



CURRICULUM MATERIALS



Alaska-Yukon-Pacific Exposition Centennial
1909-2009

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CTED | Community, Trade and Economic Development

Alaska-Yukon- Pacific Exposition Centennial 1909–2009

The *Centennial* of the Alaska-Yukon-Pacific Exposition (A-Y-P) will be observed beginning in June 2009. The A-Y-P was this region’s first World’s Fair, an historical and cultural venue that highlighted the Northwest’s growing prosperity and importance as a trade and shipping portal to Alaska and the Pacific Rim countries. King County’s Heritage 4Culture and HistoryLink.org identified the anniversary of the A-Y-P as a golden opportunity to create a unique educational experience for local students and teamed up to create a curriculum for Northwest educators called *Centennial 1909–2009*.

These partners realized that local educators are currently faced with mounting expectations from the Washington State Department of Public Instruction regarding curriculum content including time-consuming assessment guidelines. It was clear that in order for teachers to utilize the *Centennial* curriculum, as well as numerous other valuable heritage education programs and projects available through King County museums and historical societies, that those resources need to be interesting, relevant, easy-to-use, and accessible.

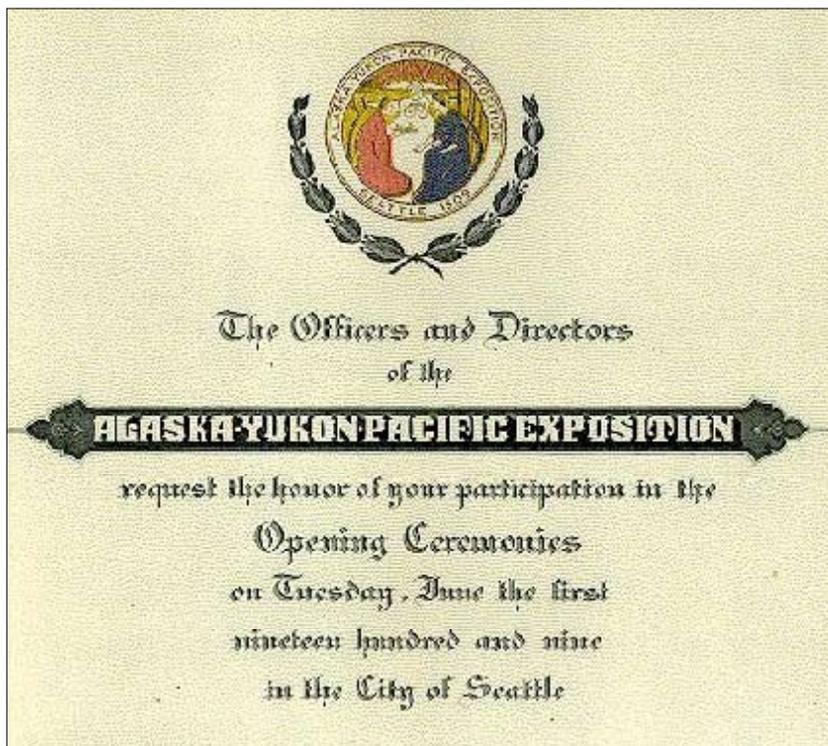
The *Centennial* curriculum was developed by a team of award-winning King County heritage specialists who are experienced in planning, designing, and implementing innovative and relevant educational programming. The team views this project as a foundation and working prototype for future curriculum projects that identify and showcase local history

while meeting state-mandated academic requirements. This outstanding A-Y-P curriculum team comprises Meghan Arnette (Museum of History & Industry), Patricia Filer (4Culture/HistoryLink.org), Tom Ikeda (Densho), Jane Morton (Eastside Heritage Center), Tara McCauley (White River Valley Museum), Randy Schnabel (History Day), and Alan J. Stein (HistoryLink.org). Power point presentation was prepared by Heather Dwyer (4Culture) and Jennifer Ott (HistoryLink.org). (See bios of team members in Appendices.)

Elementary and middle school students will be encouraged to explore how the A-Y-P reflected life in the Pacific Northwest 100 years ago and will be challenged to find similarities and differences in life today.

The *Centennial* project includes an Introductory Unit that can be presented as an individual unit. Each of the curriculum specialists on the team have designed an individual unit that further examines and enhances the A-Y-P theme and that also can be presented as a “stand-alone” unit. It is recommended that the one-day Introductory Unit be presented prior to Units 2–6 so that students will have necessary basic information about the A-Y-P. The *Centennial* project was designed to meet and/or align with specific EALRs, GLEs, and CBAs, which are identified in a Bridging Document found on pages 4 and 5.

The *Centennial* project has been developed to revitalize heritage education curriculum in King County and to encourage educators to continue to look to HistoryLink.org for updated and enhanced educational resources.



MOHAI (Neg. No.2006.3.46.4)

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Alaska-Yukon-Pacific Exposition Centennial: Objectives

Centennial Curriculum Content and Performance Objectives

Content Objectives

Students will learn...

1. the cultural, political, economic, and geographic conditions that led to the creation of a World's Fair in Seattle in 1909;
2. the impact of the A-Y-P on the Pacific Northwest region;
3. that diverse communities that participated in the A-Y-P.

Performance Objectives

Students will...

1. analyze primary sources;
2. use critical reasoning skills in understanding multiple perspectives on the A-Y-P exposition;
3. use knowledge about the A-Y-P to explore Washington's place in 1909 in the world and envision its future;
4. identify key A-Y-P events that were indicators of change for Seattle, King County and the region;
5. create connections between 1909 and today.

EALR Alignment Bridging Document

The activities in the Centennial curriculum have been designed to complement the following Essential Learning Requirements (EALRs) for Washington state:

Unit 1: Alaska-Yukon-Pacific Exposition 101

Civics Economics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
										X	X	X	X		X			

Unit 2: Why Here?

Civics Economics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
								X	X	X		X		X	X	X		

Unit 3: Advertising and the A-Y-P

Civics Economics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
				X	X		X	X	X	X								

Unit 4: Counties' Bounties at the A-Y-P

Civics Economics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
												X		X	X	X		

Unit 5: Personal Stories and Oral History Interviews

Civics Economics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
											X		X		X	X		

Unit 6: Every Picture Tells a Story, Photography and the A-Y-P

Civics Economics				Economics				Geography			History				Social Studies Skills			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
												X	X	X	X	X		

Note: See Extension Activities at the end of Unit 1 (pp. 16–18) to fulfill Social Studies Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.



Social Studies CBA Alignment Bridging Document

The activities in this curriculum have been designed to build the skills needed to implement the CBA “Dig Deep.” The materials provided may be used to implement this CBA with the following recommendations:

Elementary:

1. To use this curriculum to implement the “Dig Deep” CBA for elementary students, begin with Unit 1 to build background knowledge of the A-Y-P and its themes or purpose.
2. Primary sources (photos, documents, maps, oral histories, and ephemera) are included in Units 2–6 for students to use when conducting further research of the fair.
3. Possible guiding questions include:
 - What was the theme/purpose of the 1909 World’s Fair (A-Y-P)?
 - Based on the development of the region in the 100 years following the 1909 fair, did the A-Y-P focus on themes that would become important to the development of Washington state?
 - What resources were important to Washington state in 1909 and are they still important?
 - What cultural attitudes have changed in the last 100 years and how would that change what a world’s fair would look like today?
4. For the forum option, you may want to have students hold a town meeting 1) to debate whether or not they want to have a new fair based on how they believe the first A-Y-P failed or succeeded, or 2) to stage a debate on the appropriateness of some of the cultural displays shown in photos.

Social Studies CBA Alignment Bridging Document



Middle School

1. To use this curriculum to implement the “Dig Deep” CBA for Middle School students, begin with Unit 1 to build background knowledge of the A-Y-P and its themes or purpose.
2. Primary sources (photos, documents, maps, oral histories, and ephemera) are included in Units 2–6 for students to use to conduct further research of the fair. For primary sources relating to specific social sciences see the following sections:
 - geographic (Units 2 and 3)
 - cultural (Units 5 and 6)
 - economic (Units 2, 3, and 4)
3. Possible guiding questions include:
 - Do the themes/purpose of the A-Y-P still have an impact on life in Washington state?
 - Based on the development of the region in the 100 years following the 1909 fair, did the A-Y-P focus on themes that would become important to the development of Washington state?
 - What resources were important to Washington state in 1909 and are they still important?
 - What cultural attitudes have changed in the last 100 years and how would that change what a world’s fair would look like today?
4. For the forum option, you may want to have students hold a town meeting 1) to debate whether or not they want to have a new fair based on how they believe the first fair failed or succeeded or 2) to stage a debate on the appropriateness of some of the cultural displays shown in photos.

On June 5, 1909, A-Y-P visitors were treated to a special musical performance by 1,700 Seattle school children. The concert was held at the Natural Amphitheatre on the fair grounds. The childrens’ voices were accompanied by a band made up of men from the Japanese naval fleet, which was stationed in the harbor for a two week visit to Seattle and the A-Y-P.

Photo Courtesy MOHAI (1974.5868.14)

Unit 1: Alaska-Yukon-Pacific Exposition 101

How was the A-Y-P a reflection of life in the Pacific Northwest in 1909? How is the region different or the same today?



Bird's-eye view of the A-Y-P fairgrounds in 1909: UW Special Collections (Neg. UW27926z)

Time Management

DAY 1 Power Point, group discussion, student worksheets

DAY 2 Optional extension activities

Unit-at-a-Glance

- **Primary Objective:** Students will learn about the significance of the Alaska-Yukon-Pacific Exposition and will use that local historical event as a foundation to compare and contrast how life has changed in the past 100 years.
- **Student Activities:** Students will watch a PowerPoint, participate in class discussion, and complete related academic worksheets and other creative activities.
- **Materials Included:** PowerPoint; Teacher's Guide; Copies of Primary Sources, Student Handouts, Additional Resources
- **Materials/Equipment Needed:** Computer, projector, copies of primary sources and student worksheets, paper/colored pencils / pens
- **Grade/Subject Recommended:** 4–8 grades/Social Studies (Washington State History)
- Unit activities have been designed for whole class or small group.

Content Objectives: Students will learn...

1. the cultural, political, economic, and geographic conditions that led to the creation of a world's fair in Seattle in 1909;
2. the impact of the A-Y-P on the Pacific Northwest region;
3. that diverse communities that participated in the A-Y-P.

Performance Objectives: Students will...

1. analyze primary sources;
2. use critical reasoning skills in understanding multiple perspectives on the A-Y-P exposition;
3. use knowledge about the A-Y-P to explore Washington's place in 1909 in the world and to envision its future;
4. identify key A-Y-P events that were indicators of change for Seattle, King County and the region;
5. create connections between 1909 and today;
6. participate in class discussion;
7. demonstrate knowledge by completing unit and optional related art or writing activities.

EALRS/GLEs

The activities in this unit have been designed to complement Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for elementary or middle school students as well as Social Studies Classroom Based Assessments (CBAs). See pages 4–5 for an EALR/GLE/CBA Alignment Bridging Document.

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Unit 1: Key Terms

Centennial: commemoration of an event that happened 100 years ago

Comprehensive: includes everything

Diverse: made up of many different parts

Exposition: fair

Imperforate: without the perforations that make paper easier to tear apart

Intellectual: well-educated/smart

Legacy: something that is left behind by a previous generation

Logo: a design that stands for something special

Mandated: required by law

Primary: first, most important

Prosperity: having a good deal of wealth

Souvenir: something you purchase at an event to help you remember it by

Symbol: an image that stands for something

Venue: event location

Unit 1: Narrative Overview

The Alaska-Yukon-Pacific Exposition (A-Y-P) was Washington's first world's fair. It had been 12 years since the 1897 Klondike Gold Rush had brought prosperity and riches to the Pacific Northwest and Washington state had much to be proud of. The A-Y-P was held on the University of Washington campus between June 1 and October 16, 1909, and hosted more than three million visitors and tourists. Foreign nations, the United States federal government, American states, and numerous business, scientific, artistic, and social organizations mounted exhibits at the A-Y-P Exposition.

The A-Y-P received a large amount of coverage in local, national, and international newspapers and magazines. Many of those publications are available on microfilm in libraries, especially at the University of Washington and at the Central Branch of the Seattle Public Library. Hundreds of photographs, postcards, souvenirs, and publicity materials have also been preserved by historical institutions, museums, and collectors. These primary sources provide opportunities for researchers and historians to take a comprehensive look at the fair.

Exploring how the A-Y-P reflected life in the Pacific Northwest 100 years ago will offer students a foundation to interpret similarities and differences in life today.

Private collection

Unit 1: Background Information

What was the Pacific Northwest like here during 1909?

Between 1851, when the Denny party landed at Alki Point in what is now West Seattle, and 1909, when the A-Y-P Exposition occurred, the city of Seattle had evolved into a major city on Puget Sound. Primarily as a result of the Klondike Gold Rush, Seattle had become a booming town with a great deal of spirit and promise. Through the years, improvements in transportation were among the major factors contributing to this growth. Many of the industries that had been established in the late 1800s were beginning to prosper. It was during these years that Seattle also became a center for shipping raw materials, like coal and lumber.

The Klondike Gold Rush of 1897 contributed to this area’s economic growth because Seattle was the major departure point for those heading up to Alaska and from there to the Klondike in Canada. Canada required prospective miners to take one ton of supplies with them. Most purchased those supplies in Seattle. This was also the return destination for miners and although many returned broke, others spent their riches here. Some purchased land or businesses in this area. Although a disastrous fire in 1889 had destroyed most of Seattle’s business district, it was rebuilt and went on to grow and prosper. The city’s Chamber of Commerce took advantage of this determination and began to use the slogan “Seattle Spirit” to advertise the advantages of living in Seattle and the Pacific Northwest.

The Great Northern Railway had opened the first transcontinental railroad terminal in Seattle in 1893 and this provided excellent transportation for goods and for passengers. The Mosquito Fleet (the name given to the vessels going back and forth across the Sound—so many it was like a swarm of mosquitoes) connected Seattle with other ports on Puget Sound and Lake Washington, facilitating transport and shipping for supplies and travelers.

Why a world’s fair here?

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 London 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



Souvenirs from the fair: private collection

Expositions were popular venues held around the turn of the twentieth century to advertise and exploit the advantages of living in certain areas. Expositions also provided educational activities and entertainment. According to A-Y-P Exposition historian Alan J. Stein of HistoryLink.org, “Seattle and Tacoma were riding high with the fortunes and prosperity gained from the Gold Rush and wanted to show the rest of the United States that this was not the Wild West anymore. By shining a spotlight on the Northwest, it would be possible to show that Seattle was a rising metropolis.” By exploiting this region’s farms, mines, and other natural resources, the hope was to lure people to move here, to buy land and property, to start jobs, and more importantly, to shine the spotlight on Washington state as a gateway to the riches of Alaska—the gateway to the Klondike—and what we now call the Pacific Rim.

Rail and shipping lines to Seattle and Tacoma were already established. By having the exposition in Seattle, the region would be able to showcase its own resources and draw attention to the integral part that Alaska had played in its extraordinary growth.

What was featured at the A-Y-P?

The Alaska-Yukon-Pacific Exposition showcased the Pacific Northwest and its many resources and opportunities. Each county in the state created displays featuring its agricultural resources from wheat to cheeses, apples, and berries. Educational exhibits from Washington and across the country exhibited military vehicles and guns, farming techniques, women’s sewing and embroidery, lumber and beautiful wooden furniture, and many manufactured products. The A-Y-P also featured a midway called The Pay Streak.

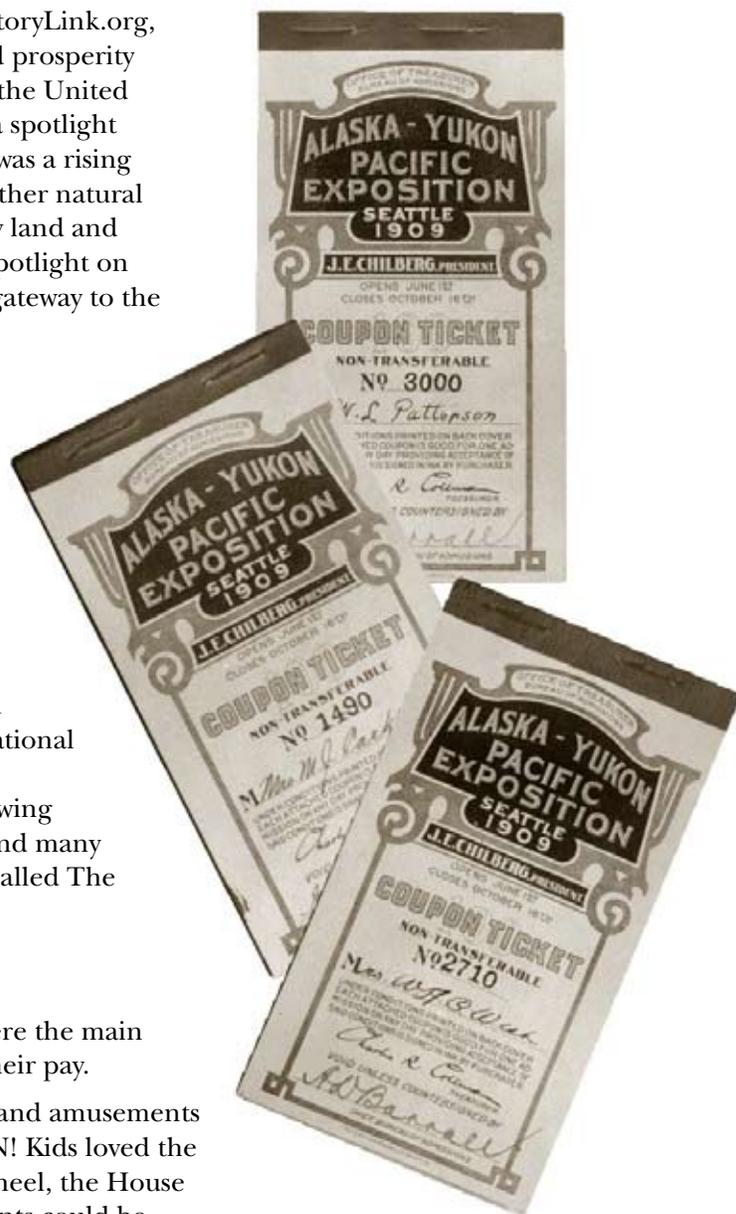
What was the Pay Streak?

“Pay streak” was a term from the Gold Rush that meant where the main lode of gold was located and also where the miners spent their pay.

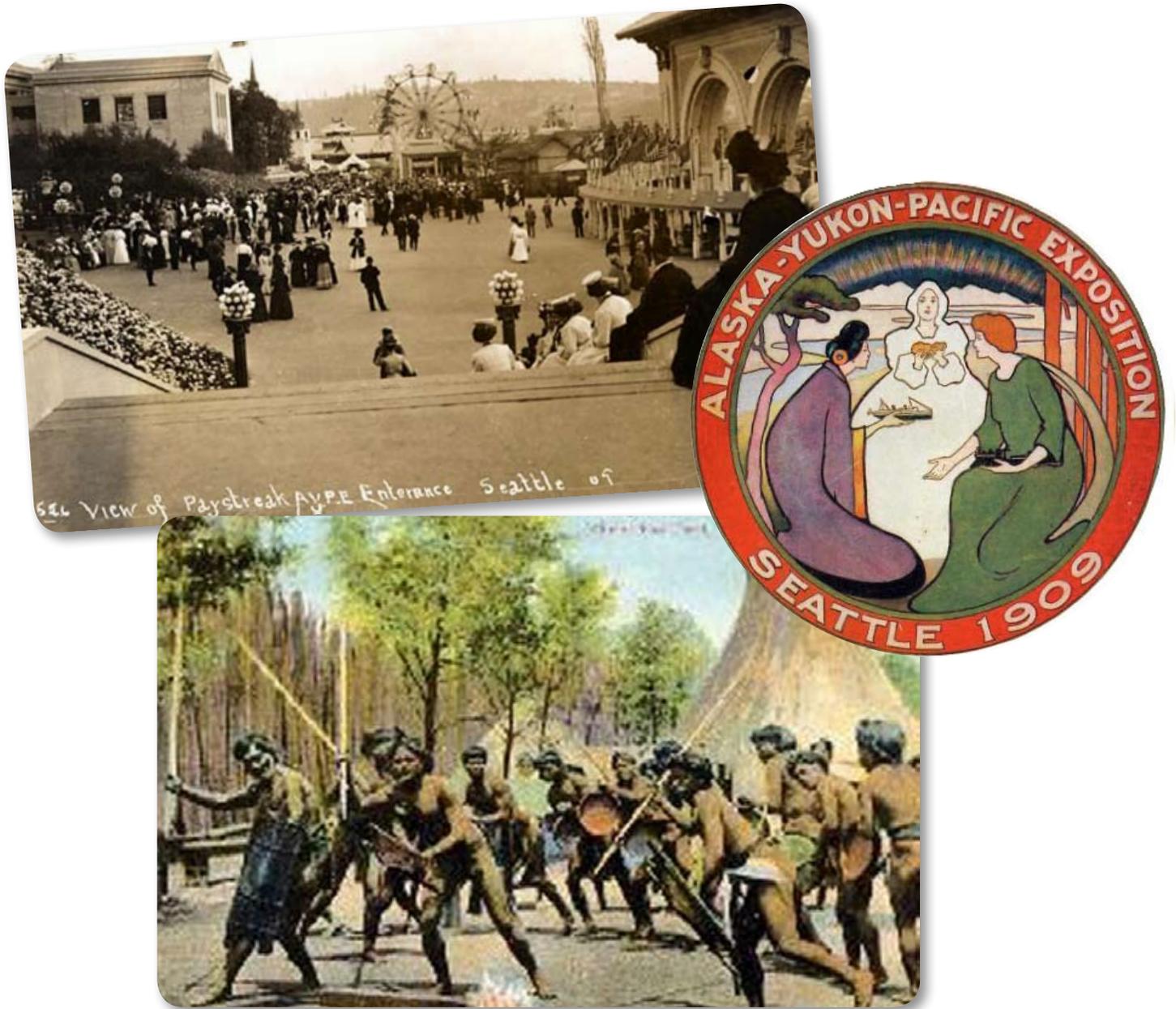
The Pay Streak at the A-Y-P was the section where the rides and amusements were found. The Pay Streak was the place to go to have FUN! Kids loved the Pay Streak. This was where the Scenic Railway, the Ferris Wheel, the House Upside Down, and many other exciting rides and amusements could be found.

The Pay Streak also featured historical re-enactments such as the Civil War’s Battle of Gettysburg, and exhibits of ethnic communities and ways-of-life different from those common in the Pacific Northwest. These included the Igorrote Village, a supposed real-life view of a tribe from the Philippines, and the Eskimo Village where Inuit natives demonstrated crafts and games in an “iceberg” village made of plaster of Paris. Another famous exhibit showed newborn infants in the Baby Incubator Exhibit. At that time, incubators were new medical technology.

