

lesson 15 Agriculture CLUBS, FAIRS, AND SHOWS

OVERVIEW

This lesson provides a brief overview of some of the ways that agricultural advances and achievements were shared and celebrated. *In Lesson 7, students use the Sacramento History Online database at <http://www.sacramentohistory.org>.*

STUDENT OBJECTIVES

1. Identify agricultural activities that were available to children in the early 1900s.
2. Explain the purpose of citrus fairs, and describe the types of exhibits that were displayed.
3. Compare and contrast California fairs in the 1800s and 1900s with modern fairs.
4. Use the SHO database to find specific historical information.

CALIFORNIA HISTORY STANDARDS

4.4.5 California's rise as an agricultural and industrial power

BACKGROUND ARTICLE 15

Automobiles in the Sacramento Valley (page 15-5)

STUDENT ACTIVITY SHEET 15 AND KEY

Automobiles (pages 15-6 and 15-7)

DOCUMENTS TO DISCUSS

The documents below relate to agricultural clubs, fairs, and shows.



1. Jersey Calf Club of Galt takes delivery of calves

[1920]

Two boys and two girls taking delivery of four calves to raise for the Jersey Calf Club of Galt.



2. California State Fair button

[1902]

A button badge worn on the lapel, features sheep, pigs, cattle, and horses on the top and fruits and vegetables on the bottom.



3. Agricultural Hall

[1859]

This brick building at 6th and M streets in Sacramento became the official site of the California State Fair.



4. Pavilion of the State Agricultural Society

[ca. 1912]

This larger pavilion was the next home of the State Fair.



5. Citrus Fair display

[1891]

Oranges on display at the Citrus Fair, Marysville, 1891.



6. Sacramento County exhibit at the Northern Citrus Fair

[1893]

Illustration from front page of the January 28, 1893 issue of the Pacific Rural Press. The Northern Citrus Fair was held at the Mechanics' Institute pavilion in San Francisco.

INSTRUCTIONS

1. Print any of the images and PDF files shown above that you will use in your discussion, as well as **Student Activity Sheet and Key 15**. (Label the images above by their number to identify them in the instructions).

2. Read **Background Article 15**. Read it to your students or print it and have them read it themselves. Discuss any questions that they may have.

3. Show and discuss **Document 1, Jersey Calf Club of Galt takes delivery of calves**. Explain that the children in the picture are being given the calves to raise. Ask students why the children would be given calves. What jobs do they think would be involved in raising a calf? Find out if anyone in your class belongs to a club such as 4-H. What kind of activities does their club sponsor? Find out if any of your students have exhibited something at a fair or raised a livestock animal. If so, have them describe the experience.

4. Ask students which of the documents in the set is an example of ephemera. They should be able to identify the souvenir button. Show and discuss **Document 2, California State Fair button**. The button can be called ephemera because it probably was not intended to be saved for many years. Have students calculate the age of the 1902 button. (*at least 101 years*) Ask students if they have saved any souvenir buttons from modern events.

5. **Document 3, Agricultural Hall, Sacramento** and **Document 4, Pavilion of the State Agricultural Society**. Tell students that these buildings were built for the California State Fair in Sacramento. Have them decide which pavilion was built first. How was the newer pavilion different? If any of your students have been to the current State Fair location, have them describe how the site looks today and what type of activities are available.

6. **Document 5, Citrus Fair display** and **Document 6, Sacramento County exhibit at the Northern Citrus Fair**. Ask students to decide what materials were used to create the displays in the photos. (*oranges*) Discuss what might be seen at a citrus fair, why they were started, and why people enjoyed them.

Ask if any of your students have attended a modern fair where fruits and vegetables were used to build displays. If so, have them describe what they saw. Read the article in Document 6, which discusses the appropriateness of a railroad theme to represent Sacramento County at the 1893 Citrus Fair. Do the students agree with the article's author? Would this theme still be appropriate today? What other displays could be constructed of oranges to represent Sacramento County or your own county. Ask students what they think the author means by *the dire ills [that would take place] if the orange horse should take on the functions of the iron horse whose semblance he assumes?*

7. Search the *Sacramento History Online* database together using the keyword and advanced searches, or let students explore the database independently. What other fair displays can they discover?

8. Give students **Activity Sheet 15: Clubs, Fairs, and Shows** (page 15-7). After they have completed the activity, discuss their answers as a group.

FOLLOW-UP

1. **Find out more** about what types of fairs have been held in your community. If there was a citrus fair, find out what years it was held and what type of displays were exhibited.

