



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

Lesson: Stories from 1900 – Tremendous Change Powered by Technology and Ideas

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

Standards



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.



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.



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.

Student Learning Objectives

 Slide 3 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

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 1900 by reviewing a map of that time period.
2. Connect to the people of 1900 by reading and responding to oral histories from that time.
3. Connect to an understanding of the issues and challenges in 1900 by participating in a teacher-led discussion about the stories of 1900.
4. Create projects that bring to life the issues and challenges of 1900.
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 discover the impact of plant breeding on wheat varieties in Washington.

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

Home: Library of Congress. (n.d.). Retrieved from loc.gov

(n.d.). Retrieved from HistoryLink.org



Trafzer, C.E., & Scheuerman, R.D. (2016). *The Snake River-Palouse and the Invasion of the Inland Northwest*. Pullman, WA: Washington State University Press.

Washington State Historical Society > Home. (n.d.). Retrieved from washingtonhistory.org


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

Washington Wheat Commission. (2009). *Washington Wheat Facts 2008-2009*. Retrieved from: <http://admin.aghost.net/images/E0177801/2008WF4WebSmHomepage.pdf>

List of Tools, Equipment, and Supplies

- 1900 PowerPoint Presentation
- 1900 Activity Sheet Packet
- Poster Paper
- Markers or colored pencils
- Technology for slide show creation

Key Terms

 Slide 4 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*
The following terms are presented in this lesson (shown in bold italics).

Mutation

Interest Approach (5 min)

Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Ask students to do the following:

You may have heard the phrase, ‘Couldn’t see the forest through the trees.’ Many meanings have been given to this term to explain situations in life. Literally, the state of Washington was nicknamed the Evergreen State because early in the state’s history explorers could not see the forest through all of the trees! The state was rich in timber resources. These “evergreens” played a role in the changes this state experienced. Remember this nickname as you watch this video about life here in Washington during the 1900’s.

 Slide 5 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

Use this link to access the video: <https://vimeo.com/433809370>.

At the conclusion of the video, have students share their thoughts about what changes might be coming in this lesson based on what they heard in the video.

Objective 1: (10 min) Make discoveries about the state of Washington in 1900 by reviewing a map of that time period.

P Slide 6 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

Teaching Strategies	Related Content
<p>Facilitate a discussion using the following prompt: Tremendous change took place during this time period. In a moment, you will see a map of the state at the time of 1900. Let's use a curious eye as we look closely at the state during this time.</p> <p>Hand out copies of map on activity sheet 1900.1 and use the map in the PowerPoint to facilitate a discussion about key points on the map. Have students record their answers on 1900.2.</p> <p>P Slide 7-10 in <i>Stories from 1900 – Tremendous Change Powered by Technology and Ideas</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"> • Horse and buggy • Walking, by foot • Train • Bicycle • Streetcar • Airplane • Ship <p>How many people lived in the state at this time?</p> <ul style="list-style-type: none"> • Population: 270,477 (1900) <p>What types of agriculture can be found?</p> <ul style="list-style-type: none"> • Wheat • Apples • Potatoes • Grapes • Livestock: cattle and sheep



Share with an elbow partner, “What stood out to you about the state of Washington in 1900?”


Ask for volunteers to share what their partner told them.

Now that we have a good idea of what the state looked like, and what some of the primary functions were during the 1900’s, let’s take a closer look at the people living during this time period.



Objective 2: (15 min) Connect to the people of 1900 by reading and responding to oral histories from that time.

 Slide 11 in *Stories from 1900 – Tremendous Changed Powered by Technology and Ideas*

Teaching Strategies	Related Content
<p>Share that understanding the people who lived here is equally as important as understanding the state itself in our quest to connect with Washington in 1900. To do so, share that they will 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"> • Select a story (1900.3-1900.6) • Read the story and create a journal entry about the reading. Use the prompts provided or free write about your own thoughts and feelings. <p> Slide 12 in <i>Stories from 1900 – Tremendous Changed Powered by Technology and Ideas</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>1900.3: Kamiakin 1900.4: A German Immigrant Viewpoint 1900.5: George Washington Bush 1900.6: Views of Italian Immigrants in Walla Walla</p> <p>This journal entry should include the following:</p> <ul style="list-style-type: none"> • In this short piece, <ul style="list-style-type: none"> ○ I felt... ○ I realized... ○ I wonder... ○ I see how this affects my life in these ways (name three) ...