Most expositions had this flip side—the fair was an opportunity to learn about the resources of a specific region and to experience educational marvels, but it was also an opportunity for fairgoers to have a good time and experience exciting and thrilling amusements as well.



*Tickets to the fair: UW Special Collections
(Neg. Nowell x1275)*



A-Y-P Logo

The official A-Y-P logo was designed by Adelaide Hanscom of Seattle. It was used on most of the A-Y-P publicity materials, programs, and souvenirs. The logo features three women who represent the East, North, and West. The woman on the left represents the Orient and she is holding a transoceanic steamer in her hand, which symbolizes the importance of the shipping trade with Pacific countries. The woman in the center represents Alaska and the Yukon Territory. She is cupping a pile of golden nuggets in her hand symbolizing the importance of the Gold Rush on the economy of the Pacific Northwest. The woman on the right represents the West and she is holding a transcontinental railroad engine in her hands symbolizing the importance of the railroads in providing transportation of goods and people to and from this region.

Postcards from the fair, and the logo for the A-Y-P Exposition. Upper: MOHAI (Neg. No. 2002.48.481). Lower: private collection



A-Y-P Stamp

This was the official stamp for the A-Y-P; it was issued by the United States Post Office Department and was worth two cents. At the request of several private vending machine companies, the stamp was also issued imperforate (without the perforated edges). These were sold at the fair by the companies as promotional materials.

William Seward, who served as United States secretary of state under Presidents Abraham Lincoln and Andrew Johnson, is featured on the stamp. As Johnson's secretary of state, he engineered the purchase of Alaska from Russia in an act that at the time was ridiculed as "Seward's Folly." Purchasing Alaska proved to be one of the greatest acquisitions of all time when major gold deposits were found in Canada's Yukon Territory and Alaska.

Sources for A-Y-P Narrative and Background Information include: www.HistoryLink.org;
www.aype.com; www.ayp100.org; and presentations/conversations with historians and A-Y-P researchers Paul Dorpat, Michael Herschensohn, Paula Becker, Jennifer Ott, and Alan J. Stein.

For additional resources, see p. 111.

Unit 1: Teaching with Primary Sources

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.

Unit 1

Primary sources

- ✓ Copy of official A-Y-P logo
- ✓ Copy of A-Y-P stamp
- ✓ Magazine article about A-Y-P

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 analysis questions:

1. Initial Analysis:

- 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, someone's notes in the margin, etc.)?

2. Further Analysis:

- 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 document?
- What questions are left unanswered by the document? If you could ask the author of the document a question, what would you ask?

Unit 1: Suggested Teaching Procedure

Day 1: Pre-Class (Lesson) Preparation

1. Read Unit 1/Narrative Overview and Background Information.
2. Review Centennial curriculum options and determine what you wish your class to accomplish/which units or extension activities you wish your class to complete. If you wish to fulfill CBA requirements using Centennial curriculum, refer to Centennial Curriculum EALR and CBA Bridging Document (pages 4–5).
3. Watch Unit 1 PowerPoint and review Unit 1/Primary Sources, Unit 1/ Student Activity Worksheets, and Unit 1 Extension Activities.
4. Copy one Unit 1/Primary Source: A-Y-P Logo; one Unit 1/Primary Source: Sunset Magazine Article; one Unit 1/A-Y-P Logo Worksheet; and one Unit 1/PowerPoint Worksheet for each student. Also one Unit 1/ Key Terms if you think students should have it for activities.
5. Arrange for computer and projector to show PowerPoint.

Day 1: Suggested Teaching Procedure (55 minutes)

1. (5 minutes) Give brief introduction to A-Y-P and let students know that they will be using primary sources to understand the purpose and themes of the A-Y-P. (Teacher can read info from front page of Unit 1/A-Y-P Logo Worksheet if preferred.) Project Slide 1 (A-Y-P logo) of the PowerPoint so that students can see a larger image in color—as their copies will probably be in black and white.
2. (10 minutes) Ask students to pair up with another student. Pass out one Unit 1/Primary Source: A-Y-P Logo and one Unit 1/A-Y-P Logo Worksheet to each student. Ask students to study A-Y-P logo, analyze the symbols in the logo, and record their observations using spaces provided in the Unit 1/A-Y-P Logo Worksheet. If you have younger students, you may want to choose one of the three sections in the logo and interpret it as a group first to understand concept. Then let the class do the other two sections with classmate. Be sure to remind students to write their interpretation of logo themes in the last space of the Logo Worksheet.
3. (5 minutes) Lead group discussion that asks students to use their analysis of the logo symbols to tell classmates why they felt it was called A-Y-P and what they felt the potential themes of the A-Y-P were.
4. (20 minutes) Pass out one Unit 1/PowerPoint Worksheet to each student and ask students to take notes using the spaces provided on the PowerPoint Worksheet. Review worksheet and outline concepts that they should be watching for and writing down during the PowerPoint. Watch PowerPoint.
5. (5 minutes) Lead a second group discussion and ask students the following questions: Is your opinion about how you interpreted the symbolism in the logo still the same as before you watched the PowerPoint? Were you right? If not, what do you think now? Ask students to record their interpretation again at bottom of Unit 1/ PowerPoint Worksheet.
6. (10 minutes) Pass out Unit 1/Primary Source: Sunset Magazine. This article from 1909 outlines the A-Y-P logo symbolism. Have students read the article either individually or aloud. Ask students to evaluate their interpretation of the A-Y-P logo.
7. Gather up worksheets at end of class in order to redistribute for Day 2 if continuing Unit 1 A-Y-P extension activities.



Courtesy of Dan Kerlee

Unit 1: Suggested Teaching Procedure

Day 2: (Pre-Class) Preparation

1. Review Centennial curriculum options for further student A-Y-P activities.
 - Unit 1: Continue with extension activities 1–6
 - Unit 2: World’s Fair—why here? (grades 6–8)
 - Unit 3: Advertising and the A-Y-P (grades 6–8)
 - Unit 4: Counties Bounties at the A-Y-P (grades 4–8)
 - Unit 5: Personal Stories and Oral History Interviews (grades 4–8)
 - Unit 6: Every Picture Tells a Story: Photography and the A-Y-P (grades 4–8)
2. If using Unit 1/Extension Activity 1, 3, or 4, copy appropriate Worksheets for each student.
3. If using Unit 1/Extension Activity 1 or 4, gather art materials (paper, color pencils, markers, etc.)
4. If using Units 2–6, review individual preparations for those units.

Suggested Teaching Procedure:

Extension Activity 1

Creating a New Logo

1. Redistribute students’ PowerPoint worksheets and one copy of Unit 1/ Extension Activity 1 New Logo Worksheet
2. (35 minutes) Have students re-design logo for a world’s fair to be held in Seattle in 2009 using 1909 A-Y-P logo as base/sample. Unit 1/ Extension Activity 1: New Logo Worksheet) and ask students to write a brief description of why they chose the symbols for their 2009 logo.
3. (15 minutes) Ask students to display 2009 logo on bulletin board and explain logo imagery to classmates.)
4. Collect Student PowerPoint worksheet at end of class.

Suggested Teaching Procedure: Extension Activity 2

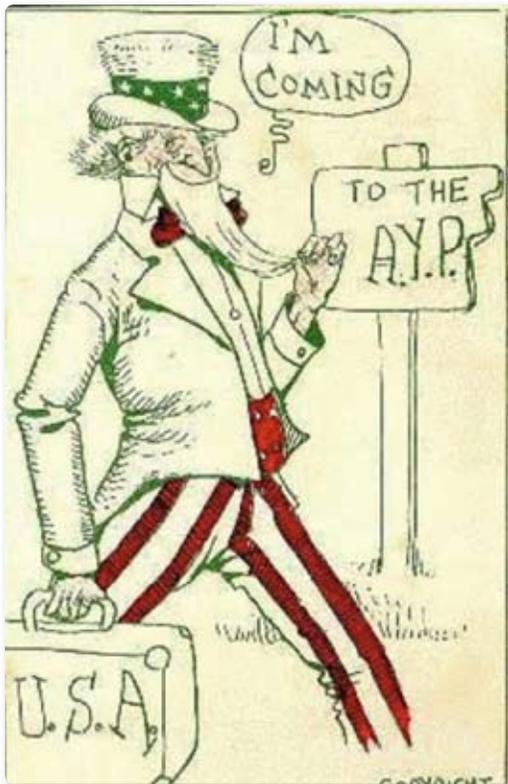
Plan a World’s Fair (5 day activity)

(Note: Activities refer to Units that would give students more understanding of the concepts they are being asked to do.)

Day 1

Divide students into teams to begin planning the theme concept for their fair. Explain that they will be drawing on their understanding of the A-Y-P and its plan to create a world’s fair that will take place in Washington state in three years. They should consider what the state’s current resources are and use their imagination to create a vision of what will be important in the future. Have them do the following steps to help develop their theme.

1. Create a list of 5–10 very important resources Washington state currently offers to the world. These can include natural resources and geographic features, human resources (specific skills or groups of people) and industries or technologies.



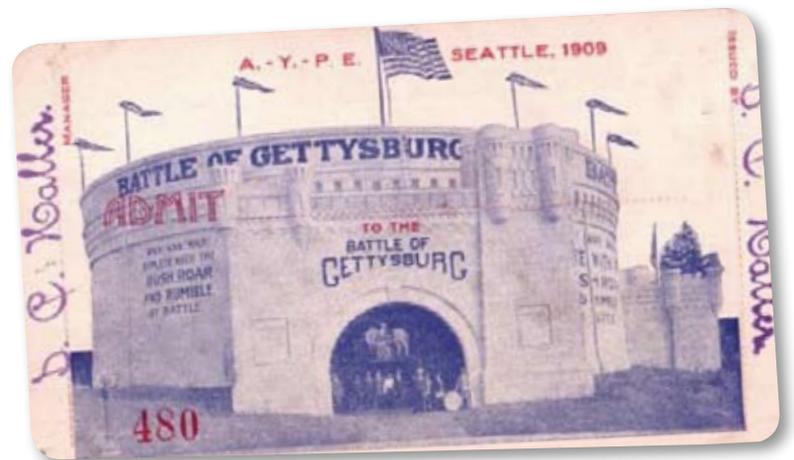
Courtesy of Dan Kerlee

2. Pick five resources or industries they think will be the most important to the growth of Washington State over the next 10–50 years. These can include resources that are already very important or things you think will become more important to the world in the future. Ask them to draw on what they know and use their imaginations to think of what unique resources might be here that have potential for growth. Ask them to think of how they would want people from other places to view Washington and pick things they think they would be excited about as well.
3. Pick a location for their fair. Consider the resources that were listed as important. Remind them to will pick a city that has strong to connections to several of them and with potential for growth. They will also need to find a location where there is enough space to build a large campus for a fair.
4. Teams should name your fair and create a two–four sentence statement of the theme of their fair. Teams should be reminded to think of things they feel are most important and create a statement that represents how they want the world to view Washington state.
5. Each team should create a statement of goals for their fair that communicate how Washington and the world will benefit if the fair is successful.

Days 2–4

Have teams create a promotional kit for their fair. The kit will need to include the following:

1. A newspaper article announcing the fair that includes information about the location, theme, and goals of the fair
2. A list of countries you think are crucial to invite to participate in the fair
3. A list of current resources you think are important to highlight and the place in the state they come from (Unit 4)
4. Logo for the fair (Unit 1/Extension Activity 1)
5. An advertisement for the fair (Unit 3)
6. A sample schedule of special events and days for a week of the fair. This can include visits from famous people, demonstrations of technology, and special entertainment events (Unit 1 PowerPoint)
7. Write a letter home or journal entry of someone who does not live in the same city as the fair but you think would be likely to visit.



Courtesy of Dan Kerlee

Day 5

Have groups present their fair kit to the class.

Suggested Teaching Procedure: Extension Activity 3

Write an Essay

1. Redistribute student PowerPoint worksheets and one copy of Unit 1/ Extension Activity 3: Essay Worksheet.

- (45 minutes) Have students write an essay about the A-Y-P and what changes have taken place in the past 100 years, by using the information collected in Unit 1/PowerPoint Worksheet and responding to one of the topic suggestions in Unit 1/Extension Activity 3: Essay Worksheet.



Suggested Teaching Procedure: **Extension Activity 4**

Create a Stamp

- (45 minutes) Have students identify an individual who might represent the Pacific Northwest region in 2009 and design a stamp for World's Fair 2009 using that person's image. Student will need copies of Unit 1/Primary Source: A-Y-P stamp and Unit 1/Extension Activity 4: Stamp Worksheet.

Suggested Teaching Procedure: **Extension Activity 5**

Write a Newspaper Article

- Redistribute student PowerPoint worksheets.
- (45 minutes) Have students write an article for the newspaper that describes an event or a display that would be seen at a 2009 World's Fair.

Suggested Teaching Procedure: **Extension Activity 6**

Write a Letter Home

- Redistribute student PowerPoint worksheets.
- (45 minutes) Have students write a letter home describing his/her day at the A-Y-P. What did you see, what did you eat? What was the most interesting thing you saw? What was the most fun you had? Did anything make you uncomfortable?



Unit 1: Primary Source

A-Y-P Logo



Unit 1: Primary Source:

1909 Sunset Magazine Article



“The figure to the right typifies the Pacific slope with right hand extended in welcome and the left, holding a train of cars representing commerce by land. The figure to the left represents the Orient, and the ship in her hand represents commerce by sea. The central figure in white is that of Alaska, the white representing the North and the nuggets in her hands, representing her vast mineral resources. Across the sky in the background is seen the aurora borealis. The purple background with the many tints of the northern lights makes a rich coloring. At the side of the figure on the right are tall trees, typical of the immense forests of the territory represented by the exposition. My whole idea in this design was to keep it simple and still give suggestions of all the essential things to be represented.”

Unit 1: Primary Source

A-Y-P Stamp



Unit 1: Student Worksheet for PowerPoint Activity

Copy your themes/purpose sentence from the bottom of the A-Y-P Logo Worksheet.

Think about the themes/purpose of the A-Y-P as you watch the PowerPoint. Make notes of any information related to the themes/purpose of the fair. Watch for any commercial/ informational and entertainment elements of the fair and list them below.

Themes/Purpose Notes:

Commercial/Informational	Elements Entertainment Elements

Revise your statement on the themes/purpose of the A-Y-P from your observations of the PowerPoint presentation.

Name _____



Unit 1: Student Worksheet

A-Y-P Logo

This activity will introduce you to an important event in Washington state history called the Alaska-Yukon-Pacific Exposition or A-Y-P. The centennial or 100th anniversary of the opening of the A-Y-P, Seattle's first World's Fair is June 1, 2009.

At the turn of the twentieth century, world's fairs were a popular way to showcase industrial advancements and the special advantages of living in certain regions. Why not hold a world's fair in Seattle? It would be a great opportunity to inform people about the wonderful resources and opportunities that existed in the Pacific Northwest.

With the prosperity brought by the Klondike Gold Rush, Seattle was quickly becoming an important city. City officials and businessmen realized that if they could encourage more people to come to this area to find jobs, start businesses, and buy homes, Seattle could become the principal city on the West Coast. It was decided to name the fair the Alaska-Yukon-Pacific Exposition to promote the growing economic relationship between Seattle and Alaska, which was the gateway to Canada's Klondike River gold region, and the Pacific Rim countries.

An official logo was designed to be used for A-Y-P publicity and advertising. The logo includes symbols representing the themes and purpose of the fair. Today, we will study primary sources to understand what the purpose and the themes of the A-Y-P were.

Unit 1: Student Worksheet

A-Y-P Logo

Using Unit 1: Primary source: A-Y-P Logo, look carefully at each of the women pictured and record our observations below.

	Left Woman	Center Woman	Right Woman
Describe the woman			
Describe what the woman is holding			
Describe what is in the background.			
What do you think this section symbolizes?			

Think about how all three of the sections come together. Based on your observations, write one sentence to describe the themes/purpose of the A-Y-P :

Name _____

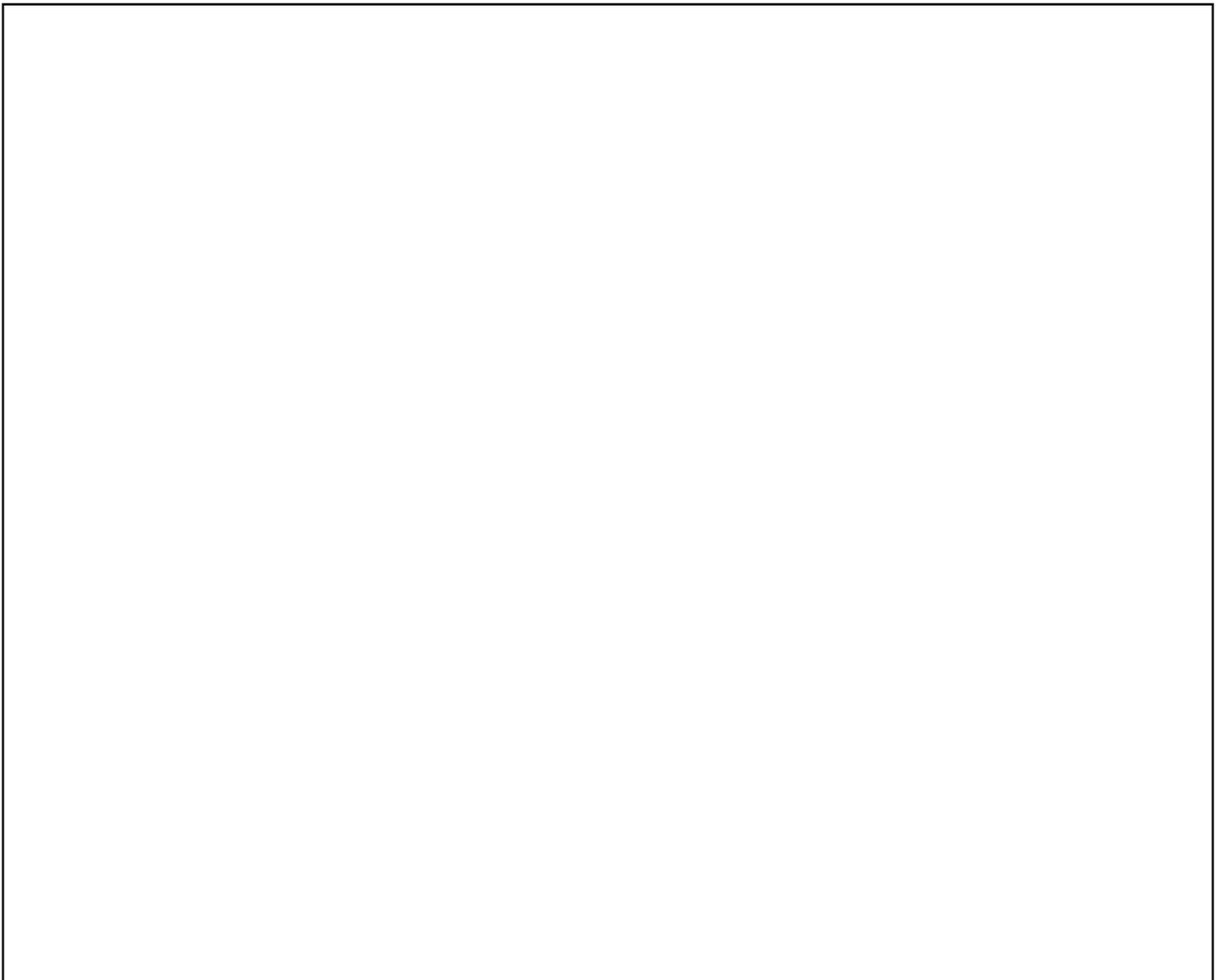
Unit 1: Student Worksheet for Extension

Activity 1: New Logo

Imagine there will be a world's fair held in Seattle in 2009. Using the 1909 logo as an example, create a logo for this important event. Use the circular space provided on side 2 of this worksheet. Include symbols and images that would reflect what the most important resources and advantages of living in this area are today. Your logo would be used on all publicity materials to encourage people to come to the 2009 World's Fair here in the Pacific Northwest.

In one paragraph, explain below what the symbols, colors, persons, or places depicted in your logo stand for and why you chose to include them in your design.

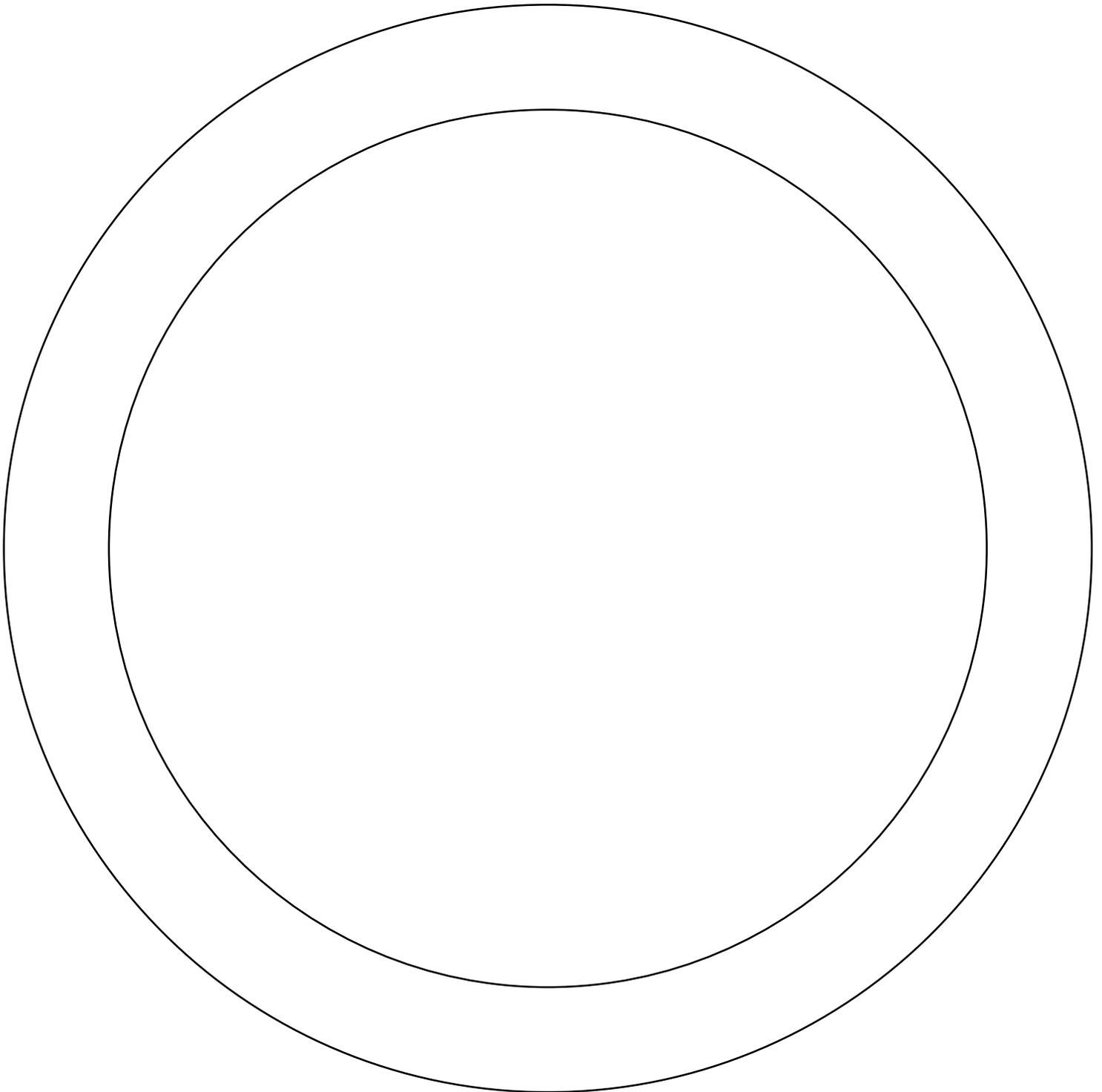
My Logo:



Name _____

Unit 1: Student Worksheet for Extension

Activity 1: New Logo



Name _____

Unit 1: Student Worksheet for Extension

Activity 3: Essay

Based on what you have learned in the PowerPoint, write an essay that describes one of the following aspects of the Alaska-Yukon-Pacific Exposition:

- What was the A-Y-P and why did they host it in Seattle in 1909?
- What were the important resources of this region that were featured at the Fair in 1909? If there was a World's Fair planned for 2009 here in Seattle, what would be featured as this region's most important resources and industries?
- What be different about the people who would visit the fair in 2009 as opposed to those who visited in 1909?
- What would you have wanted to visit at the A-Y-P if you lived during that time? If there was one thing that you could change about the A-Y-P, what would it have been?

