No. 2B), complete Unit 1: Student Worksheet Lesson 3, class discussion follows.

The [first story](#) was found on the Seattle Center Foundation website under the Intersect link. Intersect asks people who were at the same place at the same time to share their stories. Check this site for more stories that will share first-hand recollections that are unique and interesting primary sources.

The [second story](#) was found in the *West Seattle Herald*. It is a firsthand recollection of a group of boys who checked out the Space Needle when it was being built.

STUDENT LESSON 4 – Interpret Stories from the Fair:

Students watch presentation (pdf): *Stories from Fair* and/or read *People from the Fair* (Unit 1: Student Handouts No. 3A and 3B), complete Unit 1: Student Worksheet Lessons 4A and 4B; class discussion follows; and research presentation format selected, developed, and performed for class.

*from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*, page 51

Stories from the Fair

(PDF presentation and Unit 1: Student Handout 3A pdf)

There were many interesting events that took place at the fair, as a result of the fair, or relating to the fair. Students will watch the *Stories of the Fair* presentation (pdf) and discuss *Time to Think* questions. Individual middle or high school students (or small groups of students) may select one of the following stories and conduct further research (Dig Deep) using the primary and secondary sources listed in the Resource section of this curriculum.

Activities for presenting their research include:

1. prepare and present a radio or television announcement or feature describing the story at that time,
2. write an article for the local newspaper that describes the event or storyline at that time,
3. write a letter to friends or family describing the event or storyline at that time.

These activities can be amended to ask students to interpret, compare, contrast, or reflect on these events on the occasion of their 50th anniversary.)

Other activity options include:

4. find Century 21 Exposition locations using “before” pictures from diary/stories and then take an “after” picture.
5. write a personal response to finding this diary and how things have changed for author since it was written.

People of the Fair

(PDF presentation and Unit 1: Student Handout 3B pdf)

A diverse group of people shared the spotlight at the Seattle World’s Fair. Select one of these individuals and conduct further research (Dig Deep CBA.)

Activities for presenting your research include:

1. prepare and present a radio or television announcement or feature that includes an interview with selected person.
2. write an article for the local newspaper that includes excerpts of an interview with selected person.
3. write a letter to friends or family from that person describing their experiences at the fair.
4. conduct an imaginary interview with the selected person and ask them to remember their experiences 50 years ago—then have them compare and contrast what the experience might be like today.
5. relate experiences of selected individual in 1st person. (My name is _____ and I’d like to tell you about my experiences at the 1962 World’s Fair..)
6. select three people that you would like to meet and explain why;
7. select five people to invite to dinner—these people would have something in common with one another. Explain your choices.

STUDENT LESSON 5 – Interpret Timeline:

Students review timeline (Unit 1: Student Handout 4) and identify which important events happened in the 20 years preceding and following the World’s Fair in 1962. Students discuss which events regarding politics, technology, entertainment, civil rights, etc. were significant to the lives of their peers. Students complete Unit 1: Student Worksheet Lesson 5. (This timeline spans from 1950–1970.)

STUDENT LESSON 6 – Interpret Census Records:

Students review census essays (Student Handout 5) and identify if there are significant differences in Washington state residents (sex, age, marital, race, nationality, etc.) both in the 20 years preceding and following the World’ Fair in 1962 (or from 1900-2000). Record findings on Unit 1: Student Worksheet Lesson 6. Students interpret how the changes in those statistics influence how they live today in a discussion with their classmates.

Starting with the 1853 census, there are detailed essays on [HistoryLink.org](#) that interpret the United States census taken in Washington. Use them to challenge students to identify changes in the population and characteristics of people who lived in Washington state.

1. Use [History Link.org essay 9444](#) that describes the 1910 census in order to interpret Washington state at the time of the A-Y-P Exposition:
2. Use [HistoryLink.org essay 9341](#) that describes the 1960 census to interpret Washington state at the time of the Century 21 1962 Seattle World’s Fair
3. Use [HistoryLink.org essay 9320](#) that describes the 2000 census (most current census essay available) to interpret and compare life today.

STUDENT LESSON 7 – Interpret Newspaper Articles

and Letters: Students review newspaper articles reporting predictions of the future from the fair. (Unit 1: Student Handouts 6A and 6B. Discuss childrens’ predictions. Have they come true? Have they surpassed expectations? Read and evaluate the letters from City of Seattle’s department heads who predicted what life would be like in 2012. Have their predictions and hopes come to realization? How do those predictions influence each individual student? Students complete Unit 1: Student Worksheet: Lessons 7A – 7B.

This newspaper article features predictions made by a group of 3rd grade students at the Century 21 Exposition in 1962. They were printed in *The Seattle Times* and read by thousands. Use these predictions to interpret what these students felt the future would hold for youth in 2012. Students should make predictions for what advancements or changes will have been made by 2062—in technology, politics, popular culture, etc.

This set of letters (pdf), which predicted what might be in store for the people of 2012, was written by selected City of Seattle department heads. The letters were placed in a time capsule in the wall of the Seattle Opera House in 1962 and opened in 2000 when the Opera House was refurbished as McCaw Hall. Ask students: Did their predictions come true? What do you think these department heads would predict for 2062? How would that affect you in 50 years?

STUDENT LESSON 8 – Assemble Time Capsule:

Based on what they have learned about what life was like for people their age in 1962, students discuss what students from that earlier time period might have selected to place in a time capsule. Record using Unit 1 Student Worksheet: Lesson 8. What would students of 1909 have placed in a time capsule? What would your class place in a time capsule? Students review things to think about when doing a time capsule project (Unit 1: Student Handout 7.) Students bring artifacts that tell something about life in 2012—what is significant? (Include the list of predictions for future prepared in Unit 1 Student Worksheet: Lesson 7A).

Suggested Teaching Procedures

Pre-class Preparation for Lessons 1-8 (90 minutes)

Review *Century 21 Calling...* – YouTube documentary and arrange for video screen to view video. Read narrative/background information included in this chapter and Unit 1: Student Handouts 1–8. Run off copies for students of Unit 1 Student Handouts 1–8, and Unit 1: Student Worksheet.

Lesson 1: (based on 55 minutes)

- (5) Distribute Unit 1: Student Handout 1 and Unit 1: Student Worksheet.
- (25) Introduce primary and secondary sources and how to cite research sources correctly. Practice several citing examples using Student Worksheet
- (20) Explain basics of world’s fairs and Seattle’s A-Y-P Exposition and Century 21 Exposition World’s Fairs.
- (5) Review and pick up Worksheet.

