

Reimagining Seattle through Maps and Images

How did the 1962 Seattle World's Fair change the way Seattle is geographically perceived?



UNIT-AT-A-GLANCE

Primary Objectives: Using the Five Themes of Geography students will identify past and present Seattle geographically through images, text, and maps and imagine future Seattle by applying the Five Themes of Geography.

Student Activities: Students will analyze and interpret maps, images, text; view PDF presentations; create a 2062 city seal; participate in a fish bowl discussion; and imagine a 2062 World's Fair—to draw a map of future Seattle incorporating a Five Themes of Geography description.

Materials Included: PDF presentations, map images, maps, and student worksheets

Materials/Equipment Needed: Markers or color pencils, butcher paper, internet access, projector for slide shows

Time Management: 50–60 minute periods

Lesson 1: Introduction: Map Analysis Activity and 5 Themes PDF presentations

Lesson 2: Location: Absolute/Exact and Relative

Lesson 3: Place

Lesson 4: Region

Lesson 5: Movement

Lesson 6–7: Human Interaction with Environment (HEI) and Culminating Activity

Grade/Subject Recommended: Geography in grades 4–8

Content and Performance Objectives

Content Objectives: Students will learn...

- Five Themes of Geography.
- physical and human characteristics of Seattle.
- changing geographic description of Seattle.
- map analysis skills.
- processes, patterns, and functions of human settlement.
- characteristics, distribution, and migration of human populations in Seattle.
- impact of human-environment interaction on Seattle—past, present, future.

Performance Objectives: Students will...

- view a PDF presentation about the Five Themes of Geography.
- take notes.
- participate in a class discussion.
- analyze and compare original maps of Seattle.
- participate in academic discourse by doing a fish bowl activity.
- collaborate on a culminating map activity.
- complete related academic worksheets.

Lesson Essential Questions:

- **Location** – How do you define absolute/exact and relative location for Seattle?
- **Place** – How did the 1962 World’s Fair change the way the place of Seattle is described?
- **Region** – What are the formal, functional, and vernacular regions of Seattle and how did the 1962 World’s Fair usher them in?
- **Movement** – Change over time—How did Seattle develop between 1878 and 1962 to allow for more efficient movement of ideas, goods and resources?
- **HEI** – What was the impact of building the Century 21 fairgrounds and other man-made features on the Seattle community and environment?

Essential Elements

I. THE WORLD IN SPATIAL TERMS

Standard 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Standard 3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

II. PLACES AND REGIONS

Standard 4. The physical and human characteristics of places.

Standard 5. That people create regions to interpret Earth's complexity.

III. PHYSICAL SYSTEMS

Standard 7. The physical processes that shape the patterns of Earth's surface.

IV. HUMAN SYSTEMS

Standard 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Standard 12. The processes, patterns, and functions of human settlement.

Standard 14. How human actions modify the physical environment.

V. ENVIRONMENT AND SOCIETY

Standard 15. How physical systems affect human systems.

Standard 16. The changes that occur in the meaning, use, distribution, and importance of resources.

VI. THE USES OF GEOGRAPHY

Standard 17. How to apply geography to interpret the past.

