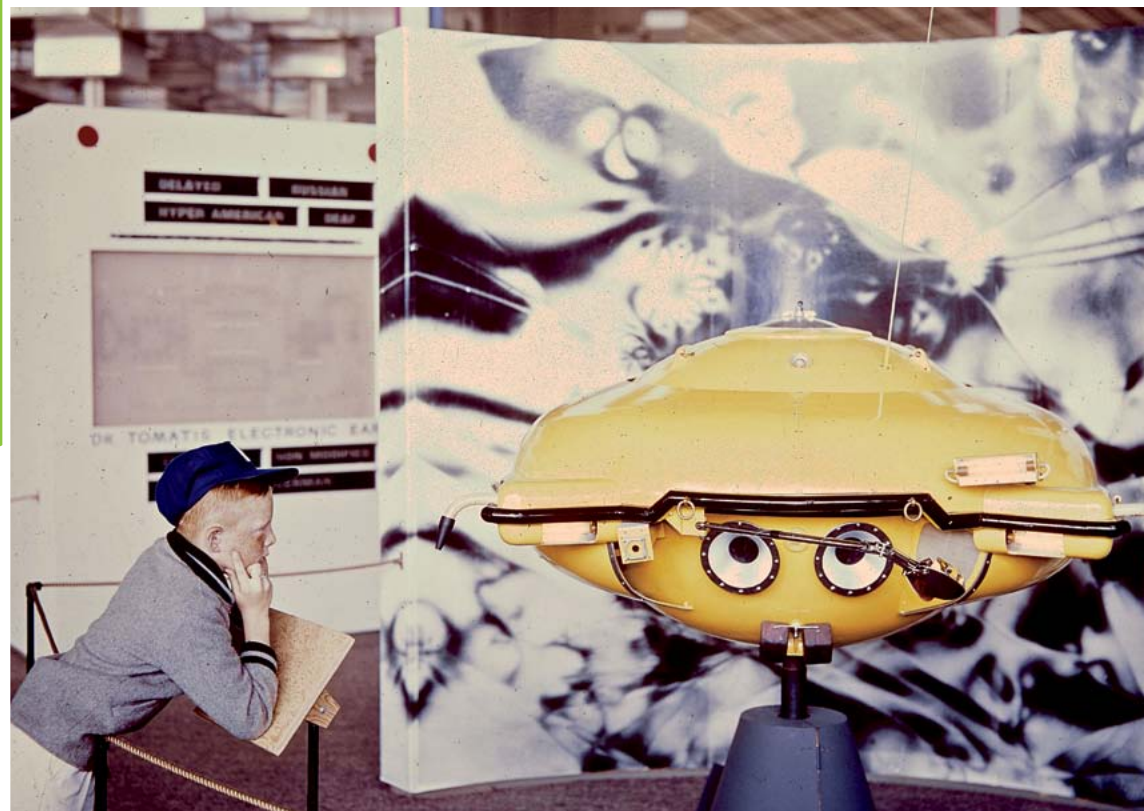


IMAGINE

Looking Forward by Looking Back

Century 21 Exposition—1962 Seattle World's Fair
50th Anniversary Curriculum



next
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SEATTLE CENTER 2012

A Project of The Next Fifty

IMAGINE: Looking Forward By Looking Back

Century 21 Exposition—1962 Seattle World's Fair 50th Anniversary Curriculum

Curriculum Materials for Social Studies Classes

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Design by KCTS 9 Design Group

This curriculum was prepared with the aid of *The Future Remembered: The 1962 Seattle World's Fair and Its Legacy* by Paula Becker and Alan J. Stein.



ON THE COVER:

Image of boy looking at French exhibit. Courtesy Museum of History & Industry.

Other photographs in this curriculum courtesy University of Washington Libraries Special Collections, Seattle Center Foundation, Seattle Municipal Archives, Washington State Archives, Puget Sound Region, *The Seattle Times* Historical Archives, Louis Larsen, and Ken Prichard.

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Explore the Century 21 Exposition— 1962 Seattle World’s Fair 50th Anniversary Curriculum

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The 50th anniversary of the 1962 Seattle World’s Fair will be observed from April 21 through October 21, 2012. The fair, known as the Century 21 Exposition, was first planned as a celebration of 50 years of growth and progress since the Alaska-Yukon-Pacific Exposition (the first world’s fair held in Seattle, in 1909.) When Sputnik was launched into space in 1957, new themes emerged—the advancement of science and promotion of world peace. And life in the future was imagined and exhibited at the fair.

The anniversary of the 1962 World’s Fair provides an ideal opportunity to create and promote a unique educational experience for Washington state students. Seattle Center Foundation, which is planning the 50th anniversary celebration (called The Next Fifty), partnered with HistoryLink.org and KCTS 9 to develop a local history curriculum using the prototype developed for the A-Y-P curriculum, *Centennial: 1909–2009*.

