



On view November 19, 2016 – September 10, 2017

TEACHER'S PACKET

About the Exhibit

Experience Seattle's culinary history from raw ingredients to polished plates. *Edible City* serves up the story of how Seattleites eat in their city and how urban palates have developed over the years. Discover the secret history of Seattle's favorite foods and devour the stories that helped the city grow into one of America's best places to eat. Curated by James Beard Award winner Rebekah Denn, *Edible City* will be a main course on the city's cultural buffet.

Exhibit Themes

Edible City explores the following questions:

- What are Seattle's iconic foods and where do they come from?
- In what ways is our local food culture a result of our region's geography?
- What industrial and economic forces have influenced where Seattleites get their food?
- How is Seattle's food scene a reflection of the city's different cultural communities?
- How have technological innovations shaped the ways we interact with food?

Edible City builds upon all five EALR Components for Social Studies; see content matrix for specific grade-level expectations.

- Civics 1.1, 1.4
- Economics 2.1, 2.2
- Geography 3.1, 3.2
- History 4.1, 4.2, 4.4
- Social Studies Skills 5.2, 5.3

Additionally, *Edible City* ties in well to several suggested units for Social Studies, in particular:

- Communities Meeting Their Needs and Wants (grade 2)
- Cultures of Our Community (grade 3)
- WA - Living in Washington: Its Geography, Resources, and the Economy (grade 4)
- WA - New Technologies and Industries (grade 7)

Preparing for Your Visit

Book now! Our calendar fills up quickly. Making a reservation guarantees your class has access to the exhibit, provides a discount on your admission fee, copies of our in-gallery activity, and a brief introduction by a member of our education team.

Planning your own activity? Teachers with an existing reservation are welcome to visit the museum in advance of their trip to research and prepare any activities or lesson plans. For tips on how to make the most of your visit, see the Activity Ideas on page 3.

In the Exhibit



Raw Ingredients

For the first course, take a look at the raw ingredients—what is a "Seattle" food, and why? Visually dine on both imported and native foods that are the building blocks of Seattle's cuisine.



Processing and Prepping

Dive into the second course of the industries that shaped a savory Seattle, from canneries to coffee roasters.



To Market, To Market

Sample the places where Seattleites go to the market for the third course. Learn about the outlets that help define the city, from co-ops to farmers markets to ethnic markets, big and small.



Bringing It Home

Enjoy the fourth course and look at the region's home cooking through a real, preserved Seattle kitchen. Learn about the history of food justice in the area through P-Patches, community gardens, and other efforts to bring homegrown food to diverse communities.



Cooking Tech-niques

See how Seattle high-tech jobs have made its residents look at cooking in a whole new way in the fifth course. Sniff out some of the area's groundbreaking food-tech endeavors.



Serving It Up

For the final course, survey the rich banquet of restaurants that have been around almost as long as there have been city dwellers here to support them. Meet the farm-to-table chefs who have made Seattle a national dining destination, and savor the way they developed a modern Northwest cuisine.

Exhibit Vocabulary

Agriculture	Economy	Local
Chef	Forage	Market
Coast Salish	Geography	Modernist
Collaboration	Icon	Native American
Crop	Immigrant	Process
Cuisine	Industry	Technology
Culinary	Ingredient	Trade
Diversity	Innovation	Tradition

In-gallery Activities

We are happy to provide your students with free copies of our in-gallery activity guide tailored for three different age levels to help them explore the galleries. If you would like to create your own activity instead, below are a few suggestions to help you get started.

Tips for Success

The best in-gallery activities encourage students to slow down, use inquiry to look closely at objects, activate prior knowledge, and help them make personal connections to the exhibit. Encourage students to practice history by supporting claims and ideas with evidence that they find in the exhibit or on the artifacts themselves.

Example Activity Ideas

- Provide students with a theme or list of words and ask them to photograph, draw, or describe artifacts that represent each one.
- What makes a Seattle food? While exploring, take notes on what you think are unique characteristics of the city's food culture and find evidence that supports your claim. Then, come up with an idea for a uniquely-Seattle dish based on what you find.
- Pick one of the six iconic ingredients from the spinner at the start of *Edible City* and track it through the exhibit. Draw/describe related artifacts that you find.