Overview



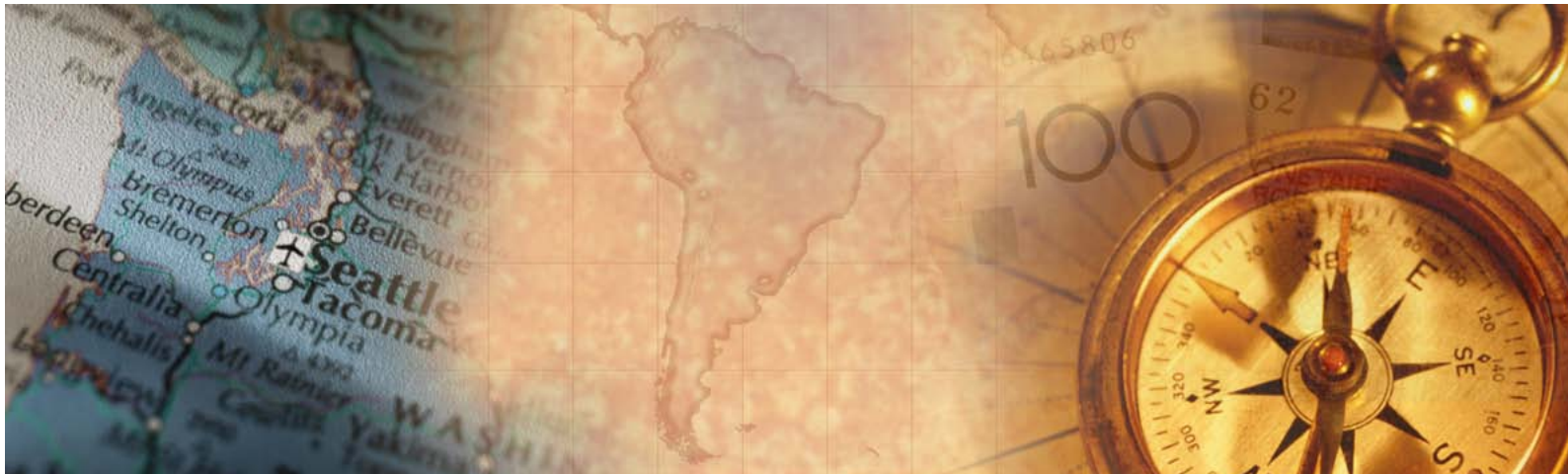
Geographers ask “where” things are and “why” they are there. Historians organize material by time, because they understand that action at one point in time can result from past actions and can affect future ones. Geographers organize material by place, because they understand that something happening at one place can result from something that happened elsewhere and can affect conditions at other places. Historians study the logical sequence of human activities in time, whereas geographers study the logical arrangement of human activities in space.

— James M. Rubenstein

The Century 21 Exposition—1962 Seattle World’s Fair allowed people to see Seattle in a very different light. Perhaps known previously as the port city that produced Boeing airplanes, Seattle’s Century 21 Exposition marketed an economically active and technologically burgeoning community. Soon people would geographically describe Seattle very differently because, as Rubenstein puts it, *“something happening at one place can result from something that happened elsewhere and can affect conditions at other places.”*

Key Terms

- **Boundaries** – something that indicates bounds or limits. Some of the many types of boundaries geographers study include cultural, physical, and language
- **Cardinal Directions** – north, west, south and east
- **Cartography** – the science of making maps
- **Coordinates** – any of the magnitudes that serve to define the position of a point, line, or the like, by reference to a fixed figure, system of lines, etc
- **Distribution** – the arrangement of something across the Earth's surface
- **Five Themes of Geography** – a framework to facilitate and organize the teaching of geography—the themes are location, place, region, movement, and Human Environment Interaction
- **Human-Environment Interaction** – how humans adapt to and modify the environment
- **Location: Absolute** – specific coordinates of latitude and longitude; relative a point or place in relation to another point or place
- **Migration** – a form of relocation diffusion involving a permanent move to a new location
- **Movement** – migration of humans and movement of ideas, goods, and resources across the planet
- **Place** – a specific point on Earth distinguished by a particular character
- **Region** – characteristic that unifies the area and defined by humans—cultural landscape
- **Rural** – of, pertaining to, or characteristic of the country. Often defined by agricultural activity
- **Stakeholders** – a person or group not owning shares in an enterprise but affected by or having an interest in its operations, such as the employees, customers, local community, etc.
- **Suburban** – a residential district situated on the outskirts of a city or town
- **Toponym** – the name given to a portion of the Earth's surface (city, county, state, etc.)
- **Urban** – of, pertaining to, or designating a city or town
- **Vernacular** – an area that people believe exists as part of their cultural identity



Lesson 1: Introduction—Map Analysis Activity and 5 Themes PDF Presentation

Pre-lesson activity: Assess students' understanding of geography terms by delivering the pre-assessment group activity.