2. Imagine that you attended the Marysville Citrus Fair in 1891 or the California State Fair in 1902. **Write a postcard or letter** to a friend describing what you saw there.

3. **Design a display** for a citrus fair that represents your community. Determine the size of your display and estimate how many oranges or other fruits would be required. Build a scale model or make a drawing of your display. (*Colored press-on dots could be used to represent oranges*). Have a *mini-fair* with your classmates, and write an account of the fair as if you were a reporter of the day.

4. **Make a poster** for a citrus fair or State Fair. You can see historical examples from the California State Library Foundation at (<http://www.csifdn.org/exhibits.html>).

REFERENCES AND RESOURCES

Jelinek, L.J. *Harvest empire: a history of California agriculture*.

San Francisco, CA: Boyd and Fraser Publishing Company, 1979.

RELATED LINKS

California Farm Bureau Federation History

(<http://www.cfbf.com/about/fbhistory.htm>)

California Farm Bureau Federation History - 60th Anniversary

(<http://www.scif.com/60th/history.htm>)

California State Fair history

(<http://bigfun.org/html/history.asp>)

California State Library Foundation posters

includes examples from the California State Fair and National Orange Show

(<http://www.csifdn.org/exhibits.html>)

The History of Citrus Fair

Cloverdale, CA, Historical Society

(<http://www.cloverdalehistoricalsociety.org/citrusfair/>)

The Origins of the California State Fair

(<http://www.capitolmuseum.ca.gov/virtualtours/park/html/links/link30.html>)

background 15 CLUBS, FAIRS, AND SHOWS



Agricultural clubs. Around the turn of the twentieth century, boys and girls clubs (sometime called industrial clubs) were established to promote education for children living in rural areas. Industrial clubs sponsored fairs that gave children a chance to show the results of farm projects. 4-H clubs have their roots in these early organizations.

In many communities, 4-H clubs grew out of the Cooperative Extension Service, established by the U.S. Department of Agriculture (USDA) and land-grant colleges, including the University of California. The Cooperative Extension Service was created in 1914 by the Smith-Lever Act and began to sponsor girls and boys clubs, although the name 4-H was not used until 1918.

The extension service was organized to improve life on family farms in rural areas. Before providing educational services to a community, including club sponsorship, the Cooperative Extension Service required that counties establish a Farm Bureau. Yolo County was one of the first to qualify and take advantage of the new programs offered.

Typical club activities included raising a calf or pig, sewing, or growing a vegetable garden, with boys and girls having separate clubs. (The photo of the boy with the pig in this article was taken at the California State Fair in 1920). 4-H club members also raised and canned food during World War I. Many industrial and 4-H clubs were connected to schools and were established to make education more practical in farming areas. Both the extension service and the boys and girls clubs were important in introducing new farm technologies. Another agricultural club, the Future Farmers of America, was founded in the 1920s.



Citrus Fairs. The first citrus fair was held in 1879 in Riverside, in Southern California. These fairs became popular events to show off California produce and promote agricultural development. Although they were called *citrus* or *orange shows*, these events usually featured a variety of other farm products, including apples, walnuts, almonds, and wine. Growers, packers, and distributors, as well as the general public, were encouraged to attend.

Displays at the first Riverside fair celebrated the Washington Navel Orange, a citrus variety that had been introduced to California six years earlier. This first fair was so successful that it became an annual event, and other communities started their own, including Los Angeles. The first San Bernadino Orange Show was held in 1889. In 1911, it became the very popular National Orange Show, which is still held every year.

Citrus fairs were not limited to Southern California. One was held in Marysville in 1891. The \$200 grand prize was awarded to the Oroville City Association for the Thermalito Citrus Colony, which had been created in the 1880s by a group of businessmen. Prizes were also given for other fruits including prunes and raisins. The Cloverdale Citrus Fair, which began in 1892, grew from a county fair and is still an annual event.

In 1890, Charles Howard Shinn described the 1889 Oroville Citrus Fair in this way: *Counties of the State have held many and very beautiful citrus fairs, but it is only of late years that the central counties have had the oranges to exhibit. This Oroville fair, however, was held in a large canvas pavilion, under [the] bluest of California skies. There were chrysanthemums, roses, lilies, sweet peas, fresh from the gardens, and wild flowers gathered from the forests. Oranges are displayed in wagon loads and among other exhibits of the season were ripe raspberries, strawberries, melons, peppers and tomatoes, besides green peas and new potatoes.* (Shinn, H.S. *Outing*, 15:4, January, p.2)

The Sacramento History collection includes photos from several different citrus fairs. These images show how the arrangements of fruits in the displays became increasingly elaborate. For example, a steam locomotive built out of oranges was the highlight of the 1902 San Francisco Citrus Fair. Some fairs allowed schools and community groups as well as growers to enter the competition. Some also allowed entrants to incorporate other food items, besides oranges, into their displays. According to the current rules for the Cloverdale Citrus Fair, displays must use at least 1,080 fruits, half of them oranges.