Unit 1: Student Worksheet for Extension



Activity 4: Stamp

This was the official stamp for the A-Y-P; it was issued by the United States Post Office Department and was worth two cents. At the request of several private vending machine companies, the stamp was also issued imperforate (without the perforated edge). This type was sold at the show by the companies as a promotion.

The man featured on the stamp is William Seward, who served as United States secretary of state under Presidents Abraham Lincoln and Andrew Johnson. As Johnson's secretary of state, he arranged for the purchase of Alaska from Russia. At that time, this act was ridiculed and called "Seward's Folly." But Alaska proved to be one of the greatest acquisitions of all time when major gold deposits were found in Canada's Yukon Territory and Alaska.

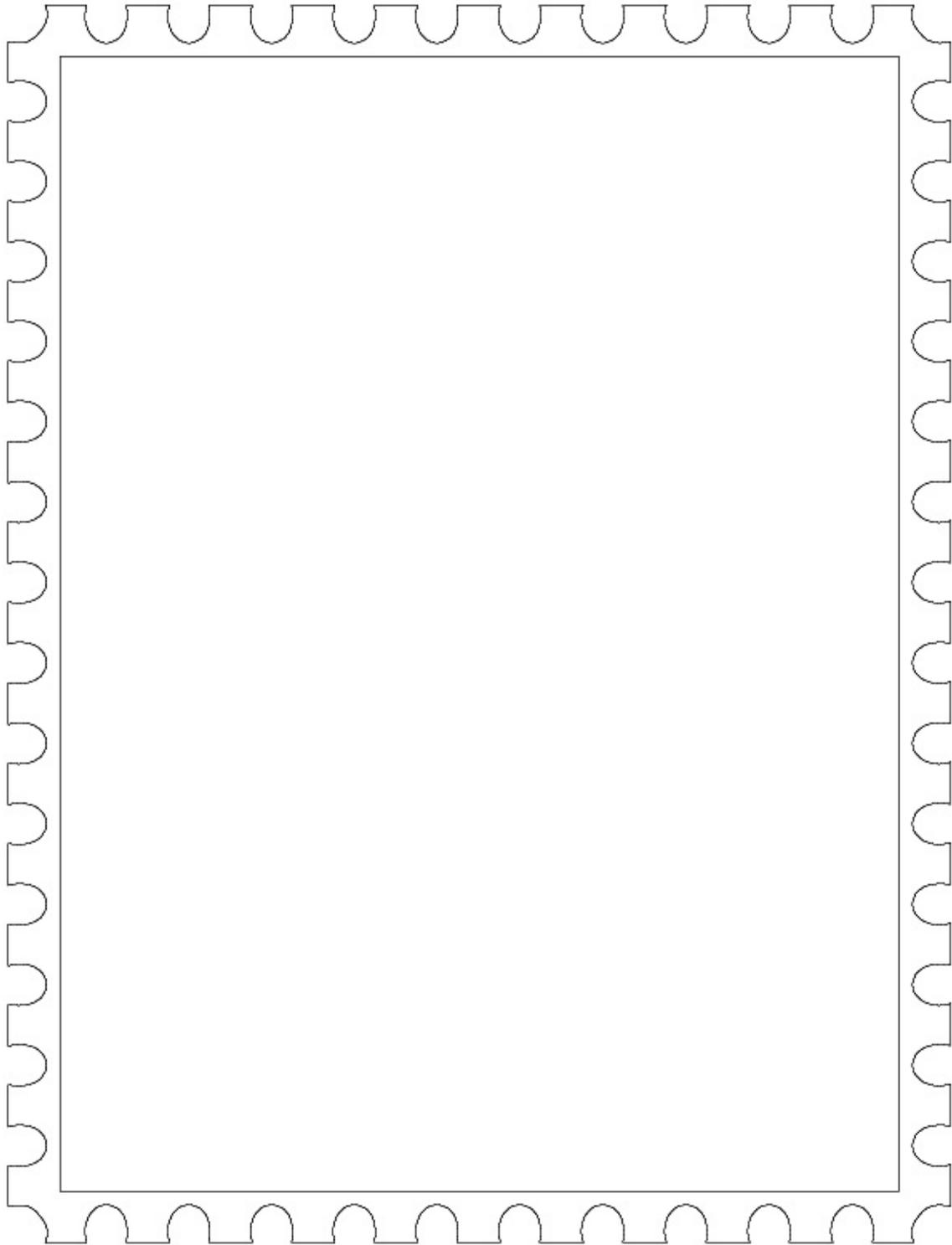
If you could choose who would represent the Pacific Northwest and its riches in 2009, who would it be and why? Design a stamp with his or her image. The finished stamp should have the notched edge and measure 6"x 8". Use the space on page 2. The design should include the current postage rate.

In the space titled "My Stamp," write a paragraph that identifies the person or persons on the stamp and why they were selected to represent the advantages of this region in 2009.

My Stamp:

Unit 1: Student Worksheet for Extension

Activity 4: Stamp



Name _____

Unit 1: Key Terms

Unit 1: Key Terms

Centennial: commemoration of an event that happened 100 years ago

Comprehensive: includes everything

Diverse: made up of many different parts

Exposition: fair

Imperforate: without the perforations that make paper easier to tear apart

Intellectual: well-educated/smart

Legacy: something that is left behind by a previous generation

Logo: a design that stands for something special

Mandated: required by law

Primary: first, most important

Prosperity: having a good deal of wealth

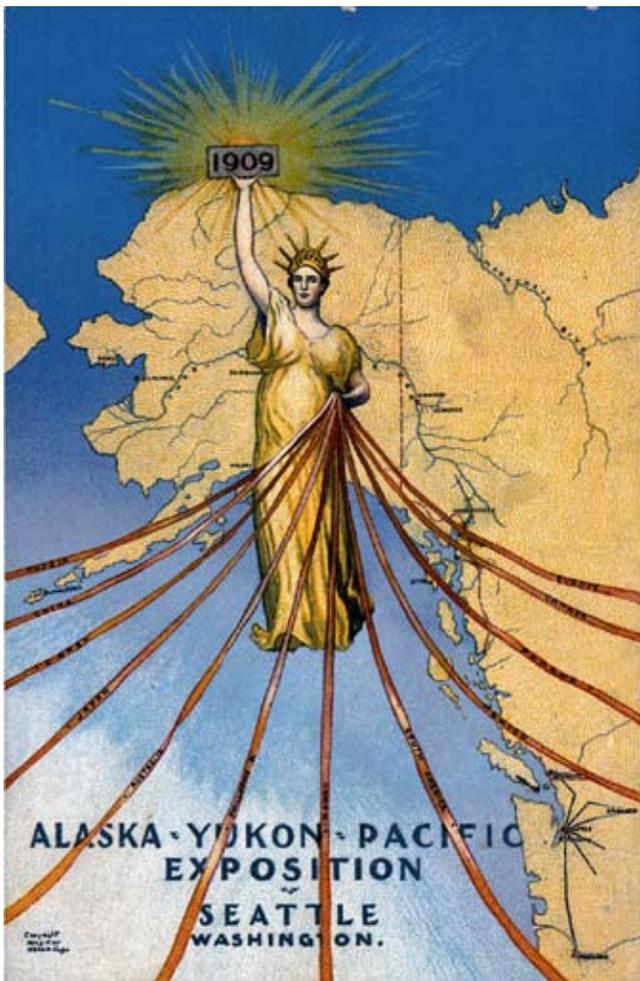
Souvenir: something you purchase at an event to help you remember it by

Symbol: an image that stands for something

Venue: event location

Unit 2: Why Here?

Even though Seattle was still a small city in 1909, why was this location chosen as for a world's fair?



The 1909 Alaska-Yukon-Pacific Exposition was an opportunity for Seattle and Washington state to show the world the benefits of its unique location and potential to be an important international port. The A-Y-P was an opportunity to promote Seattle's close proximity to the resources of Alaska and the Yukon as well as its access to Asian countries on the Pacific Rim by water, and the rail links to the fast growing east and central parts of the United States. It also put many Washington state cities and counties on the map.

Unit-at-a-Glance

- **Primary Objective:** In this lesson, students will have a chance to connect the A-Y-P's maps and themes to the world map and examine why Seattle was chosen as the location for the 1909 World's Fair.
- **Student Activities:** Work in teams to map the buildings of the A-Y-P on a world map and examine documents to better understand the purpose of the fair and come to conclusions about its success.
- **Materials Included:** Suggested teaching procedures; primary source documents
- **Materials/Equipment Needed:** Copies of primary sources for students, projector or smart board, scissors, glue or tape, copies of world map (Pacific) for students (not included, see link and info in pre-class preparation), detailed world map in classroom for reference.
- **Grade/Subject Recommended:** Grades 6–8 as part of Washington State History
- Unit activities have been designed for whole class or small group.

Time Management

DAY 1 A-Y-P and the World
Map Activity

*Poster courtesy of UW Special Collections
(Neg No. UW 18947)*

Content Objectives: Students will learn...

1. the geographic reasons Seattle was chosen as the location for the 1909 A-Y-P;
2. how the geographic location of Seattle impacted the themes and focus of the 1909 A-Y-P;
3. objectives of the organizers of the 1909 A-Y-P.

Performance Objectives: Students will...

1. examine maps and documents to explore the geographic context of the 1909 A-Y-P;
2. draw conclusions about how the map of the A-Y-P shows what world connections were important to the organizers in 1909;
3. draw conclusions about the success or failure of the 1909 A-Y-P.

EALRS/GLEs

The activities in this unit have been designed to complement Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for elementary or middle school students as well as Social Studies Classroom Based Assessments (CBAs). See pages 4–5 for an EALR/GLE/CBA Alignment Bridging Document.

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Unit 2 : Narrative Overview

There should be a purpose or reason for holding an exposition. Most expositions have had an historical setting and the celebration of an historical event as a reason for their existence. Our exposition is not for the purpose of celebrating great events, of the past, however worthy they might be. We are a new country looking forward to the future with confidence and hope, and we contemplate great commercial results... We believe this exposition will result in greater development of Alaska, the Yukon and the Pacific Coast states, and in increased commerce between the United States and the nations of the Pacific.

—J. E Chilberg quoted in *Sunset*

Magazine October 1907

Seattle was still a small and little known town in 1909, but city leaders were already envisioning it as a portal to trade in the Pacific. The A-Y-P Exposition marked Washington's entrance onto the world scene. The organizers believed it would show the world the advantages of Seattle's uniquely located ports and Washington's great potential to be a central link between the United States, Alaska, and the countries of Asia. The modern day Seattle waterfront hosts huge freight ships traveling to and from many different Asian countries, a bustling rail system delivering goods to and from the United States, and almost a million visitors a year via the Alaskan cruise industry.

Exploring the geographic connections of the A-Y-P Exposition allows us to see how civic leaders 100 years ago envisioned the bustling international port Seattle is today.

Unit 2: Key Terms

Bustling: noisy or excited activity

Generate: produce; cause to be

Portal: gate or door

Potential: capable of coming into being or action

Proximity: nearness

Revenue: money coming in; income

Statistics: numerical facts about things or people

Surpass: do better than; be more than; exceed

Validate: confirm; support by facts or authority

Unit 2: Suggested Teaching Procedure

Day 1: Pre-Class (Lesson) Preparation

(Students must complete the A-Y-P logo and PowerPoint activity from Unit 1 before beginning this lesson.)

1. Review background information and theme activity from Unit 1 if needed.
2. Find a world map centered on the Pacific that you can make one copy for every two students. You may want to enlarge it to 11"x17" to make it easier for your students to use. There are blank templates available for teacher use at the Arizona Geographic Alliance at <http://alliance.la.asu.edu/azga/maps.htm> or you can use one of your own. If you use the blank template you will want to make sure students have access to a more detailed wall map or textbook available for reference.
3. Prepare primary sources for the lesson:
 - A-Y-P Campus Map will be projected (Slide 26 from the PowerPoint)
 - Center Section of A-Y-P Map—make one copy for each pair of students
 - Excerpt from A-Y-P Publicity Booklet—make one copy for each pair of students
 - Port of Seattle Statistics—make one copy for each pair of students or plan to project this source.
4. Collect scissors and glue or tape for students, or make sure they have easy access to them at their desks.
5. Break students up into pairs to work together.

Unit 2: Primary Sources

- ✓ A-Y-P campus map
- ✓ Center Section of A-Y-P map
- ✓ Excerpt from A-Y-P
- ✓ Publicity Booklet, 1908
- ✓ Port of Seattle Statistics

Editable versions of all student worksheets can be downloaded from HistoryLink.org. Click on "Study Aids."

Day 1: Suggested Teaching Procedure

1. Discussion (5 minutes)
 - Review the themes of the world's fair you discovered in Unit 1.
 - Discuss: Exhibits are one way to communicate ideas and information. The fair used exhibits to communicate the themes to visitors and achieve their purpose. Review the types of exhibits at the fair that students remember from the PowerPoint activity.
 - Discuss: Based on what you know of the theme of the fair, why do you think a Seattle was a good location for a world's fair in 1909? Brainstorm ideas as a group.
2. Map Activity (15 minutes)
 - Show projection of color A-Y-P campus map. Explain that they will work in pairs to examine the section of the grounds where most of the informational and commercial exhibits were located to see what is revealed about the importance of the location of the 1909 A-Y-P.
 - Pass out a copy of the Center Section of A-Y-P map and a copy of the 11"x17" World Map to each pair of students. Instruct them to cut out the buildings that relate to specific places and attach them to the world map near the area they represent. They may overlap buildings a little if there are too many to fit in one area.

Unit 2: Suggested Teaching Procedure



Private Collection

3. Discussion. (5 Minutes) Discuss the students' observations as a group using the following questions as a guide:
 - What areas of the world are most heavily represented?
 - What areas of the world are noticeably missing? Why do you think that is?
 - What were the main forms of transportation between these places at the time?
 - What does the map tell you about what world connections were most important to the organizers of the fair?
 - Do you think the size of the buildings is a reflection of how important they were? Why or why not?
 - How does the map reflect the theme/purpose of the fair as you understand it from the logo analysis activity?
4. Analyze A-Y-P Publicity Booklet (10 minutes)
 - Pass out the Excerpt from A-Y-P Publicity Booklet and have students read aloud in pairs or as a group.
 - Discuss the document as a group using the following questions as a guide:
 - How does the map reflect with the stated purposes of the fair?
 - Do you think the world connections that were focused on at the A-Y-P reflected the future of the region?
 - How does your knowledge of life in the region today affect how you look at the map and the goals?
 - Do you think the goals of the fair were achieved? Which ones and why?

Unit 2: Suggested Teaching Procedure

5. Analyze Port of Seattle Statistics

Pass out (or project) Port of Seattle Statistics.

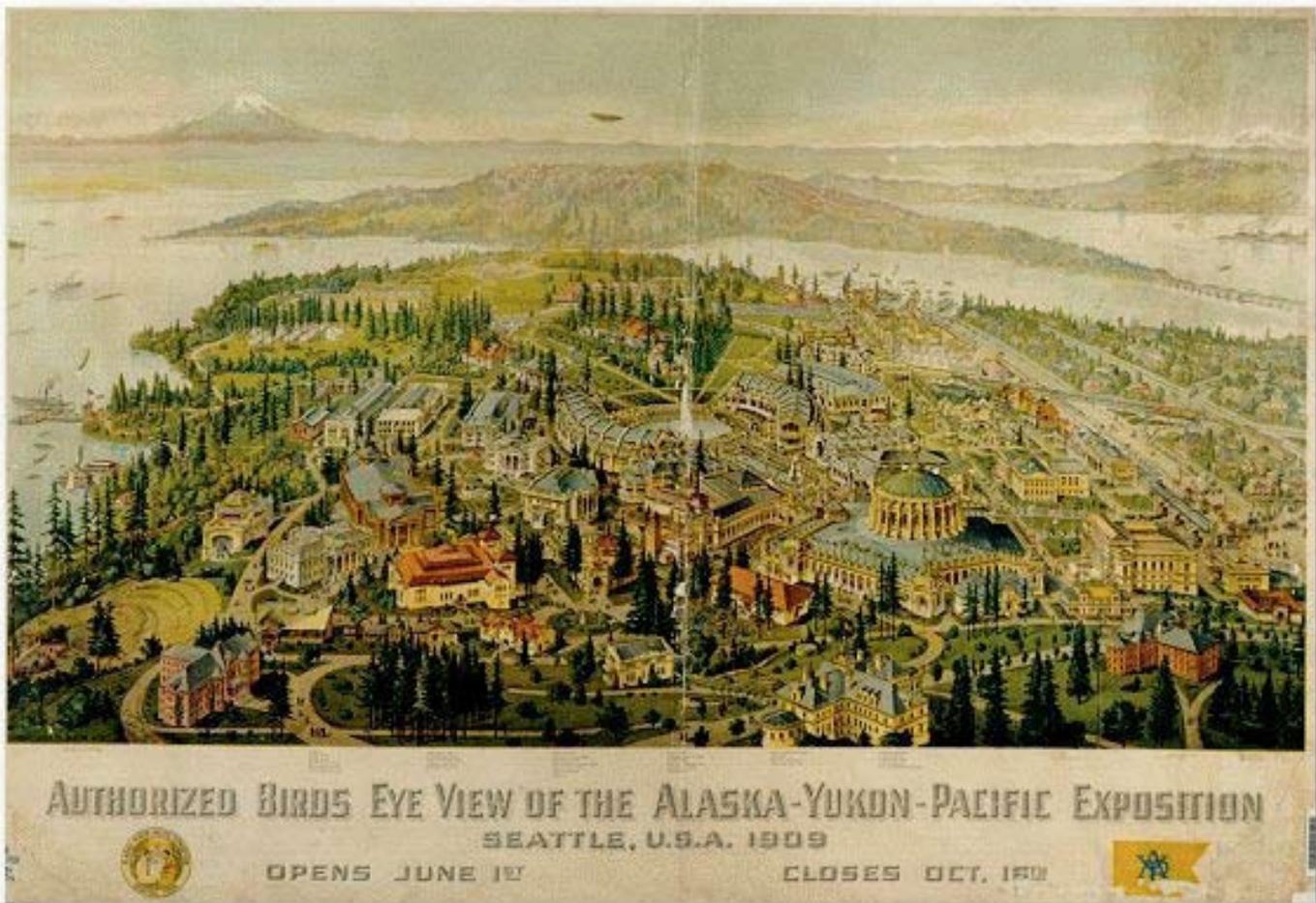
Have students read aloud in pairs or as a group if you pass out copies. If you project the document, go right to the discussion and have them look for the answers as you go.

Discuss the document as a group using the following questions as a guide:

- Where are Seattle's top 10 trading partners located on your map?
- What important industry links us with Alaska?
- How do these statistics connect with purpose of the fair?
- What information do you think the fair organizers would expect to see 100 years later?
- Is there anything on here that would surprise them?

6. Final Assessment (5 minutes) Have students write their answers to the following question on a piece of paper and turn it in at the end of class:

Do you think the world connections that were focused on at the A-Y-P reflected the future of the region? List 3 reasons why or why not.