Direct students to activity sheets 1900.3, 1900.4, 1900.5, and 1900.6 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.”



Objective 3: (20 min) Connect to an understanding of the issues and challenges in 1900 by participating in a teacher-led discussion about the stories of 1900.

 Slide 13 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

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> Slide 14 in <i>Stories from 1900 – Tremendous Changed Powered by Technology and Ideas</i></p> <p>Remind students to review the map 1900.1 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:</p> <p>“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 1900.7.</p> <p>Lead class through each question.</p>	<p>What was the story about?</p> <p>How does it help to understand that time in Washington history? How does it help you 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 current conditions in Washington?</p> <p>Answers to 1900.7 may include:</p> <p>What was the story about?</p> <ul style="list-style-type: none"> • Kamiakin: His relationship with missionaries.



- A German Immigrant Viewpoint: How German immigrants saw the land, planted wheat and saw the native people.
- George Washington Bush: How the Bush family came to Washington and what they created.
- Views of Italian Immigrants in Walla Walla: Where the Italian immigrants lived and were prominent truck farmers.

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

- Kamiakin: He was open to learning and yet stood up for his people.
- A German Immigrant Viewpoint: Showed the changes made to grow wheat and how immigrants viewed the removal of the native people.
- George Washington Bush: Insight into towns and practices that we now know and how the Bush family was instrumental in their creation.
- Views of Italian Immigrants in Walla Walla: Creating churches and pioneering truck farming.

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

- Kamiakin: They were allowed to build missions in their territory.
- A German Immigrant Viewpoint: Describes the land and what they did to farm the land.
- George Washington Bush: Describes what they built and why they built where they did.
- Views of Italian Immigrants in Walla Walla: Describes the different professions in which they engaged depending upon the area they lived in, i.e. fishing or truck farming.



<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>	<p>What about that story helps you understand current conditions in Washington?</p> <ul style="list-style-type: none">• Kamiakin: Provides insight into relationships between missionaries and Kamiakin’s people and where missions were built.• A German Immigrant Viewpoint: We can begin to see how wheat came to Washington.• George Washington Bush: Creates a view into how the area was created.• Views of Italian Immigrants in Walla Walla: Shows the cultural diversity that existed during this time.
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Objective 4: (45 min or homework time) Create projects that bring to life issues and challenges of 1900.

P Slide 15 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

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>Student 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 (1900.8, 1900.9, and 1900.10) to further explain the additional activities.</p> <p>P Slide 16 in <i>Stories from 1900 – Tremendous Changed Powered by Technology and Ideas</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"> • History Link <ul style="list-style-type: none"> ○ Historylink.org • Washington State Historical Society <ul style="list-style-type: none"> ○ Washingtonhistory.org 	<p>Create a slideshow about four types of livestock being raised in Washington in the 1900’s</p> <p>Create a family tree for George Washington Bush.</p> <p>Depict the original route of the first railroad through Washington.</p>



- Washington Farm Bureau
 - wsfb.com
- Census
 - Census.gov/quickfacts/WA
- Washington State Department of Agriculture
 - 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 1900 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, and what they considered to be most true to the timeframe and why?

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 1900.11 to record their thoughts.

 Slide 17 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

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?

Objective 5: (5 min) Participate in a teacher-led discussion to summarize the key points of the lesson.