Lesson 2: (based on 55 minutes)

- (5) Redistribute Unit 1: Student Worksheet.
- (15) Watch YouTube documentary *Century 21 Calling....*
- (20) Discuss differences between 1962 and 2012 as observed in video.
- (10) Class completes Unit 1 Student Worksheet: Activity 2.
- (5) Review and pick up Worksheet.

Lesson 3: (based on 55 minutes)

- (5) Redistribute Unit 1: Student Worksheet.
- (15) Watch YouTube documentary *Century 21 Calling....*
- (20) Discuss differences between 1962 and 2012 as observed in video.
- (10) Class completes Unit 1 Student Worksheet: Activity 2.
- (5) Review and pick up Worksheet.

Lesson 4: (based on 55 minutes)

- (5) Distribute Unit 1: Student Handouts 3A and 3B.
- (40) Watch *Stories from Fair* pdf presentation and discuss *Time to Think* questions. Distribute *People from Fair* (as a homework assignment or extra credit activity) and ask students to report on a favorite or select activity from choices listed. Complete Unit 1 Student Worksheet: Activities 4A and 4B.
- (10) Introduce class discussion: Ask, “Based on what we learned today, what was important to students your age in 1962? What were significant factors in their lives that signaled future changes?”
- (5) Review and pick up Worksheet.

Lesson 5: (based on 55 minutes)

- (5) Distribute Unit 1: Student Handout 5.
- (35) Examine timeline and discuss important events leading up to and following fair in 1962. Complete Unit 1: Student Worksheet: Activity 5.
- (10) Introduce class discussion: Ask, “Based on what we learned today what was important to students your age in 1962. What were significant factors in their lives that signaled future changes?”
- (5) Review and pick up Worksheet.

Lesson 6: (based on 55 minutes)

- (5) Distribute Unit 1: Student Handout 5.
- (35) Examine census essays (Unit 1: Student Handout 5) and discuss important statistics that describe this region preceding and following fair. Complete Unit 1: Student Worksheet Activity 6.
- (10) Introduce class discussion: Ask, “Based on what we learned today, what was important to students your age in 1962? What were significant factors in their lives that signaled future changes?”
- (5) Review and pick up Worksheet.

Lesson 7: (based on 55 minutes)

- (5) Distribute Unit 1: Student Handouts 6A and 6B.
- (15) Review *The Seattle Times* newspaper article (Unit 1: Student Handout 6A) that identifies children’s predictions for the future. Have they come true? Have these exceeded expectations? Fallen short? What are your predictions for future? Complete Unit 1: Student Worksheet Activity 7A.
- (25) Review prediction letters from City officials (Unit 1: Student Handout 6B) and discuss. Did they come true? How will the things that were discussed influence you personally? Complete Unit 1: Student Worksheet Activity 7B.
- (5) Review and pick up Worksheet.

Lesson 8:

- (5) Distribute Student Handout 7.
- (30) Review time capsules and talk about what would be important to include in 1962 and in 2012 to tell future about what was important to your generation. Complete Unit 1: Student Worksheet, Activity 8.
- (10) Introduce class discussion: Ask, “Based on what we learned today, what was important to students your age in 1962. What were significant factors in their lives that signaled future changes?”
- (5) Review and pick up Worksheet.

Final: (based on 55 minutes)

- (40) Ask students to show what they brought for time capsule and explain why they thought it was significant.
- (15) Final discussion on differences and similarities between life in 1962 and 2012. What will future hold?

For middle or high school students: Amend time to discuss expectations for final essay or presentation and have students select.



Key Terms

- **Aeronautics:** the design and construction of aircraft
- **Anniversary:** a day that commemorates and/or celebrates a past event that occurred on the same day of the year as the initial event
- **Architecture:** the art and science of designing and erecting buildings and other physical structures
- **Artifact:** a handmade object characteristic of an earlier time or cultural stage, especially an object found at an archaeological excavation or any mass-produced, usually inexpensive object reflecting contemporary society or popular culture: artifacts of the pop rock generation
- **Astronaut:** a person trained for traveling in space
- **Century:** a period of 100 years
- **Cold War:** a state of political hostility and military tension between two countries or power blocs, involving propaganda, subversion, threats, economic sanctions, and other measures short of open warfare, especially that between the American and Soviet blocs after World War II.
- **Cosmonaut:** a person trained for traveling in space in the Soviet Union
- **Culture:** the total range of activities and ideas of a group of people with shared traditions, which are transmitted and reinforced by members of the group
- **Exhibition:** a public display of art, products, skills, activities, etc.
- **Exposition:** a large-scale public exhibition or show, as of art or manufactured products
- **Imagination:** the faculty or action of producing ideas, especially mental images of what is not present or has not been experienced
- **Innovation:** introduction of new things or methods
- **International:** between or among nations
- **Involvement:** participation in an event or situation as a necessary part
- **Legacy:** anything handed down from the past
- **Lifestyle:** the habits, attitudes, tastes, moral standards, economic level, etc., that together constitute the mode of living of an individual or group
- **Logo:** a design that stands for something special
- **Monorail:** a railroad or other transportation system using a single rail
- **Mural:** a large picture painted or affixed directly on a wall or ceiling
- **Prediction:** forecast of what will happen in the future
- **Promenade:** a public area used for walking
- **Protocol:** a specialized way of working with important people
- **Souvenir:** something you purchase at an event to help you remember it by
- **Space Needle:** tourist attraction built for 1962 Seattle World's Fair
- **Sputnik:** any of a series of Soviet earth-orbiting satellites
- **Time Capsule:** a receptacle containing documents or objects typical of the current period, placed in the earth or in a cornerstone for discovery in the future

STUDENT HANDOUT 1

Primary and Secondary Sources

What are they and why are they important?

A primary source is a source of information that was created at or near the time being studied, by an authoritative source, usually one with direct personal knowledge of the event being described.

Examples of primary sources:

- Letters
- Manuscripts
- Diaries
- Journals
- Newspapers
- Speeches
- Interviews
- Reports
- Memoirs
- Documents produced by government agencies such as Congress or the Office of the President
- Photographs
- Audio Recordings
- Moving pictures or video recordings
- Research data
- Objects or artifacts such as works of art, fashion, tools, weapons
- Souvenirs

Suggestions for working with students and primary sources

1. Initial Analysis: Ask students to consider the following questions.

- Is this a primary source?
- What type of primary source is this?
- What is the date of the source?
- Who created it?
- Why might it have been created; for whom?
- Any distinguishing marks or features on the source (date stamps, notes in the margin, etc.)?

