



Population 2,363,289 (1950)



Key



Wheat
69,700,000 bu.



Grapes
22,500 ton



Livestock—Cattle
851,000 head



Timber



Apples
1,600,000,000 lbs



Potatoes
7,100,000,000 lbs



Livestock—Sheep
299,000 head



Mountains



Dairy (milk)
1,750,000,000 lbs



Peas
62,700 ton



Livestock—Pigs
43,300,000 lbs



Columbia Plateau



Rivers



Railway

Population 2,363,289 (1950)

Transportation



Car



Bicycle



Street Car



Train



Airplane



Ships



Directions: Record answers from your class discussion about the map of Washington in the 1950's.

Map Questions:

1. How were people getting from place to place?
2. How many people lived in the state at this time?
3. What types of agriculture can be found?



STORY 1: Japanese Immigrant

SIGNIFICANT NUMBERS OF JAPANESE IMMIGRANTS had first arrived in the region in the 1880s. Exclusion acts aimed at the Chinese had opened up jobs in the Northwest for Japanese laborers willing to endure the backbreaking toil required on railroad-construction crews or in area sawmills, coal mines and salmon canneries. Hoping to make fortunes quickly and then return to their homeland, Japanese workers soon found that low pay and discrimination subverted their dreams.

Yet many eventually built a successful stake in the Northwest. Japanese farmers turned hundreds of acres of stumpland in Bellevue and the White River Valley into farmland yielding berries and vegetables in abundance. Some sold their harvest at the Pike Place Market; by the 1930s, an estimated 75 percent of all produce grown in the region came from Japanese farms.

300 Japanese Americans were removed from Bainbridge Island by the end of March 1942; 2,000 more from the Seattle area followed in April. Most initially were sent to Camp Harmony, a temporary detention center at the Puyallup fairgrounds. Here the poor food and lack of privacy gave Japanese Americans the first bitter taste of what life would be like as internees.

Newspapers depicted the Japanese undergoing evacuation with good-natured acceptance. "It's for the good of the country, so we'll move," one Bainbridge Island farmer was quoted as saying. But classified advertisements told a different story of lands, homes and businesses given up for fire-sale prices. Store owners quietly complained of competitors trying to buy their stock at 5 cents on the dollar.

In Washington state, nearly 13,000 people of Japanese descent ultimately were sent to detention centers -- most Seattleites ended up at Camp Minidoka near Hunt, Idaho, while the majority of rural Western Washington evacuees went to Tule Lake in California.

There, life went on. The internees' situation was not unlike that of several hundred Italian and German prisoners of war who were confined at Fort Lewis and Fort Lawton. But not one of the Japanese detained was ever charged with espionage or any other crime.

Years later, the American government acknowledged that even war could not justify the treatment of West Coast Japanese Americans. Apologies were made, pardons granted and monetary redress paid. But nothing could make up for all the lost opportunities - the special childhood memories of winning a pitching contest or graduating with honors that could never be regained.

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STORY 2: A Mexican American Pursuit of Happiness

Beginning in the early 1940's, a stream of Mexican Americans left the warmer and drier climates of the south for the cooler agricultural communities of eastern Washington. They soon were to sustain the state's agricultural economy by harvesting important crops as no other significant labor force was available. World War II had drained the region of its regular farm workers and many would not return to those jobs after the war. The Spanish-speaking workers thus toiled under the hot summer sun picking apples, cherries, hops, and other products of the earth.

I arrived in the late 1950's as part of yet another stream of Mexican Americans.

For us Mexican Americans, the pursuit of our happiness in this northwest corner of the United States represents the latest of three phases of a historic migration that began in central Mexico long ago. Few of us would have made it to Washington had it not been for the earlier migrations, each one important to the next. I knew little of this history then. But my own migration to Washington would help me understand the experiences of my fellow Hispanics (White & Solberg, 1989, p. 159).

