

1904 World's Fair

Day two: Exploring and reporting on the World's fair

Objective: Focusing on the 1904 St. Louis World's Fair, the students will draw parallels between contemporary issues/items to their historical origins. Based on the technological advancements that were presented during the 1904 World's Fair, the students will be able to understand how turn of the century technology has made a huge difference in the way people live today.

NC Essential Standards

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 15 minutes

Resources/ Materials:

-Teacher's Guide (contains all materials needed for the teacher)

- Group envelopes/ letter (contains all the instructions and information that the students will need to "explore" the exhibit halls)

Procedures:

1. The class should be divided into the six groups they were in for their "Trip to St. Louis". Explain/remind the students that they are now in St. Louis at the 1904 World's Fair, but their job is not over yet and that you have just received another important message from the mayor of Asheville about what they are to do in St. Louis.

2. Hand each group a Day 2 "Mission" envelope. Without opening the larger envelope, have the students open and read the instructions located in the white envelope with "Open This First" along the tab. The students will be instructed to explore one of the Exhibit Halls of the Fair with the information found in the larger envelope and that they will have to report what they learned to the city of Asheville (*or the class*) when they have finished exploring their particular Exhibit Hall.

3. After the students read and understand the letter; have them open the larger envelope for the information on the Exhibit Hall their group will report on. Included in the larger envelope are “Questions to Consider”. This is a list of questions the students can use to help focus on what they are looking for in their Hall.
4. Give the Students about 30- 40 minutes (time permitting) to explore all the pictures and information on the Exhibit Hall provided in their envelopes. Remind the students to use the “Questions to Consider” to help focus on their Hall because they *will* be reporting on it later.
5. After all the groups are finished. Have each group choose how they want to present the information, then come up to the front of the class and show everyone what they have discovered in there particular exhibit hall.
6. While each group is presenting, make sure each student is asking questions and taking notes. Since the rest of the class won’t get the information sheets of all the halls, make sure that the audience is taking notes for the final assignment
 - *Idea- One way to do this is have the audience act as newspaper journalist. At the end of each group presentation, open the floor for questions (like a news conference). When all groups have presented, each student will be writing a newspaper article about one Exhibit Hall, so the more questions; the better.
7. **Final Assignment/Homework:** When all groups have presented on their Exhibit Hall and answered any questions, individually, have the students write a newspaper article about the Fair. The story should be about one particular Exhibit Hall and the technologies presented. Have them use the notes they should have been taking during the “new conference”. Students can write on any exhibit hall they wish. **Their newspaper article should focus on: how they got to the Fair, how much it cost, what the visitor would see in the Exhibit Hall and how the things they saw would change everyday life.**

Conclusion:

Once you have collected and read the articles, you could have students share what they have written or put all the articles together to develop a “newspaper” about the 1904 World’s Fair.