

HOPS HARVESTING

**Historical
Literacy
Guide:**
*Behavioral
Sciences*



**CRAZE FOR HOPS -
HELD WISCONSIN;
DISASTER CAME**

Growers and Pickers, Too,
Made Easy Money and
Spent Royally.



Wisconsin Historical
MUSEUM

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Object Literacy: *Learning from Objects*

The Wisconsin Historical Museum, as part of the Wisconsin Historical Society, has developed the following guide to assist in the teaching of standards for social studies. By focusing on objects, artifacts, maps, photographs and other primary sources from its collection, students will be able to redefine how they learn from objects and from history.

Object-based learning is

- Using a variety of objects as central to the development of lesson concepts
- Utilizing objects through posing and investigating questions
- Utilizing well-thought-out initial questions to stimulate further critical thinking
- Using students' natural interest and inclination for question-posing to guide instruction in all subjects
- Leading students to their own answers by responding to open ended questions and/or returning the students' focus to the object
- Student-directed learning following paths created by the students

Thinking Like a Historian: Rethinking History Instruction and Common Core State Standards Initiative

Thinking Like a Historian: Rethinking History Instruction by Nikki Mandell and Bobbie Malone is a teaching and learning framework that explains the essential elements of history and provides “how-to” examples for building historical literacy in classrooms at all grade levels. With practical examples, engaging and effective lessons and classroom activities that tie to essential questions, *Thinking Like a Historian* provides a framework to enhance and improve teaching and learning history.

Thinking Like a Historian: Rethinking History Instruction

(TLH) **inquiry-based educational theory** provides a common language for educators and students. The theory allows for the educational process to be combined with categories of inquiry which promote historical literacy.

It is the intent of the Wisconsin Historical Museum that this guide serves educators and students in providing object-based lessons to be used after visiting and experiencing the museum on a field trip. Our field trips support *Common Core English Language Arts Standards* for Reading: Informational Text and Speaking & Listening standards as well as CCSS for English Language Arts & Literacy in History/Social Studies.

Educators should use this guide as a post-museum visit activity. It will continue to challenge students to “Think Like a Historian” by encouraging them to think critically, make personal connections with history, and to evaluate information by asking “why”, “how”, and most importantly, “How do you know?”

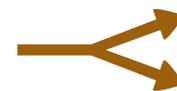
TLH CATEGORIES



CAUSE AND EFFECT



CHANGE AND CONTINUITY



TURNING POINTS



USING THE PAST



THROUGH THEIR EYES

Background Information

In the late 1860s, a “hops craze” swept through Dane County, Wisconsin. The popularity of this cash crop corresponded with the growth of the brewing industry in Wisconsin. The hop harvest was a festive occasion. During the last week of August, wagonloads of young girls and boys came to pick in hops fields, earning 50 cents per box. By 1879, Knudt Heimdal was the only farmer in Deerfield still growing hops. According to local lore, he lost money on every crop except the first, in 1874.

The image **Hop Pickers, 1879** (WHi Image ID: 1955) is part of a larger collection of images created by Andreas Larsen Dahl, a Norwegian immigrant photographer who worked in Dane County, Wisconsin throughout the 1870s and early 1880s. Dahl was, by his own words, an “artist.” His early photographs are similar to that of other landscape photographers who traveled the countryside in horse-drawn darkroom vans. Dahl lined up families in front of rural and urban houses. He induced his subjects to haul their parlor possessions out onto the front lawn, creating a family leisure scene in front of their house. Through the course of his career, he chronicled both rural and urban life of Norwegian immigrant families in Dane and surrounding counties. In 1883, he left photography to join the Norwegian Evangelical Lutheran Seminary where he was ordained as a minister.

Images for the Classroom



Hop Pickers, 1879 (WHi Image ID: 1955). Hop harvesters, mostly female, stand with hops; probably on the farm of Knudt Heimdal. Many of the harvesters have hop wreaths on their heads. Two men with hats lie in front of the group. The brim of the man on the left is decorated with hops. Note the shadow of photographer Andreas Larsen Dahl in the foreground.

Images for the Classroom



Hops Field, 1874 (WHi Image ID: 26259). Group of men, women and children gathered in a hops field, possibly that of Paul Saavles. The women wear bonnets.

Images for the Classroom



Hops Cultivation in Wisconsin, 1860-1865

Source: *History of Sauk County* (Chicago, 1880), pp. 365-366.

Map of Hops Cultivation, 1860—1865

Images for the Classroom



OF the many fantastic hop - houses, this one alone remains a relic of the famous days of Sauk County, Wisconsin, when fortunes were made and lost in a season in the culture of hops. : : : : : :

OLD CANFIELD HOP HOUSE. BARABOO, WISCONSIN.

Canfield Hop House (WHi Image ID: 28988). Old Canfield Hop House, exterior of building.

Images for the Classroom

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From

Milwaukee Sentinel

January 16, 1921

CRAZE FOR HOPS - HELD WISCONSIN; DISASTER CAME

Growers and Pickers, Too,
Made Easy Money and
Spent Royally.

BY FRED L. HOLMES.

MADISON, Wis.—One of the most interesting chapters in Wisconsin history is the period of the hop craze, which swept the state between 1864 and 1870. It was stimulated by introduction of the brewing industry.

A disastrous year in about 1868 practically ruined the industry, however. Prices dropped. Hundreds of farmers were ruined and the business was generally discontinued in Wisconsin.