Yakima Valley farms were literally saved from ruin, during the war, by the arrival of Mexican braceros (most of them peasants or small-townsmen who had seldom if ever worked in large-scale commercial agriculture or lived in big cities) who substantially added to the, as yet, undefined number of Mexicanos already residing in eastern Washington. The "Bracero Program" was a bilateral war-time agreement between the United States and Mexico that proved to be as important to American farmers as it has been undervalued by investigators. The program played a critically productive role in the United States' ability to win the war because it was designed to fill the labor vacuum created in American agriculture by manpower requirements generated by World War II. Hundreds of thousands of men and women who might have worked in fields were swept into uniform, or into war-related industrial work. (White & Solberg, 1989, p. 169).

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STORY 3: Ag Extension Agent in Basin Promoting Wheat and Irrigation

State Legislators formed the Columbia Basin Survey Commission in 1919 to select the most feasible comprehensive irrigation plan. Although the commission's work was forestalled by America's plunge into the Great Depression, Basin irrigation advocates found formidable allies in two victors in the 1932 national elections, eastern Washington Democrat Governor Clarence Martin, and President Franklin Roosevelt. That year the commission formally recommended the Grand Coulee Dam proposal and contracted with the Federal Bureau of Reclamation for its construction, which took eight years. The complex irrigation plan named the Columbia Basin Project was organized in 1939 with three districts formed to cover the entire one-million-acre area. Grand Coulee Dam began generating electricity in 1941 and water diverted for irrigation finally began to flow to the basin three years later (Scheurman, McGregor, 2013, p. 123).

Many early twentieth century state and federal officials were convinced that irrigation of the arid Columbia Basin was possible and could be done cost effectively. The basic resources were available: an abundant water supply from the Columbia River and the region's lakes, and a vast expanse of fertile drylands in central Washington and Oregon. Moreover, legions of farmers had been lobbying for years in vain attempts to secure government assistance for an undertaking of such magnitude. Farmers in the Yakima Valley had formed the Washington Irrigation Company in the 1890s for the region's first substantial cooperative effort to bring water from Cascade Mountain lakes to fields and orchards. Wenatchee Valley fruit growers soon followed with similar herculean projects which contributed to the state's national prominence in volume and quality of Delicious, Jonathan, Macintosh, Winesap, and other apple varieties and pears.

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STORY 4: Dairy Workers in Washington

Also in the early 1900s, other businessmen found that dairying could be a profitable endeavor with the right technology and dedicated efforts. In 1910 timber baron Frederick Stimson (1868-1921) and his wife Nellie (1868-1946) built an estate in the Woodinville area, eventually and expanding it to 600 acres. Stimson's hope was to develop a dairy that provided people with sanitary milk and to "demonstrate the basic [principles] of industrialized dairy farming and farm management by building an operating model that would prove the commercial feasibility of advancements in agricultural technology and serve as an example for others to follow" (Keller and Thomas, 3). Stimson kept strict records of each cow and advanced sanitary practices and science governed all aspects of his Hollywood Farm. His cows produced superior butterfat, and he eventually owned more cows on the Advanced Register than any dairy on the West Coast. Among other leadership roles in the community, Stimson also served on the board of regents for Washington State College. A portion of the original Hollywood Farm property became home to Chateau Ste. Michelle winery, which opened there in 1976

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	STORY 1: Japanese Immigrant	STORY 2: Mexican American View of Happiness	STORY 3: Ag Extension Agent in Basin Promoting Wheat and Irrigation	STORY 4: Dairy Workers in Washington
What was this story about?				
How does it help to understand this time in Washington history? How does it help to understand the perspectives of different groups of people?				
How was the story shaped by the natural resources and geography of that area of Washington?				
What about this story helps you understand current conditions in Washington?				



Project 1:

Farm Model

Draw or make a farm model that uses an irrigation system getting water from Grand Coulee Dam. Use [HistoryLink.org](https://www.historylink.org) and [The Washington State Historical Society](https://www.washingtonstatehistoricalsociety.org) to search for resources and inspiration.