Preparation:

1. Make two copies of each map. Divide and cut the six maps into five (5) or six (6) pieces (total 15–18 pieces). Make sure you have enough pieces that each student will receive one piece. (maps: Water routes 1937; Parks, Boulevards, and Playgrounds of Seattle 1909; Seattle Business District 1903 (10 minutes)
Extension: Choose other or additional maps to analyze.
2. Have your classroom prepared for students to work in table groups of five or six for the first activity and then individually later. Make one copy of the Map Analysis Worksheet for every pair or trio of students. (15 minutes)
3. Run copies of pre-assessment—one for each group of 3 or 4 students.
4. Secure a projector for the Five Themes of Geography slide show.
5. Make one handout of the slides (3 per page) for each student to take notes.

Suggested Teaching Procedure

1. **Pre-assessment:** Put students in groups of four or five to complete the Pre-assessment activity. Allow groups to share completed stories. Post on the wall and/or share aloud. (15–20 minutes)
2. **Map Analysis:** Purpose is to learn the different purposes of maps. Hand student each one piece of the map. After everyone is present and seated, tell students that their map piece is one of five or six needed to make a complete map. Direct them to find the four or five students with the other pieces to make one map. (5–10 minutes)
3. Distribute one Map Analysis Worksheet to each pair or trio of students within their map group. Instruct students to work together to answer the questions about the map. (15–20 minutes)
4. Let each group present the type of map they analyzed by explaining what type of map they examined and by selecting three of the questions on the analysis sheet to answer. (10–15 minutes)
5. Instruct students to return to their own seats and show the *Five Themes of Geography* slide show. Determine what type of notes you want students to take. (5–10 minutes)

[A Brief History of Maps and Cartography](#)

Lesson 2: Location—Absolute/Exact and Relative

Preparation

1. Make one copy of Location worksheet for each student
2. Mark the directions North, South, East, and West on your classroom walls.
3. Make copies for worksheets for Place activity or activities.
4. Post a map of Seattle or Washington state on the wall for students to stick a post-it note relative location description of Seattle.
5. Large post-it notes—one for every student or pair of students (2 inches x 2 inches or bigger).

Suggested Teaching Procedure

1. Location:
 - a. **Absolute/Exact:** Project the National Geographic map from the worksheet to a white board or screen. Review or teach cardinal directions. Teach absolute or exact location by leading students through the steps on worksheet 1. (20 minutes)
This lesson could be extended by having students locate other absolute places on the earth by using a world map.
 - b. **Relative:** Provide the definition of relative location—you could even use your classroom as an example. “The white board is in the N.E. corner of the room 10 feet away from the bookshelf containing the atlases.” Have students complete the worksheet then work in pairs to write different relative locations for Seattle. (Note: teacher may need to do some pre-instruction on cardinal directions.) (20–30 minutes)
 - c. **Extension:** Using a map of the Century 21 fairgrounds, have students write the relative location of the U.S. Science Pavilion.

Lesson 3:

Place

Preparation

1. Make copies of place worksheets/readings/activities that you wish to use.
 - a. What's in a Name? (Background)
 - b. How did Seattle Get its Name?
 - c. City/County Seals
 - d. City Seals of Seattle
 - e. Century 21: Changing the World's Perception of the Place of Seattle
 - f. 2062 Seattle City Seal Activity
2. Gather enough markers or color pencils for each student.

Suggested Teaching Procedure

1. Select the activities you would like to use to instruct about the theme of place. It may be valuable to share the background information about how some places are named/renamed first.
2. The changing of the King County seal is nicely explained in the article (student handout). Students could read this individually or as a class.
3. The goal is for students to understand how places like to represent themselves to the world through names and logos or seals.

STUDENT HANDOUT: Lesson 3

THEME Place

Understanding Place - What's in a Name?

Another theme geographers use to describe a location is place. Each **place** has features that distinguish it from others on the Earth. Places have **both** physical and human characteristics and often those features also generate a **feeling**. For instance, some places feel energetic and busy while others feel relaxing and peaceful. Seattle might feel like a busy place while Mount Rainier might feel more peaceful.

