



## The History of Our State's Food, Land, and People

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### Lesson: Stories from 1950—World Events Reshape Society

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**Competency:** Connect with and describe the land, people, and events or challenges during this time period.

#### Standards

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H1.6-8.4 Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of indigenous people.

H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood.

H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.



H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington state history since statehood.

H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements; Cultures and cultural groups; Technology and ideas.

H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.

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G1.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event. G1.6-8.4 Explain how human spatial patterns have emerged from natural processes and human activities.



G2.6-8.3 Explain and analyze how the environment has affected people and how human actions modify the physical environment, and in turn, how the physical environment limits or promotes human activities in Washington state in the past or present.

G2.6-8.4 Explain the role of immigration in shaping societies in the past or present.

G3.6-8.2 Explain how learning about the geography of Washington state helps us understand global issues such as diversity, sustainability, and trade.

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E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

E2.6-8.4 Analyze how the forces of supply and demand have affected international trade in Washington state in the past or present.

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## Student Learning Objectives

 Slide 3 in *Stories from 1950 – World Events Reshape Society*

### Lesson Objective

After completing this lesson, students will demonstrate their knowledge of the following themes by researching and presenting project findings and contributing to a teacher-led class discussion.

- The contribution of native people to Washington agriculture
- The contribution of immigrants to Washington agriculture
- The role of technology and innovation in Washington agriculture
- The role of globalization in Washington agriculture

### Enabling Objectives

As a result of this lesson, students will...

1. Make discoveries about the state of Washington in 1950 by reviewing a map of that time period.
2. Connect to the people of 1950 by reading and responding to oral histories from that time.
3. Connect to an understanding of the issues and challenges in 1950 by participating in a teacher-led discussion about the stories of 1950.
4. Create projects that bring to life the issues and challenges of 1950.
5. Participate in a teacher-led discussion to summarize the key points of the lesson.

### Extended Activity Objectives

As a result of this extended activity, students will develop a model that demonstrates good *soil conservation*.

### Time

90-100 minutes

Time for each piece of the lesson may vary based on facilities, class size, in-class versus homework assignments, etc. Review the lesson before teaching and adjust time frames as needed.

### List of Resources

Boswell, S., & McConaghy, L. (1996, June 23). *Abundant Dreams Diverted*. The Seattle Times.

White, S., & Solberg, S.E. (1989). *Peoples of Washington: Perspectives on Cultural Diversity*. Pullman, WA: Washington State University Press.

Census, Bureau. (1950). *1950 Census of Population*. Retrieved from <https://www2.census.gov/library/publications/decennial/1950/pc-02/pc-2-32.pdf>.

Rowe, D. (2018, April 16) *Dairy Farming in Washington*. Retrieved from <https://www.historylink.org/File/20544>


Scheuerman, R.D., McGregor, A.C., (2013). *Harvest Heritage: Agricultural Origins and Heirloom Crops of the Pacific Northwest*. Pullman, WA: Washington State University Press.

White, S., & Solberg, S. E. (1989). *Peoples of Washington: Perspectives on Cultural Diversity*. Pullman, WA: Washington State University Press.

## List of Tools, Equipment, and Supplies

- 1950 PowerPoint Presentation
- 1950 Activity Sheet Packet
- Poster Paper
- Markers or colored pencils
- Technology for slide show creation

## Key Terms

 Slide 4 in *Stories from 1950 – World Events Reshape Society*

The following terms are presented in this lesson (shown in bold italics).

***Soil conservation***

***Erosion***

## Interest Approach (5 min)


Use an interest approach that will prepare the students for the lesson.

Share the following scenario and questions with students:

You notice the time and realize it has been hours since you last ate. You assuredly walk to the fridge, look in, and think, “What should I pick?”

This seems like a normal everyday decision. Could you imagine what you would do without your refrigerator?