In-classroom Activities

Prepare for your visit or bring the exhibit back with you into the classroom with one of the following lessons or activity ideas.

Activity 1: Pike Place Market Over Time (3-6th grade)

Warm up: Ask students if they've ever been to Pike Place Market (if not, have they been to any farmer's market?). Take 30 seconds (this should be quick!) to draw the first image that comes to mind when you hear "Pike Place Market" (or "farmer's market"). Give students a chance to share what they drew, and as a class take note of the differences and similarities in the images.

Getting Started: Explain to students that they will now be historians investigating photographs that show us Pike Place Market's past. Split students into teams and hand each team one of the following photos plus the "How to Read a Photo" question sheet (located in the Appendix).

- Shoppers at market, 1911
- Corner Market at Pike Place, 1915
- Japanese farmers' donations to the poor, 1922
- Shoppers inside market, 1940
- Demonstration against demolition, 1971
- Mime at Pike Place Market, 1986

Look Closely: Give students 15 minutes look at their photo, record their observations, and discuss their findings with their teammates.

Compare: Pair teams up with each other and have students share what they found. What similarities and differences do they notice between their two photographs? Can students figure out which of their photos is older?

Share: Next, have each team present their findings to the rest of the class. After all groups have gone, see if students can arrange the photographs in chronological order.

Discuss: Share the following quote with students

Today, the market from all appearances is thriving. The old buildings have been handsomely renovated...and there is a bustle of activity throughout the year, with street performers adding a festive atmosphere. To be sure, the sights, sounds, and smells of the market are much the same as they've always been...What has changed is some of the clientele...as hordes of tourists throng to see the famed market, businesses cater more to the souvenir-seekers and to travelers' appetites, farmers sell more processed and packaged goods that are easier to ship and less bulk produce and fresh vegetables...traffic and parking can be a miserable experience for local residents trying to make their way to the market...[and] grocery shoppers find it harder to squeeze through to the farmers' stalls.

- Peter Steinbrueck, Preface of Market Sketchbook by Victor Steinbrueck

Discuss as a class:

- What makes a farmer's market different than a grocery store?
- What changes have happened to Pike Place Market over time?
- Does Steinbrueck believe the 1971 campaign to save the market was a good thing?
- Do you think vendors at the market should only sell produce? Why/why not?
- Who do you think the market should be for? Is there a way for tourists and locals to share the market?

Pike Place Market Background Information

Pike Place Market opened in 1907 as a way for farmers to sell their produce directly to customers, as opposed to selling their produce to wholesalers who would re-sell it to stores at a much higher price. Over the next ten years the market expanded from a single arcade to include multiple buildings across the street and on the bluff below. For the first few decades most of the farmers and vendors were recent immigrants, predominantly Japanese, Chinese, Filipino, Italian, and German. WWII had a big impact on the market; at the time, more than half of the stalls were run by Japanese farmers who were forcefully relocated to internment camps, never to return. Following the war, with booming suburban development, the increase of supermarkets, and the rise of corporate farming, the Market faced hard times. After protesting and petitioning the city's proposals to demolish the market throughout the 1960s, the coalition Friends of the Market put together a ballot initiative to create a 17 acre historic district around the market. The public voted it into law in 1971 and since then, millions of dollars have gone into preserving and improving the market. Over the past 30 years the market has had to adapt to impacts of surrounding development projects and a continuously-growing tourist market.

Activity 2: 1974 Boldt Decision (7-12th grade)

Warm up: Pass out copies of the newspaper article, “Outcry continues over ruling on Indian fishing rights,” located in the Appendix. Lead students through an analysis of the article. Key questions include:

- What type of source is this?
- When did the event in question occur?
- Who are the key parties involved?
- Why did the case come to court? What was it over?
- What did Judge Boldt decide?
- What was the impact of his decisions for Native tribes?
- Why were some people upset by the ruling?
- Does this article show any bias? In which direction?