2. Further Analysis: Ask students to Dig Deeper...

- What does this source tell you about the person who created it?
- What does this tell about the event or time, and do you think it is an accurate representation? Why or why not?

- Do you think that outside events could influence what a person might write or record about an event?
- Do you think that outside events could influence how YOU are interpreting the source?
- What questions are left unanswered by the source? If you could ask the author of the source a question, what would you ask?

Where can I find sources related to the 1962 Century 21 Exposition?

The resources and materials prepared and/or written by the organizations represented below have superior reputations among heritage and education peers for accuracy, credibility, and thoroughness. Each has a professional editor or education team who makes sure that all information is fully sourced, vetted, and carefully edited before posting on the web. They may or may not be relevant to your project – you decide.

Primary Sources:

- [National Archives and Records Administration](#)
- [Seattle Public Library](#)
- [University of Washington Library, Special Collections](#)
- [Seattle Municipal Archives](#)
- [Washington State Archives](#)
- [Washington State Archives, Puget Sound Regional Branch](#)
- [Museum of History & Industry](#)
- [The Seattle Times Historical Archives](#)

Secondary Sources:

- [HistoryLink.org](#)
- *The Future Remembered—The 1962 Seattle World's Fair and Its Legacy* by Paula Becker and Alan J. Stein

Curriculum/Articles:

- [HistoryLink.org](#)
- [Seattle Times Newspaper in Education](#)
- [National Archives and Records Administration](#)
- [Museum of History & Industry](#)
- [Washington State Historical Museum](#)

How to cite sources:

It is important to cite sources accurately and give credit appropriately. In addition, photos should be used appropriately and according to individual organizational guidelines.

How should information found on HistoryLink.org be cited as sources?

With a few exceptions, HistoryLink.org essays are fully sourced, bylined, and dated to provide authoritative references for legal, journalistic, and scholastic use. Different stylebooks, mainly the Chicago Manual of Style, the MLA Style Manual, and the Associated Press Stylebook, have different citation styles. For most purposes, we recommend using the following format:

HistoryLink.org Online Encyclopedia of Washington State History, "Title of Essay" (by author), <http://www.historylink.org/> (accessed date).



STUDENT HANDOUT 2A

Firsthand Recollections from the Fair



These stories were found on The Next Fifty website under [Share Your Story](#), which asks people who were at the same place at the same time to share their stories. Check this site for more stories that will share different firsthand recollections which are unique and interesting primary sources.

STORY #1: by Rod Brooks

What leaves enough of an impression in a nine-year-old boy's life that he would remember it nearly 50 years later?

Memories of tension, heroes, accomplishment, wonder—and the fair.

When I was nine, John F Kennedy was President of the United States. There were a lot of things about him that made him special. But what I remember most, other than his assassination, is that when I saw him on television I worried about something going on in Cuba – something that my dad said could cause “the end of the world.”

A more pleasant memory is of the entertaining heroes that came into our childhood homes on a daily basis. Four local television stations provided us with Captain Puget, Brakeman Bill, Stan Boreson and, live from the city dump, J.P. Patches. And how could a boy ever forget the Mouseketeers? We might not have recognized it when we were nine, but there was definitely something different about Annette that made her special.

Long before we had a team of our own, we could tune in from a distance as the Yankees would win another world series. Someone famous named Marilyn Monroe would kill herself with pills; an astronaut named John Glenn was orbiting the earth; and something called the The Century 21 World's Fair was being created in Seattle. Now THAT would be something to see.

I would get to spend a day there.

I remember that more relatives came to visit us that summer than was usual. They came from as far away as Montana, North Dakota, and Minnesota. It was a great time. Cousins came and went, playing at our house and at other family locations around town, while our parents, aunts, and uncles went to the fair.

Then it was our turn. The adults must have started feeling guilty about leaving us home because they finally decided to take their kids to the fair. It was just one day, but we were all very excited. I couldn't wait to get up in the Space Needle.

The drive to Seattle from Lake Stevens was painfully long. I remember that the sun was out and the car was hot and crowded. We couldn't get there soon enough for me. I had heard about the Monorail, the Food Circus, the Science Center, the Bubbleator, and The Fun Forest's Wild Mouse. But there could only be one main attraction and for a boy who loved The Jetsons, the attraction had to be the Space Needle.

The long slow road was a far cry from the interstate that we have today. I think we might have even used old Highway 99 for a good portion of the trip. Whatever the route was, it certainly wasn't very fast. And we all knew that the time in the car was cutting into the one day that we would have at the fair.

Then, almost like an answer to a careful of prayers, it appeared. Off in the

*Did you hear about
the woman who died
during the worlds fair?*

The Bubbleator!

distance, standing proud and tall, was the most amazing “building” I had ever seen. The Space Needle rose from the ground and pushed high into the bright blue sky as if to tell everything and everyone below that it was to be the ruler over the fair, the city, and the Pacific Northwest for years to come.

We finally parked our car, fought through crowds and long admission lines, and eventually were inside the perimeter of the Seattle World’s Fair. While there, we rode the rides, imagined the future, and ate food of so many varieties that it was amazing we weren’t all sick for a week.

We were attracted to the majestic white arches of the Science Center where I loved the interactive displays and the optical illusion exhibits. I remember trying to identify the country flags in the flag pavilion and that my mom was mesmerized by the colored lights that created rainbows in the high flying jets of water that sprayed from giant fountains and were synchronized with musical fanfares.

And I remember a variety of inexpensive souvenirs that we collected at various stands and arcades as we passed by—including a ridiculous hat with a feather and my name stitched into the bill. All the while, watching the elevators methodically transporting car after car full of people to the restaurant and observation deck of the of the incredible needle overhead.

Going up!

Finally, as afternoon turned to evening, it was our turn. Our parents were ready to brave the trip up into the sky with their kids. Each time the line moved my heart raced a little more. We serpented around the Needle in such a way that I was never quite sure whether our elevator would be around the next turn or if we still had much farther to go. Eventually, we were at the landing where the elevator doors opened to receive us. When they did, the car became packed from side to side and front to back. There was an operator who stood near the doors and invited a few of us “short people” to move up front near her. Wow! It paid off to be a nine year old that day.

The operator gave a short speech that was full of facts and stories about how the Space Needle had been built and what we would see. I don’t remember a single thing about what she said, because I finally realized what was about to happen ... and I was getting scared.