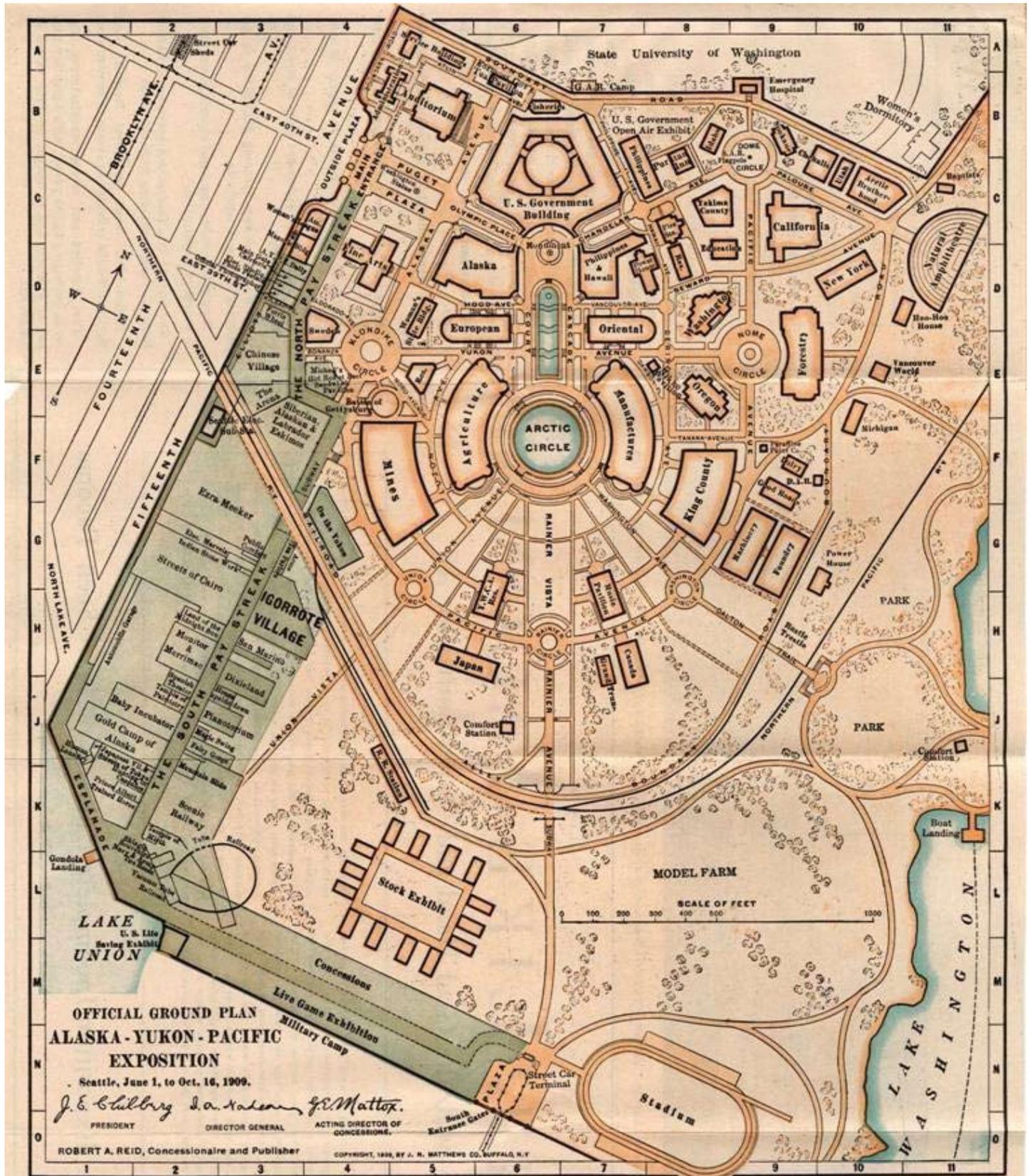


Birds-eye poster of the fair, courtesy of UW Special Collections

Unit 2: Primary Source

A-Y-P Campus Map

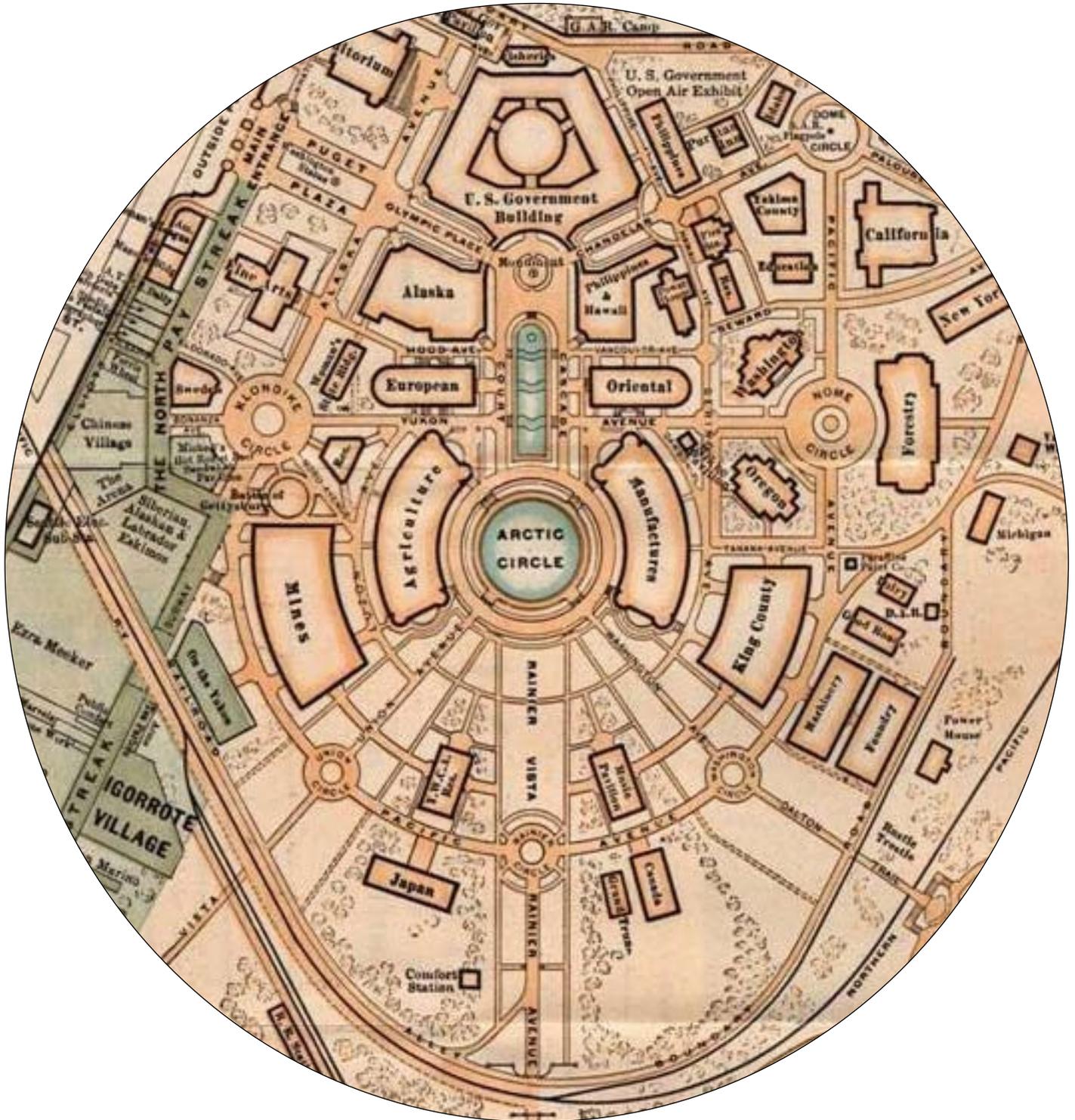
UW Special Collections (Digital ID No. PAM0151)



The Tacoma and Pierce County Exhibits are in the Agriculture Building

Unit 2: Primary Source

Center Section of A-Y-P Map



Unit 2: Primary Source

Excerpt from A-Y-P Publicity Booklet, 1908

A study of the plan and scope of the Exposition will give one a satisfactory idea of the great benefits it will confer upon the world at large. Included in the primary purpose of the Exposition are:

FIRST: To exploit the resources and potentialities of the Alaska and Yukon territories in the United States and the Dominion of Canada.

SECOND: To make known and foster the vast importance of the trade of the Pacific Ocean and of the countries bordering thereon.

THIRD: To demonstrate the marvelous progress of Western America, where, within a radius of 1,000 miles of Seattle, 7,500,000 persons live who are directly interested in making the Exposition the true exponent of their material wealth and development.

Courtesy of MOHAI

Unit 2: Primary Source

Port of Seattle Statistics

2007 Total Vessel Trade by Country via Seattle
Millions of US Dollars
Ranked by \$ Value

		World Total	\$ 30,284.95	\$ 9,233.17	\$ 39,518.12
Rank	Country	Import	Export	Total	
1	China	\$ 16,583.00	\$ 1,581.02	\$ 18,164.02	
2	Japan	\$ 5,809.41	\$ 2,293.24	\$ 8,102.65	
3	South Korea	\$ 1,759.11	\$ 824.90	\$ 2,584.01	
4	Taiwan	\$ 792.65	\$ 499.83	\$ 1,292.48	
5	Indonesia	\$ 744.13	\$ 209.02	\$ 953.15	
6	Thailand	\$ 641.71	\$ 261.93	\$ 903.64	
7	Vietnam	\$ 761.28	\$ 77.01	\$ 838.29	
8	Singapore	\$ 338.98	\$ 425.54	\$ 764.52	
9	Malaysia	\$ 551.88	\$ 199.50	\$ 751.38	
10	Hong Kong	\$ 424.36	\$ 276.53	\$ 700.89	
11	Canada	\$ 133.70	\$ 543.58	\$ 677.28	
12	Australia	\$ 209.93	\$ 274.84	\$ 484.77	
13	Philippines	\$ 138.53	\$ 217.45	\$ 355.98	
14	India	\$ 177.57	\$ 178.01	\$ 355.59	
15	Russia	\$ 195.35	\$ 96.59	\$ 291.94	
16	United Kingdom	\$ 7.47	\$ 227.84	\$ 235.30	
17	Germany	\$ 16.39	\$ 198.70	\$ 215.09	
18	Cambodia	\$ 170.19	\$ 8.98	\$ 179.17	
19	New Zealand	\$ 116.92	\$ 53.01	\$ 169.94	
20	Bangladesh	\$ 150.69	\$ 9.40	\$ 160.09	

November 4, 2008

Seattle Has Best Cruise Season Ever
Passenger numbers make Seattle #1 in Alaska market

The Port of Seattle announced today that the 2008 cruise season was the busiest ever. For the first time, Seattle surpassed Vancouver B.C. in passenger numbers validating Seattle's strong position in the Alaska cruise market. Seattle welcomed 210 cruise ships and 886,039 passengers while Vancouver reported 854,453 passengers. The cruise business in Seattle generates \$274 million in annual business revenue, \$8 million in annual state and local taxes, and 2,380 jobs.

— Excerpt from Port of Seattle Press Release

Unit 2: Key Terms

Unit 2: Key Terms

Bustling: noisy or excited activity

Generate: produce; cause to be

Portal: gate or door

Potential: capable of coming into being or action

Proximity: nearness

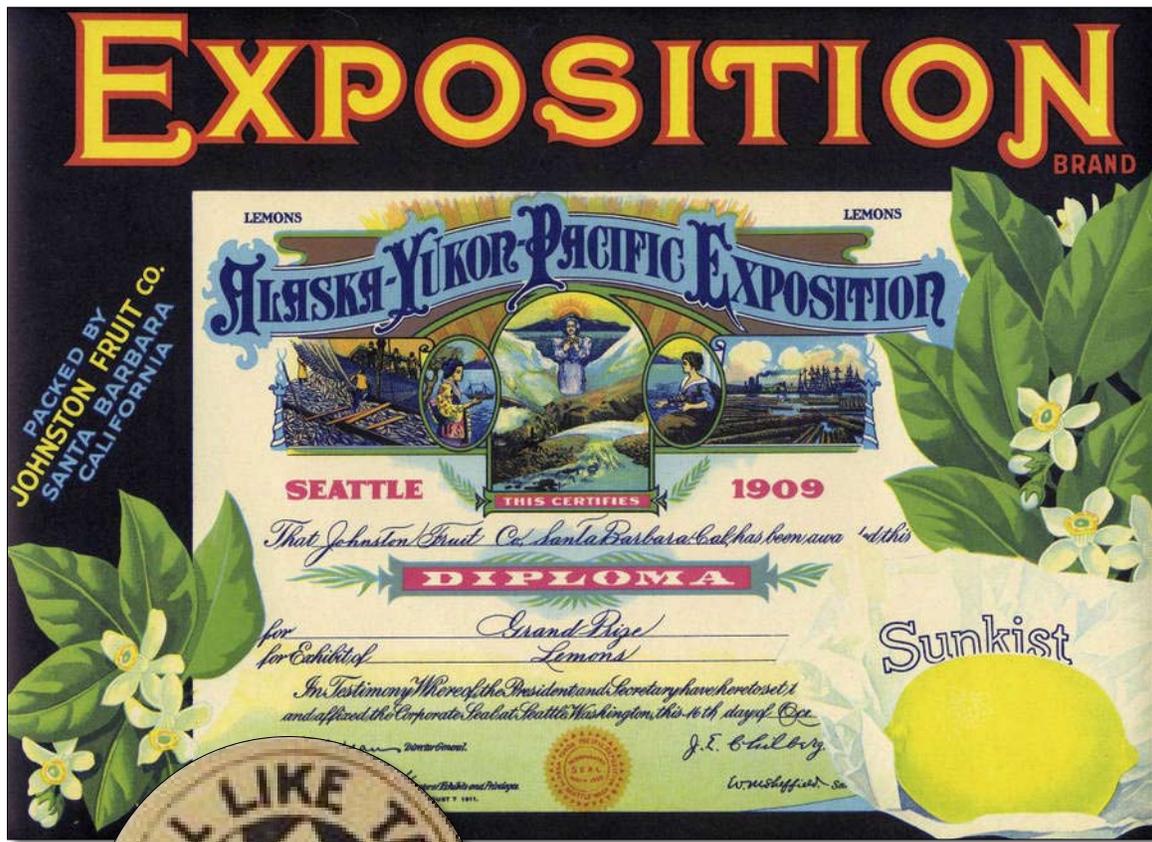
Revenue: money coming in; income

Statistics: numerical facts about things or people

Surpass: do better than; be more than; exceed

Validate: confirm; support by facts or authority

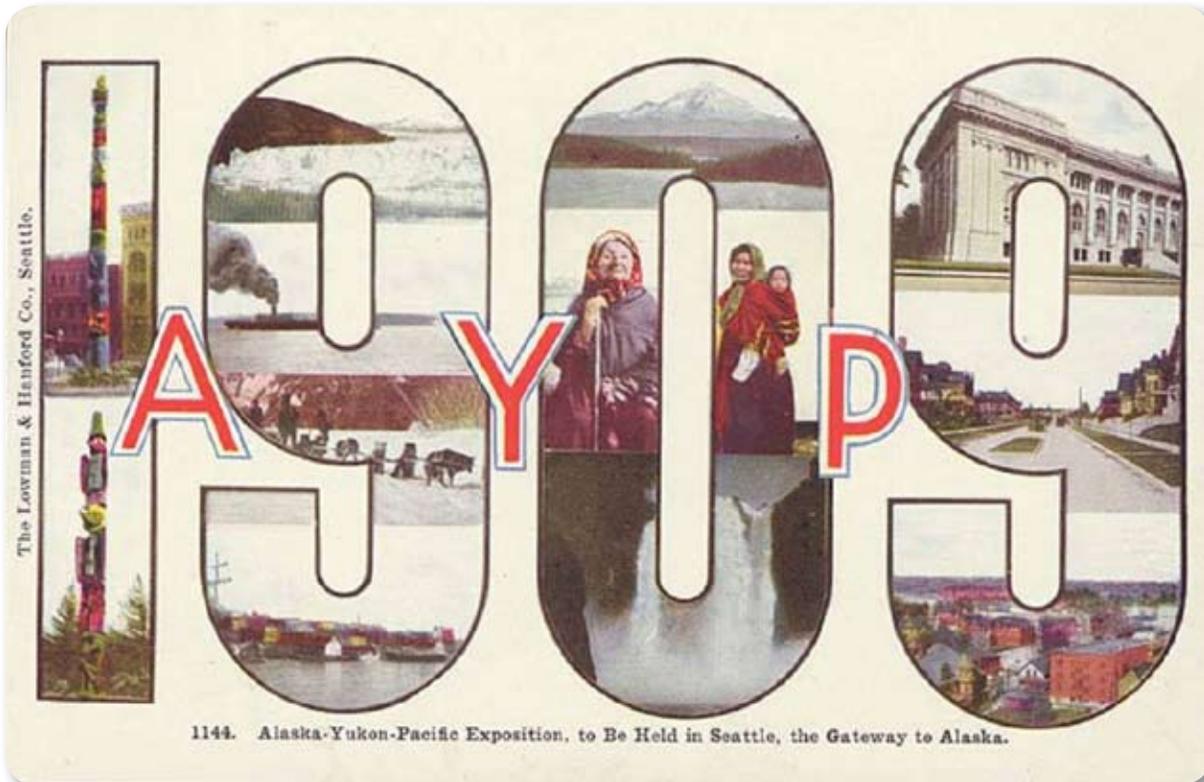
Unit 3: Advertising



Unit 3: Advertising

The Use of Postcards and Other Ephemera During the Alaska-Yukon-Pacific Exposition

How were postcards and other ephemera used to showcase Seattle and the Alaska-Yukon-Pacific Exposition of 1909?



Postcard, courtesy UW Special Collections (Neg. No. AYP254)

Unit-at-a-Glance

- **Primary Objective:** Students will learn about the advertising used during the 1909 A-Y-P.
- **Student Activities:** Students will research primary sources to identify and analyze the use of postcards in the advertising of the 1909 A-Y-P Exposition. Students will design a postcard to advertise a future Seattle World's Fair in 2029.
- **Materials Included:** Teacher background information; primary source sites; student handout
- **Materials/Equipment Needed:** computer, projector, copy machine or color printer, card stock, and art supplies
- **Grade/Subject Recommended:** 6–8 grades/Washington State history

Time Management

- DAY 1** Introduce advertising with postcards; Analyze a variety of A-Y-P postcards
- DAY 2** Explore other A-Y-P ephemera
- DAY 3** Create a postcard for a world's fair in 2029

Content Objectives: Students will learn...

the importance of images to advertise an event.

Performance Objectives: Students will...

research a variety of postcards and flyers developed in 1909 advertising the Alaska-Yukon-Pacific Exposition. What were essential elements needed to showcase this event?

EALRS/GLEs

The activities in this unit have been designed to complement Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for elementary or middle school students as well as Social Studies Classroom Based Assessments (CBAs). See pages 4-5 for an EALR/GLE/CBA Alignment Bridging Document.

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Unit 3: Background



Folding advertisement for steamship service on Puget Sound's Mosquito Fleet. A different set of Lake Washington steamers brought visitors to the exposition grounds, with a special dock and entrance. Courtesy of Dan Kerlee.

Unit 3: Background Information

What is advertising/publicity and its importance?

Advertising is a form of communication that attempts to persuade someone to purchase a particular product or service. Outdoor signs dating back to 3000 BCE are some of the earliest advertising recorded. Printed ads were used in the American colonies in early newspapers. Later, picture postcards and handbills were popular means of advertising. A timeline for advertising from 1900 to 1915 is found at adage.com/century/timeline/index.html.

A brief history of postcards

John Charlton of Philadelphia patented the postcard in 1861 and these cards would come to be called postal cards. The early cards did not include writing, except on the front, and many were produced privately. The divided-back format, with a message and address on the same side, became popular in the U.S. in 1907.

Postcards were important at the A-Y-P. The fair took place during the peak of postcard collecting enthusiasm before World War I, and millions of cards were printed. They were sold as souvenirs, used to advertise the fair, and given away at many display booths to promote products and regions. Thousands remain in circulation today. Most A-Y-P Exposition postcards were created using photographs created by (or under the direction of) A-Y-P's official photographer Frank Nowell. During the time of the Alaska-Yukon-Pacific Exposition in 1909, the use of postcards was in its "Golden Age."

Key Terms

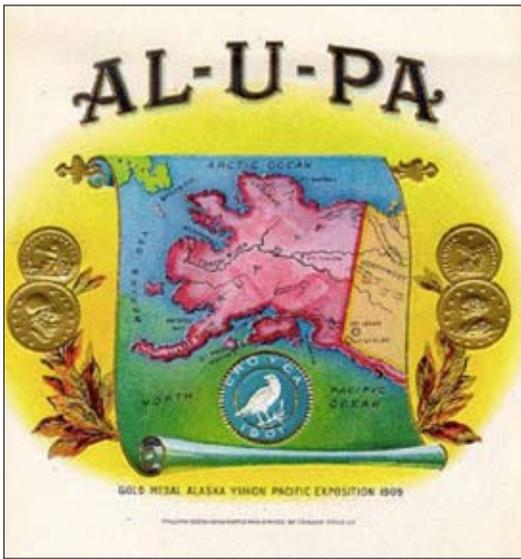
Advertisement: a public announcement in a newspaper or on the radio, television, or internet communicating something such as an event or product for sale

Ephemera: collectible items that were originally designed to be short-lived

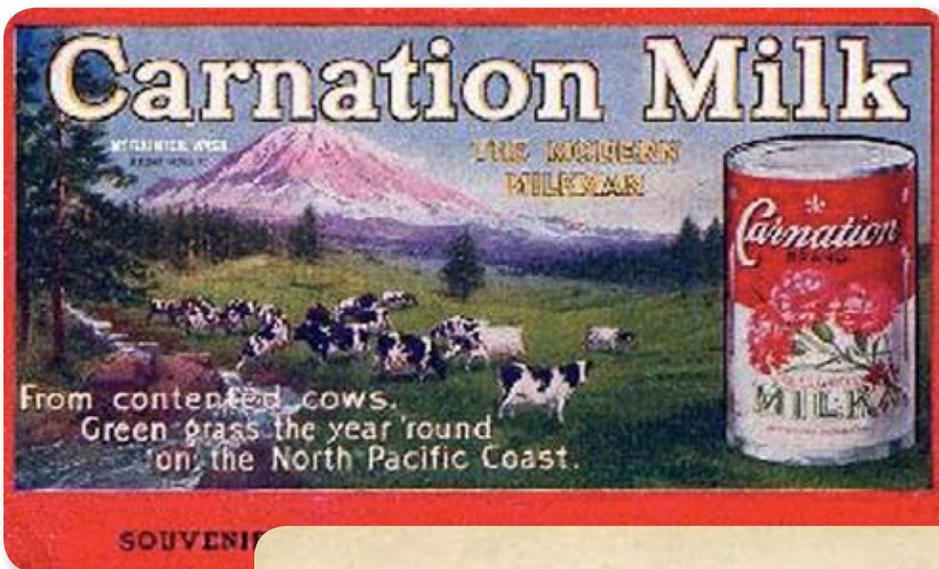
Exploitation: (two distinct meanings) 1) the combined, often varied, use of public-relations and advertising techniques to promote a person, movie, product; 2) the act of utilizing something in an unjust or cruel manner

Postcards: card for short message, a card used to carry a message, usually with a picture or a photograph on one side, that can be sent through the mail without an envelope

Unit 3: Background Information



5.5 X 6.5 inch colorful cigar box label that received a gold medal at the A-Y-P. From a private collection



A sample of a divided card for message and address. Courtesy UW Special Collections (Neg. No. UW23379)



Unit 3: Suggested Teaching Procedure

Pre-Class (Lesson) Preparation

(Students must complete the A-Y-P logo and PowerPoint activity from Unit 1 before beginning this lesson.)

1. Read Background Information about advertising and postcards.
2. Review objectives/outcomes for project and determine what you want class to accomplish.
3. Review sites of postcards and ephemera as included in the Additional Resources list on the following page.
4. Print out Image Analysis Worksheet for each student, as well as one copy of each photograph, and Key Terms list.
5. Arrange for computer and projector to view postcards and ephemera
6. Gather art materials (cardstock, color pencils, markers) for the art project on Day 3.

Day 1: Suggested Teaching Procedure (45 minutes)

Explore Postcards and Other Ephemera

Unit 2: primary sources

- ✓ A-Y-P postcards
- ✓ Cigar box label
- ✓ Folding advertisement
- ✓ A-Y-P Daily News newspaper

Editable versions of all student worksheets can be downloaded from [HistoryLink.org](https://www.historylink.org). Click on “Study Aids.”

Materials Needed: Teacher background information; images from primary-source websites; history of advertising websites and timeline of advertising. (adage.com/century/timeline/index.html); strips of paper to do image analysis.