Getting Started: Explain to students that they will now be investigating photos of moments leading up to the Boldt Decision. Split students into teams and hand each team one of the following photos plus the “How to Read a Photograph” handout (located in the Appendix).

- Indian canoes at waterfront, 1892
- Native American men at courthouse, 1920
- Women cooking salmon at Muckleshoot, 1950
- Frank Allen & Esther Ross planning fish-in, 1968
- Mad Bear & Semu at Thurston County courthouse, 1966
- Seattle fishing rights demonstration, 1979

Look Closely: Give students 15 minutes look at their photograph, record their observations, then discuss their findings with their teammates. Pass out the captions for all of the photographs (located in the Appendix) – can they identify which one belongs to their photo?

Share: Have each team present their findings to the rest of the class. After all groups have gone, see if students can arrange the photos in chronological order.

Discuss:

- Do you agree with Judge Boldt’s interpretation of the original treaty and subsequent decision? Why or why not?
- What different tactics have tribes used to seek fishing rights? Do you think some were more successful than others? What methods might you use today?
- The protest photo is dated 1979, *after* the Boldt decision? Why might people still be protesting in support of fishing rights even after such a decision has been made?
- How is the fight for fishing rights similar or different to other struggles for Native American sovereignty?

Boldt Decision Background Information

United States v. Washington was a 1974 case heard in the US District Court for the Western District of Washington and later on in the US Court of Appeals for the 9th Circuit. Judge George Boldt handed down the initial ruling, hence why the case is commonly referred to as the Boldt Decision. Federal treaties signed in 1854 and 1855 assured Western WA tribes the right to fish at “usual and accustomed grounds and stations,” but over the next century the state began limiting where and how tribes could fish, to a point where it felt the only safe place to fish was on reservations, which due to a dwindling salmon population were often unfavorable locations with limited catch.

In the 1960s, tribes sought to reclaim their rights. After peaceful “fish-ins” were met with violence, the U.S. government stepped in, filing suit on their behalf in 1970. In 1974, Judge Boldt’s ruling reaffirmed the rights of the Treaty Tribes, and stated that they were entitled to an equal share (50%) of the available salmon harvest in their usual and accustomed grounds. The 9th Circuit Court of Appeals upheld Judge Boldt’s decision a year later. Note that the Boldt decision only applies to federally-recognized tribes, meaning it leaves out landless tribes such as the Duwamish, Snoqualmie, Samish, and Steilacoom.

The ruling, now considered a landmark case in favor of Native American rights and sovereignty, was initially very controversial. Some white commercial fishermen staged their own protests and fish-ins in return, and WA state government refused to enforce Judge Boldt’s order to reduce the catch of non-Indian commercial fisherman, with some lawmakers seeking legislation to undo the effects of the decision.

Additional Activity Ideas

- Research the history of a favorite local food –Who was it developed by and when? Where do the ingredients come from? How has it changed over time?
- Research the sources of ingredients for a favorite food – Where are the ingredients traditionally found? Is this different from where they are grown today? How has the production of these ingredients changed over time?
- Host a classroom debate on a food-related topic. Possible subjects could include vegetarianism, guerilla gardening, buying local ingredients, genetically modified food, factory/industrial farming, or photographing your food for social media.
- Create your own food map of Seattle. Individually or as a class, create a map that shows favorite places to eat, where to buy groceries, p-patches, public fruit trees, and/or classic Seattle restaurants.
- Make your own berry ink! Mash ½ cup local berries through a strainer, and mix with ½ teaspoon salt and ½ teaspoon vinegar. Use a dip pen, brush, or feather to draw with it.