These partners realized that local educators continue to be faced with mounting expectations from the Washington State Department of Public Instruction regarding state-mandated academic requirements, including curriculum content and time-consuming assessment guidelines. It was clear that in order for teachers to make use of the Imagine curriculum, it needed to be interesting, relevant, easy to use, and accessible.

The curriculum, titled *Imagine: Looking Forward by Looking Back*, was developed by a team of award-winning educators and heritage specialists experienced in planning, designing, and implementing innovative and relevant educational

programming. This outstanding curriculum team is made up of Carol Buswell, (National Archives and Records Administration), Wendy Ewbank (Seattle Girl’s School), Patricia Filer (HistoryLink.org), Tony Gomez (KCTS 9), Sarah Johnson-Rich (*The Seattle Times* Newspaper In Education), Jane Morton (Eastside Heritage Center), Patricia Shelton (Bellevue Public Schools), and Mikala Woodward (Wing Luke Museum). An Advisory Team includes Meghan Arnette (Museum of History & Industry), Paula Becker (HistoryLink.org), Anita Morales (Seattle Public Schools), Joan Rabinowitz (Jack Straw Productions), Randy Schnabel (History Day), Sarah Schumacher (Edmonds School District), Alan J. Stein (HistoryLink.org), and Aaron Swain (Seattle Architectural Foundation).

Through the Imagine curriculum, students will be encouraged to explore how the 1962 World’s Fair reflected life in the Pacific Northwest 50 years ago and will be challenged to find similarities and differences in life today. Carefully planned activities provide information and primary and secondary sources necessary to interpret where we are and where we will go in the future by analyzing where we have come from in the past 50 to 100 years. Each of the curriculum specialists on the team has designed an individual unit that further examines and enhances specific aspects of curriculum’s central theme of *Who were we? Who are we? Who will we be?* It is recommended that some of the activities in Unit 1 be presented prior to Units 2–10 so that students will have necessary basic information about the 1962 World’s Fair to consider other complementary themes. All unit activities and extension activities have been designed to include the themes of The Next Fifty by stimulating *imagination*, encouraging *innovation*, and promoting individual or group *involvement*.

The Imagine project has been developed to revitalize heritage education curriculum in Washington state, and to encourage educators to continue to look to HistoryLink.org and its educational partners for updated and enhanced educational resources, and to engage the youth of the state in being a part of [The Next Fifty](#), the 50th anniversary of the 1962 World’s Fair at Seattle Center in 2012.



Dear Educators,

The 1962 Seattle World's Fair—Century 21 Exposition—left a huge mark on our region, state and nation. It took place during an era of hope, exploration and innovation when the possibilities were endless and just over the horizon. The Space Race was on and science and technology were going to lead the way toward a peaceful world across the globe. Social changes such as the civil rights movement were just around the corner and the feeling of progress was tangible.

In 2012 we will celebrate the 50th anniversary of this momentous event and time. From April 21 to October 21, 2012, Seattle Center will hold hundreds of events and host millions of people in a forward-looking celebration called The Next Fifty. The entire community will envision what the next fifty years will be like for our world, and we hope you and your students will be part of it.

This Social Studies curriculum—Imagine: Looking Forward by Looking Back—offers an opportunity for a new generation to learn about the 1962 Seattle World's Fair and the 1960s and engage in their future. The robust units were written by experienced historians and educators to fit into the needs of teachers and students. They will also connect to the focus areas of The Next Fifty—Arts, Culture and Design; History; Sustainable Futures; Science and Technology; Global Health; Learning; Commerce and the Innovation Economy; and Civic Action—allowing for a direct link to the 50th anniversary celebration itself.

We hope you and your students will be part of The Next Fifty. After all, our history will be written by their generation. Visit TheNextFifty.org to get involved.

Sincerely,

A handwritten signature in blue ink that reads 'Tracy Robinson'.

Tracy Robinson, Executive Director
Seattle Center Foundation

A handwritten signature in blue ink that reads 'Marie McCaffrey'.

Marie McCaffrey, Executive Director
HistoryLink.org

A handwritten signature in blue ink that reads 'Maurice'.

Maurice "Moss" Bresnahan, President & CEO
KCTS Television



Content and Performance Objectives

Content Objectives: Students will learn...

- the significance of cultural, political, economic, and geographic conditions during the 1962 World's Fair—and what changes were in store for future generations, both predicted and not.
- the impact of the 1962 World's Fair on the Pacific Northwest region at that time and for future generations.
- various ways the fair reflected and/or failed to reflect societal realities of its time.

Performance Objectives: Students will...

- identify and analyze primary sources.
- use critical-reasoning skills in understanding multiple perspectives on the 1962 World's Fair.
- compare and contrast the lives of their peers in the past, present, and future by using knowledge about the 1962 World's Fair to explore Washington's place in the world at that time.
- identify key Century 21 Exposition events that were indicators of change for Seattle, King County, and the region.
- create connections between 1962 and today.
- participate in class discussion.
- demonstrate knowledge by completing unit and optional related art, writing, or performance activities.



