

# “Meet Me at the Fair” Grades 3-8

*correlation with Missouri State Standards*



## Missouri History Museum



GLE	Component	Content
<b>Social Studies</b>		
<b>SS 3a. 1.6.</b> “Assess the significance of Westward Expansion including: Louisiana Purchase”	station A	The World’s Fair was held in celebration of the 100 <sup>th</sup> anniversary of the Louisiana Purchase. We outline the importance of the Louisiana Purchase for St. Louis.
<b>SS 3a. G.</b> “Knowledge of contributions of non-Missourians”	stations B and C	At station B, the students examine what different states and nations brought to be displayed at the Fair. Station C focuses on the contribution of the Philippines to the Fair.
<b>SS 5 A, B, C, D.</b> “Reading and constructing maps” and “Understanding the concept of location to make predictions and solve problems” and “Understanding the concept of place”	stations A and B	At station A, students will identify Missouri on a map. They will also discuss how people change Forest Park for the Fair. At station B, the students will place objects on a large map in the gallery. They will have to find specific buildings on the map.

<b>SS 6 F.</b> "Effects of actions, cultural, traditions and institutions."	station C	Students will examine the Philippines exhibit at the Fair, and how the cultural institutions of the Philippines were different than in the U.S. They will also see what aspects of culture from the Philippines were present during the Fair.
<b>SS 7. A.</b> "Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry."	stations B and C	At station B, the students will look at a variety of objects and identify what palace or building the objects came from. These objects represent different states and nations. At station C, the students will look at cultural objects from the Philippines.
<b>SS 7.A.</b> "Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry"	stations A, B, C	The objects on display are primary sources, whereas exhibit labels provide secondary sources. Students will engage in close looking and elaboration based on these artifacts.
<b>Communication Arts</b>		
<b>Writing 3.A, E.</b> "Write effectively in various forms and types of writing" and "Narrative and Descriptive Writing" and "Audience and Purpose"	station D	In a creative writing activity, students write a postcard to a person of their choice, describing their day at the Fair.
<b>Listening and Speaking 1.A, B, C.</b> "Develop and apply effective listening skills and strategies" and "Purpose for Listening" and "Listening Behavior" and "Discussion and Presentation"	throughout visit	Students listen to directions given by museum staff and respond appropriately. Guides will discuss the exhibit and related history with students, asking for their perspectives. Students may be asked to share their work with the group.

## MAP Testing Tie-Ins

- ✓ Docents are requested to use the twelve questions words that appear in MAP testing: *Analyze, Infer, Predict, Support, Identify, Explain, Trace (as in a timeline), Paraphrase, Evaluate, Formulate, Justify, Define, Describe, Compare, Contrast.* The scenario demonstrates ways to integrate these "power words" into the interpretation of this gallery.