

UNIT ONE Worksheet
Lesson I: Identifying and Citing
Primary and Secondary Sources

Name _____

Date _____

Lesson 2A:

Source: _____ Primary or Secondary?

Cite Source:

Lesson 2B:

Source: _____ Primary or Secondary?

Cite Source:

Lesson 3A:

Source: _____ Primary or Secondary?

Cite Source:

Lesson 3B:

Source: _____ Primary or Secondary?

Cite Source:

Lesson 4:

Source: _____ Primary or Secondary?

Cite Source:

UNIT ONE Worksheet
Lesson I: Identifying and Citing
Primary and Secondary Sources

Name _____

Date _____

Lesson 5:

Source: _____ Primary or Secondary?

Cite Source:

Lesson 6A:

Source: _____ Primary or Secondary?

Cite Source:

Lesson 6B:

Source: _____ Primary or Secondary?

Cite Source:

Lesson 7:

Source: _____ Primary or Secondary?

Cite Source:

UNIT ONE Worksheet
Lesson 2: Interpreting YouTube Video
Calling Century 21...

Name _____

Date _____

Compare and contrast life in 1962 and 2012 by watching for differences in the following themes. Record your observations below:

- Clothing Styles:

- Different Cultures/Nationalities:

- Technology (phones, cameras, etc.):

- Transportation:

- Roles of Women:

- Roles of Minorities:

- Children and Teen Lifestyles:

UNIT ONE Worksheet
Lessons 3A and 3B: Interpreting
First-Hand Recollections

Name _____

Date _____

Compare and contrast life in 1962 and 2012 by interpreting these first-hand recollections. Record your observations below:

3A: Intersect Story: Thinking about the Car Trip

1. Differences in car styles/comfort/safety:
2. How did passengers pass time in car?
3. Differences in roads/ travel:

3A: Intersect Story: Thinking About the Fair Experience

1. What this young person wanted to see at the fair and on the trip to Seattle:
2. What this young person wanted to do at the fair:
3. What impressed this youngster the most at the fair:

3B: *West Seattle Herald* Article

1. What do you think would happen to those boys today if the police found them coming down from the Space Needle?

UNIT ONE Worksheet

Lesson 4A: Interpreting *Stories from the Fair* or *People from the Fair*

Name _____

Date _____

Compare and contrast life in 1962 and 2012 by watching the Pdf presentation *Stories from the Fair* and discussing each of the *Time to Think* Questions. Use the space below to list special stories that you might be interested in doing more research on. Use this worksheet to record which homework or extra-credit project you might like to select from the *People at the Fair* handout.

Stories from the Fair - stories I would like to learn more about...

1.

2.

3.

People from the Fair – people I would like to learn more about...

1.

2.

3.

People from the Fair – project I will do for extra-credit (from list of options on Handout 3B)

Where will I look for additional resources for this project?

UNIT ONE Worksheet

Lesson 5: Interpreting the Timeline

Name _____

Date _____

1. Identify what events happened in the 10 years prior to the 1962 World's Fair that led to changes in:

- Technology:
- World Politics:
- Civil Rights for Minorities:
- Changing Role for Women:
- Medicine:
- Popular Culture:

2. Identify what events happened in the 10 years following to the 1962 World's Fair that led to changes in:

- Technology:
- World Politics:
- Civil Rights for Minorities:
- Changing Role for Women:
- Medicine:
- Popular Culture:

UNIT ONE Worksheet

Lesson 6: Interpreting Census Records

Name _____

Date _____

Using HistoryLink.org essays 9341 and 9320, identify what significant changes occurred in population of this area between 1962 and 2012 and record below.

	1962	2012
Population		
Male		
Female		
Age		
Married		
Number of Minorities		
Number of Births		
Number of Deaths		

How have these changes shown in the census records influenced how you live today?

UNIT ONE Worksheet

Lesson 7A: Interpreting Newspaper Articles

Name _____

Date _____

1. Which of the children's predictions have come true?

2. How many predictions are close to coming true?

3. Which of these children do you most identify with and why:

4. What do you think the world will be like in 50 years? How do you think you will communicate? How do you think you will travel? Do you think we will still have fresh water and clean air? What will we eat?

Name _____

Date _____

Letter from Department of Public Health

1. What do these officials think will happen in the advancement of controlling and preventing diseases? Which disease do they expect will not be a threat in 2012? Were you surprised that they call “emotional illness” and alcoholism chronic diseases?
2. What is their prediction for what will happen with the growing number of aging people?
3. What do they feel will be the result of pollution? How do you think we will deal with pollution in the future?

Letter from Department of Retirement

1. What do you think this official meant when he mentioned automation and its influence on how will people live?
2. How do you think health costs compare to the costs of seeing a doctor or going to the hospital today? How will these costs influence how we live in the future? Will there be government regulated health care? Why would that be a good (or poor) choice?
3. What are death benefits? What are Social Security benefits? What are pensions? Do you think that these benefits will be available when you are older? How will that influence how you manage your expenses and cost of living as you grow older?

UNIT ONE Worksheet
Lesson 7B: Interpreting Historic Documents/Letters

Name _____

Date _____

4. Do you know anyone who has retired? Do you think they live differently than when they were working?

Letter from Department of Water

1. How do you think we will solve the problem of providing clean water to people in the future?
2. Do you think we will have pollution-free water in the future?

Letter from Department of Transit System:

1. What was bus fare in 1962? What is bus fare now? What is the percentage of increase in bus fare in 50 years?
2. Do you think more people used the bus as a means of getting to work in 1962 or do you think more people use the bus now? Why?
3. Do you think we will have a mass transit system in 2062? What will it look like and why? Or will we have one at all? How will people get around in metropolitan areas like Seattle?

UNIT ONE Worksheet
Lesson 7B: Interpreting Historic Documents/Letters

Name _____

Date _____

Letter from Department of Lighting:

1. What do you think these officials meant when they mentioned that after 1905, most Seattle citizens had improved their homes to “all electric” homes. How do you think people before 1905 did their cooking, lit their homes, and entertained themselves?
2. Check the Seattle City Light website to see if you can find out the average consumption of electricity (kilowatt-hours) per home and the average cost per kilowatt-hours. What is the percentage of increase in electricity rates?
3. Do you think that Seattle uses more electricity than other areas of the country where it is hotter in summer or colder in winter? Why or why not?

Letter from President of the World’s Fair:

1. What was the president’s hope for a lasting legacy of the fair? Has that legacy continued to make a difference?
2. What was the president’s hope that leadership would accomplish in the 50 years after the Century 21 Exposition—1962 Seattle World’s Fair?

UNIT ONE Worksheet

Lesson 8: Time Capsule

Recording Artifacts & Future Predictions

Name _____

Date _____

1. What artifacts do you think might have been important for children your age in 1962? Why?

2. What artifacts would you select to include in a time capsule that would be opened in 2062? These should represent what is currently important to your age and generation. (Remember, they must be able to fit into a time-capsule.)

1.

2.

3.

4.

5.

6.

3. You must include a list of predictions for the future in your time capsule. Your predictions should include themes such as technology, travel, politics, environment, etc.

1.

2.

3.

4.

5.