Humans give **places** names—perhaps for a person, natural or human-made feature or historical event. Geographers call the name given to a **place** on Earth a **toponym**. Look at the places below and notice how they acquired their names.



Mexican Hat, Utah is named for its physical feature of red rock buttes like this one.

Some cities are named for a man-made feature such as the intersection of highways. You might think Why, Texas was named because people were curious or confused about something. But because state law required that all cities have at least three letters in their name, the original name choice of “Y” could not be used. Why, Texas—which was originally “Y”, Texas was named so for the intersection of two state highways in the shape of a Y. It contains 133 residents and is located 30 miles from the Mexican border.

Y, Texas, became Why, Texas, because of a state law.



Many cities have also changed names. For instance, the city of Phoenix, Arizona went through several name changes before it became Phoenix. Originally, Phoenix was called Swilling's Mill, (named after a Confederate veteran), then became Helling Mill, then Mill City, then East Phoenix, and finally Phoenix. Swilling, wanted to name the town “Stonewall” after the Civil War General Stonewall Jackson, but the community wouldn't support this name. A Man named Lord Darrell Duppa suggested “Phoenix” because it rose out of the ruins of the ancient city of the Hohokam people.

Swilling's Mill → Helling Mill → Mill City
East Phoenix → Phoenix

Named for person, a place and finally to give a nod to early Native American inhabitants.



Lesson 4: Region

Preparation

1. Make copies of Region worksheet.
2. Students will need blank paper or can draw maps on the back of the Region worksheet.
3. Project PDF presentation slides of three types of regions.

Suggested Teaching Procedure

1. Discuss the difference between places and region—regions being larger versions of places. (5 minutes)
2. Show slide show. (5–10 minutes)
3. Instruct students to draw mental maps in pairs. They may disagree about how the regions should be represented. This is good because it informs students that regions are man-made and often perceived differently. (20 minutes)
4. Post and share maps. (10–15 minutes)

Lesson 5: Movement

Preparation

1. Prepare projector for Movement PDF presentation slide show
2. Make copies of worksheets 1 and 2—one for each student or pair of students
3. Project or make large copies of maps so students can see details clearly

Suggested Teaching Procedure

1. Warm-up: Look at clothing labels and record origins on board
2. Discuss definition of movement and share ideas about movement in the world, nation and cities. (10–15 minutes)
3. Project slide show—briefly discuss.
4. Distribute Activity 1: *Change Over Time: Making More Efficient Movement* and allow students time to finish. (20 minutes)
5. Share answers as a class. (10 minutes)
6. Assign Activity 2: Travel as homework.
Note: Teacher may want to explain what the Census is prior to assigning this activity.

Lessons 6 and 7: Human Interaction with Environment (HEI) and Culminating Activity

Preparation

1. Make copies of Human Interaction with Environment (HEI) readings/worksheets/handouts and fishbowl instructions (or read instructions aloud).
2. Make copies of final project: 2062 Seattle map.
3. Make copies of image analysis worksheet—one for each pair of students. Cut strips of card stock that will cover one-third of the image—2 for each pair of students.
4. Place students in groups of 3 for final activity.
5. Arrange classroom for a fishbowl activity after completing first activities (see map).
 - Make large copies of outline map of Seattle (overhead projector—trace outline of city of Seattle from this [website](#)).
6. Prepare projector for Final Project PDF presentation.
 - Allow internet access to the following websites for students to review to inspire ideas to complete the 2062 map of Seattle.