There I was, at the front of the elevator with a car full of people behind me pushing forward to get a better look. It looked like only a flimsy piece of glass separated me from a certain fall to earth. And the people behind me were pushing.

As the car started to move, it began to pick up speed. I nearly swallowed my heart when, without notice and at full speed, our car went zipping behind the massive steel crossbeams. It felt like we were just inches away from crashing. But of course we didn’t. Instead we glided to a comfortable stop at the observation deck and moved out of the elevator. Just as thousands of people had done before us throughout the day.

It has been nearly 50 years since the summer of the Worlds Fair and I’ve been up and down the Space Needle in those elevator cars many times. Like our parents did in 1962, there have been many times through the years when I’ve loaded up out of town guests for a drive into Seattle to see the city’s most famous icon.

Views from the Space Needle are still spectacular and the experience is still amazing. And each time I go up or down in the elevator I wait with anticipation for the moment of truth. The moment, when at nearly full speed, the car moves quickly into the shadows behind the massive steel beams.

Wait for it. Wait for it. Whoosh!

Did you feel it?

Hope you enjoyed joining me for a day at the fair.

West Seattle Herald article



Seattle Municipal Archives
The Space Needle under construction in 1961. For 18-year-old young men, it was too attractive to pass up.

Up in space in 1961: Climbing the Space Needle

By Ken Robinson, Associate Publisher
2011-05-01

Some stories are hard to beat.

In our family, the story of how our Dad climbed Mt. Hood in tennis shoes when he was 18 is one of those. We know it is true because we have a photo of a bony young guy in goggles at the summit. I suppose it could have been faked, staged on Rocky Butte near his Portland home. But enough details have emerged to convince his five sons that he really did it.

That was in 1938.

In 1961, I had my own parallel adventure on a much smaller scale but in some ways just as perilous and in retrospect, kind of crazy, as young men sometimes can be.

We were wearing suits and it was Thanksgiving. There were four of us, all from Highline High School, buddies and in our senior year. I don't remember why we were wearing suits and London Fog raincoats. It may be because it was raining. Our shoes were polished, our hair trimmed and we looked like proper gentlemen.

That seemed like a good time to head out in the early evening, after a big dinner, and climb the Space Needle.

We parked on Thomas Street on the south side of the grounds that became the Seattle Center. The yellow lights of the city colored the mist and fog that hung over the town. We weren't cold because our London Fog raincoats were lined with an amber-colored faux fur. And, we were 18.

We crouched low like escaping prisoners moving toward our pinnacle, which seemed to grow in height with each step through a partially built man-made landscape that what was to become the World's Fair.

There was no pavement, no walkways, and only the dim light of the guard shack, a short wooden trailer on the east side of the base of the Needle. There were no sounds, no watchdog, and only the little trailer in the haze of moist light.

Duckworth was the first to cross under the massive legs of the Needle, then Doonas, then Gummy and Kenny Wong (that's me. Don't ask.) It would be five months before the Needle was ready for public use and it appeared like an unfinished Erector Set left by a kid on the floor.

The Needle was already wearing its hat, but there was no elevator. Instead, there was a construction ladder made from wood.

That is what we climbed.

The rungs and rails were rough and damp to the touch as we climbed. Our hearts began beating wildly with the first step. Cool air swirled around us as we moved upwards, being careful not to look down once we passed the twenty foot mark.

We were climbing on adrenaline, like a pack of monkeys on the hunt, struggling our way toward some sky high prey. There was no other sensory intrusion beyond gripping the fibrous rungs and driving our bodies upwards on numb legs. We were in a tunnel where sensation was limited as we focused on getting to the top.

Climbing was slow. The long coats pulled against our legs and slowly eroded our energy. But we were young and strong and dauntless and not very bright. Hand over hand, we grappled upward. Once in a while, we would chance a look out over the shrinking city. But only for a moment.

Time and hyperbole could have changed the dimensions of the construction ladder. But I recall it as made from two-by-three lumber. The sense of that must have been to allow a man's hand to fit around the rails. Two-by-four lumber would have been a little too thick for safe holding.

About halfway up, Duckworth, the strongest of the group, called for us to stop and rest. Gummy was strong, too, a star gymnast in high school,

with those long strong muscles gymnasts gets. Doonas was a bit chubby, but tall and fit enough. I was bony thin and not all that strong. But I looked good in Ivy League clothes.

"Okay," Duckworth called, and we climbed again. The air seemed to thin as we got higher and our fingers began to record the effort of grasping and clinching and releasing and repeating. Our top coats kept us warm and the effort made us all sweat.

We stopped again, but did not know the height. The buildings below looked like those in a model train setting and except for the movement of automobile traffic around the edges of the site, seemed wonderfully scaled down.

Progress was punctuated by the occasional loose rung. Duckworth would call out when he grabbed lumber that felt like it wanted to come away in his hand with a good tug. This information had an odd effect on us. It made us want to find a restroom. But at hundreds of feet in the air, we were on our own.

It took more than a half hour. But we finally reached the top of the ladder. Beyond that were the skeletal underpinnings of the top of the Needle, which eventually became the revolving restaurant.

Here is that memory thing again. We counted 564 rungs, spaced roughly a foot apart. Duckworth was the sole high climber because he was leading. So I can't claim the big number. But if I subtract our heights from the top rung, I climbed about 540 rungs.

If you have some esoteric knowledge about the length of that construction ladder, don't tell me. It's my story and the one I tell my kids and grandkids.

The descent took just as long as the ascent because it was dark, our long coats caught on the rungs on the way down and we were wearing dress shoes with slippery leather soles, dampened by the night air.

But wait. There is more. Once we got on the ground, and like true Ninjas, exchanged knowing smiles but no words, we moved west across



the grounds. We had not been detected by man or dog. It was a successful mission.

We got to a six-foot wooden fence and all scaled it at the same time, dropping onto a dirt bank below.

The dirt bank was the soft edge of the site excavation. Our feet sank into calf-deep mud, nearly taking our shoes. We pulled ourselves out of the mucky mess and got on the sidewalk, just as a Seattle Police patrol car came by.

The cops stopped. The driver rolled down his window. We were caught.

Gummy decided to fess up.

“We were just walking around the site here, trying to get an idea of what it is going to look like. We wanted to get a closer look so we walked up to the fence behind us and didn’t realize the ground was so soft.”

“Okay. Well. Be careful. Get yourself cleaned up. Happy Thanksgiving,” the officer said and drove on.

I say, “Happy 50th Birthday, Space Needle.” We knew you when you were young.