1. Teacher will introduce the terms “advertising” and “publicity” by showing a variety of postcards from around the U.S. or world. 2. Together students will study various styles of early twentieth century postcard advertisements and identify themes and audience.
3. Select a photograph to project. As a class, practice carefully analyzing the photograph according to the Photo Analysis worksheet. Debrief for students what their final project will be in this lesson so they get a sense of how all aspects fit together.
4. Lead a group discussion on the types of postcard advertisements.
5. Teacher will introduce the terms “postcards,” ephemera,” and “exploitation” by showing a variety of photos from the A-Y-P.
6. Students will identify the meaning of the three terms, postcards, ephemera, exploitation.
7. Students will analyze A-Y-P postcards using image analysis to identify people, objects, activities. Identify themes used to advertise the Alaska-Yukon-Pacific Exposition. Use student handout.
8. Group discussion to follow: Were these postcards successful in their advertisement of the A-Y-P?

Day 2: Suggested Teaching Procedure (45 minutes)

Explore other ephemera (newspapers) produced during the A-Y-P

Materials Needed: Teacher Background Information; primary source websites

1. Students will research further ephemera (newspapers) used during the 1909 A-Y-P (<http://ayp100.org/1909/discovering-ayp/research-resources/universitywashington-libraries>)
2. How did the A-Y-P exploit this form of ephemera?
3. Discussion to follow.

Day 3: Suggested Teaching Procedure (45 minutes)

Create a World's Fair to occur in 2029 in Seattle

Materials Needed: Paper to design the postcard and cardstock for the finished product; art materials (colored pens, pencils)

1. Chose a theme for the fair.
2. Design a postcard advertising this fair to the rest of the world.
3. Eastside Heritage Center will display these at their annual Strawberry Festival in Bellevue June 27–28, 2009. Contact Eastside Heritage Center for future exhibit opportunities. (education@eastsideheritage.com or (425) 450-1049)

Unit 3: Additional Resources

adage.com/century/timeline/indes.html

library.duke.edu/digitalcollections/ea

Encarta.msn.com/encyclopedia_761564279_5/advertising.html#s21

En.wikipedia.org/wiki/Advertising

www.aype.com

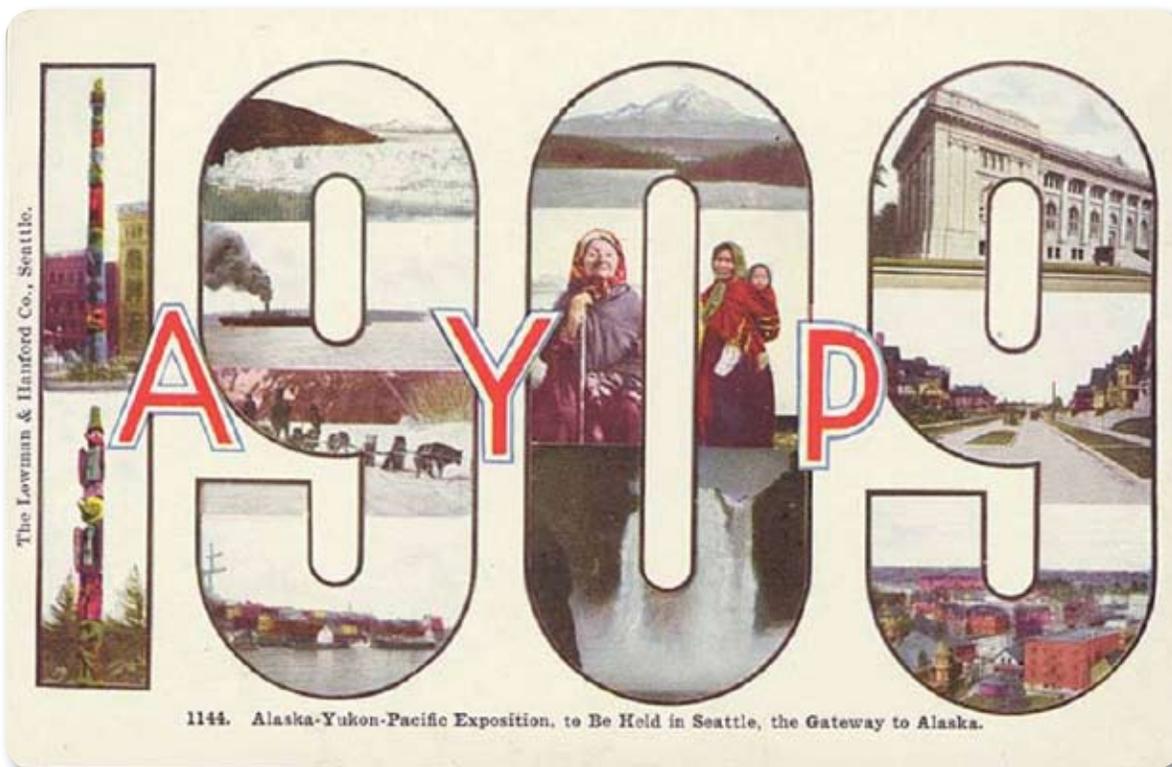
www.aype.net

ayp100.org/1909/discovering-ayp/research-resources/universitywashington-libraries

nabbhistory.salisbury.edu/resources/images/jamestown_1907.html

Unit 3: Primary Sources

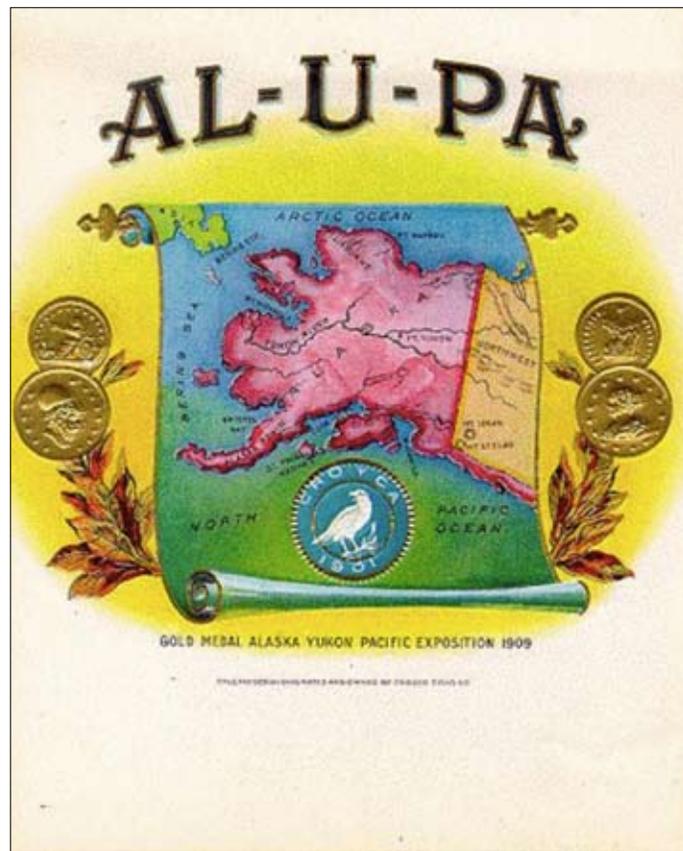
Postcards



*UW Special
Collections (Neg. No.
AYP254)*

Unit 3: Primary Sources

Other Ephemera



Cigar Box Label from a private collection



Folding Advertisement for Steamship Service. Courtesy Dan Kerlee.

Unit 3: Student Worksheet

Image Analysis Worksheet

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Directions: Study the image for two minutes for an overall impression. Next divide the photo into thirds and study each section to see what new details become visible.

Use the chart below to list people, object, and activities in the image. Analyze only 1/3 of the image for each section. (Left, Middle, Right)

People	Objects	Activity

Name: _____

Unit 3: Key Terms

Unit 3: Key Terms

Advertisement: a public announcement in a newspaper or on the radio, television, or Internet communicating something such as an event or product for sale

Ephemera: collectible items originally designed to be short-lived

Exploitation: (two distinct meanings) 1) the combined, often varied, use of public-relations and advertising techniques to promote a person, movie, product; 2) the act of utilizing something in an unjust or cruel manner

Postcards: card for short message: a card used to carry a message, usually with a picture or a photograph on one side, that can be sent through the mail without an envelope

Unit 4: Counties' Bounties in Washington State



Map, courtesy of HistoryLink.org

Unit 4: Counties' Bounties in Washington State

What resources/goods did each Washington county have to offer at the A-Y-P? How were those goods related to the county's unique environment? What would that same county display at a similar event today?



Unit-at-a-Glance

- **Primary Objective:** Students will use their understanding of social studies concepts and skills to explore Washington State in the past and present.
- **Student Activities:** Students will research a county that was represented at the A-Y-P and how that county showcased their region's goods. Students will make connections between those goods and the counties' environments. Students will create a present-day display for the county.
- **Materials Included:** Suggested teaching procedure, photographs, student handout, additional resources
- **Materials/Equipment Needed:** Computer, projector, printer, copies of student handout, art supplies (varied by project)
- **Grade/Subject Recommended:** 4–8 grades/Social Studies (Washington State History)
- **Unit activities** have been designed for students to work in small groups of 2 or 3.

Time Management

DAY 1 Introduction, map analysis and discussion, county selection, photo analysis

DAY 2 County research

DAY 3–4 Display work

Courtesy Washington State Library

Content Objectives: Students will...

1. learn about the state’s unique geography and key eras in early Washington State history;
2. understand how an area’s environment contributes to its economic development.

Performance Objectives: Students will...

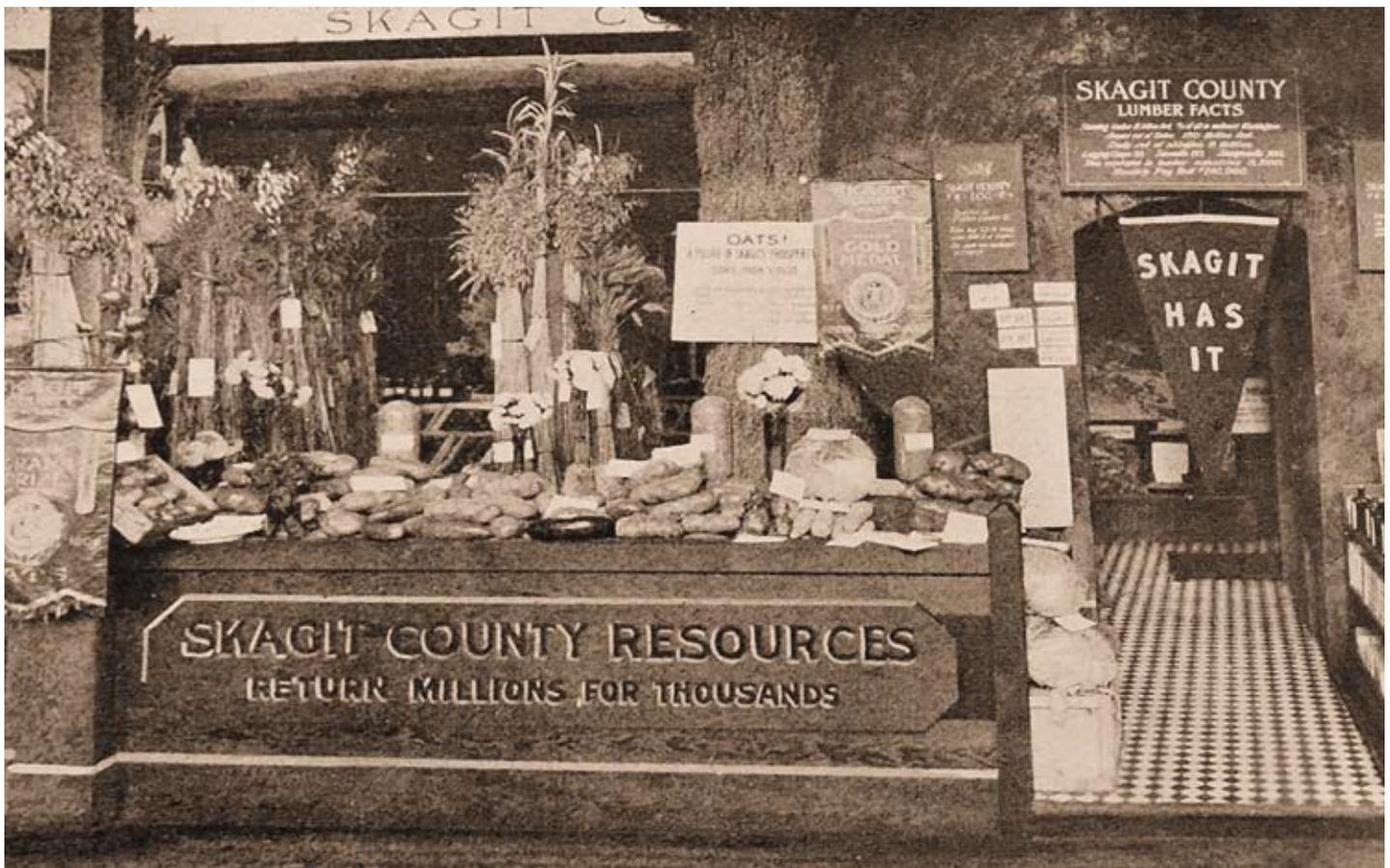
1. demonstrate critical thinking skills by analyzing primary documents on county displays at the A-Y-P;
2. demonstrate map-reading skills;
3. work in groups to create a final project.

EALRS/GLEs

The activities in this unit have been designed to complement Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for elementary or middle school students as well as Social Studies Classroom Based Assessments (CBAs). See pages 4–5 for an EALR/GLE/CBA Alignment Bridging Document.

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Courtesy Washington State Library

Unit 4: Background Information

One of the main purposes of the Alaska-Yukon-Pacific Exposition was to celebrate 12 years of prosperity—since the 1897 Alaska Gold Rush—through the display of the resources, products, and advantages of Washington and the region. This was Washington’s first world’s fair. More than three million people visited the A-YP Exposition from Washington and from the rest of the country to take in and celebrate all the region had to offer. Every Washington county organized their participation in the fair. Chehalis (now Grays Harbor), King, Spokane, and Yakima counties constructed their own buildings at the fair. Counties produced displays of agricultural products, amassed examples of their children’s educational work, and assembled historical artifacts that told their county’s story. Many of these counties were honored with designated “special days” during the exposition. On these days, hundreds or even thousands of community members chartered trains or boats in order to travel together to celebrate, enjoy the fair, and promote the benefits of their own part of Washington.

Key Terms

Agriculture: the science of cultivating land, raising crops, and feeding, breeding, and raising livestock; farming

County: subdivisions of a U.S. State

Display: to show or reveal

Exploit: to use or utilized for profit

Export: to ship goods to other places to sell or exchange

Product: a totality of goods or services; products of a farm, products of a factory

Resource: an available source of wealth; something that can be sold or traded for economic gain

Showcase: to exhibit or display

Unit 4: Teaching with Photographs

Teaching with photographs offers many unique experiences; photos catch students' interest, encourage detective work, and reinforce certain critical thinking skills that students often already possess. Things to keep in mind when learning from photos:

- Photographs are very useful in helping students decode, interpret, and understand people, events, eras, ideas, etc.
- Every photograph was created at one point in time, in a certain place, of a deliberate subject, by a particular photographer, for a specific purpose. Careful, critical analysis of photographs is an important component of visual literacy.

Suggestions for Working with Students and Photographs: *Analysis Questions*

Observation—Explicit information

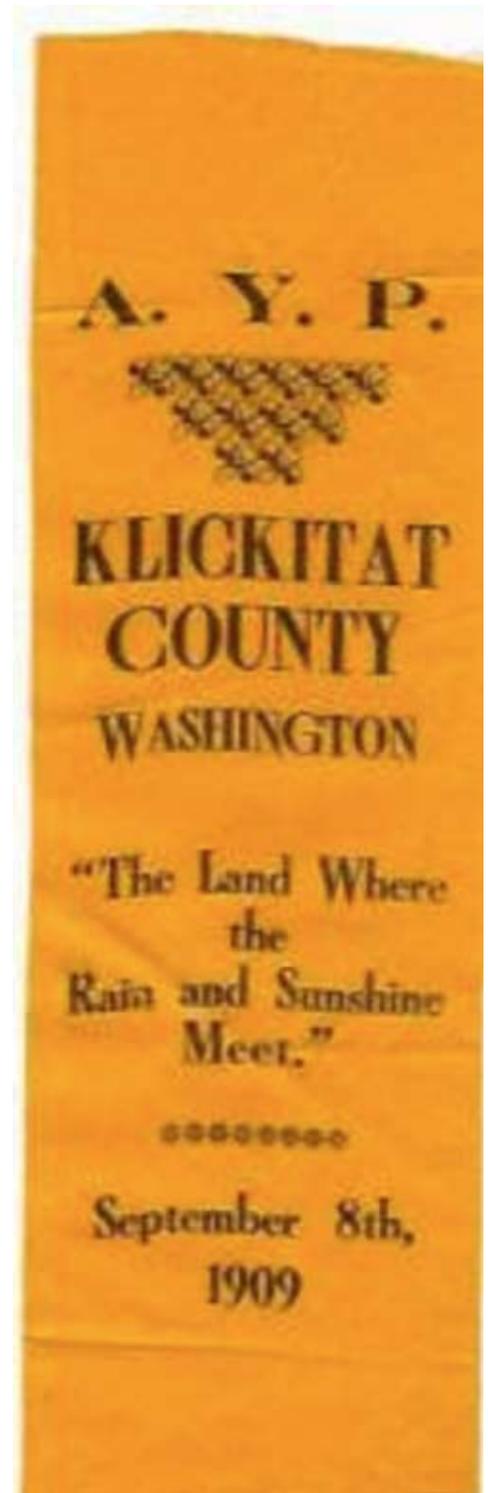
- Study the photograph for two minutes. Form an overall impression of the photo, and then examine individual items.
- Create a chart listing all the people, objects, and activities you see.

Inference—Implicit information

- Based on your observations, what are some things you can assume or infer about these images? Examples are:
 - When is the photo taken? What time of year? What time of day?
 - Where is it taken?
 - What is the cultural background of the subjects?
 - What don't you see in the photograph that may be part of the scene?

Further investigation

- Why might someone have taken this picture?
- What questions does it raise in your mind?
- Where could you find answers to those questions?



Private Collection

Unit 4: Teaching with Photographs

*Suggested Teaching Procedure***Day 1: (45 minutes)**

(Students must complete the A-Y-P logo and PowerPoint activity from Unit 1 before beginning this lesson.)

1. (10 minutes) Introduce lesson as a means of exploring Washington state County resources. Go to [http:// quickfacts.census.gov/qfd/maps/washington_map.html](http://quickfacts.census.gov/qfd/maps/washington_map.html) and project the map for class, discussing the location of various counties and their potential resources. Have students identify which county they live in, what are some neighboring counties, etc. Introduce concepts of county displays at the A-Y-P based on the background information provided. Have students work in pairs or small groups to select a county from the 16 listed below: Adams, Asotin, Benton, Clark, Grant, Kitsap, Klickitat, Lewis, Lincoln, Pacific, Pierce, Skagit, Walla Walla, Whatcom, Whitman, Yakima.
2. (5 minutes) Once a county has been selected, distribute printed out photographs of the A-Y-P booth for each group’s county. Distribute Photo Analysis Worksheets. Discuss analyzing photographs based on the information provided above.
3. (20 minutes) Have students analyze their county booth photograph using the handout provided.
4. (10 minutes) Have a debriefing conversation as class about what students discovered. Some questions for consideration are:
 - a. What do the resources of these counties tell us about the climate?
 - b. What is the nature of most of the resources you found (i.e. mostly agricultural)?
 - c. What kinds of jobs do you think were prevalent in these counties at the time?
 - d. Do the counties’ displays look appealing? Would you want to visit the booths? Why or why not?
 - e. If we had an A-Y-P-type event now, what would your county display?

Day 2: (45 minutes)

1. Have students break into their groups and prepare to research their county’s current resources, using your school library or some of the sites below:
 - a. <http://www.mrsc.org/byndmrsc/counties.aspx> Municipal Research and Services Center of Washington site with links to each county’s respective website.
 - b. <http://www.wacounties.org/wsac> Washington State Association of Counties
 - c. <http://www.ofm.wa.gov/localdata/default.asp> Washington State Office of Financial Management
1. Have students create a list of the most prominent resources or features of their counties to be used in their display.

Unit 4: primary sources

16 A-Y-P county booth photographs for the following counties

- ✓ Adams
- ✓ Asotin
- ✓ Benton
- ✓ Clarke
- ✓ Grant
- ✓ Kitsap
- ✓ Klickitat
- ✓ Lewis
- ✓ Lincoln
- ✓ Pacific
- ✓ Pierce
- ✓ Skagit
- ✓ Walla Walla
- ✓ Whatcom
- ✓ Whitman
- ✓ Yakima

Washington State County Map

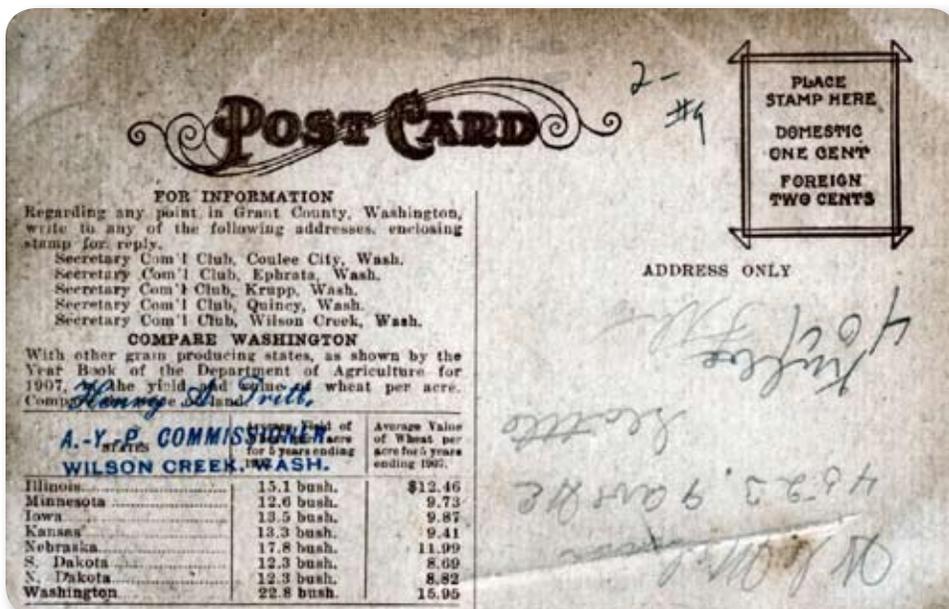
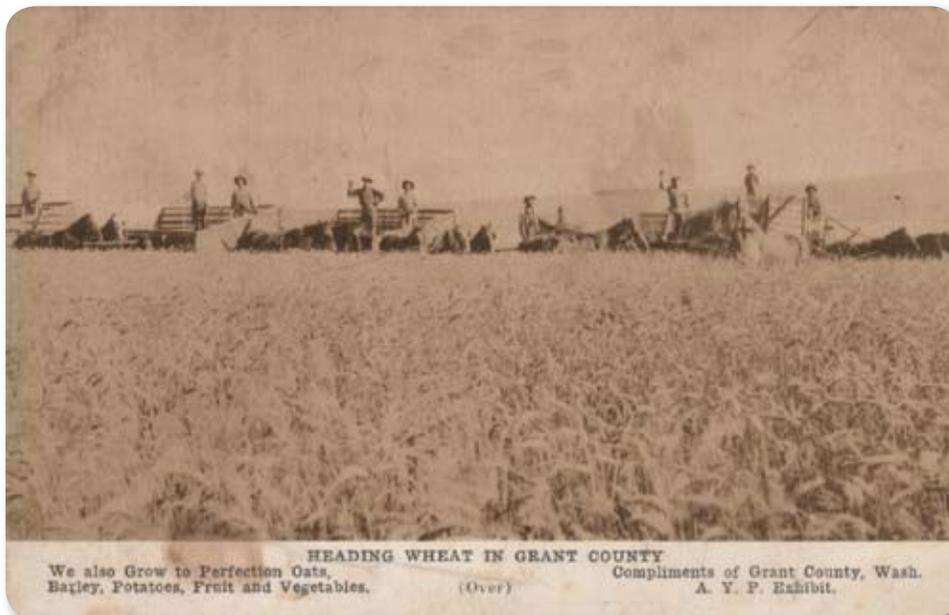
Editable versions of all student worksheets can be downloaded from HistoryLink.org. Click on “Study Aids.”

