

Lesson Plan #4
The Pan-American Exposition of 1901

Subject: Social Studies

Grade Level: 7-8

Classroom description: Approximately 25 students of various genders and abilities

Topic: The Pan-American Exposition was a World's Fair that was held in Buffalo in 1901. The purpose of a World's Fair is to entertain while exhibiting new technology and creating a sense of world camaraderie. This exposition caused a lot of excitement because the entire fair ground was electrified. The exposition's happy memories were tarnished as President William McKinley was shot and killed while attending the fair.

Amount of Time Allowed for Lesson: Two 40 minute lessons

New York State Learning Standard(s): 1-United States History, 2-World History, 3-Geography, 4-Economics, 5-Civics, Citizenship and Government

National Educational Technology Standards: 1-Creativity and Innovation, 3-Research and Information Fluency, 4-Critical Thinking, Problem Solving, and Decision Making, 5-Digital Citizenship, 6-Technology Operations and Concepts

Objective: The purpose of this lesson is to gain an understanding of the significance of hosting a world's fair in Buffalo.

- Students will be able to describe the events surrounding the Pan-American Exposition
- Students will be able to analyze primary source documents and photographs depicting the Pan-American Exposition
- Students will be able to summarize the actions leading up to the murder of President William McKinley

Materials: Computer Lab, Internet, White Board/Markers

Anticipatory Set: The students will view a short video that shows the Pan-American Exposition lit up at night. The video can be accessed via the following Web site:

<http://www.youtube.com/watch?v=mZ4w-C753iY>

The teacher will ask the students, "Why do you think people would be amazed at seeing the Pan-American Exposition at night?" A class discussion on the possibilities will follow.

Introduction: The teacher will begin the lesson by asking the following questions: "What do you think Buffalo was like 100 years ago?" The teacher will lead the students in a discussion on turn-of-the-century Buffalo. The teacher will then introduce the students to the day's subject matter: The Pan-American Exposition. The teacher may use the Monroe Fordham Regional History

Center to conduct personal research on the Pan-American Exposition. Click on the following link to discover what sources concerning the Erie Canal are available at the center.

http://www.monroefordham.org/vertical%20files/Pan-American_Exposition.html

Procedure: The students will be using the Internet to view Web sites devoted to the Pan-American Exposition. They will then create a travel brochure to persuade people to visit the exposition.

1. Have the students go to the following Web sites to learn more about the Pan-American Exposition:

<http://www.panam1901.bfn.org/>

<http://ublib.buffalo.edu/libraries/exhibits/panam/>

http://en.wikipedia.org/wiki/Pan-American_Exposition

<http://www.buffalohistoryworks.com/panamex/>

<http://www.nps.gov/archive/thri/PanAmExhibit.htm>

2. The students will create a tri-fold travel brochure advertising the Pan-American Exposition. They will use the information they discovered to create the brochure.

3. The students should follow these steps to create their brochures:

A. Open Microsoft Word and make the following changes:

-Page Layout: Change the orientation to landscape

-Margins: Custom to .25 on all sides

-Columns: Format the document so there are three columns

B. The students should then create their travel brochures adding pictures and information

-All brochures will be assessed based on the following criteria:

*Informs the reader where and when the exposition will take place (25 pts)

*Has details about at least three exhibits (25 pts)

*Has a minimum of six graphic images, but no more than twelve (20 pts)

*Printed front and back (formatted) (10 pts)

*Neat and well-organized (5pts)

*Creative and persuasive (5pts)

*Mini-Presentation (10 pts)

-Speaks clearly, describes the contents of their brochure

4. When the students have completed their brochures, they should print them for display. This is an independent activity and should be completed by the end of the class.

The teacher will walk around the room keeping the students on task and trouble-shooting any potential problems.

5. The students will make a short presentation (3 minutes) describing their travel brochures to the class. The teacher will lead a classroom discussion on the students' brochures.

Web site name(s) and address(es):

http://www.monroefordham.org/vertical%20files/Pan-American_Exposition.html
<http://www.youtube.com/watch?v=mZ4w-C753iY>
<http://ublib.buffalo.edu/libraries/exhibits/panam/>
<http://www.panam1901.bfn.org/>
http://en.wikipedia.org/wiki/Pan-American_Exposition
<http://www.buffalohistoryworks.com/panamex/>
<http://www.nps.gov/archive/thri/PanAmExhibit.htm>
<http://www.buffalohistoryworks.com/panamex/midway/midway.htm>
<http://www.buffalohistoryworks.com/panamex/midway/midway.htm>

Integration of computer technology: Technology will be integrated by student discover utilizing the Web sites listed above. The students will be able to see and hear primary source documents, maps and photographs while learning about the events surrounding the Pan-American Exposition of 1901.

Special accommodation(s) for at-risk, special education, gifted: Extended time allotted per individual student IEP. Gifted students may wish to further their research by viewing the following site to learn about the Incubator Exhibits or the Midway:

Follow the link below to learn more about the babies in the Incubator Exhibit
<http://ublib.buffalo.edu/libraries/exhibits/panam/hsl/incubators.html>

Follow the link below to learn more about the Midway:
<http://www.buffalohistoryworks.com/panamex/midway/midway.htm>

Assessment: Students will be assessed based upon their participation in the classroom activity and discussion. Students will be assessed based upon the completion of the Pan-American Exposition 1901 travel brochure with an emphasis on creativity, structure and relevance of information on the following criteria:

- Did the students understand what the lesson was about?
- Did the students reach the objective?

The teacher will you check for understanding during the lesson by asking the students questions based upon their progress on their worksheets. The teacher will determine the desired learning outcomes (instructional objectives) have been met by reviewing the students' travel brochures and listening to the students' mini-presentations.

Closure: The teacher will end the lesson by saying, "Today we discovered Buffalo was like during the Pan-American Exposition of 1901. We looked at primary sources of events during the exposition and discovered some of the key attractions within the fair. I want you to think about why the Buffalonians would have been proud to host the fair."

The lesson will not be continued during the next class.

Transition to next lesson: The teacher will prepare for a smooth transition to the next lesson by allowing the students to talk to each other while they hang their brochures on the wall for viewing. The students will be invited to look at the other brochures displayed.

Extensions/homework: There is no new homework for this date.

Lesson Plan References:

http://www.monroefordham.org/vertical%20files/Pan-American_Exposition.html

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