It is technologies like this that were new leading up to the 1950’s. Between the 1920’s, when electricity was coming into the mainstream, and the 1936 electrification act, which bridged electricity to rural America, this new technology became affordable to have in your own home and forever changed how we live and play. As we watch this video, which shares what happened in Washington state between 1900 and 1950, pay close attention to the events that helped reshape society during that time.


 Slide 5 in *Stories from 1950 – World Events Reshape Society*

Use this link to access the video: <https://vimeo.com/432991533>.

Have students share how the everyday lives of people in this period were changed by the events in the video.

**Objective 1:** (10 min) Make discoveries about the state of Washington in 1950 by reviewing a map of that time period.

 Slide 6 in *Stories from 1950 – World Events Reshape Society*

Teaching Strategies	Related Content
<p>Facilitate a discussion using the following prompt: The world was changing quickly during this time. Let's take a look at a few of these changes on a map of Washington in the 1950's.</p> <p>Hand out copies of the map on activity sheet 1950.1 and use the map in the PowerPoint to facilitate a discussion. A key to the map is found on the second page of 1950.1. Teachers can use this key to help facilitate the discussion around these questions.</p> <p>Have students record their answers on 1950.2</p> <p> Slide 7-10 in <i>Stories from 1950 – World Events Reshape Society</i></p> <p>After discussion on how people were getting from place to place, ask students how these modes of transportation might be used for transporting food? Listen for ideas students may share about where food is being grown and raised and how that food will get to new areas with these specific modes of transportation.</p>	<p>How were people getting from place to place?</p> <ul style="list-style-type: none"> <li>• Car</li> <li>• Train</li> <li>• Bicycle</li> <li>• Streetcar</li> <li>• Ships</li> <li>• Airplane</li> </ul> <p>How many people lived in the state at this time?</p> <ul style="list-style-type: none"> <li>• Population: 2,363,289 (1950)</li> </ul> <p>What types of agriculture can be found?</p> <ul style="list-style-type: none"> <li>• Wheat</li> <li>• Apples</li> <li>• Peas</li> <li>• Grapes</li> <li>• Potatoes</li> <li>• Dairy (milk)</li> <li>• Livestock – cattle, sheep, pigs</li> </ul>

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Share with an elbow partner: “What stood out to you about the state in Washington in 1950?”


Have students share what their partner told them.

Transition to the next objective by saying, “Now, let’s take a closer look at the people of this time period.”

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**Objective 1:** (15 min) Connect to groups of people through reading and responding to oral histories from that time.

 Slide 11 in *Stories from 1950 – World Events Reshape Society*

Teaching Strategies	Related Content
<p>Share that more and more people are calling Washington their home and creating a life for themselves. It is important to know that understanding the people who lived here is equally as important as understanding the area itself. To do so, we'll take a look at four stories from the time period.</p> <p>Share that these oral traditions share a unique perspective of who came, what they were doing, and how it affected the native people.</p> <p>Reveal the steps students will take in completing this objective.</p> <ul style="list-style-type: none"> <li>• Select a story (1950.3-1950.6)</li> <li>• Read the story and create a journal entry about the reading. Use the prompts provided or free write about your own thoughts and feelings.</li> </ul> <p> Slide 12 in <i>Stories from 1950 – World Events Reshape Society</i></p> <p>Reiterate that they should choose a story that sounds interesting to them and is one in which they might feel a connection.</p> <p>Since these are narratives, the language has not been adjusted to match the level of this age group. There may be some vocabulary within the stories that students will need help interpreting and understanding. Prior to the lesson, review these stories and identify these words that may need to be further defined so you are prepared to assist students as needed.</p>	<p>1950.3: Japanese Immigrant            1950.4: Mexican American Pursuit of Happiness            1950.5: Ag Extension Agent in Basin Promoting Wheat and Irrigation            1950.6: Dairy workers in Washington</p> <p>This journal entry should include the following:</p> <ul style="list-style-type: none"> <li>• In this short piece,               <ul style="list-style-type: none"> <li>○ I felt...</li> <li>○ I realized...</li> <li>○ I wonder...</li> <li>○ I see how this affects my life in these ways (name three) ...</li> </ul> </li> </ul>



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Direct students to activity sheets 1950.3, 1950.4, 1950.5, and 1950.6 to select a story and get started.