Unit 4: Teaching with Photographs

Suggested Teaching Procedure

Days 3 & 4: (90 minutes)

- Using poster board/foam core/cardboard etc. have student groups create a three-dimensional display for their county, featuring all the items/ideas they have deemed important. Further ideas:
 - Students can use old magazines to cut images from.
 - Students can draw/sculpt/use real or found materials to represent resources.
 - Students can create charts and graphs to display county resources.
- Possible extension or alternate activity: have students create a PowerPoint presentation on their county.



Private Collection

Unit 4: Primary Sources

A-Y-P County Booth Photographs



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Adams County Booth
Courtesy Washington
State Library*



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Asotin County
Booth Courtesy
Washington State
Library*

Unit 4: Primary Sources

A-Y-P County Booth Photographs



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Benton County Booth
Courtesy Washington
State Library*



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Clarke County (later
renamed Clark County)
Booth Courtesy
Washington State
Library*

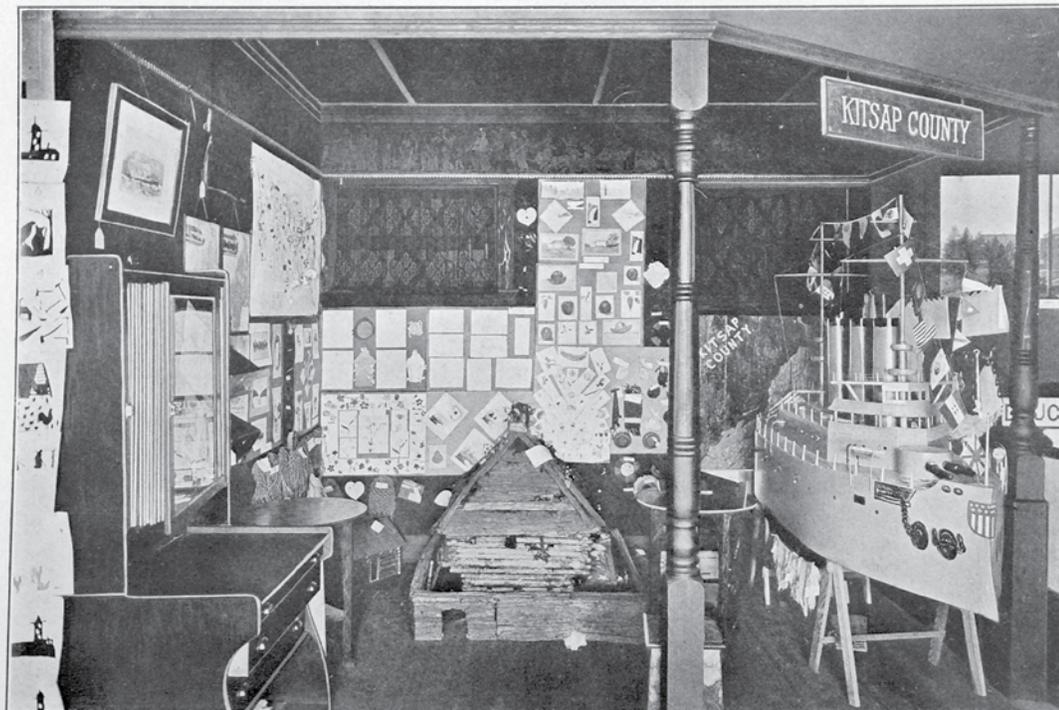
Unit 4: Primary Sources

A-Y-P County Booth Photographs



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Grant County Booth
Courtesy Washington
State Library*



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Kitsap County Booth
Courtesy Washington
State Library*

Unit 4: Primary Sources

A-Y-P County Booth Photographs



*Klickitat County
Booth Courtesy
Washington State
Library*

INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.



*Lewis County Booth
Courtesy Washington
State Library*

INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

Unit 4: Primary Sources

A-Y-P County Booth Photographs



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Lincoln County
Booth Courtesy
Washington State
Library*

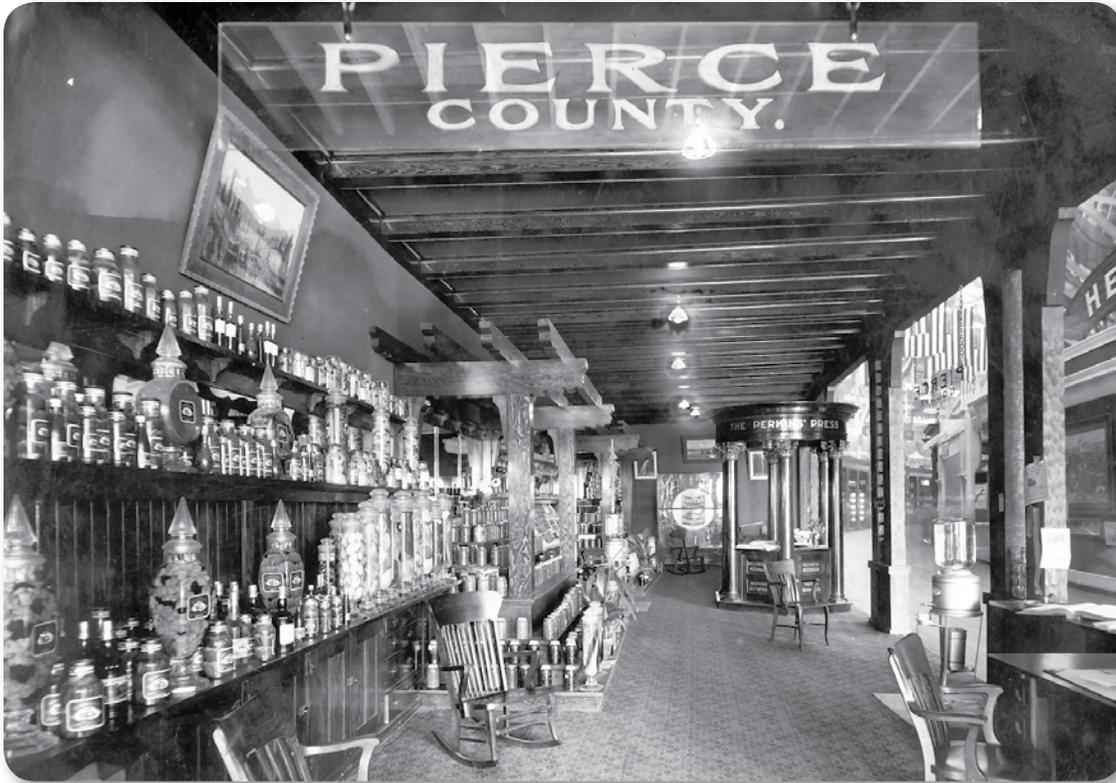


INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Pacific County Booth
Courtesy Washington
State Library*

Unit 4: Primary Sources

A-Y-P County Booth Photographs



*Pierce County Booth
Courtesy Washington
State Library*



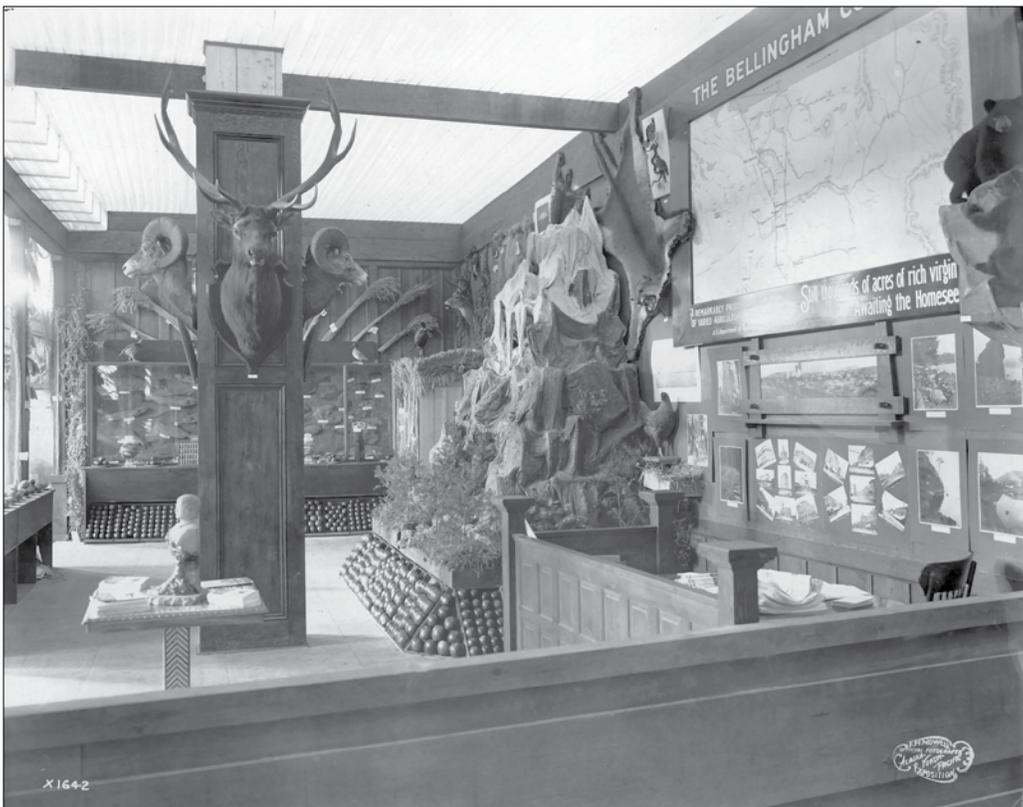
*Skagit County Booth
Courtesy Washington
State Library*

Unit 4: Primary Sources

A-Y-P County Booth Photographs



*Walla Walla County Booth
Courtesy Washington State
Library*



*Whatcom County Booth
Courtesy Washington State
Library*

Unit 4: Primary Sources

A-Y-P County Booth Photographs



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Whitman County
Booth Courtesy
Washington State
Library*



INTERIOR, AGRICULTURAL BUILDING. Showing County Exhibits of the State of Washington.

*Yakima County
Booth Courtesy
Washington State
Library*

Unit 4: Key Terms

Unit 4/Key Terms

Agriculture: the science of cultivating land, raising crops, and feeding, breeding, and raising livestock; farming

County: subdivisions of a U.S. state

Display: to show or reveal

Exploit: to use or utilized for profit

Export: to ship goods to other places to sell or exchange

Product: a totality of goods or services; products of a farm, products of a factory

Resource: an available source of wealth; something that can be sold or traded for economic gain

Showcase: to exhibit or display

Unit 5: Personal Stories and Oral History Interviews

What were the personal stories of everyday people who attended the A-Y-P? How are these stories different from or the same as the stories of people who attended the 1962 Seattle World's Fair?



The personal stories of everyday people often provide the richness and detail that make history come alive. However, these personal stories are often poorly documented and overlooked in history books. This unit uses a classroom oral history interview to uncover personal perspectives.

Unit-at-a-Glance

- **Primary Objective:** Students will learn how oral history interviews are conducted and their role as primary source documents.
- **Student Activities:** Students will examine personal stories of people who attended the A-Y-P, take on different roles in preparing for and conducting an interview with a guest to the classroom who attended the 1962 Seattle World's Fair, and discuss how lives are the same or different for people who lived in 1909 and 1962.
- **Materials Included:** Teacher's Guide, Densho Student Guide to Conducting Oral History Interviews, Student Handouts
- **Materials/Equipment Needed:** Audio or video recording equipment (optional), digital camera (optional)
- **Grade/Subject Recommended:** 4–8 grades/Social Studies (Washington State History)
- Unit activities have been designed for the whole class and can be modified to work for a small group.

Time Management

DAY 1 A-Y-P personal memories, preparation for classroom oral history interview

DAY 2 Oral history interview, group discussion

Photo, courtesy of UW Special Collections (Neg. AYP327)

Content Objectives: Students will learn...

1. how personal stories can provide interesting details to historical events;
2. about another world's fair in Seattle in 1962.

Performance Objectives: Students will...

1. analyze primary sources;
2. collaborate on conducting an oral history interview;
3. create connections between the A-Y-P and the 1962 Seattle World's Fair.

EALRS/GLEs

The activities in this unit have been designed to complement Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for elementary or middle school students as well as Social Studies Classroom Based Assessments (CBAs). See pages 4–5 for an EALR/GLE/CBA Alignment Bridging Document.

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Unit 5: Narrative Overview

Our knowledge of a historical time period is often limited to major events. We usually don't understand the everyday experiences or feelings of individuals. An oral history interview is an opportunity to get an individual's perspective on a historical event. This perspective may or may not be typical of a person from his or her time and culture. Because of the subjective nature of an oral history interview, it should not be used as a substitute for analysis of historical materials like official documents, diaries, letters, newspapers, and books. However, the oral testimony can help illuminate by placing an individual's experience within a historical period.

Background Information

Conducting Oral History Interviews in the Classroom Oral history interviews are a research and educational technique to systematically record and preserve memories of personal experiences. Pre-interview research and the creation of planned questions are normal steps before an oral history interview. This helps with the flow of the interview and with follow-up questions. There are also procedures such as the use of release forms that are common to oral history interviews. Included with this lesson is The Densho Student Guide to Conducting Oral Histories which will give more details and can help serve as a guide to having your students do oral history interviews.

Century 21—The 1962 Seattle World's Fair

The 1962 Seattle World's Fair, otherwise known as Century 21, gave visitors a glimpse of the future and left Seattle with a lasting legacy. The exposition gave Seattle world-wide recognition, effectively "putting it on the map." Years of planning went into the fair through the hard work of visionaries, go-getters, civic boosters, and dreamers. Many of the concepts and icons of Century 21 remain ingrained in Seattle culture, even as the "real" twenty-first century begins. The 1962 Seattle World's Fair had its beginnings in an earlier fair that was held on the University of Washington campus. In 1909, the Alaska-Yukon-Pacific Exposition (A-Y-P) commemorated the first shipment of Klondike gold through Seattle in 1897. The A-Y-P, with its exhibits, carnival rides, food, and fun attracted more than 3.5 million visitors from around the world, focusing attention on Seattle as a leader in Pacific trade.

[From the first two paragraphs of the HistoryLink.org essay titled, "Century 21—The 1962 Seattle World's Fair, Part 1." Read the rest of the essay for more background.]

Key Terms

Oral history interview: research technique to record and preserve personal memories

Narrator: the person who is interviewed in an oral history interview

Open-ended questions: questions that encourage longer, more descriptive answers

Follow-up: questions that clarify or ask for more details

Rapport: being comfortable, relaxed and in "synch" with each other

Transcript: a written record of what was said

Unit 5: Suggested Teaching Procedure

Day 1: Pre-Class (Lesson) Preparation

(Students must complete the A-Y-P logo and PowerPoint activity from Unit 1 before beginning this lesson.)

- (30 minutes) Read “The Densho Student Guide to Conducting Oral History Interviews” to review the purpose of oral histories and some of the techniques and procedures of oral histories.
- (30–60 minutes) Identify and recruit an individual (narrator) who has memories of attending the 1962 Worlds Fair in Seattle and who is willing to be interviewed by the class on Day 1. Collect some basic information about the narrator to share with the class on Day 1 to help with question preparation. For example, full name, age, sex, occupation during 1962, current occupation, etc.
- (15 minutes) Review and make copies for each student of the “A-Y-P Memories” handout, the “Possible Interview Questions” handout, and the “Student Roles for the Interview” handout.

Day 1: Suggested Teaching Procedure (45 minutes)

- (15 minutes) Distribute the A-Y-P Memories handout and either read out loud or have a couple of students read out loud the short passages. Discuss how these personal memories complement the other A-Y-P materials.
- (5 minutes) Pass out the “Possible Interview Questions” handout and announce to the class that they will be conducting an oral history of a person who attended the 1962 World’s Fair in Seattle. Using their knowledge of the role of personal stories and their knowledge of A-Y-P, what are some possible questions to ask? Discuss what an open-ended question is and why it is good to use during an oral history interview.
- (10 minutes) Have the students spend 5–10 minutes reviewing the suggested questions and writing down additional questions.
- (10 minutes) Either as a class or in small groups have students share their additional questions. Add these questions to the list of possible interview questions. Collect the “Possible Interview Questions” handout and the questions from the small group or class discussion.
- (5 minutes) To prepare for Day 2, hand out “Student Roles for the Interview.” The following are suggestions based on a class size of 20–24. Adjust accordingly to fit your class size or circumstances. Assign six students as interviewers, a student to serve as timekeeper during the interview, two students to escort the guest from and to the school office, two students to set up the recording equipment (if you are going to do this), two students to take still photos (if there is a camera available), two students to prepare a release form for the guest’s signature and two students to send a thank-you letter afterwards. Assign the rest of the class to serve as note-takers and transcribers.

Unit 5: Primary Sources

- ✓ Personal Memories of Victor McDaniel and Ray Francisco
- ✓ Journal Entries from Olga Carlson

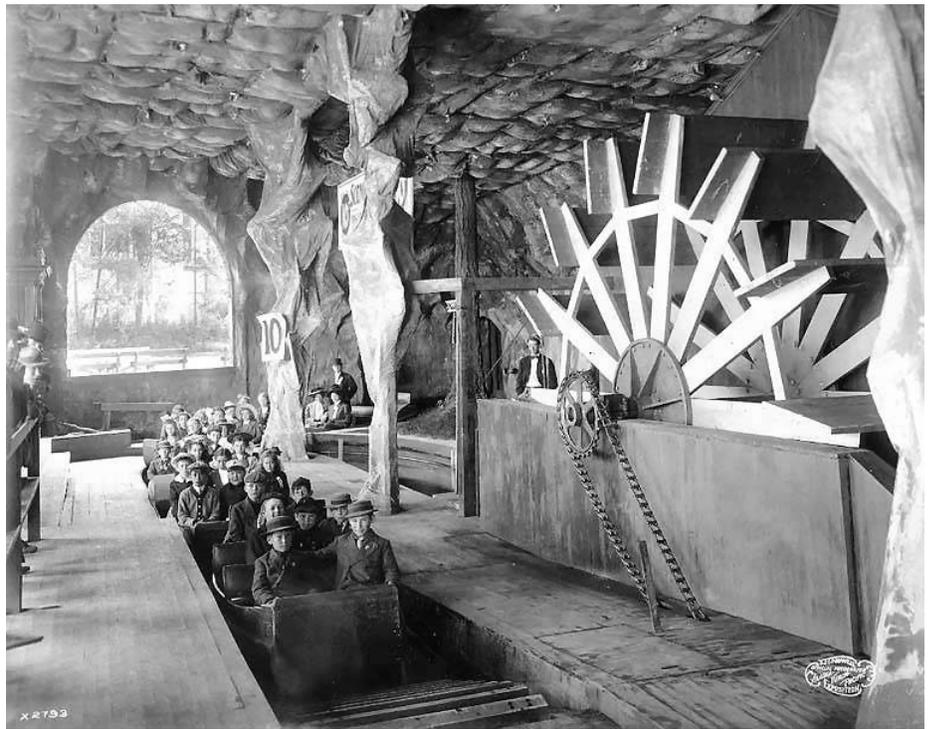
Editable versions of all student worksheets can be downloaded from HistoryLink.org. Click on “Study Aids.”



Courtesy Dan Kerlee

Day 2: Pre-Class (Lesson)**Preparation**

1. (10 minutes) Confirm with narrator the time and location of the interview. Review with the narrator what to expect. Answer any questions or concerns the narrator might have about the interview.
2. (15–30 minutes) Have ready all needed equipment (recording devices, camera, etc.)
3. (15–30 minutes) Review and edit the interview questions. Highlight 1–2 key questions in each section. Make copies of questions for the interviewers.



Photo, courtesy of UW Special Collections (Neg. No. Nowell X1568)

Day 2: Suggested Teaching**Procedure (45 minutes)**

1. (5 minutes) Welcome and introductions
 - Have the room prepared with a seat for the narrator and seats for the interviewers.
 - Have the greeters introduce the narrator.
 - Have everyone take their places and begin recording.
2. (30 minutes) Conduct the interview
 - Interviewers follow their instructions.
3. (10 minutes) Debrief with the class: How did the interview go?
 - Was rapport established?
 - Did we get the information we wanted?
 - What questions worked the best?
 - Did anything surprising happen?
 - What would we do differently next time?

Extension Activities

1. Have the students create a booklet from the transcript and photographs from the interview.
2. Create an oral history project by dividing the class into smaller groups and having each group do their own oral history interview. Create a book from the transcripts and photos from all of the interviews

Additional Resource

The Denso Student Guide to Conducting Oral History Interviews can be downloaded from HistoryLink.org. Click on “Study Aids.”

Unit 5: Primary Source

Personal Memories of Victor McDaniel and Ray Francisco

*Two 18-year-old boys who rode from California
to attend the A-Y-P*

From the day we saw the Alaska-Yukon-Pacific-Exposition traveling tent show I'd talked hard to convince Ray we could bike the thousand miles up there to see the fair. I had to go, and Ray had to go with me. He was my best friend. In spite of his wanting to study to be a preacher, he was my best friend. We did everything together. But Mallory Brothers Blacksmithing had taken longer to make the racks than we planned. Then there was the two months of work in the orchards to earn money for the racks, and the Dunlops, and the canvas for the baggage pouches Ray's mother made. Our travel time had been dangerously narrowed. And now, after buying a new Iver-Johnson revolver, a used Pieper .22 boy's rifle, a cyclometer, and a hatchet, the five dollars and sixty-five cents I carried was all the money we had.