MOHAI Resources

- *Edible City* exhibit website: ediblecity.mohai.org
- *Edible City* companion book. Photos, narratives, and iconic recipes take you on a journey through Seattle's early eating days up through the modern boom. Available for purchase in the MOHAI store.
- Sophie Frye Bass Library – The museum's library preserves and provides access to over 3 million historic photographs, as well as manuscripts and archival holdings, maps, books, posters, motion pictures and printed ephemera. Located within the MOHAI Resource Center in the Georgetown neighborhood of Seattle, the library's hours are 1-4pm Tuesdays, Wednesdays, and Fridays by appointment. Email library-dl@mohai.org or phone 206.324.1126 Ext 137 or Ext 102.
- MOHAI Online Photo Archive: search thousands of historic photos from our Library collection. <http://www.mohai.org/research/photo-archive-search>

Additional Resources

Books

- Market Sketchbook by Victor Steinbrueck
- Modernist Cuisine: The Art and Science of Cooking by Nathan Myhrvold
- Shiro: Wit, Wisdom and Recipes from a Sushi Pioneer by Shiro Kashiba

Online Resources

- **HistoryLink** – the free online encyclopedia of Washington state history has over 50 articles pertaining to agriculture which can be accessed here: <http://www.historylink.org/Search/Results?TopicId=1&FilterTopic=on>
- **KUOW** – “The strange, twisted story behind Seattle's blackberries” <http://kuow.org/post/strange-twisted-story-behind-seattles-blackberries>
- **Salish Bounty** – website for a previous exhibit from the Burke Museum that explored traditional Native foods of Puget Sound and the deep history of Coast Salish diets. <http://www.burkemuseum.org/blog/salish-bounty-traditional-native-foods-puget-sound>
- **Seattle Public Library Special Collections Online** – digitized primary historical sources related including the Seattle Room Menu Collection, the Peter Steinbrueck Pike Place Market Collection, the Suzanne Hittman Collection of the Pike Place Market, and the Pike Place Market Digital Collection. <http://cdm16118.contentdm.oclc.org/cdm/>
- **TED Talk** – Nathan Myhrvold, featured in the exhibit, explains why you should cut your food in half and explore the science of cooking. http://www.ted.com/talks/nathan_myhrvold_cut_your_food_in_half

Heritage/Cultural Organizations

- **Burke Museum** – preserves and shares Washington state natural and cultural heritage. <http://www.burkemuseum.org/>

- **Issaquah Salmon Hatchery** – telling the story of salmon in order to foster a natural, life-long commitment to their wellbeing. <http://www.issaquahfish.org/>
- **Wing Luke Museum** – showcasing Asian Pacific American experiences, histories, and cultures with a focus on local history and community. <http://www.wingluke.org/>

Urban Agriculture

- **Beacon Food Forest** – featured in the exhibit, the Beacon Food Forest is basically one giant p-patch located in Jefferson Park. Offering opportunities to support, learn, and grow. <http://beaconfoodforest.org/>
- **City Fruit** – nonprofit that promotes the cultivation of urban fruit in order to nourish people, build community, and protect the climate. City Fruit workshops, certificate program, harvest events, and more. <https://www.cityfruit.org/>
- **Danny Woo Community Garden** – located in Seattle’s Chinatown-International District, the garden contains plots cultivated by residents of the neighborhood, a children’s garden, chicken coop, and outdoor kitchen. Visit the Danny Woo Garden exhibit on view at the Wing Luke Museum until Jan 17, 2017. <http://www.dannywoogarden.org/>
- **Seattle Tilth** – dedicated to building an ecologically sound, economically viable and socially equitable food system, Seattle Tilth runs gardens and farms throughout the area and host a variety of events & learning opportunities, including school garden & farm tours, a mobile garden classroom, and garden educator workshops. <http://www.seattletilth.org/>

Food Literacy

- **Beecher’s Pure Food Kids Foundation** – empowering kids to make healthy food choices for life. Classroom workshops and teaching tools. <http://www.purefoodkids.org/>
- **NW Harvest** – Washington’s statewide hunger relief agency, with a network of more than 380 food banks and meal programs, plus advocacy resources and research reports. <http://www.northwestharvest.org/>
- **Readers to Eaters** – founded to promote food literacy, Readers to Eaters runs pop-up bookstores that sell books about food, host readings & author talks, and publish books with a fresh perspective on what we eat and how. <http://www.readerstoeaters.com/>

Primary Sources/Worksheets Appendix

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How to Read a Photograph

Learning to “read” photographs is an important part of studying history. By looking carefully at the images in this packet, you will have the opportunity to see history happening through the eyes of people who actually experienced these historic events.