Once students have completed their journal entries, prepare them for a share out using the following transition: “You have read stories and accounts of life in this time period, let’s share our thoughts and ideas with others in our class who read the same story.”

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**Objective 3:** (20 min) Connect to an understanding of the issues and challenges in 1950 by participating in a teacher-led discussion about the stories of 1950.

**P** Slide 13 in *Stories from 1950 – World Events Reshape Society*

Teaching Strategies	Related Content
<p>When students have finished reading and reflecting upon their stories, have them gather in groups around the room with others who read the same story to share their thoughts and ideas.</p> <p>Share with the class that together in their groups, they will share their journal entries and discuss answers to four questions they will find projected on screen.</p> <p><b>P</b> Slide 14 in <i>Stories from 1950 – World Events Reshape Society</i></p> <p>Remind students to review the map 1950.1 to identify the locations of their story and help answer some of these questions.</p> <p>When finished, bring attention back to the large group and transition to the next activity sheet using this prompt:            “Each of your groups has unique stories about those living in this time period. It is important to hear all of these views. Let’s take another look at the four questions and record our ideas.” Handout 1950.7</p> <p>Lead class through each question.</p>	<p>What was the story about?</p> <p>How does it help to understand this time in Washington history?</p> <p>How does it help to understand the perspectives of different groups of people?</p> <p>How was the story shaped by the natural resources and geography of that area of Washington?</p> <p>What about that story helps you understand the current conditions in Washington?</p> <p>Answers to 1950.7 may include:</p> <p>What was the story about?</p> <ul style="list-style-type: none"> <li>Japanese Immigrant: Japanese immigrants who farmed and were forced into internment camps.</li> </ul>

- Mexican American View of Happiness: The important work done by Mexican Americans for agriculture, especially during World War II.
- Ag Extension Agent in Basin Promoting Wheat and Irrigation: The building of Grand Coulee Dam and the irrigation it provides to farmers.
- Dairy Workers in Washington: The story of a dairyman who wanted to provide sanitary milk to people.

How does it help to understand that time in Washington history? About the perspectives of different groups of people?

- Japanese Immigrant: World War II played a large role in how Americans treated Japanese people who lived in the country.
- Mexican American View of Happiness: As the amount of agricultural work increased and many Americans were called to war, Mexican Americans played a pivotal role in agriculture.
- Ag Extension Agent in Basin Promoting Wheat and Irrigation: This was a huge project that provided the water needed to grow crops in this area.
- Dairy workers in Washington: Stimson was diligent in his record keeping and used technology to become one of the largest dairies in his time.

How was the story shaped by the natural resources and geography of that area of Washington?

- Japanese Immigrant: Japanese immigrants worked the hardest of jobs and transformed difficult terrain into farmland that produced abundant berries and vegetables.
- Mexican American View of Happiness: The need for agricultural workers especially for apples, cherries, hops and other crops was high.

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<p>Transition to next objective by saying, “Each of these stories provides a glimpse into the lives of those who have shaped the history of this state. Now let’s bring this all to life.”</p>	<ul style="list-style-type: none"><li>• Ag Extension Agent in Basin Promoting Wheat and Irrigation: Grand Coulee Dam was a monumental undertaking and greatly impacted the production of agriculture in this state.</li><li>• Dairy workers in Washington: Stimson saw a need for sanitary milk and grew his acreage and cattle herd to produce sanitary milk</li></ul> <p>What about that story helps you understand current conditions in Washington?</p> <ul style="list-style-type: none"><li>• Japanese Immigrant: The hard work and treatment of the Japanese played a large role in the work of farming.</li><li>• Mexican American View of Happiness: The role the Mexican Americans played in agriculture was great especially when there was no other work force due to war time efforts.</li><li>• Ag Extension Agent in Basin Promoting Wheat and Irrigation: What the story of The Grand Coulee Dam was and how it played an important part in agriculture.</li><li>• Dairy workers in Washington: There was a time when milk was not just on the shelf of a grocery store and Stimson’s story shows insight into how this came to be.</li></ul>
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**Objective 4:** (45 min or homework time) Create projects that bring to life issues and challenges of 1950.