It was at the fair's traveling tent show in May, after we'd seen the real Siberian Eskimos and listened to the high-hatted spieler tell about the Igorot people from the Philippines who would cook and eat their puppies where folks could watch, and the Hawaiian girl, Icka, who would dance her native hula-hula at the Pay Streak Carnival, that the fellow held up a little clay figure. "Twenty-five cents buys you this imp of a billiken," he'd chanted. "Get a patron spirit of the fair. 'God of Things That Ought to Be.' Only twenty-five cents buys you every good luck."

— From the book, *Two Wheels North: Bicycling the West Coast in 1909* by Evelyn McDaniel Gibb, Victor McDaniel, Ray Francisco

Discussion Questions

1. Whose personal memories are being shared?
2. How old are they?
3. Why are they going to the fair?
4. How are they going to get to the fair?
5. What other information do you get from this passage?

Unit 5: Primary Source

Journal Entries from Olga Carlson — Happy Valley School: Grade IV – 1911

Off to the Fair

When I was going to Seattle to see the fair Nancy, Elsie, Helen and I wanted Grandpa to with us. We begged him to go but he just teased us. We knew he would buy us something nice, at least he went with us to Seattle.

He took us to see a lion which was very big. He took us for a ride in a boat on the Yukon River which I liked very much. We went round three times. Then he took us for a ride on a train, which frightened me very much. It went up and down all the time and sometimes it would go through a tunnel. He took us for a ride on a big wheel called a ferris wheel. It went round three times and when it came to the top it would stop. I enjoyed riding on it very much.

He brought us ice cream cones and many nice things which we liked very much. We went to see the University Grounds two times. First in the day time and then at night. We heard many people sing. We saw the parade. One of my sister's friends in Seattle was in the parade. The day we went to Seattle was called the Swedish Day.

A Story of Cattle Returning Home

One time I went with my sister to take the cows. There were seven of them, their names were, Molly, Dolly, Beauty, Daisy, Lilly, Nette, and Spot. We had to go over a big hill to get them. They were very glad to get home. It was quite late in the evening when we came home. There were some pretty bushes, and some nice trees growing beside the road. Some had red leaves on, and some had green leaves. Dolly is yellow, she is always ahead of the other cows when they go to pasture and from pasture, if she is last she will run so she will be first. We have two which are red and white, and two which are black, and two brown. They have a good pasture. It was in the fall when we went to get the cows. That was the first time I went to get cows. They are all good cows if we do not find them and we call their names they will come right to us.

— Eastside Heritage Center, Lester Olson Collection

Discussion Questions

1. Whose personal memory is being shared?
2. How old is she?
3. Why does she want to go to the fair?
4. What other information do you get from these journal entries?
5. How was life different for a young girl in 1909?

Unit 5: Student Worksheet

Possible Interview Questions

Below are some possible questions to ask. In the space provided, write some other questions to ask during the interview.

Narrator Background

- Where were you born?
- When were you born?
- Did you have a nickname growing up?
- Where did you grow up?
- What kind of work did your parents do?
- Other potential background questions:

1962 Seattle World's Fair

- How old were you when you attended the world's fair?
- Who did you attend the fair with?
- What were some of the things you did at the fair?
- What is your best memory of the World's Fair?
- Other potential "World's Fair" questions:

After the World's Fair

- How did the World's Fair change you?
- How did the 1962 World's Fair change Seattle?
- What do you think of Seattle having another World's Fair?
- Other potential "After the World's Fair" questions:

Unit 5: Student Handout

Student Roles for the Interview

Interviewers

1. Do some research on the 1962 Seattle World's Fair before the interview. This will help you with potential follow-up questions.
2. From the list of questions generated by the class, determine which sections and which questions each interviewer will ask.
3. Before the interview starts, one of the interviewers should state the date, location, the name of the narrator and the names of the interviewers.
4. During the interview, listen attentively and ask clarifying questions if you are confused about an answer or ask follow-up questions to get more details or to explore feelings and thoughts.
5. Keep track of the time so that the key questions are asked in the time provided.
6. After the last question is answered, one of the interviewers should thank the narrator.

Greeters

1. Greet the narrator at the school office.
2. Escort the narrator to the classroom.
3. Introduce the narrator to the class.
4. At the conclusion of the interview, escort the narrator back to the school office.

Timekeeper

1. Write down on blank sheets in large letters and numbers the following:
 - 25 minutes left
 - 20 minutes left
 - 15 minutes left
 - 10 minutes left
 - 5 minutes left
 - 2 minutes left—last question
2. Find a seat where the interviewers can easily see you.
3. After the interview begins, monitor the time and let the interviewers know how much time they have left.

Recording engineers

1. Practice using the equipment before the interview.
2. Begin recording 10 seconds before the interview begins.
3. Stop recording after the interview is complete.
4. Label the tape with the name of the narrator, date, and location of the interview.

Photographers

1. Practice using the camera before the interview.
2. Take photos while the narrator is being introduced and when he or she is getting ready to be interviewed.
3. Take a few photos during the interview.

Unit 5: Student Handout for A-Y-P Memories

Thank you letter writers

1. Write a thank you letter to the narrator.
2. Sign and send the letter to the narrator.

Notetakers/Transcribers

1. During the interview, take notes on what the narrators says.
2. After the interview, give your notes to the teacher.

Release form administrators

1. Cut out the form below and fill in the name of your school.
2. At the conclusion of the interview, tell the narrator that you have a release form for him or her to sign, and that the release will give the class permission to use the interview for research and educational purposes.
3. Have the narrator sign the form and give the signed form to the teacher.

Interview Release Form

Full name _____

Address _____

City _____ State _____ Zip _____

Thank you for agreeing to be interviewed by _____

The purpose of the interview is for research, education, and historic preservation. Possible uses of the interview (in whole or in part) include the following: educational projects or curriculum, video documentaries, computer websites, educational publications and exhibits.

Thank you again for your participation.

Interview Date _____

(Signature) _____

Unit 5: Key Terms

Unit 5: Key Terms

Oral history interview: Research technique to record and preserve personal memories

Narrator: The person who is interviewed in an oral history interview

Open-ended questions: questions that encourage longer, more descriptive answers

Follow-up questions: questions that clarify or ask for more details

Rapport: being comfortable, relaxed and in “synch” with each other

Transcript: a written record of what was said.

Unit 6: Every Picture Tells a Story



Unit 6: Every Picture Tells a Story

Photography & the A-Y-P

What information can you uncover by looking carefully at photographs from a certain time period? Can you use this information to compare how life has changed since the photos were taken?



Photographic images provide a lasting record of the life and times of the Pacific Northwest region throughout the years. This unit challenges students to interpret life during the 1909 A-Y-P Exposition era by viewing how photographers captured their subject matter on film, and compare the changes to life in 2009.

Unit-at-a-Glance

- **Primary Objective:** Students will examine photographs taken during the Alaska-Yukon-Pacific Exposition to identify and analyze how lifestyles, landscapes, and attitudes have changed over the past 100 years.
- **Materials Included:** Teacher's Background Information; Copies of Primary Sources, Student Handouts, Additional Resources
- **Materials/Equipment Needed:** Copies of Primary sources and Student Handouts
- **Grade/Subject Recommended:** 4–8 grades/Social Studies (Washington State History)
- **Unit activities** have been designed as an individual or group activity.

Time Management

DAY 1 Group discussion,
Photograph Analysis

*Photo, courtesy of UW Special Collections
(Nowell 6478)*

Content Objectives: Students will learn...

1. that photographs can tell stories;
2. about the cultural and social conditions were evident in daily life in 1909 through photographs of the A-Y-P's events and exhibits;
3. that photographs of the many diverse cultures and individuals who participated in the A-Y-P allow us to interpret how they viewed themselves and how others viewed them at that time.

Performance Objectives: Students will...

1. analyze photographs and record observations using Unit 5/Student Handouts;
2. use critical reasoning skills in understanding multiple perspectives on the A-Y-P Exposition using ideas gathered by analyzing selected primary sources and original photographs to write a short paragraph.

EALRS/GLEs

The activities in this unit have been designed to complement Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for elementary or middle school students as well as Social Studies Classroom Based Assessments (CBAs). See pages 4–5 for an EALR/GLE/CBA Alignment Bridging Document.

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Courtesy Dan Kerlee

Unit 6: Key Terms

Amateur: someone who does something out of passion and love rather than for money

Analyze: study carefully in order to make informed decisions

Biography: an individual's personal and professional history

Critical: very important

Distinction: with high honors

Diverse: made up of many different parts

Immigrant: a person who has moved to a new country

Intrigued: very interested

Landscape: background of a photograph, usually scenery

Photography: art form represented by pictures taken by a camera

Portrait: a posed/planned photograph that is taken of a person, usually in a studio

Professional: very good at something, someone who is specifically trained in a certain area and is paid for what he or she does

Unit 6: Narrative Overview

Photographs provide a lasting record of the life and times of the Pacific Northwest in 1909. At the A-Y-P, professional photographers were hired to document the buildings and exhibits of the fair. Frank Nowell, who a studio in Seattle and in Nome, Alaska. The invention of small, inexpensive cameras allowed ordinary fairgoers to snap their own remembrances of the A-Y-P. In addition, the fair exhibited the work of art-photographers whose pictures were inspired by local subject-matter.

Much of the history of the A-Y-P is revealed in the countless postcards and photographs that captured the people and places—the essence of the A-Y-P—and the early twentieth century. By interpreting how photographers viewed and presented their subject matter, one can discover much about life in 1909 as compared with life in 2009.

Unit 6: Background Information

Brief History of Photography

Photography Process: The first permanent photograph was produced in 1825 by a French inventor named Nicéphore Niépce. It was a lengthy process which required exposing a polished silver plate coated with a substance called bitumen of Judea for eight hours in bright sunlight. The plate could then be coated with ink and impressed on paper which produced one photographic print.



By 1833, Niépce and a partner, Louis Daguerre refined the process to allow for a much shorter sunlight exposure time. They called this type of photo a daguerreotype and a similar process is still used today for Polaroid photos. The daguerreotype proved popular in responding to the demand for portraits from middle classes during the Industrial Revolution. Up until now, person wishing to have personal pictures of themselves or their families had oil paintings commissioned. Those paintings were time-consuming, costly, and often did not resemble the subjects as closely as hoped. The daguerreotypes had their limitations too because they were fragile and difficult to copy.

Photographers continued to encourage chemists to refine the photography process to allow for cheaper and quicker photographic results. In 1884, George Eastman of Rochester, New York, developed a process that coated paper with a dry gel which he called film. The slogan for the camera that used Eastman's Kodak film was "You press the button, we do the rest." After this innovation, anyone who could afford a Kodak camera could take pictures themselves without having to carry along boxes of glass plates or dangerous chemicals.

Color photography was explored throughout the nineteenth century, but the first successful color photo was not actually taken until 1861 by a Scottish physicist. The first practical color photography method, called autochrome, was marketed in 1907 but most amateur photographers continued to use black and white film because it was less expensive and took less time to process.

Cameras of the Day: Many of the personal cameras used by A-Y-P Exposition visitors were not as sophisticated as cameras that are used now. These basic cameras were not equipped with a flash so most photographs that have been preserved from the A-Y-P were taken during the daytime. Cameras and photographic technology has continued to improve through the years, making taking instant yet lasting memories easier and cheaper. Most students today are familiar with digital or phone cameras. The earliest digital camera was invented in 1969 and thought to be an amazing new technology, but that process has been long since improved.



Photo Courtesy Kan Kerlee

For more information on the History of Photography:

inventors.about.com/od/pstartinventions/a/stilphotography.htm and encarta.msn.com/encyclopedia_761575598_2/History_of_Photo_graphy.html

Unit 6: Background Information



Courtesy Dan Kerlee

A-Y-P Official Photographer

Frank Nowell was one of six brothers who grew up in New Hampshire and then moved to Nebraska to work on the family ranch. When Nowell was in his early twenties, he moved yet again when he decided to join his father, who had already set out to seek his fortune in the Alaska gold fields.

After many successful business ventures in Alaska, Nowell moved to California's warmer climate where he took up photography as a hobby. By 1900, Nowell returned to Alaska, established a studio in Nome, and began to document Alaska's local scenery and ethnic populations. His portfolio comprised a multitude of historically motivated themes including landscape panoramas, street scenes, Eskimo and Native American life, mining operations, dogsled teams, public schools, government buildings, steamships, and the railroad.

Business matters took him frequently to Seattle and he eventually decided to move there permanently. His civic connections and photography reputation earned him an appointment as the official photographer of the Alaska-Yukon-Pacific Exposition, where his photographs were placed on exhibition and used in official publications and souvenir booklets. From a two-story studio located on the A-Y-P's Pay Streak/midway Nowell and his staff of 16 photographed and produced thousands of photographs ranging from architectural interiors and exteriors of A-Y-P buildings, informational and commercial displays, important events and persons, to the popular and sometimes controversial performers on the Pay Streak. His photographs are often identified by a four digit "X number" in the bottom right hand corner of the photo or postcard. Nowell worked actively as a Seattle photographer until his retirement in the late 1940s.

For more information on Frank Nowell: <http://content.lib.washington.edu/nowellweb/index.html>

A-Y-P Photography Permit

Visitors to the Alaska-Yukon-Pacific Exposition who wished to take personal photos of the fair had to purchase and wear a special photography permit.

School Tours at the A-Y-P

The majority of A-Y-P Exposition events occurred while school was out for the summer of 1909, so many of the children who visited the fair attended with their families. However, on Children's Day, June 5, 1909, more than 1,700 Seattle school children presented a musical program on the stage of the Natural Amphitheatre on the A-Y-P grounds. A military band from the Japanese squadron anchored in Elliott Bay accompanied the children.

For more information visit: HistoryLink.org essay 8665

Unit 6: Background Information



*UW Special Collections
(UW27768z)*

Cultural Villages

Some of the most popular exhibits featured at expositions of this era were the so-called “cultural villages.” These exhibits displayed living people from diverse cultural groups and attempted to recreate their distinctive lifestyles for the education of fair patrons. The Alaska-Yukon-Pacific Exposition featured an Eskimo Village and an Igorrote Village. The Igorrote Village was a replica of a village located in the mountains of the Philippines inhabited by the members of the Igorrote Tribe.

Advertisements described the Igorrote’s as “Head Hunting, Dog Eating, Wild People from the Philippines” and promised that visitors could see the Igorrote’s “living as they live at home.”

The Igorrote people really did eat dog meat, as have many other peoples, including members of the Lewis and Clark expedition. This meal was traditionally prepared for certain important feasts, including when Igorrote men were preparing for a hunting trip. It was believed to make the men more aggressive and ready for battle according to some reports.

Most of the Igorrote men and boys at the A-Y-P Village were dressed in customary loin cloths. When some fair visitors were offended by this skimpy attire, community leaders made a special visit to the Igorrote Village to determine if this clothing was immoral and therefore not acceptable for public display at the fair. Newspapers at the time reported that one of the community leaders actually tried on one of the garments himself and decided that it covered up enough for the men to remain traditionally dressed as planned in the original Igorrote Village display.

For more information visit HistoryLink.org essay 8635 and www.ayp100.org/1909/featured-stories/igorrotos-to-havedog-feast-times-headline

Cultural Diversity in Seattle in 1909

According to 1900 census records, there were 80,671 people living in Seattle/King County; of those, 96 percent were white, 0.5 percent were black, and 0 percent (so few that they did not constitute a percentage amount) were of Asian descent. The census of 1910 recorded 237,194 people with the overwhelming percentage still listed as white residents.

For more information: www.ayp100.org/1909/featuredstories/race-and-alaska-yukon-pacific-exposition

Women and the A-Y-P

In 1909, only four states guaranteed women the right to vote. In Washington state, women still did not have the right to vote, although many male and female Washingtonians had been fighting for this to happen for many years. The A-Y-P provided an important forum for women to demonstrate the importance of gaining rights that would give them the opportunity to have their voices heard in government and community decisions. This was



Unit 6: Background Information

especially important during the A-Y-P because the question of whether or not women in Washington would be guaranteed the right to vote had been placed on the ballot for the upcoming 1910 election.

In the first week of July 1909, a very large group of suffragists (people who struggled to help women gain the vote) traveled across country aboard a Great Northern Railway train car called the “Suffrage Special” to attend suffrage conventions in Seattle. According to HistoryLink.org, “suffragists used the A-Y-P as a massive public relations opportunity and this exposure was an important component in how Washington women achieved the vote on November 8, 1910The suffragists, their conventions, and their appearances in area clubs and churches received copious coverage in

local newspapers and captured the attention of thousands of Washingtonians attending the A-Y-P Exposition.”

July 7, 1909, was called Suffrage Day at the A-Y-P and the National American Woman Suffrage Association held their 41st Annual Convention in Seattle to coincide with that event.

For more information, see Historylink.org essays 8584-7, 8517, 8522, 8536, 8566, 8560-1, 8574

President Taft at the A-Y-P

On June 1, 1909, President Taft pushed a telegraph button made of an Alaskan gold nugget to signal the opening of the A-Y-P. When the telegraph message was received in Seattle, bells, whistles, and alarms went off all over the city to announce and celebrate the highly anticipated opening of the fair. The signal also started the Transcontinental Automobile Race from New York to Seattle.

President Taft attended the A-Y-P on September 30, 1909. This day was officially known as President Taft Day. President Taft was the 27th President of the United States. He was elected in November 1908.

President Taft visited the A-Y-P educational buildings and exhibits and was greeted by huge crowds when he spoke at the Natural Amphitheatre. According to an A-Y-P historian’s presentation, Taft stayed at the A-Y-P for only half a day and played golf in the afternoon instead.

A-Y-P Organizers

The idea and plan for hosting an exposition in Seattle was developed by a committee of highly respected city officials and business people. They worked for six years to plan and promote the Alaska-Yukon-Pacific Exposition. For more information visit HistoryLink.org essay 8630



UW Special Collections (Neg. No. UW27354z)



Unit 6: Background Information

Transcontinental Auto Race

When President Taft pushed the telegraph button to signal the opening of the Fair on June 1, 1909, it also signaled the beginning of the Transcontinental Auto Race. The race started in New York and was slated to end in Seattle at the A-Y-P. Thirty-five cars were scheduled to compete, but only six actually started the race.

The route the cars traveled was in some cases little more than dirt roads. In order to get to Seattle, the cars had to go over Snoqualmie Pass. It had only been four years before that the first cars had ever crossed the Pass. Washington state counties along the route made some improvements to their roads, but they were still very primitive.

The Ford Model T, driven by Ben Scott, crossed the finish line first on June 23, 1909. However, the Model T was later disqualified when it was discovered that its engine had been replaced along the race route, which was against the rules. The second place finisher was a Shawmut and it was given the 1st Place cash prize of \$2000 and the Guggenheim Trophy.

For more information, see: HistoryLink.org essay 2151.

Sources for A-Y-P background information: www.HistoryLink.org; www.aype.com; www.ayp100.org; and presentations/conversations with historians and A-Y-P researchers Paul Dorpat, Michael Herschensohn, Paula Becker, Jennifer Ott, and Alan J. Stein

Unit 6: Suggested Teaching Procedure

Day 1: Pre-Class (Lesson) Preparation:

(Students must complete the A-Y-P seal and PowerPoint activity from Unit 1 before beginning this lesson.)

1. (30 minutes) Read Narrative Overview and Background information
2. (10 minutes) Review Student Activity Worksheets
3. (10 minutes) Run off one copy of each Primary Source Photograph and one copy of each corresponding Student Activity Worksheet for each student.

Day 1: Suggested Teaching Procedure

1. (5 minutes) Discuss importance of photographs in preserving history and how analyzing photographs and other primary sources can provide insight into a history research project and show differences in current cultural, economic, and social trends in society. (See Teaching with Photographs, page 55.)
2. (15 minutes) Distribute one Unit 5/Primary Source: School Tour Photograph and one Unit 5/Student Worksheet: School Tour Analysis to each student. (Possibly share information from Background Information.) Using directions on worksheet, make observations as a group. Have students complete worksheet and write the paragraph at the bottom of the worksheet.
3. (25 minutes) Distribute one copy of each of the other four Primary Source photographs and corresponding worksheets to students and ask them to analyze and complete three of the four choices using the procedure that you just completed as a group. (May chose to share background information about photographs with students.)
4. (10 minutes) Conduct class discussion to share observations and changes that have taken place over the past 100 years. Ask students how the cameras that they have available to them today would change the types of photos that they would take at a day at the fair. (types of cameras, types of shots—close-ups, color, daytime/nighttime, immediacy of images, demeanor in photographs, etc.) Collect student worksheets.

UNIT 6: PRIMARY SOURCES Photographs:

- ✓ Children’s School Tour
- ✓ President Taft Visit
- ✓ A-Y-P Organizers
- ✓ Igorrote Village
- ✓ A-Y-P Auto Race

Editable versions of all student worksheets can be downloaded from [HistoryLink.org](https://www.historylink.org). Click on “Study Aids.”