Project 1a:

Simple Economics

E.2.6-8.4 What was the impact of the building of Grand Coulee Dam? Calculate the square miles that are now irrigated by Grand Coulee Dam and identify the economic output of land before irrigation vs. output today on irrigated land. Compare and contrast these two pieces of data.

Project 1b:

Consequences

G3.6-8.2 What are the consequences of building Grand Coulee Dam? Identify the consequences of the dam on the salmon run. What impact does this effect on salmon run have on native culture?

Project 1c:

Community

G1.6-8.4 Where did they go? Due to the construction of the dam, some towns were completely submersed in water, and do not exist today. Research to find one of those towns and provide its name, population, and type of work that existed in this town before it was consumed by the dam.



Project 3:

Live Broadcast

Conduct a “live broadcast” from the first day of Pike’s Place Market. Use [HistoryLink.org](https://www.historylink.org) and [The Washington State Historical Society](https://www.washingtonstatehistoricalsociety.org) to search for resources and inspiration.

Project 3a:

Vendors

E2.6-8.3 Who was there the day Pike’s Place Market opened? Describe what types of vendors and patrons were part of the opening of Pike’s Place Market. Include how this compares to the vendors and patrons associated with the market today. Are they similar or different?

Project 3b:

Asian-Americans

H3.6-8.3 What was the impact of Asian Americans on Pike’s Place Market? Explain their role in agriculture and the changes they have made on the industry.

Project 3c:

Tourism

H2.6-8.2 Pike’s Place Market is a tourist destination! Who have been the biggest influencers on Pike’s Place Market over the years? What ways has agriculture impacted the market from its beginning until now? Describe the influencers and the impact agriculture has had on Pike’s Place Market from opening day until now.



Group Project Reflection

Project name:

Project Partners (if any):

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?



EXIT TICKET LESSON 1



Name:

Date:

What was the role of technology, innovation, and globalization in Washington agriculture up to the 1950's?



Soil Conservation Project: Yard or Landscape

Create a plan for a specific type of land that would prove to be the most effective **soil conservation** practice.

1. What is your conservation project focus (home yard/landscape, hillside with fruit trees, farm field)?
2. What is the conservation practice you want to use for this land type?
3. What are the benefits of this practice?
4. Why is this this practice the most effective?



Soil Conservation Project: Hillside with Fruit Trees

Create a plan for a specific type of land that would prove to be the most effective **soil conservation** practice.

1. What is your conservation project focus (home yard/landscape, hillside with fruit trees, farm field)?
2. What is the conservation practice you want to use for this land type?
3. What are the benefits of this practice?
4. Why is this this practice the most effective?



Soil Conservation Project: Farm Field

Create a plan for a specific type of land that would prove to be the most effective **soil conservation** practice.

1. What is your conservation project focus? (yard or landscape, hillside with fruit trees, farm field)
2. What is the conservation practice you want to use for this land type?
3. What are the benefits of this practice?
4. Why is this this practice the most effective?



Soil Conservation Rubric:

Name _____

Date: _____

Score: _____ / 20

Category	4	3	2	1
Coverage of Topic: Type of Land	Details in the plan capture the important information.	Details in the plan capture the important information but may need more information.	Details in the plan relate to the topic but needs to be more specific.	Details in the plan have little to nothing to do with the topic.
Use of graphics	All graphics are related to the topic, and make it easier to understand	All graphics are related to the topic, and mostly make it easier to understand.	All graphics are related to the topic.	Graphics do not relate to the topic.
Organization	Information is very organized, with clear titles and subheadings.	Information is organized, with clear titles and subheadings.	Information is organized, titles and subheadings are not clear.	The information appears disorganized.
Layout and Design	All information in the flip is focused and easily identified.	Most of the information in the flip is focused and easily identified.	Some of the information in the flip is focused but not easily identified.	Much of the information in the flip is unclear.
Mechanics	No grammatical, spelling, or convention errors.	Almost no grammatical, spelling, or convention errors.	A few grammatical, spelling, or convention errors.	Many grammatical, spelling, or convention errors.

Attribution

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