**P** Slide 15 in *Stories from 1950 – World Events Reshape Society*

Teaching Strategies	Related Content
<p>Introduce this objective by saying, “Combining the lay of the land, the way of the people, and how we have connected them to the issues happening within the state at this time, we will put together a showcase of projects to really illustrate the history that took place during this time.”</p> <p>Students will select one of three main projects. Each of these main projects has three or four additional activities. Students should select at least two of those additional activities to complete following the main project. The explanation of these additional activities is in the project activity sheets.</p> <p>Reveal the projects students may choose to complete using the slide deck, and use the activity sheets (1950.8, 1950.9, and 1950.10) to further explain the additional activities.</p> <p><b>P</b> Slide 16 in <i>Stories from 1950 – World Events Reshape Society</i></p> <p>Before beginning, determine what group size students will complete these projects – individually, in pairs, or in triads. Divide class into these groups.</p> <p>Instruct students to use 15 minutes to research using articles from the resources listed in the Teacher Best Practice’s Guide. These resources include:</p> <ul style="list-style-type: none"> <li>• History Link               <ul style="list-style-type: none"> <li>○ <a href="http://Historylink.org">Historylink.org</a></li> </ul> </li> <li>• Washington State Historical Society               <ul style="list-style-type: none"> <li>○ <a href="http://Washingtonhistory.org">Washingtonhistory.org</a></li> </ul> </li> <li>• Washington Farm Bureau               <ul style="list-style-type: none"> <li>○ <a href="http://wsfb.com">wsfb.com</a></li> </ul> </li> </ul>	<p>Create a farm model using an irrigation system getting water from Grand Coulee Dam</p> <p>Create a slide show about the impact of war on Washington farms and food.</p> <p>Conduct a “live broadcast” from the first day of Pike Place Market.</p>



- Census
  - [Census.gov/quickfacts/WA](https://www.census.gov/quickfacts/WA)
- Washington State Department of Agriculture
  - [agr.wa.gov](https://agr.wa.gov)

Following research, give students approximately 20 minutes to create the project. Adjust this time based on the number of additional activities required and if this is a project to be completed at home or in class.

Share with students that when finished, they will present their projects in a gallery walk.

When projects are complete, set them up around the room for a gallery walk.

During the gallery walk have students use their newly developed lens of 1950 to look for projects that they would consider to be most true to the time period and let them know they will be sharing their choice after the gallery walk.

It may be helpful to set expectations for gallery walk (like a museum: quiet voice, hands to self, thoughtful and helpful comments on what you see).

Discuss what students saw, what they considered to be most true to the timeframe, and why they believe it is most true to the time.

We have seen the look of the land, the feel of the people living there, and showcased this time period through some very great projects. What will you take away from this showcase?

Have students complete 1950.11 to record their thoughts.

 Slide 17 in *Stories from 1950 – World Events Reshape Society*

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Project Reflection


1. Why did you choose your project?
  2. What stood out to you in these projects?  
Why?
  3. What will you remember about the projects your peers presented?
  4. Why is it important to understand what the land looked like in this time period?
  5. What significance does that have on today?
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**Objective 5:** (5 min) Participate in a teacher-led discussion to summarize the key points of the lesson.