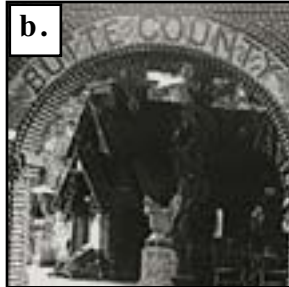
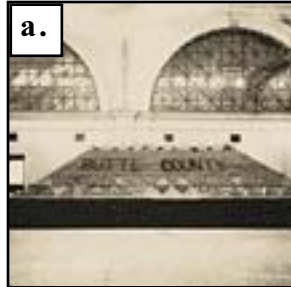


California State Fair. In 1852, the California State legislature established the California State Agricultural Society. Two years later, San Francisco was the site of the first California State Fair. The fair location was changed every year for several years so that people from all over the state could attend. However, Sacramento eventually became the permanent site, and an Agricultural Hall was built at 6th and M Streets. In the 1880s, a much bigger pavilion was built for the fair in the Capitol park area of Sacramento. It was the largest building in California at the time.

In the first decade of the twentieth century, the Pavilion was torn down, and the fair moved to a new location in Sacramento, on Stockton Boulevard. In 1967, the Fair moved to its current location at Cal Expo. Over the years, the Fair has included agricultural displays, county exhibits, livestock shows, horse racing, fine arts shows, auto racing, and even staged locomotive crashes. A carnival was added around 1917. According to the State Fair's web site (<http://bigfun.org/html/history.asp>), the 1854 displays included *2-inch long peanuts, 72-pound beets, and a 10-pound carrot measuring three feet long.*

I. What's Going on Here?

Find the image with a keyword or advanced search. Put the correct letter by the name of each event, and fill in the missing dates.



image

event

date

- | | | |
|----------|--------------------------------------|-------|
| _____ 1. | California State Fair | _____ |
| _____ 2. | Fourth of July Parade in Galt | _____ |
| _____ 3. | Marysville Citrus Fair | _____ |
| _____ 4. | Thanksgiving Citrus Fair | _____ |

II. What Did You Do at the Citrus Fair?

Look at images of the Marysville and Thanksgiving Citrus Fairs in the database and choose your favorite. Write about the fair, imagining that you are one of the following: a grower, visitor from another state or country, newspaper reporter, child from a farm, or child from the city.

Who are you? _____

Which event did you attend? _____

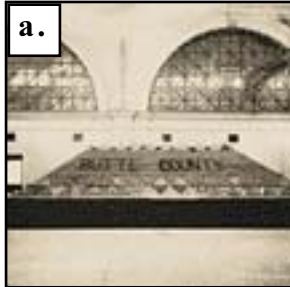
Did you have a display there? _____ If so, describe it. If not, then describe your favorite display.

BONUS: Make an ad for the event you chose on the back of this paper or on a separate sheet. Include a picture of it and why someone should attend it.

activity sheet 15
CLUBS, FAIRS, AND SHOWS

I. What's Going on Here?

Find the image with a keyword or advanced search. Put the correct letter by the name of each event, and fill in the missing dates.



<u>image</u>	<u>event</u>	<u>date</u>
<u>c</u> 1.	<u>California State Fair</u>	<u>1920</u>
<u>d</u> 2.	<u>Fourth of July Parade in Galt</u>	<u>1920</u>
<u>b</u> 3.	<u>Marysville Citrus Fair</u>	<u>1891</u>
<u>a</u> 4.	<u>Thanksgiving Citrus Fair</u>	<u>1902</u>

II. What Did You Do at the Citrus Fair?

Look at images of the Marysville and Thanksgiving Citrus Fairs in the database and choose your favorite. Write about the fair, imagining that you are one of the following: a grower, visitor from another state or country, newspaper reporter, child from a farm, or child from the city.

Who are you? _____

Which event did you attend? _____

Did you have a display there? _____ If so, describe it. If not, then describe your favorite display.

BONUS: Make an ad for the event you chose on the back of this paper or on a separate sheet. Include a picture of it and why someone should attend it.