Suggestions for reading and interpreting photographs:

1. Examine the details of the photograph carefully for several minutes and write down everything that you think is important.
2. When describing a photo on paper or out loud, start with the general and become more and more specific.
3. Identify objects’ spatial locations by noting whether they are in the foreground, mid-ground, or background.
4. For complex images with many details, try breaking the image into four quadrants or sections and focus on one at a time.
5. Consider what biases the photographer may have, and their motivations for taking the photo. Look for clues to tell you if the photo was staged or natural.

Questions to Consider:

1. What is happening in the photograph? What is the subject?
2. Who took this photo and why? Where do you think the photographer was standing?
3. What is the setting? Are there any buildings or other structures in the picture? What are they? (Hint: look for clues, such as signs, objects in front of the houses or in the windows, etc.)
4. Are there any people in the photograph? What are they doing? What kind of clothes are they wearing? What emotions might they be feeling?
5. Based on your analysis of the people pictured, is there anything you can guess about their lives?
6. Are there any machines or tools pictured? If so, what kind?
7. Do you see animals in the photograph? If so, why are they there?
8. When and where in the past do you think the photograph was taken? How can you tell? Do you already know anything about this time, place, or event?
9. What might have happened just before and just after this picture was taken?
10. What might be pictured just outside the frame of this photo?
11. Put yourself in the scene pictured. What would you be doing? Imagine what might have happened to you that day.
12. Is there anything else you notice?

Photographs for Activity 1 - All photographs are property of the Museum of History & Industry. Contact education@mohai.org to request larger images.



Shoppers at Pike Place Public Market, 1911



Corner Market at Pike Place, ca. 1915



Japanese farmers' food donations to the poor, 1922



Shoppers inside Pike Place Public Market, 1940



Demonstration against demolition of Pike Place Market, 1971



Mime at Pike Place Market, 1986

Newspaper excerpt for Activity 2

*Published in the
Seattle Daily Times (as
Seattle Times) on
March 17, 1974.*

*Courtesy of the
Seattle Times
Historical Archives
resource from the
Seattle Public Library.*

*Seattle Daily Times 17
Mar. 1974:
61. NewsBank. Web. 4
Nov. 2016.*



"This court is confident the vast majority of the residents . . . are fair, reasonable and law-abiding people . . . and they will accept and abide by those (Indian treaty-right fishing) decisions even if adverse to interests of their occupation or recreational activities." — United States District Judge George H. Boldt. An Indian netted for steelhead in the Quillayute River.

By DON HANNULA

When he issued his controversial decision on Indian-treaty fishing rights last month, United States District Judge George H. Boldt called for a tempering of animosity on both sides of the issue.

But Judge Boldt's public appeal for understanding and improved communications between Indians and non-Indians has gone largely unheeded in many quarters.

Again, the heated rhetoric has risen — this time from the non-Indian.

In his decision, Judge Boldt said:

"... This court believes high priority should be given to further improvement in communications and in the attitude of every Indian and non-Indian who as a fisherman or in any capacity has responsibility for treaty-right fishing practices or regulation."

Two weeks ago protesting sportsmen hanged the judge in effigy in the corkline of a gillnet stretched alongside the United States Courthouse in Tacoma.

Signs carried by 700 protesting sportsmen blasted the nationally known jurist who had served as head of the Pay Board for President Nixon. The bluntest sign read:

"Sportsmen's rights torn to a shred, screwed by a Boldt without any head."

Outcry continues over ruling on Indian fishing rights

STATE GAME and fisheries officials, non-Indian commercial fishermen, a few state legislators, outdoor writers and others have joined sportsmen in the clamor to denounce the ruling, which was a sweeping victory for Indian-treaty rights.

It will be appealed by the State Game and Fisheries Departments to the Ninth Circuit Court and to the United States Supreme Court if necessary. A full appeal could take a year or more.

Judge Boldt has asked all parties in the litigation to try to reach agreement on interim fishing regulations that would put into effect the principle of his decision during the appeal period.