"The profits held out to hop growers were extraordinary," said Frederick Merk in his story of economic conditions in Wisconsin following the war. "In 1865 numbers of growers in Sauk county were said to have realized from their crop \$800 to \$1,200 per acre, and one farmer was reported to have sold the product of fifteen-sixteenths of an acre for \$1,600. In 1867 the Wisconsin State Journal contained an account of a farmer who was reported to have raised on a single acre 3,100 pounds of hops worth 18½ cents per pound. 'Cases are numerous,' declared the secretary of state agricultural society in 1868, 'in which the first crop has paid for the land and all improvements; leaving subsequent crops a clear profit, minus the cost of cultivation and harvesting.'

Profit of \$1,500,000 in Sauk County.

The Milwaukee Sentinel in 1867 estimated that of \$2,000,000 paid to the hop growers of Sauk county during the year \$1,500,000 was clear profit.

"Hop growing developed into a veritable craze. Gathering renewed force with every new acre planted in the county of Sauk where it may be said to have originated, and where the

crop of 1865 was over half a million pounds, it spread from neighborhood to neighborhood, and from county to county, until by 1867 it had hopped the whole state over; so completely revolutionizing the agriculture of some sections that one in passing through them found some difficulty in convincing himself that he was not really in old Kent, England.

"In 1867 the product in the state was between 6,000,000 and 7,000,000 pounds, valued at \$4,200,000; by the next year it had leaped almost to 11,000,000 pounds. Sauk county alone produced in 1867, upon 2,548 acres, approximately 4,000,000 pounds, or one-fifth of all the hops raised in the entire country.

Great Army of Pickers.

"Harvest time in the hop district was a season of unusual and picturesque animation. Far and near from the surrounding country girls and women of every class and condition, in response to the call for pickers, streamed into the hop gardens. The railroad companies are unable to furnish cars for the accommodation of the countless throngs who daily find their way to the depots to take the cars for the hop fields," said a contemporary account. "Every passenger car is pressed into service, and freight and platform cars are used for transportation of pickers. Every train has the appearance of an excursion train, on some great gala day, loaded down as they are with the myriads of bright-faced, young girls."

"In 1868 the Wisconsin Mirror estimated that 30,000 girls were picking hops in the region tributary to Kilbourn, of whom 20,000 had been brought from outside.

Harvest a Merry Time.

"The girls, in addition to receiving their board, were ordinarily paid at the rate of 50 cents per ten pound box, which permitted industrious workers to earn from \$1.75 to \$2.25 per day. The picking season was a time of feasting and merrymaking. Each night when darkness put an end to labor, the well used fiddle was fetched from its case and to its merry strains, under the mellow autumn moon the unwearied tripped the jovial steps of the hop dance.

"The inventive Yankee mind was at work upon the problem of substituting machinery for the costly labor of the pickers. In 1868 the Baraboo Republic listed nine such machines invented during the year by men residing in the Wisconsin hop region. None of these mechanical hop pickers, however, was ever successful.

"The profits realized by hop grow-

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Milwaukee Sentinel, January 16th 1921: Craze for Hops Held Wisconsin; Disaster Came

Student Activity

Introduce students to hops harvesting by using the teacher background information. Then project or share photocopies with students **Hop Pickers** (WHi Image ID: 1955), **Hops Field** (WHi Image ID: 26259), **Map of Hops Cultivation**, **Canfield Hop House** (WHi Image ID: 28988), and the ***Milwaukee Sentinel, January 16th, 1921*** excerpt. Ask students to review the images, brainstorm, and write a response. Give students plenty of time to respond before introducing the discussion questions.

Teacher-led Student Inquiry and Analysis Questions



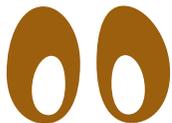
1. What do you think the connection of hops was to the success of brewing in Wisconsin?



2. In reviewing **Hop Pickers** (WHi Image ID: 1955) and **Hops Field** (WHi Image ID: 26259), what do you observe about the hops pickers? What about the season? What about the time period?



3. Do workers today do similar jobs during a harvest time? How do you think their modern experience compares to that of the hops harvesters in the 1860s and 1870s?



4. If time allows, have students participate in a shared reading of the *Milwaukee Sentinel* excerpt from January 16, 1921, “Craze for Hops Held Wisconsin.” How was the experience of the hops harvest remembered by author Fred Holmes 57 years later?

Bibliography and Additional Resources

Images and objects shared in this document can be found on the following Wisconsin Historical Society webpages:

Wisconsin Historical Images www.wisconsinhistory.org/whi/

Curators' Favorites www.wisconsinhistory.org/museum/artifacts/

Additional information can be found at:

Wisconsin Magazine of History Archive

<http://content.wisconsinhistory.org/u?wmh,10003>

Wisconsin Historical Society Reference Maps

www.wisconsinhistory.org/reference/maps/

Six Generations Here: A Farm Family Remembers By Marjorie L. McLellan with an essay by Kathleen Neils Conzen

Norwegians in Wisconsin: Revised and Expanded Edition By Richard J. Fapso

Cream City Chronicles: Stories of Milwaukee's Past By John Gurda

Reflection

The Wisconsin Historical Museum is interested in hearing memories of favorite experiences or exhibits. Have students use the next page to illustrate and describe what they enjoyed most. Please return to:

Museum Education

Wisconsin Historical Museum

30 N Carroll Street

Madison, WI 53703

