1904 World's Fair

Day 1: Getting to the 1904 World's Fair

Objective: The students will learn how traveling long distances in 1904 was much different than it is today. Along with working with a railway map and distance chart, they will develop group working skills and map reading skills.

NC Essential Standards- 4th and 5th Grade Social Studies

4th Grade:

- 4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).
- 4.G.1.4 Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.
- 4.E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship.
- 4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life. 5th Grade:
- 5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.
- 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

Length: ~1 hour

Materials:

- -"World Fair" Reading
- -Mission Envelopes (6)
 - -Direction for Mission on each large envelope
 - -Distance Chart in each
 - -1904 Railway Map in each
- -Modern Airline Comparisons
- -Modern Railway Comparisons

Procedures:

- 1. Divide the class into six groups. Each group will re-create a trip to St. Louis for a "fact-finding mission" for the city of Asheville. Today, each group will decide how they will get to St. Louis via the Railway system of 1904 from their starting city.
- 2. Introduce the historical trip by telling your students that we are going back in time...back to 1904 and the St. Louis Worlds Fair for a fact-finding mission representing the city of Asheville.

- 3. Ask the students if they have heard of a World's Fair and what it is. (If the students have completed Day 1 of "The Lost Boy" traveling trunk, they should have a basic knowledge of the Fairs.) If they don't know, have them read "The World's Fair" from the Hand-Outs folder.
- 4. Tell the class their groups have been chosen by the city of Asheville for an important mission. Hand out the Day 1 "MISSION: GETTING TO ST. LOUIS" envelopes. Without opening the larger envelope, have students read the "SPECIAL MESSAGE" first to establish the mission and get directions.
- 5. Make sure the class understands the mission is to attend the 1904 World's Fair in St. Louis and report to the City of Asheville the new advancements displayed at the Fair. But, the first step is getting to St. Louis.

Class discussion:

- * This is an opportunity to discuss travel in 1904. One could travel by car and horse, but that wouldn't be comfortable for long distance. Train was the **best** option. Have the class brainstorm reasons why the train would be a good source of transportation, (comfort, ease, wonderful way to see the country) and the negatives of trains, (stops between cities for longer rides, have to go at the trains schedule, it is slow moving).
- 6. Have them open the larger envelope for all the materials they need to travel to the World's Fair in 1904. This includes a map and the distance/mileage chart.
 - *Note:* all the groups will be coming from different "cities" and will have different routes. They can take whichever way they would like, but they will need to figure how much it will cost to travel.

The cities include;

Baltimore, Maryland Baton Rouge, Louisiana Charleston, South Carolina Houston, Texas Jacksonville, Florida Raleigh, North Carolina

7. After the groups have finished establishing their route to St. Louis, have the groups share with the class their trip. Using the map transparency or map from jump drive, have the teams map their trip for the class. During the presentation the groups should tell why they chose that way, and how much the trip will cost them. The "prices" and distance charts are provided in the envelope.

Conclusion:

Conclude Day 1 with a discussion about the difference between long distance travels in 1904 compared to today.

- * Discuss how people would usually travel today, (cars or airplanes) and present how different travel was a little over a hundred years ago.
- * Use the modern train fare sheet and modern plane ticket sheet as examples on the prices from then to today.