P Slide 18 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

Teaching Strategies	Related Content
<p>Share that the land and the people are changing rapidly. Ponder this: What big events, ideas, or technological advances were happening in America during the early 1900's?</p> <p>P Slide 19 in <i>Stories from 1900 – Tremendous Change Powered by Technology and Ideas</i></p> <p>P Slide 20 in <i>Stories from 1900 – Tremendous Change Powered by Technology and Ideas</i></p> <p>After discussion, have students consider the exit ticket question: What are some of the contributions made by immigrants to agriculture in Washington in the 1900s?</p> <p>Give students time to think about their answers and then have them complete 1900.12.</p>	<p>A few big moments in the US include, but are not limited to:</p> <ul style="list-style-type: none"> • The Great Depression • Two World Wars • Railroads/Flight/Automobiles • Spanish Flu Epidemic <p>Answers to 1900.12 may include, but are not limited to:</p> <ul style="list-style-type: none"> • Agricultural commodities & varieties • Industrial changes



OPTIONAL EXTENSION ACTIVITY: (50 min) – Discover the impact of plant breeding on wheat varieties in Washington.

 Slide 21 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

Teaching Strategies	Related Content
<p>“To build upon our understanding of the early 1900’s, let’s take a deeper look into a main crop grown during this time in Washington-wheat!”</p> <p>“Wheat plays a major role in our state’s economy, coming in as the third largest ag commodity in the state. However, wheat hasn’t always been growing in Washington. In fact, the first crop of wheat was planted at Fort Vancouver in 1825 and today’s wheat has changed in important ways from that original plant.”</p> <p>Ask students how they think this is possible. Ask the following questions (on the slide):</p> <p> Slide 22 in <i>Stories from 1900 – Tremendous Change Powered by Technology and Ideas</i></p> <p>Facilitate a discussion about these two questions.</p> <p>After discussion, share with students that we will discover more about that in this section of the lesson.</p> <p>Start by diving in with a YouTube video on Gregor Mendel and his pea plants. The video can be found here.</p> <p>Following the video, have students share out what they learned about the pea plants. Listen for:</p> <ul style="list-style-type: none"> • Dominant and recessive traits • These traits affect plant growth • Plants can change with each generation <p>Share that this same thing happened with wheat crops grown in Washington.</p>	<p>Can you adapt a plant? Can you make a plant different than it is?</p>



Share that wheat was a very important food source for European immigrants and European-Americans coming to Washington, but wheat varieties they brought with them didn't always produce well in the Washington climate.

Show images that depict improved wheat varieties.

 Slide 23 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

After pictures have been shown, ask students how they think they made wheat different and how they think they adapted the crop.

Listen for responses that show students recognize that just one plant can't be changed, but that plants change over time due to heredity.

Share other examples of this with different crops:

- Blueberries getting bigger
- Corn getting taller

Remind students that heredity is at play, and then ask, "How does that happen?"

Give students ten minutes to do a quick Internet search of early researchers that used heredity to improve plants.

Have students share out their examples with an explanation of the crop they improved.

Wrap up discussion by summarizing that these researchers identified individual plants with traits desirable and bred those plants to change the overall population of the next generation of

Examples of researchers to get students started include:

- Wilhelm Johannsen
- Nils Nilsoon-Ehle

plants, and that these are the basics of plant breeding.

Next, ask students the following questions.

 Slide 24 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

During discussion, listen for the students to land on **mutations**. Further listen for or share that genetic **mutation** will change the protein being made by the cell and depending what that protein helps build, it will change the traits of the plant itself.

 Slide 25 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

Share the researchers in this time period did not understand how this happened, and that we have only understood genes and **mutations** in the past fifty years. These researchers, though, did recognize that some individual plants were different, and they could use them to change future generations of wheat plants.

 Slide 26 in *Stories from 1900 – Tremendous Change Powered by Technology and Ideas*

To wrap up this discussion, have students do a think-pair-share.

Once students have recorded their thoughts on a scratch sheet of paper, have them find a partner to share their thoughts.

Finally, bring the class back together, and select four people to share out some ideas they heard.

Discovering More...

- “Where did these unique traits come from in the plants that were selected to improve wheat varieties?”
- “If all the plants were of the same parental line, shouldn’t they all be the same?”

Mutation

- Genetic **mutation** changes the protein being made by the cell
- This protein may change the traits of the plant itself

How will what we’ve learned about plant breeding and mutation impact Washington agriculture beyond 1900?

Attribution

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