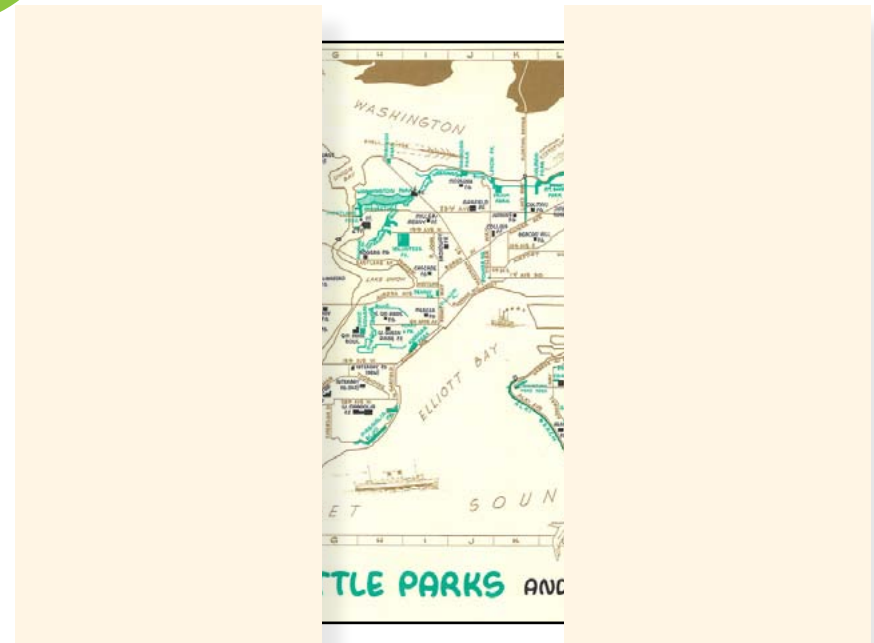
http://www.kingcounty.gov/environment/dnrp/park_map.aspx

<http://www.seattle.gov/transportation/docs/walkmap/webWalkingMap.pdf>

<http://www.seattlechamber.com/AboutSeattle/DoingBusiness.aspx>

Suggested Teaching Procedure

1. Discuss meaning of Human Interaction with the Environment (HEI) and project pictures from student handout onto screen.
2. Complete Analyzing Pros and Cons of Man-made Projects.
3. Group discussion of pros and cons of HEI examples.
4. Conduct fishbowl activity (see directions).
5. Show PDF presentation Final Project: Reimagining Seattle in 2062.
6. Do image analysis first. Students will examine aerial photos from 1962 and 2010. Distribute card stock strips. They will examine the image in thirds to allow for careful analysis. See sample.
7. Place students in groups to complete the Reimagining Seattle in 2062.



Card stock strips cover outer thirds of the map. This shows students examining the middle third (B) of the map.

STUDENT HANDOUT: Lessons 6 and 7

THEME Human Interaction with Environment

How do humans and the environment affect one another? Humans can change the environment, but sometimes Mother Nature has the last word and will change it in a different way—and with more force! The Seattle area is susceptible to earthquakes, floods and wind erosion. There are three key concepts to human/environmental interaction:

- Humans adapt to the environment
- Humans modify the environment
- Humans depend on the environment

To **adapt** to the environment we build bridges to cross rivers, sea walls to block water, or jetties to soften wave action. To **modify** the environment we blast rock to make mountain passes or railroad tunnels. To **depend** on the environment means that we need to care for what it provides for our survival, for instance, clean water and **arable** (suitable for farming) land.



ADAPTATION

Snoqualmie Valley

“We are humbled by the power of the flood, listening to the roaring at the confluence below us. We were very aware of the ancient river that once ran through the valley, carving it into the landscape we know today.”

—*Seattle Times*

STUDENT HANDOUT: Lessons 6 and 7

THEME Human Interaction with Environment



Elliot Bay Seawall Project
1916–1934

First slab of seawall being placed, May 15, 1934.
Courtesy of Seattle Municipal Archives #8846



ADAPTATION

On December 24, 1888, the ferry *City of Seattle* makes its first run from Seattle to Duwamish Head at West Seattle. *City of Seattle* is the first regularly scheduled ferry on Puget Sound.

The ferry carried passengers, wagons, cattle, and buggies, and ran from the foot of Marion Street in downtown Seattle to the foot of Grand and Cascade avenues (later Cascade Way and Ferry Avenue) in about eight minutes. The *City of Seattle*, a sidewheeler steamboat 121 feet long and 33 feet wide, was built in Portland, Oregon, for \$35,000. (A sidewheeler had a large paddle wheel on each side of the vessel.)