ALIGNMENT WITH State and National Standards

The materials in this curriculum have been designed to complement Washington State Essential Academic Learning Requirements for students K–12 as well as Social Studies Classroom Based Assessments (CBAs). Unit activities have also been aligned with the National Social Studies Themes, and National Geography Themes, and Newman’s Criteria for Authentic Assessment.

- The **Washington State Social Studies Essential Academic Learning Requirements (EALRs)** and **Grade Level Expectations (GLEs)** describe what students should know and be able to do in Civics, Economics, Geography, History, and Social Studies skills.
- The **Social Studies Assessments** (called Classroom-Based-Assessments, or CBAs) are multi-stepped tasks or projects aligned to specific state standards (Social Studies EALRs), which target skills and knowledge necessary for engaged, informed citizenship. Completing an OSPI-Developed Social Studies Assessment at a proficient level requires students to demonstrate that they have met particular Social Studies EALRs by applying their understanding of social studies knowledge, concepts, and skills to a specific context that is meant to be relevant to the civic lives of these students. OSPI-Developed Social Studies Assessments are designed to ensure that students employ critical thinking skills and engage in their own individual analysis of a particular context or topic.
- The **National Social Studies Themes** represent strands that should thread through a social studies program, from grades pre-K through 12, as appropriate at each level. While at some grades and for some courses, specific themes will be more dominant than others, all the themes are highly interrelated. The thematic strands draw from all the social science disciplines and other related disciplines and fields of study to provide a framework for social studies curriculum design and development. The themes provide a basis from which social studies educators can more fully develop their programs by consulting the details of national content standards developed for history, geography, civics, economics, psychology, and other fields, as well as content standards developed by their states. Thus, the NCSS social studies curriculum standards serve as the organizing basis for any social studies program in grades pre-K through 12.
- The **National Geography Standards** were published in 1994 to guide geographic education in the United States. The eighteen standards shed light on what the geographically informed person should know and understand. The hope is that every student in America would become a geographically informed person through implementation of these standards in the classroom.

IMAGINE: Looking Forward By Looking Back

Unit Descriptions

Introductory Unit *Fair Enough*: This unit provides basic information about the Imagine curriculum project and its sponsors.

Unit 1 *Through the Looking Glass*: Students will explore primary and secondary sources related to the Seattle World’s Fair in 1962 to compare, contrast, and interpret where we were 50 years ago, where we are today, and where we will be in the future. (Appropriate for grades 3–12)

Unit 2 *Symbol in the Sky*: Students will identify which landmarks and events (from the 1962 Seattle World’s Fair) were viewed as most significant as interpreted through souvenirs and stories that have been saved through the years. (Appropriate for grades 3–4)

Unit 3 *Everyone was Fairly Represented*: Students will learn which states and nations participated in the 1962 Seattle World’s Fair and how specific symbols represented each. (Appropriate for grades 3–4)

Unit 4 *Journeys to the Center*: Students will travel along with the authors of original historical postcards from the 1962 Seattle World’s Fair to analyze who came to the fair, how they got there, and why they came. Students are challenged to interpret how these journeys differ from those students might take today? (Appropriate for grades 3–11)

Unit 5 *The Fairer Sex*: Students will examine how women were involved in and portrayed at the fair by looking at a variety of primary and secondary sources. They will learn an engaging way to present their conclusions—by creating their own document-based plays. (Appropriate for grades 7–12)

Unit 6 *Sounds Fair*: Students will use music and popular culture to navigate across time, space, and cultural perspectives by comparing trends and themes of 1962 to those of today. (Appropriate for grades 4–12)

Unit 7 *Re-imagining Seattle Through Maps and Images*: Students will examine the physical and human landscape of Seattle during the 1962 World’s Fair as a means to incorporate Geography activities and standards into classroom activities. (Appropriate for grades 4–8)

Unit 8 *Building the Fair* Students will examine how the 1962 Seattle World’s Fair site was transformed from a mixed-use neighborhood into the Seattle Center we know today and how this process was the product of human decisions, negotiations, and sacrifices. (Appropriate for grades 5–8)

Unit 9 *What’s Science Got to Do With It?* Students will learn about the historical framework, technological methods, and actual events portrayed at the U. S. Science Pavilion at the 1962 World’s Fair and analyze the relationship of the international space-race to the fair and public sentiment. (Appropriate for grades 6–12)

Unit 10 *Marketing the Fair*: Students will investigate a selection of primary and secondary sources, including *The Seattle Times* Historical Archives, to identify how societal and political themes and technology have changed from the 1960s to today. (Appropriate for high school Economics)

APPENDIX

Appendix 1 Resources: Annotated list of 1962 Seattle World’s Fair primary and secondary sources.

Appendix 2 Walking Tour: A simple walking tour that can be used as a field trip or to develop activities.

Appendix 3 Curriculum Team: More about the educators who developed this curriculum and contact information.

Appendix 4 Oral History Techniques and Projects: Simple suggestions to get you started on a basic oral history project.