Chicago History Museum



The Best of the Fair

Lesson 3: Mapping the Fair

Focus Questions

Why was the World's Fair an important part of Chicago and world history? What were some of the groundbreaking innovations showcased for the first time in Chicago in 1893? What transportation pathways connect Chicago regionally, nationally, and globally?

Core Understandings

Students will understand that the 1893 World's Columbian Exposition helped secure Chicago's status as a major city and cultural center after the Great Fire of 1871. Chicago's geographic location and features attracted people from diverse places, making it a trade and transportation hub.

Knowledge

Students will know that the World's Columbian Exposition was a significant historical event—locally, nationally, and internationally. They will gain an understanding of how Chicago evolved in the geographic area represented in the narrative.

Skills

Students will be able to compare and contrast primary and secondary sources and draw upon data to develop their map skills. They will be able to express new information orally and in writing and be able to discern fact from fiction.

Common Core ELA Standards

CCSSR1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

ISBE Social Science Standards

Goal 15: Understand economic systems, with an emphasis on the US.

Goal 16: Understand events, tends, individuals and movements shaping the history of Illinois, the US, and other nations.

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the US. Goal 18: Understand social systems, with an emphasis on the US.

In This Lesson

Students will locate attractions mentioned in *The Best* of the Fair on the 1893 World's Columbian Exposition map. This activity is a fun way to enhance understanding of the fair and its historical significance as well as to underscore the difference between fact and fiction. The story element of setting is addressed in detail. This lesson was researched and written by Beatrice Quatroke.





Activity

Before class begins, make enough photocopies of the World's Fair map so that each student can have his or her own copy. You may also wish to post a larger version of the map at the front of the classroom. (Template and instructions are included at the end of this lesson.) Also make printouts of the artifact images that accompany *The Best of the Fair*. **http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_fair.pdf)**

Begin with a brief overview of how to read the map. Explain the grid system of numbers and letters and the corresponding index of locations. Lead students through the process of finding the Administration Building, the first location mentioned in *The Best of the Fair*.

Next break students into small groups. Give each group a printout of one of the buildings or attractions from the artifact image set. These include the Main (Grand) Basin, Ferris wheel, Electricity Building, 11-ton cheese, and the "L" that carried people to the fair. http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_fair.pdf You may also use images of the fair from the additional sources listed in the Materials & Resources section.

Instruct students to find and mark their building or attraction on their maps. Students can consult the narrative for more information if they have trouble finding the location of their artifact image (the 11-ton cheese, for example, was in the Agriculture Building). The group should then have one representative mark the location on the large World's Fair map at the front of the room with a star sticker.

When all groups have added their stars to the large map, resume whole-class instruction. Together, track a route through the fair with a highlighter to connect the locations. As you go from one attraction to the next, have students hold up the corresponding artifact image for the whole class. Narrate the journey and initiate a group conversation about what students think they might see, hear, smell, taste, or feel in response to each attraction.



Activity (continued)

As an alternative or in addition to this activity, you may wish to create a handout that lists the attractions mentioned in the story and provides blank space for students to fill in the corresponding letter-number location from the map index. Have students work individually or in small groups to fill in the blanks and highlight the locations on their maps. Locations can include the Wild West Show, elevated railroad station, Main (Grand) Basin, Manufacturer's Building, 11-ton cheese (Agriculture Building), pickle map (Agriculture Building), movable sidewalk, the Midway, soda pavilion, art galleries (Palace of Fine Arts; now the Museum of Science and Industry), Japanese temple, ice railway, Ferris wheel, and Electricity Building. Again, instruct students to refer to the narrative for clues that will help them find the locations.



Materials & Resources

- World's Fair maps; enough copies for each student in the class (template follows)
- **Printouts of** *The Best of the Fair* **artifact images:** http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_fair.pdf
- **Printouts of** *The Best of the Fair* narrative: http://www.chicagohistory.org/greatchicagostories/pdf/story/The_Best_of_the_Fair_by_ Kris_Nesbitt.pdf
- Three of the Chicago History Museum's History Lab lessons provide excellent images for the mapping activity:
 "The World's Fair of 1893: A Tribute to Agriculture and Advertising" http://chicagohistory.org/static_media/pdf/historylab/CHM-historylabCWFL2.pdf
 "What Is Art? Planning a Public Art Program" http://chicagohistory.org/static_media/pdf/historylab/CHM-historylabCWFL1.pdf
 "The First Ferris Wheel" http://www.chicagohistory.org/education/resources/history-lab/the-first-ferris-wheel
- *The Chicago World's Fair of 1893: A Photographic Record by* **Stanley Appelbaum** (includes 128 vintage photographs; available for checkout at many Chicago Public Library branches)
- Highlighters and/or markers
- Star stickers (optional)



Instructional Notes

For student use, print out both halves of the World's Fair map, tape together, and copy on 11" x 17" paper. To create the larger map for classroom display, use the enlargement feature on your copier. An enlargement of 100 to 200% should give you a usable size. This can be added to your bulletin-board display, created in Lesson 1.

Extension Activities

Have students map their own path through the 1893 World's Fair then write a summary highlighting the attractions they chose to "see" and why. This activity can also be assigned as a Home Connection.