STUDENT HANDOUT: Lessons 6 and 7

THEME Human Interaction with Environment



MODIFICATION

Tunnel at Stevens Pass—created by dynamiting mountain rock (no longer in use as the highway was moved)



Aerial view of Snoqualmie Valley farming community. Farmers **depend** on arable land and clean water to produce crops such as strawberries.



Rules for a Good Fishbowl Discussion

1. Only one person speaks at a time.
2. Participants must be aware of others' wish to speak by maintaining eye contact.
3. If two people begin to speak at the same time, one must politely yield.
4. All participants look at the person speaking.
5. Questions can be asked of other participants in the inner circle to motivate them to join the discussion.
6. Disagree politely.
7. All ideas must be supported with evidence from the text or images.
8. Respond to the comments of others by agreeing or disagreeing followed by offering additional evidence.
9. Record notes, quotations from text(s), statistics, etc. that support your ideas and opinions.
10. The teacher or seminar leader does not participate in the discussion except to provide a new question or to terminate an irrelevant or inappropriate line of discussion.

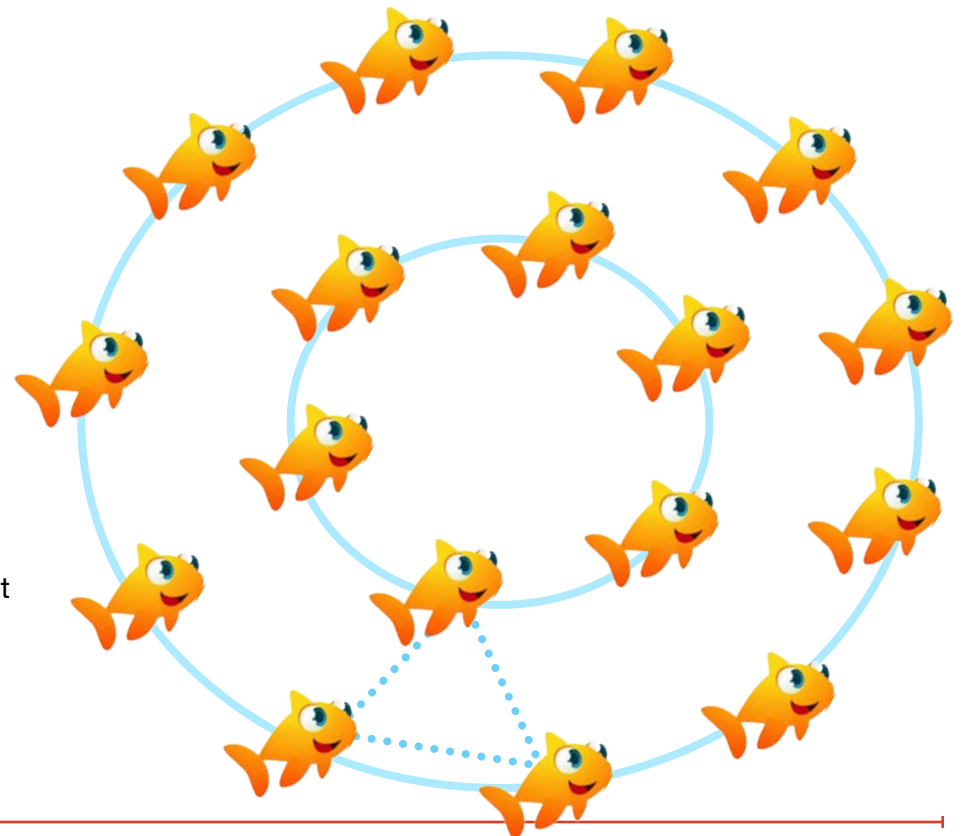
Suggested question:

Did the Century 21 advisory team show enough consideration to all stakeholders in their selection and construction of the fair site?

Fishbowl arrangement

Inner circle responds to the questions. Each person in the inner circle works with two other classmates to discuss possible answers to the questions. Once the formal discussion begins, the outer circle of students listens.

The teacher may instruct students to switch positions (outer circle student takes the place of an inner circle student). The inner circle student may also tap out after several minutes of discussion.



Seattle 1962



Seattle 2010