Attorneys are to return to his court in Tacoma at 10 a. m. tomorrow to continue that effort.

The time has come to try to divy up future salmon and steelhead runs between Indians and non-Indians.

"These decisions will have to be made run to run, season to season and will vary," the judge said. "We're never going to be

able to lock in concrete specific recommendations — but they must apply in principle."

A KEY PRINCIPLE — the most controversial part of the decision — said treaty Indians should be allowed the opportunity to catch up to half of the harvestable salmon and steelhead in off-reservation Western Washington waters affected by the case.

Sportsmen, predictably, reacted as though their pockets had been picked.

Non-Indian commercial fishermen have been slow to react. Their howls will be heard with the first publicly proposed shortening of a season to provide for a greater share of the fish to the Indians.

For years, Indian fishermen were subjected to clubbings and arrest by state enforcement agents as they attempted to exercise what they believed to be a treaty right promised by the United States.

Now many are being subjected to criticism because a court ruled in their favor.

In a nutshell, Judge Boldt said the intent of treaties signed in the 1850s between Indians and the United States was that Indians, having given up their land, secured a right to fish in traditional grounds "in common with" other citizens. That meant equally — 50-50, the judge said.

He said Indian fishing is a legal right — promised by this country — and that fishing by others is a privilege.

All photographs are property of the Museum of History & Industry. Contact education@mohai.org for larger images.







Captions for Activity 2

Indian canoes at the Seattle waterfront, ca. 1892

By the late 19th century, most Native Americans in the Seattle area had been moved to reservations. Many of these people made regular visits to Seattle to sell shellfish and souvenirs, or to look for odd jobs in the city. Each fall, many traveled through Seattle on their way to and from harvesting hops. They usually camped at Ballast Island or elsewhere along the waterfront.

Group of Native American men at courthouse, ca. 1920

Sometime between 1915 and 1923, Jerry Kanim, chief of the Snoqualmie Tribe, and a group of other men visited the King County Courthouse in Seattle. A photographer snapped a photograph of the group but left no notes on the occasion. Kanim, chief since 1914, was active in pursuing land claims and fishing rights, and it is possible that the visit concerned these issues.

Women cooking salmon on Muckleshoot Reservation, Auburn, ca. 1950

Here a group of women on the Muckleshoot Reservation are cooking salmon in a traditional manner. Salmon have long been a significant part of Coast Salish life and culture, not only as a staple food source but also as a cultural symbol woven into everyday life and sacred customs. Although industrialization, pollution, dams, and deforestation have significantly reduced the amount of available salmon, they continue to be essential to preserving the cultures of Coast Salish tribes.

Frank Allen and Esther Ross looking at map to plan tribal fish-in, 1968

Stillaguamish Chief Frank Allen and Esther Ruth Ross point to an area on a map they say belongs to the Stillaguamish tribe. They are planning a fish-in to protest the tribe's loss of fishing rights on its ancestral lands. Modeled after the Civil Rights Movement tactic of combatting segregation with peaceful "sit-ins" in segregated spaces, "fish-ins" were organized demonstrations where Native Americans would fish illegally in places that they considered to be their ancestral land.

Mad Bear and Semu at trial of Dick Gregory, 1966

Mad Bear, Iroquois from New York, confers with Chumash medicine man from San Diego, named Semu, in the Thurston County courthouse hall during the trial of African American comedian Dick Gregory. Non-Native celebrities like Gregory and Marlon Brando participated in fish-ins to help increase publicity for the movement. Gregory was arrested during his participation in the fish-in at Frank's Landing in 1966.

Fishing rights protest, Seattle, May 1979

This photograph shows a protest in favor of Native fishing rights that took place in Seattle on May 12, 1979. *Washington v. Fishing Vessel Association* was a collateral attack case on the Boldt Decision that was heard by the U.S. Supreme Court beginning February 28, 1979 and decided on July 2, 1979. The Supreme Court upheld the decision made by Judge Boldt, and endorsed his orders to enforce the ruling with federal law enforcement.