Ken Robinson is the Managing Editor of Robinson Newspapers. You can contact him at kenr@robinsonnews.com

STUDENT HANDOUT 3A

Interesting Stories from the Fair

Stories selected from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*

There were many interesting events that took place at the fair, as a result of the fair, or relating to the fair. Students will watch the *Stories of the Fair* PowerPoint and discuss *Time to Think* questions. Individual middle or high school students (or small groups of students) may select one of the following stories and conduct further research (*Dig Deep*) using the primary and secondary sources listed in the Resource section of this curriculum.

Activities for presenting student research include:

- 1) prepare and present a radio or television announcement or feature describing the story at that time.
- 2) write an article for the local newspaper that describes the event or storyline at that time.
- 3) write a letter to friends or family describing the event or storyline at that time.

These activities can be amended to ask students to interpret, compare or contrast, or reflect on these events at the occasion of their 50 anniversary.)

Other activity options include:

- 1) find Seattle World's Fair locations using "before" pictures from diaries/stories and then take an "after" picture.
- 2) write a personal response to finding this diary and how things have changed for the author since it was written.



STUDENT HANDOUT 3B

People at the Fair

Selected from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*

A diverse group of people shared the spotlight at the 1962 Seattle World's Fair. Select one of these individuals and conduct further research (Dig Deep CBA.)

Activities for presenting your research include:

- 1) prepare and present a radio or television announcement or feature that includes an interview with selected person.
- 2) write an article for the local newspaper that includes excerpts of an interview with selected person.
- 3) write a letter to friends or family from that person describing their experiences at the fair.
- 4) conduct an interview with the selected person as they remember their experiences 50 years ago – and have them compare and contrast what the experience might be like today.
- 5) relate experiences of individual in 1st person. (My name is _____ and I'd like to tell you about my experiences at the 1962 World's Fair...)
- 6) select three people that you would like to meet and explain why.
- 7) select five people to invite to dinner—people that you would like to meet but who would also have something in common with one another.

People of the Fair:

100,000 Foot Club, a group of test pilots who had reached that altitude in balloons, rockets, and experimental aircraft, served as panelists on a televised NASA conference held during the fair.

Earl Addis was declared to be the 10 millionth visitor to the fair. One of the gifts that he received for that recognition was a live dog.

Paula Bane sang the national anthem at most of the state days at the 1962 World's Fair. She was given the name "Our Lady of Song."

Joyce Bucknell was a mother of five children and came from Spokane, Washington to see Elvis Presley. She was the president of the Our King Elvis Presley Fan Club and had even named her youngest son Elvis.

Eddie Carlson was the chairman of the Washington World's Fair Commission. He was the executive vice president of Westin Hotel and he was known for being friendly, organized, and a good money manager.

Chubby Checker was a popular singer who originated a unique dance called "the Twist."

Jackie Cochran was the world's foremost female aviator of that era. She was the first woman to break the sound barrier and an active supporter of America's space program. Cochran was a special guest at the Second National Conference on Peaceful Uses of Space held during the fair.

Ewen Dingwall was hired as project director for the development of the civic center and the world's fair.

Sal Durante was a young man from Brooklyn who had recently caught the record-setting 61st home run hit by Roger Maris in New York's Yankee Stadium. Fair promoters invited Durante to come to Seattle to try to catch a baseball thrown from the observation deck of the Space Needle.

STUDENT HANDOUT 3B

People at the Fair

Selected from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*

Patricia Ann Dzejachok was named Miss World's Fairest—also known as Miss Century 21. Patricia worked at the Mobil Driver Game at the World's Fair and was from Bellevue, Washington.

Enos was the chimpanzee who was launched into space by NASA in 1961. Enos was invited to come to the Fair as a special guest of an orangutan from Woodland Park Zoo.

Albert Fisher was the liaison to the television and media representatives and the other VIPs at the fair. He was the person on the phone with President Kennedy when he officially opened the World's Fair via telephone.

Yuri Gagarin was a Soviet cosmonaut who was the first human in outer space and the first to orbit the earth (in 1961).

Laurene Gandy was married to Joseph Gandy, who was the Century 21 Exposition president. Laurene also played an important role in the success of the fair as it was her volunteer job to guide visiting VIP families and female VIPs through the fair. Laurene is a prime example of unpaid work by women that contributed to the fair's success. She continued to provide leadership to the Seattle Center for over 25 years after the fair ended.

William Gargan was a retired Hollywood actor who lost his voice as a result of cancer of the throat. Gargan learned to speak again by using a vibrating device (called an esophageal voice) that he held against his throat. He was a special guest at the American Cancer Society's Man Against Cancer exhibit and he told the crowd about the importance of cancer research and the risks of smoking.

Georgia Gellert was one of the few women who held a position of authority at the Century 21 Exposition.

John Glenn was the first American to orbit the earth. He blasted off on February 20, 1962 and orbited the earth three times in the Friendship 7. His multi-orbit flight proved to the world that the United States was a technological power and brought it back to the forefront of the international space race. When Glenn visited the Century 21 Exposition in May, he arrived as a national hero but was treated like a rock star!

Gracie Hansen managed a Las Vegas-style nightclub called the Paradise International that was located in the adult entertainment section of the fair. She wanted to make sure that the fair had a little fun and not just science exhibits.

Paul Horiuchi was a Northwest artist who was selected to design a large outdoor mural for the fair. The mural was constructed of brightly colored tile and was designed to portray Seattle's rich cultural diversity.

Huckleberry Hound was a popular cartoon character of that era. A life-sized Huckleberry Hound was joined by Yogi Bear for the kickoff to Children's Week at the fair.

Henry M. "Scoop" Jackson was Washington's U.S. senator during the years before and during the 1962 World's Fair. He was one of the main advocates for advancing the U.S. space program after Sputnik was launched in 1958.

Jack Jarvis was a reporter for the *Seattle Post-Intelligencer*. His column "Our Man at the Fair" was a popular accounting of his experiences at the fair. Since he was there almost every day, he ate the food from the fair concession stands regularly and complained he suffered from "world's fair stomach."

Jose Jimenez was the name of the fictional Hispanic astronaut character brought to life on stage by popular comedian Bill Dana. Dana was a special guest at the Second National Conference on Peaceful Uses of Space held during the fair.

Robert and Ethel Kennedy attended the fair with their children. Kennedy was a younger brother of President John F. Kennedy. Kennedy's sister, Eunice Kennedy Shriver, also came along to the fair. While the adults visited the foreign exhibits, the Kennedy children were allowed to go the Gayway to ride the rides and were accompanied by two women from the fair Special Events office.