Unit 6: Primary Source

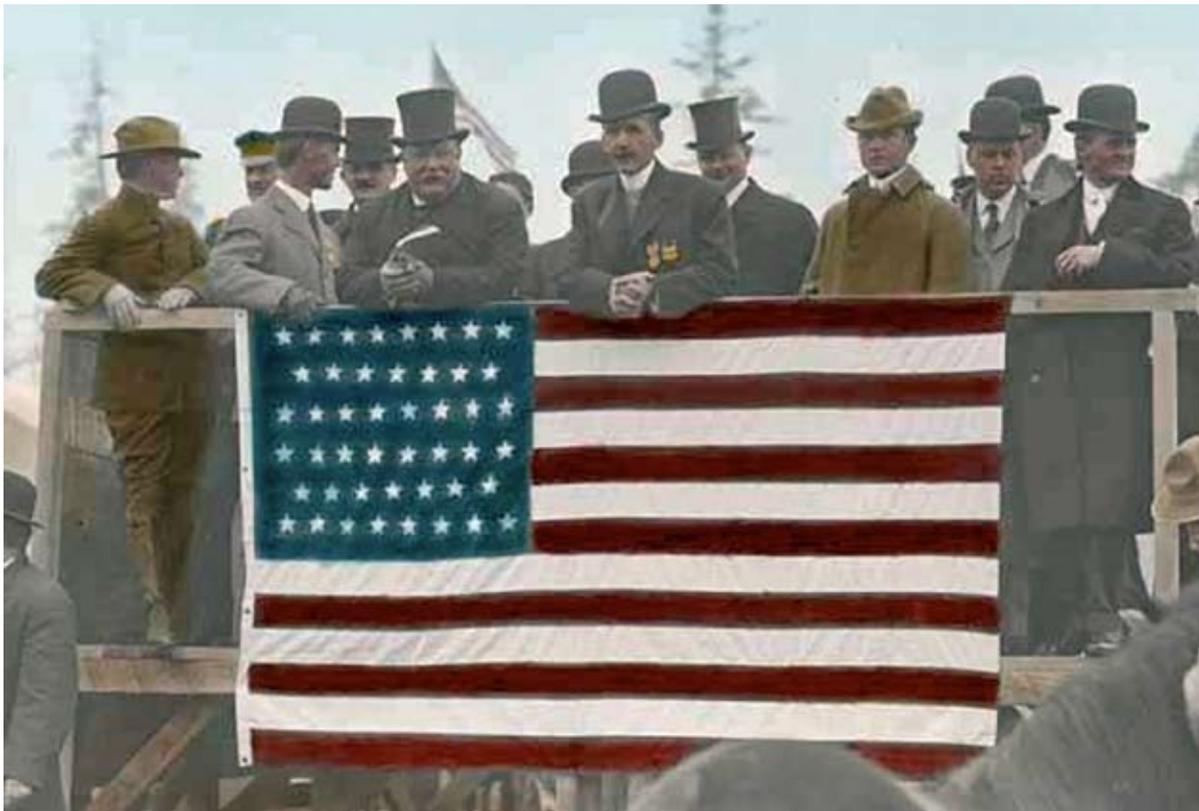
Children's School Tour



x3695

Unit 6: Primary Source

President William Howard Taft Visit

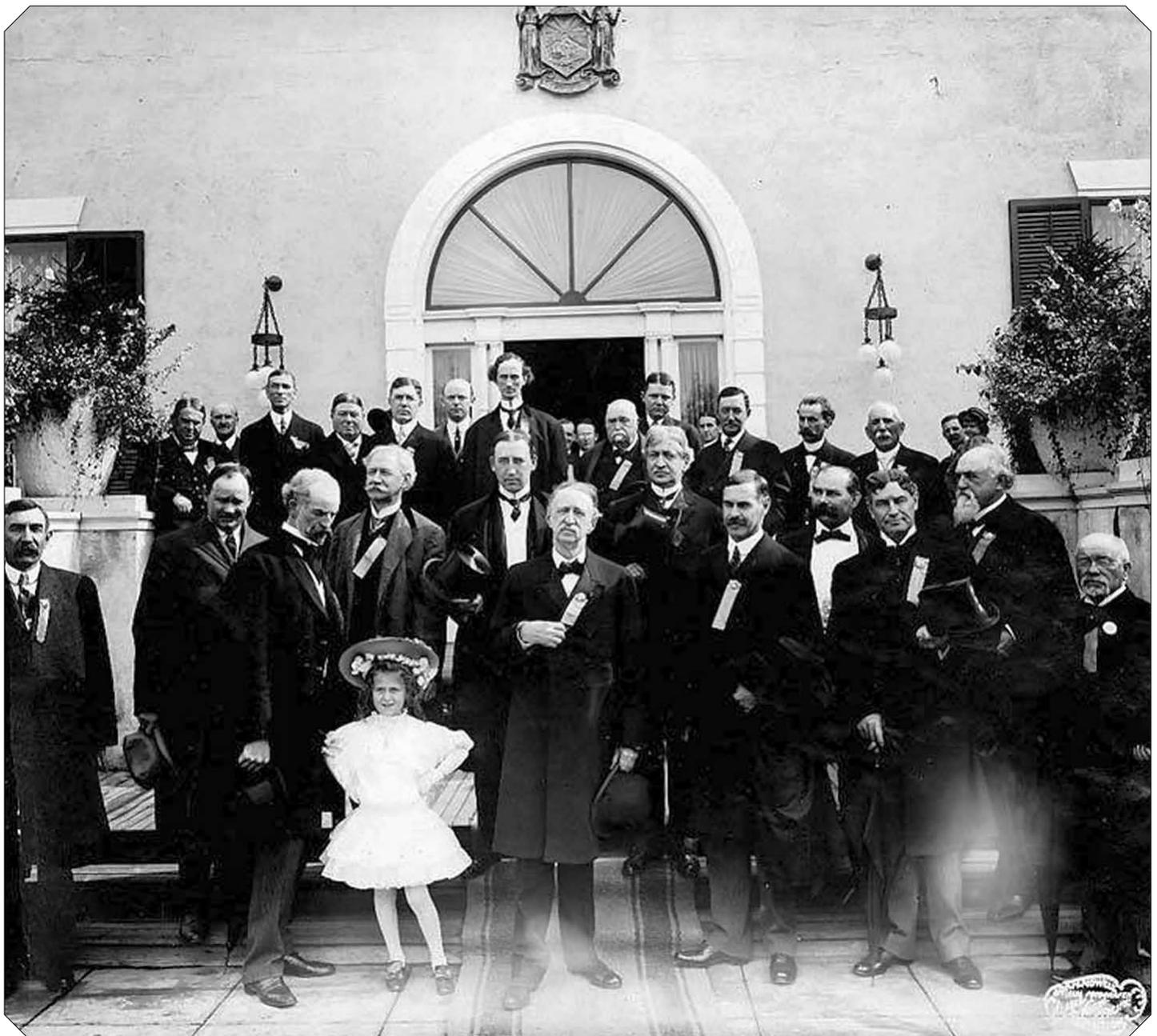


MOHAI (Neg. No. UW27354z)

UW Special Collections (Neg. No. 1983.10.8429)

Unit 6: Primary Source

A-Y-P Organizers and Dignitaries



UW Special Collections (Neg. No. 18666)

Unit 6: Primary Source

Igorrote Village

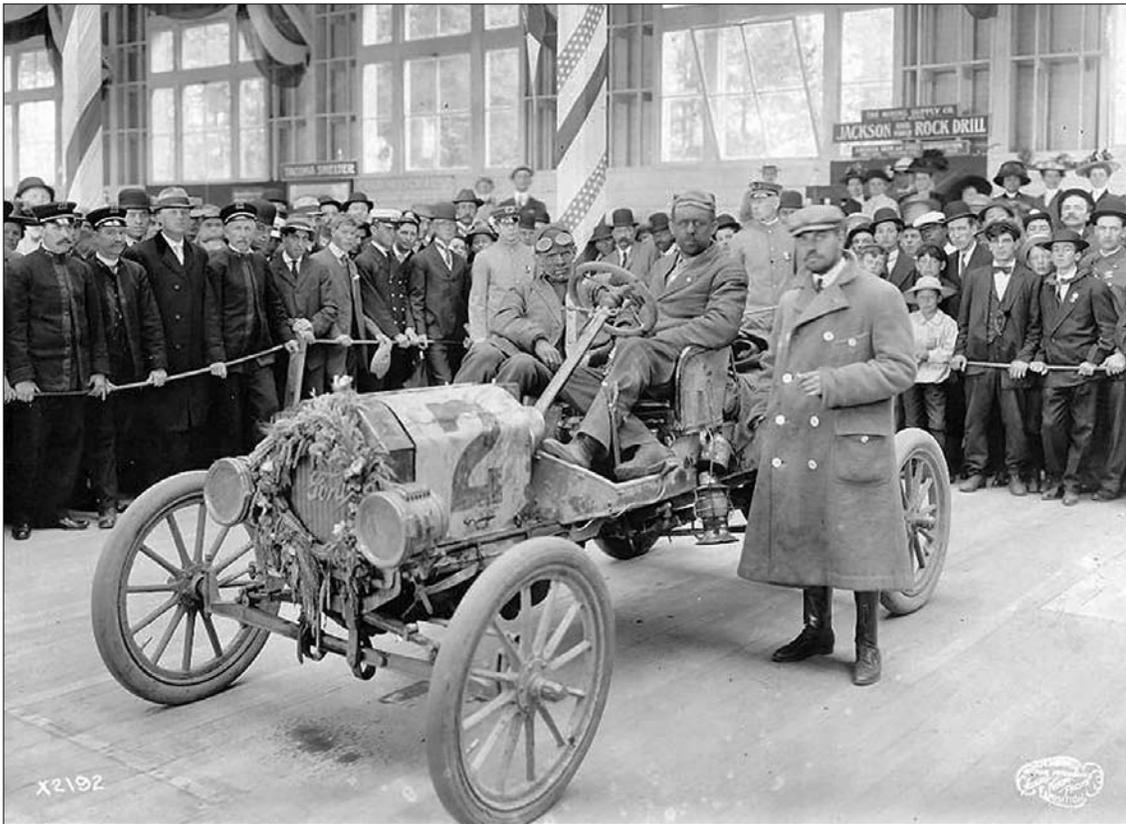


MOHAI 1990.73.144

MOHAI (Neg. No.
1974.5868.129)

Unit 6: Primary Source

A-Y-P Auto Race



*UW Special Collections
(Neg. No. Nowell
x2192) and UW Special
Collections (Neg. No.
Nowell x2203)*

Unit 6: Student Worksheet

Children's School Tour Analysis

This is a photograph of a group of school children on a tour of the A-Y-P in 1909. Look carefully at the photograph and record your observations, using the steps below:

Step 1: Observation: List people, objects, activities using the chart below. Watch for clothing styles, background, supervision, etc.

People	Objects	Activities

Step 2: Questions: What questions does this photograph raise in your mind? Where do you think you could find the answers to your questions?

Name: _____

Unit 6: Student Worksheet

President Taft Analysis

These photographs of President William Howard Taft were taken on the day he visited the A-Y-P. Look carefully at the photograph and record your observations, using the chart below:

Step 1: Observation: List people, objects, activities using the chart below. Note clothing styles, background, supervision/security, etc.

People	Objects	Activities

Step 2: Questions: What questions do these photographs raise in your mind? Where do you think you could find the answers to your questions?

Name: _____

Unit 6: Student Worksheet

A-Y-P Dignitaries Analysis

This is a photograph of some of the official committee of organizers of the Alaska-Yukon-Pacific Exposition. It was taken at the unveiling of a statue of William Seward on September 10, 1909, and includes members of the Seward family. Look carefully at the photograph and record your observations, using the chart below:

Step 1: Observation: List people, objects, activities using the chart below. Note clothing styles, background, diversity, etc.

People	Objects	Activities

Step 2: Questions: What questions does this photograph raise in your mind? Where do you think you could find the answers to your questions?

Name: _____

Unit 6: Student Worksheet

Igorrote Village Analysis

These are photographs of fairgoers visiting the Igorrote Village at the A-Y-P. Look carefully at the photograph and record your observations, using the chart below:

Step 1: Observation: List people, objects, activities using the chart below. Note clothing styles, background, supervision, personality/mood of persons in photo, etc.

People	Objects	Activities

Step 2: Questions: What questions do these photographs raise in your mind? Where do you think you could find the answers to your questions?

Name: _____

Unit 6: Student Worksheet

(side 1) A-Y-P Auto Race Analysis

These are photographs which show race cars that had completed the A-Y-P Transcontinental Auto Race. Look carefully at the photograph and record your observations, using the chart below:

Step 1: Observation: List people, objects, activities using the chart below. Note clothing styles, background, event security, racing equipment/car etc.

People	Objects	Activities

Step 2: What questions do these photographs raise in you mind? Where do you think you could find the answers to your questions?

Name: _____

Unit 6: Key Terms

Unit 6: Key Terms

Amateur: someone who does something out of passion and love rather than for money

Analyze: study carefully in order to make informed decisions

Biography: an individual's personal and professional history

Critical: very important

Distinction: with high honors

Diverse: made up of many different parts

Immigrant: a person who has moved to a new country

Intrigued: very interested

Landscape: background of a photograph, usually scenery

Photography: art form represented by pictures taken by a camera

Portrait: a posed/planned photograph that is taken of a person, usually in a studio

Professional: very good at something, someone who is specifically trained in a certain area and is paid for what he or she does

Appendices



Diving exhibit on the Pay Streak. Note the octopus prop at center. The show to the left is Prince Albert the Educated Horse. Courtesy of Dan Kerlee

Appendix 1: Additional Resources

Individuals—Special Themes

Architecture: Thaisa Way, PhD and Manish Chalana, PhD of the University of Washington (tway@u.washington.edu or mchalana@u.washington.edu)

Arts and Crafts Movement at A-Y-P: Lawrence Kreisman larryk@historicseattle.org

Chinese Culture at A-Y-P: Patricia Nicola btnicola@earthlink.net) and Chuimei Ho (hochuimei@gmail.com or www.cinarc.org/aype.html#anchor_280

Filipino Culture at A-Y-P: Dorothy Cordova, Filipino American National Historical Society (fanhsnational@earthlink.net)

Olmsted Brothers: Dunn Gardens, 206-362-0933, info@dunngardens.org or Friends of Olmstead Parks: Anne Knight, jeta75@aol.com

PayStreak: Alan J. Stein, History Link, sangreal@northwestlink.com or Paula Becker, pbecker@timestep.org.

Photographers of the A-Y-P: Carolyn Marr or Mark Gleason, MOHAI at Carolyn.marr@seattlehistory.org or mark.gleason@seattlehistory.org

Princess Angeline and the A-Y-P: Sandra Osawa, uproduct@aol.com

Scandinavian Culture at A-Y-P: Nordic Heritage Museum, Kirsten Olsen (Exhibition Coordinator) kirsten@nordicmuseum.org or Luci J. Baker Johnson, ljbj@earthlink.net

UW and the A-Y-P: Thaisa Way. tway@u.washington.edu

Women and the A-Y-P: Michelle Dent, mld203@nyu.edu

Projects

Automobile Re-enactment: Model T. Ford Club International, Billy McGuire, mcguireb@stcra.org

Bike Ride (from California to A-Y-P) Re-enactment: Eric Norris, enorris@campyonly.com

Discovering A-Y-P: A Community Research Project is a project of the Museum of History & Industry built on the demonstrated strengths of the Nearby History program which teaches ordinary citizens to research historical themes and share them with the community. Participants will uncover hidden stories related to the A-Y-P Exposition. Workshops begin in October 2008 at local Seattle and King County libraries. More information at: www.ayp100.org.

Pacific Northwest Historians Guild: This year the theme of the Pacific Northwest Historian Guild's Annual Conference (to be held March 7, 2009) is the A-Y-P Exposition. For more information, visit www.pnwhistorians.org.

Publications

Alan J. Stein, Paula Becker, and the HistoryLink.org Staff: Alaska-Yukon-Pacific Exposition, Washington's First World's Fair: A Timeline (History Ink and University of Washington Press, 2009)

Appendix 1: Additional Resources

Research

MOHAI Photo Collection: Museum of History & Industry has an extensive photographic collection of A-Y-P photographer Frank Nowell, as well as many other important and unique A-Y-P photo collections. Contact: Mark Gleason (mark.gleason@seattlehistory.org)

Seattle Public Library: Online access to A-Y-P related materials from the collection in the Hugh and Jane Ferguson Seattle Room. Visit www.spl.org or contact: Jodie Fenton, Manager of the Seattle Room at 206-386-4610 or jfenton@spl.org.

University of Washington Special Collections: Finding aids for more than 1,000 photos of official A-Y-P photographer Frank Nowell and other extensive A-Y-P collections. Visit <http://search.lib.washington.edu/specialcoll/> or contact: Nicolette Bromberg at nxb@u.washington.edu

Washington State Historical Society: (888) 238-4373 www.wshs.org

Washington State Library: (360) 704-5221 www.secstate.wa.gov/library

Internet

Aype.com and aype.net: Internet sites featuring many visual images of the A-Y-P: souvenirs, postcards, etc. Many of the unique items of A-Y-P ephemera that Dan Kerlee (aype.com) has collected for many years have been used to illustrate the Centennial curriculum with his generous permission.

Aype.org: HistoryLink.org and 4Culture have combined forces to create an online community of organizations working on projects for the A-Y-P Centennial. Aype.org helps people share information, request help, and learn about the progress of various projects throughout the region. This site has an up-to-date calendar of A-Y-P events planned for 2009. This website is also supported by the Mayor's Office of Arts and Cultural Affairs. Contact: Joe Follansbee, Editorial Manager at aype_info@aype.org

Ayp100.org: Official Centennial Celebration website hosted by the Mayor's Office of Arts and Cultural Affairs. This website features history, additional resources, and updates on A-Y-P projects supported by the City of Seattle, such as the documentary film (Seattle Channel) featuring fascinating stories from the A-Y-P and the re-enactment of the auto race of 1909 that opened the A-Y-P festivities. Contact: Michael Herschensohn, A-Y-P Centennial Director of MOACA at michael.herschensohn@seattle.gov

HistoryLink.org: Award winning online history encyclopedia which features close to 100 essays about the A-Y-P and a detailed "A-Y-P List of Days." Contact: HistoryLink.org's A-Y-P historians Alan J. Stein, sangreal@nwlink.com or Paula Becker, pbecker@timestep.org.

Seattle Municipal Archives: currently has an online exhibit called A Memorable Enterprise: The AYPE and the City of Seattle. The Alaska-Yukon-Pacific Exposition was conceived to proclaim Seattle's importance as the gateway to the Pacific and its ascendancy to status as one of America's great cities. Seattle's city government played a significant role behind the scenes in preparing the city for the fair and the influx of visitors. www.seattle.gov/CityArchives/Exhibits/AYPE/ Contact: Anne Frantilla, Deputy City Archivist, anne.frantilla@seattle.gov

Appendix 2: Curriculum Team

Curriculum Specialists

Meghan Arnette: is the Youth and Family Education Manager at the Museum of History & Industry. She worked in outreach education for 10 years and has created history, science, and theater programming for many organizations throughout Seattle and King County. Meghan was a member of the award-winning 4Culture Heritage Initiative CBA Team that made presentations regarding relevant heritage educational programming at educational and museum conferences and workshops in 2006–07.

Contact: meghan.arnette@seattlehistory.org or meghan@livegirlstheater.org

Tom Ikeda: is the founding Executive Director of Densho, a project that teaches young people about democracy by sharing stories of Japanese Americans unjustly incarcerated during World War II. He is a sansei (third generation Japanese American) and a native of Seattle. Prior to his work at Densho, Tom was a General Manager at Microsoft Corporation where he developed multimedia CD-ROM titles. Tom holds a B.S. in Chemical Engineering, a B.A. in Chemistry, and a MBA from the University of Washington. During his 12 years of full-time volunteer service at Densho, Tom has received numerous awards, including Humanities Washington Award for Outstanding Achievement, the JAACL Japanese American of the Biennium Award, and the Seattle Nisei Veterans Committee Commanders Award.

Contact: tom.ikeda@densho.org

Tara McCauley: works as Curator of Education at the White River Valley Museum in Auburn. She has been working in museum education for the past 10 years at institutions such as the Bellevue Art Museum, the Frye Art Museum, and the Museum of Fine Arts in Boston. Tara lives in West Seattle with her dogs where she enjoys tending to her small but bountiful garden. Tara was a member of the award-winning 4Culture Heritage Initiative CBA Team that made presentations regarding relevant heritage educational programming at educational and museum conferences and workshops in 2006–07.

Contact: tmccauley@auburnwa.gov

Jane Morton: currently serves as the Education Coordinator for Eastside Heritage Center. She retired after 33 years with the Bellevue School District as an elementary teacher at Ardmore Elementary. As the lead teacher, Jane helped develop four King County cultural education grants, including the 2004 and 2007 Heritage Education grants and managed the process that aligned projects to the Washington State EALR revisions. Jane was a presenter at the 4Culture Heritage Education Grant Workshop in March 2007.

Contact: education@eastsideheritagecenter.org

Appendix 2: Curriculum Team

Project Manager

Patricia Filer: has just moved over to HistoryLink.org to serve their Education Director and to coordinate a two-year educational partnership with 4Culture. She served as 4Culture's Program Manager for Heritage Education and Special Projects for the past several years. She has also worked in King County's heritage community as Director of West Seattle's Log House Museum, Project Manager of the Friends of Georgetown History Research Project, and a member of AKCHO's Board of Directors. Pat has received AKCHO's Williard Jue Memorial Award, Education Award, and Long Term Project Awards. She has been a teacher, a vice-principal, a Museum Director, a mom, and now, a grandmother to three. Pat and her husband have raised their three boys (and now their grandchildren) in a century-old beach house in West Seattle in what was originally known as "the village of South Alki."

Contact: pffiler@hotmail.com

Curriculum Design

Cathy Fulton: is a graphic designer specializing in the layout of books and interpretive panels of historical interest. Her firm, Capturing Memories, has assisted the Southwest Seattle Historical Society, Friends of Georgetown History, the Issaquah Historical Society, among others to produce books and exhibits on local history. She and Pat Filer developed "Memory Book Projects" a method for collecting neighborhood and organizational memoirs. In 2002, Cathy authored a Memory Book Project director's guide, which has been used by numerous groups nationwide to preserve local stories. With co-author, Pat Filer, Cathy received AKCHO's Long Term Project Award for Welcome to the Green Land, a children's activity book for the Alki Beach area of West Seattle. She currently lives and works out of her home office on Vashon Island, Washington.

Contact: cathy@capturingmemories.com

Powerpoint

Heather Dwyer: is an advocate, administrator, and accidental curator in the Northwest for nearly 20 years. She currently works for 4Culture as a project manager. She has worked with not-for-profit organizations, private corporations and government agencies including 4Culture, Washington Lawyers for the Arts, Jack Straw Productions, Artist Trust, Bank of America Art Programs and Seattle's Mayors Office of Arts and Cultural Affairs. She holds a B.F.A. from Cornish College of the Arts and a M.F.A. from California Institute of Arts (CalArts).

Contact: heather.dwyer@4culture.org

Jennifer Ott: is an historian who has worked in museum education and as a freelance writer. In 2008, she provided research assistance for History Ink's book on the A-Y-P, Alaska-Yukon-Pacific Exposition, Washington's First World's Fair: A Timeline History, which will be published in May 2009. She has written for HistoryLink.org, Oregon Historical Quarterly, and Seattle magazine.

Contact: jenniferott@earthlink.net

Appendix 2: Curriculum Team

Advisory Team

Randy Schnabel: received his education from the University of Washington—a BA in History and a MEd in curriculum and instruction. He has spent 34 years teaching high school social studies in the Shoreline school district, thirteen of which he coached students preparing History Day projects for regional, state and national competition. Randy has served as the History Day Regional Contest Coordinator in the North Puget Sound Region since 1995 and as the Chair of the Advisory Committee for National History Day in Washington State. He currently serves as board member of AKCHO and HistoryLink.org.

Contact: randyschnabel@mac.com

Alan J. Stein: has worked on HistoryLink.org from almost the beginning. Besides writing numerous essays for the site, Alan has authored four History Ink books, including Alaska-Yukon-Pacific Exposition, Washington's First World's Fair: A Timeline History. Alan also edits "This Week Then," HistoryLink.org's weekly feature of historic events and important anniversaries in Washington's past. Alan is also the past president of the Association of King County Historical Organizations, and is Noble Grand Humbug of Doc Maynard Chapter 54-40, E Clampus Vitus.

Contact: sangreal@nwlink.com