**P** Slide 18 in *Stories from 1950 – World Events Reshape Society*

Teaching Strategies	Related Content
<p>Share that Washington was shaped by the people who lived here and the moments in history that changed the future of this state. Ask students to ponder this: What are some <u>world</u> events that played a role in reshaping society up to the 1950's?</p> <p><b>P</b> Slide 19 in <i>Stories from 1950 – World Events Reshape Society</i></p> <p>After discussion, have students consider the exit ticket question: What was the role of technology, innovation, and globalization in Washington agriculture up to the 1950's?</p> <p>Give students time to think about their answers and then have them complete 1950.12.</p> <p><b>P</b> Slide 20 in <i>Stories from 1950 – World Events Reshape Society</i></p>	<p>A few big moments in the US include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• The World's Fair</li> <li>• The Vietnam War</li> <li>• The Civil Rights Movement</li> </ul> <p>Answers to 1950.12 may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Ideas from previous discussion</li> </ul>

**OPTIONAL EXTENSION ACTIVITY:** (50 min) – Develop a model that demonstrates good **soil conservation**.

 Slide 21 in *Stories from 1950 – World Events Reshape Society*

Teaching Strategies	Related Content
<p>For an added element, teachers can use <a href="#">this link</a> to identify your local conservation district. This would be a great resource for you in this lesson.</p> <p>Start by visually demonstrating to students how much land is available for growing food. Follow the steps below to complete this demonstration and check out this link to see it in action:</p> <p><a href="#">Earth-Apple Analogy</a> by SmarterTeacher via YouTube</p> <ol style="list-style-type: none"> <li>1. Hold up the apple and have students imagine it is the earth.</li> <li>2. Cut the apple in four pieces and set three aside. Share with students that these represent water. Water makes up 75 percent of the earth’s surface.</li> <li>3. Remove the peel from the last quarter.</li> <li>4. Hold up the peel from this last quarter and share that this is about 10 percent of the apple.</li> <li>5. Share that this represents the 10 percent of earth’s surface that is available to grow our food. This area is about 5 feet deep and produces ALL of the food on earth. That is a lot of work for a little bit of land.</li> </ol> <p>Share that today, we will look at what makes up this land and how we can best care for it.</p> <p>Ask students what we call the land where we grow food. Listen for: soil.</p> <p>Share that soil can be changed by wind and water, and this is called <b>erosion</b>.</p> <p>Share that <b>erosion</b> is the wearing away of the land surface, by rain or irrigation water, wind,</p>	<p><b>Erosion</b></p> <ul style="list-style-type: none"> <li>• Wearing away of land surface</li> </ul>



ice, or other natural agenda. **Erosion** moves soil from one point on the earth's surface to deposit it elsewhere.

 Slide 22 in *Stories from 1950 – World Events Reshape Society*

Facilitate a discussion about what we can do to prevent or lessen soil **erosion**. Draw students to the point of putting **soil conservation** practices in place.


Reveal the definition of **soil conservation**: The protection of soil against physical loss by **erosion** or excessive loss of fertility by natural or artificial means.

 Slide 23 in *Stories from 1950 – World Events Reshape Society*

Facilitate a discussion about **soil conservation** practices they have seen or implemented themselves. Listen for: no-till farming, terrace farming, contour farming, plant windbreaks, restore wetlands, plant buffer strips, re-establish forest cover.

Charge the students to really put their mind to the test. Have them (as individuals, pairs, or triads) create a model for a soil conversation idea. Follow these steps:

1. Research one of the three land types
  - a. Home yard and landscape
  - b. Hillside with fruit trees
  - c. Farm field
2. Create a **soil conservation** plan for the landowner
3. Creatively prepare a way to share your **soil conservation** plan
4. Present plan to the class

 Slide 24 in *Stories from 1950 – World Events Reshape Society*

Hand out pages 1950.13, 1950.14, and 1950.15 after land types have been chosen. If desired, use 1950.16 to grade

- Rain or irrigation water
- Wind
- Ice
- Other natural agents
- Moves soil from one point and deposits it elsewhere

### **Soil Conservation**

- Protection of soil against **erosion** or loss of fertility

Have students share their plans, detailing the information collected in corresponding activity sheets.

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## Attribution

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