STUDENT HANDOUT 3B

People at the Fair

Selected from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*

Captain Saeed Khan was named as the fair's protocol officer. This meant it was his responsibility to maintain close contact with the Department of State and to deal with embassies of participating nations. It was his job to be sure nothing happened to and with diplomatic VIPs that might embarrassed the United States.

Governor Arthur B. Langlie signed the bill that created a commission to study the feasibility of hosting a world's fair in Seattle in 1962.

Sharon Lund was one of the few women who had leadership roles in the fair. She was involved in the press department and was only 23 years old when she was hired.

Ethel Lyons visited the Space Needle's construction site almost every day and brought the workers pies, cakes, and other treats. When it was determined that she could be in danger, the workers chipped in and bought her a hardhat that she could wear when she came to visit them. After the Space Needle was completed, the workers all signed her hardhat. She attended the fair almost every day and often wore her autographed hardhat.

Warren Magnusson was a U.S. senator from Washington state who was instrumental in designing and passing legislation that financed the study of federal participation in the fair and then funding for the fair. He worked with other dignitaries to bring science and the World's Fair together.

Mrs. America 1962, Lila Mason, was from the state of Michigan. As part of her competition for the title of Mrs. America, Mason had two hours and forty-five minutes to bake and frost a cake, prepare a chicken dish, and pack a picnic basket. She was invited to be a special guest at the fair.

Jeff Pederson was one of two lucky children selected from thousands of Seattle school students (along with Debbie Smith) to get a sneak peek at the fair before it opened. Nine-year old Jeff and 8-year old Debbie toured the exhibits, enjoyed rides in the Gayway, zoomed to the top of the Space Needle, and were treated to hamburgers and milkshakes.

Alydys Pierce was the first patient treated at the first-aid office at the fair. He was three years old and had skinned his knee.

Elvis Presley, a famous movie star and musician, caused a lot of excitement when he visited the fair. He filmed a movie called *It Happened at the World's Fair*.

Kenny Rainforth was the 14-year-old son of Lieutenant Colonel Richard Rainforth, commanding officer of the Marine Corps Air Reserve at Sand Point Naval Station. Because he had flown with Rainforth during the Korean conflict, when John Glenn came to Seattle to dedicate the NASA Pavilion at the World's Fair he stayed at the Rainforth home. That night he shared Kenny's bedroom and the boy had the chance to show the astronaut his model rockets, airplanes, and many newspaper clippings of Glenn's adventures in space.

Alfred Rochester had the chance to work at the A-Y-P Exposition slicing bread at a food stand when he was 13 years old. The concession went out of business within the first several weeks, but he still had a daily pass that allowed him to enter the A-Y-P gates as often as he wanted. He visited the fair almost every day. As the 50th anniversary of the A-Y-P Exposition neared, Rochester (who was a member of the Seattle City Council) was one of the first to push for another world's fair in Seattle that would commemorate its golden anniversary. He was selected to be the Executive Director of the World's Fair Committee.

Jay Rockey was appointed to be the fair's Information Director and then was reassigned as the Director of Public Relations.

Governor Albert Rosellini was a staunch supporter of the World's Fair and served on the World's Fair Commission. On individual state days celebrated at the fair, Rosellini joined each state governor in raising his state's flag.

Jonas Salk was a famous scientist who invented the vaccine for polio in the mid-1950s. This vaccine resulted in an 85-90 percentage drop in the number of polio cases. Salk spoke to parents, educators, and community leaders at the United State Science Theater at the fair.

STUDENT HANDOUT 3B

People at the Fair

Selected from *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy*

Stephan Simmons planted a dawn redwood seedling as part of a ceremony finalizing the landscaping of the fairgrounds. Simons was a descendant of Pacific Northwest pioneer Michael T. Simmons, who in 1847 founded the first sawmill north of the Columbia River.

Debbie Smith was one of two lucky children who were selected from thousands of Seattle school students (along with Jeff Pederson) to get a sneak peek at the fair before it opened. Eight-year-old Debbie and 9-year-old Jeff toured the exhibits, enjoyed rides in the Gayway, zoomed to the top of the Space Needle, and were treated to hamburgers and milkshakes.

Igor Stravinsky was the guest conductor of the Seattle Symphony Orchestra at the Gala Opening of the Seattle Opera House. At 79 years of age, he was considered to be one of the greatest influences in twentieth-century music.

Nancy Sutherland was the elevator operator when the Space Needle elevator stalled 120 feet off the ground. She was an experienced airline stewardess and knew how to keep the 27 passengers calm during their 90 minute ordeal.

Paul Thiry was considered the father of architectural modernism in the Pacific Northwest. He was appointed as the primary architect for the Century 21 Civic Center project.

Major Gherman Titov was a Russian cosmonaut who visited fair. He visited the NASA Pavilion and asked many questions through an interpreter. He visited many of the foreign exhibits and told the representatives that he had seen their countries from the window of his spaceship.

When he toured the Science Pavilion, Titov told the crowd he did not see God nor angels when on his flight into space, although he had looked all day. Therefore, he had decided there is no God and instead, he believed the success of the mission was the result of the “strengths, possibilities, and reason” of men. His comments were played out by the American press as an example of “Godless” Communist—a damning label at the time.

George Tsutakawa designed the Century 21 Exposition official medal which they called “the world’s first United States space age coin.” He was internationally recognized as a painter, sculptor, and designer of fountains.

Rod Serling was the host of a popular science-fiction television show called the Twilight Zone. Serling served on a panel at the fair called “Science Fiction in the Space Age.”

Evalyn Van Vliet was the 1,000,000th visitor to pass through the gates of the 1962 World’s Fair. She won a portable television set, \$100 in trade dollars, a Space Needle ashtray, a cruise to Victoria B.C., an envelope filled with fair tickets, and a sports outfit in a world’s fair print.

John F. Victory was a special guest of the fair. Victory was the first employee of the National Advisory Committee for Aeronautics. He first joined this committee when it was formed in 1915 and served as an important figure in the space program for nearly 50 years.

Sue Wouters was an 18-year-old girl during the 1962 World’s Fair. Her mother Betty was a secretary to Al Fisher who was one of the fair’s film and television VIP handlers, so she was able to attend Elvis Presley’s World’s Fair movie scenes. One day Sue came along with her mother and Elvis spotted her and asked her for a date. She actually had four dates with the “The King” when they watched television and listened to music in his hotel room.

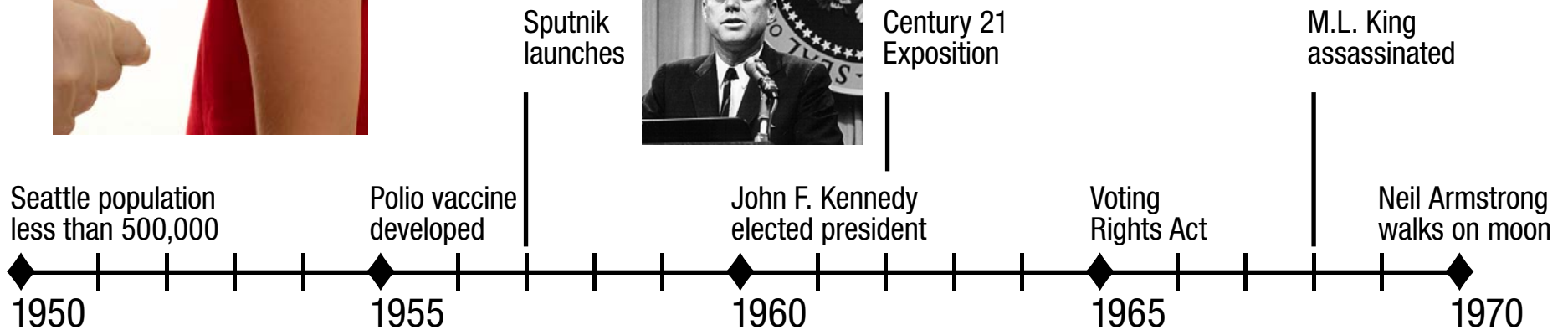
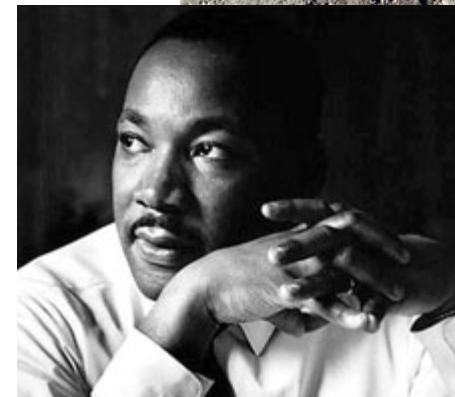
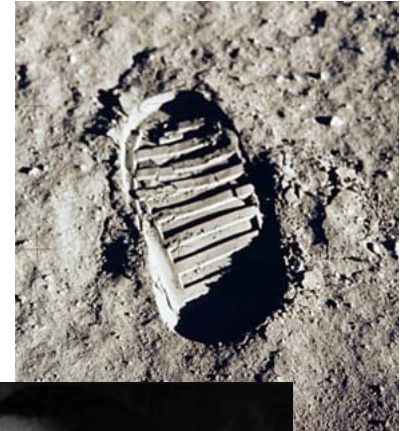
Minoru Yamasaki, a well-respected Seattle architect, was selected to design the Century 21 United States Pavilion. He graduated from the University of Washington School of Architecture in 1934 and was working in New York when Pearl Harbor was bombed. He was able to spare his parents and siblings from being sent to an internment camp by moving them to New York to live with him.

Yogi Bear was a popular cartoon character of that era. A larger than life-sized Yogi Bear was joined by Huckleberry Hound for the kickoff to Children’s Week at the fair.

STUDENT HANDOUT 4

National Timeline 1950-1970

[Detailed timeline here](#)



STUDENT HANDOUT 5

Census Information 1900–2000

HistoryLink.org



Starting with the 1853 census, there are detailed essays on HistoryLink.org that interpret the United States census taken in Washington state. Use them to challenge students to identify changes in the population and characteristics of people who lived in Washington state.

[Use essay 2551](#) (1910 census) to interpret Washington state at the time of the AYP. “The 13th Federal Census is taken in 1910 and reveals that the population of our state has more than doubled in the preceding decade, following a trend of booming growth extending back to Washington’s first inclusion as a territory in the federal census of 1860.”

[Use essay 9341](#) (1960 census) to interpret Washington state at the time of the Century 21 Exposition 1962 Seattle World’s Fair. The 1960 census was the first census to show full effects of post-World War II baby boom in Washington state; urban areas grow in population, rural areas contract. “In an effort to improve the quality and completeness of the data, the 18th federal census in 1960 is

the first to mail to all households in the United States preliminary census forms to be filled out in preparation for personal interviews by census takers. The final count of the 1960 census illustrates the effects of suburbs and urban sprawl on urban population counts and the continuing trend of relocation from rural to urban areas. The effects of the post-war “baby boom” are also clear, with a 42 percent increase over 1950 in the number of persons aged 0–14, compared to a 20 percent increase in overall population. The data also shows that the median incomes of women and minorities lag seriously behind that of white males.”

[Use essay 9320](#) (2000 census—most current census essay available) to interpret and compare life today. “The 2000 U.S. Census reveals that every county in the state of Washington sees an increase in population since the previous census in 1990. Some cities and towns show dramatic population growth, while others show slight declines. The total population of Washington state in 2000 is 5,894,143, an increase of 1,027,474 (21.11 percent) from the 1990 count of 4,866,669.”

STUDENT HANDOUT 6A

Predictions for the future

BRIGHT EYES SPARKLE:

Third-Graders Predict Own Future

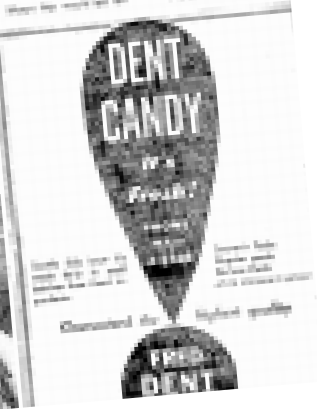


The following predictions were made by a group of 3rd grade students at the Century 21 Exposition in 1962. They were printed in *The Seattle Times* and read by thousands.

Use these predictions to interpret what they felt the future would hold for youth in 2012. Ask them to make predictions for what advancements or changes will have been made in 2062—in technology, politics, popular culture, etc.

By JERRY GRADY
 Bright eyes look a little bit on the way of...
 "We will see..."
 "I will see..."
 "I will see..."
 "I will see..."

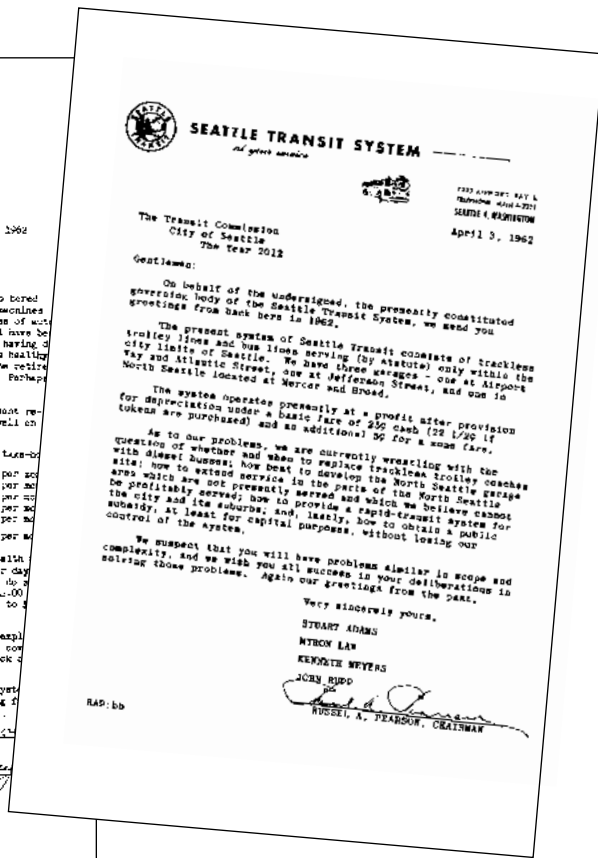
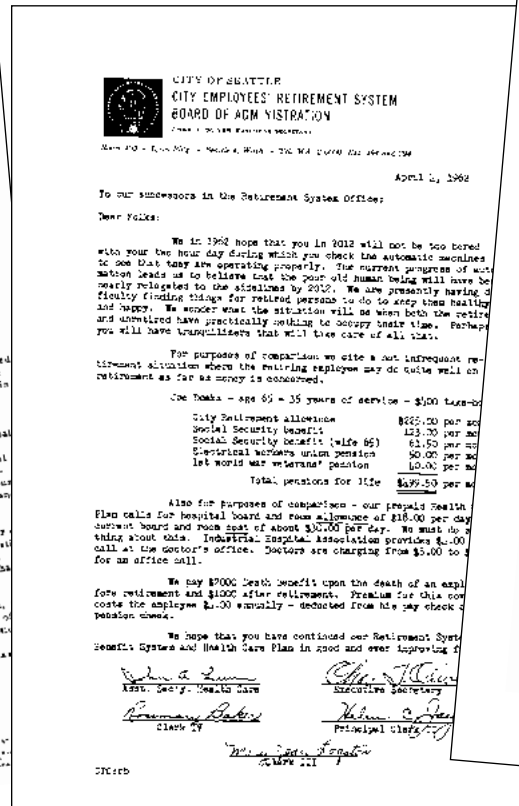
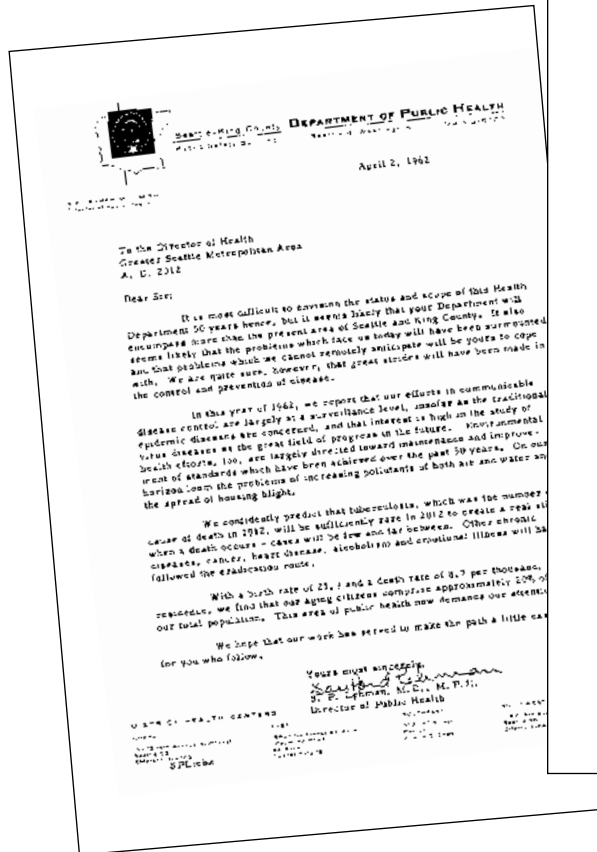
Autos May Be Able to Fly in the Year 2000
 "I will see..."
 "I will see..."
 "I will see..."



STUDENT HANDOUT 6B

Predictions for the future

This set of letters which predicted what was in store for the people of 2012 were written by selected City of Seattle Department Heads. The letters were placed in a time capsule in the wall of the Seattle Opera House in 1962 and opened in 2000 when the Opera House was refurbished as McCaw Hall. Ask students "Did their predictions come true? What do you think these same department heads would predict for 2062? How will that affect you in 50 years?"



STUDENT HANDOUT 7

Time Capsule

Things to consider when creating your own time capsule and selecting items that will represent the appropriate time period.

- 1. Choose a date to retrieve the time capsule:** Choosing a 50-year project may mean the capsule will be opened while you are still alive. Your class may choose a special future class reunion so that you can open it together.
- 2. Choose an “archivist”:** This is someone who will remember the capsule, and see that it’s opened. Perhaps it is your class president, or the time capsule project manager,
- 3. Select a container:** Anything will work, as long as it keeps the contents cool and dry. If it is to be buried or will be outside, it is wise to do some research online for suggestions. There are some websites that offer time capsules for sale.
- 4. Select your artifacts:** Think about what will define your generation, your community, and your world to future generations. Think of artifacts that will fit into your container. Be sure to not include batteries as they could leak and ruin the rest of the contents that you include in your time capsule. Think of items that show dates or that will more than likely be updated in future years.
- 5. Select a secure location:** Buried time capsules often get lost. You may want to consider an indoor location. Keep a photographic record of it.
- 6. Register your time capsule:** There is no charge. Visit oglethorpe.edu/itcs and click on “International Time Capsule Society.”



[Register your capsule here](http://en.wikipedia.org/wiki/Crypt_of_Civilization#Artifacts)

http://en.wikipedia.org/wiki/Crypt_of_Civilization#Artifacts