



Citrus Culture Grades 3- 4

Objectives: In this lesson students will view Mission Inn Museum objects and artifacts to learn about the early history of Riverside through citrus culture and heritage. Students will have the opportunity to create their own citrus labels based on original examples, and will be challenged to create a fictional narrative wherein they describe their “successes and difficulties” as a citrus grower in early Riverside.

Essential Question: Why was the citrus industry successful in Riverside?

Introduction and Context for Teachers:

Slides 1-2: Riverside resident Eliza Tibbets introduced the Navel Orange tree (known as the *Bahia* or *Washington Parent Navel Orange* – and aptly named for the fruit bottom’s resemblance to a belly button) to Riverside in 1873. The small clippings were originally from Bahia, Brazil, and were shipped to her by a contact at the United States Department of Agriculture. Her clippings did very well in Riverside’s climate and became very popular. The Navel Orange was highly sought after for its lack of seeds and thicker skin than other varieties. In order to create new trees, and since Navel Oranges have no seeds that can be planted, a process called “grafting” is required. Grafting is a process through which stems and branches from one tree are attached to the stalk of another tree. Eventually, the Navel Oranges and other citrus varieties led to what some writers termed California’s “other gold rush.”

Slides 3-4: The climate and soil conditions of Inland Southern California proved to be perfect for the growth of citrus; an agriculture phenomenon that spans back to Spanish priests in the 1700s who successfully imported orange trees to plant around their missions. California has much warmer winters than other parts of the country, especially the mid-west and east coast states.

Slides 5-6: On May 8, 1903, President Theodore Roosevelt and Mission Inn hotel owner Frank Miller replanted one of the two Washington Navel trees just outside the front door of the Inn’s first building, the Old Adobe. Unfortunately, that tree only survived for a few more years. The surviving Navel Orange tree continues to bear fruit today, and was named a California Historic Landmark in 1932.

Slides 7-8: During the late nineteenth and early twentieth centuries, several citrus packinghouses and rail stations could be found within a few blocks of the Mission Inn. The “golden fruit” from the “Orange Empire” was shipped in thousands of refrigerated train boxcars to customers across the country. The citrus industry was a vital part of Riverside’s economy, and eventually became a part of the city’s culture and heritage. Riverside street names reflect this: eleven city streets contain the word “orange,” as well as the basic citrus names and terms – Grove, Lemon, Lime, and Orange. Riverside is now home to the California Citrus State Historic Park, which opened in 1993 to celebrate the state’s citrus heritage.

Slide 9: The establishment in 1907 of the Citrus Experiment Station at the base of Riverside’s Mount Rubidoux further enhanced the community’s “orange culture” with a new innovative and scientific element. In 1915, the Citrus Experiment Station moved to a new location that later (1954) became the University of California, Riverside.

Slide 10: Frank Miller often took advantage of opportunities to promote his Mission Inn by using Riverside’s highly popular Washington Navels. There are accounts of him traveling east to the California-Arizona border, with baskets of oranges to welcome train passengers to California. Miller apparently hoped to persuade passengers to stop in Riverside prior to traveling on to Los Angeles and other parts of the state. Early spring was the perfect time. Visitors to the region sometimes planned their annual stays to coincide with the blossoming of the Washington Navel trees. During this time the trees were in full snowy bloom, and an intoxicating fragrance filled the damp evening air. It was also the ideal time to promote “Orange Day” and other citrus related events, including the National Orange Show held in San Bernardino, north of Riverside, first held in 1911.

Slide 11: Citrus packinghouses still stand within a few blocks of the Mission Inn, although the buildings now have other uses. Citrus trees continue to influence Mission Inn landscaping and décor. In the Cloister Music Room, beautiful stained glass windows, created by Harry Goodhue as a memorial to Frank Miller’s first wife, Isabella, include oranges as design elements. A *Della Robbia* style plaque of the Madonna and Child in the Spanish Patio is surrounded by a wreath filled with oranges and other citrus fruits. Even Miller’s Mission Inn escutcheon (his custom designed shield and symbol of the Inn) reflects citrus culture. Pictured are St. Francis of Assisi, Father Junípero Serra, a Native American, bells, and crosses. The orange and green background symbolizes the sprawling orange groves of Riverside, a fitting tribute to the rich citrus history of the region.

Required Materials and Resources:

1. Computers with internet access
2. Projector for delivery of PowerPoint presentation
3. Art project supplies: Construction paper, glue sticks, crayons/markers/pencils, scissors

Required Time:

PowerPoint presentation and discussion (step 2) 45 minutes
Group research and primary source analysis (steps 3-5) 1 hour
Individual research and presentations (step 6) 1 hour

Instructional Process:

1. Review the Introduction and Context above in order to familiarize yourself with the content of the lesson.
2. Download and present the introductory PowerPoint, available [here](#) (click “OK” when the password box opens). This presentation covers the birth of the citrus industry in the Riverside area, the relation of the Mission Inn to that industry, and provides students with an opportunity to view original citrus packinghouse labels.

- a. Provide guided discussion questions about the citrus labels – What do you see on these labels? Does any of it look like the region around Riverside?
3. Based on the labels viewed during presentation and guided discussion, distribute art project supplies and assist students with the production of citrus labels for their own “brand.”
 - a. What would you put on your label to advertise how good conditions are, and the quality of your oranges, lemons, or limes? What about the region and your neighborhood?
 - b. When projects are complete ask students to present their labels to the class and explain why they chose certain designs or images.
4. Using knowledge gained from the presentation and the construction of their personalized citrus labels, have students work individually to construct a fictional narrative where they are citrus growers and land owners in early Riverside (circa 1890). Have students explain why they moved to Riverside. What is the climate like? What sort of citrus do you grow, and how successful has your crop been? Have students incorporate details that were discussed during the lesson. 4th grade students should produce a multi-paragraph essay.

Additional Resources, Photographs, Multimedia Collections:

1. [Riverside Public Library, Online Citrus Label Collection](#)
2. [California Citrus State Historic Park](#)
3. [UC Riverside, Citrus Variety Collection, Washington Navels](#)
4. [Eliza Tibbets, Evergreen Memorial Historic Cemetery](#)
5. [Citrus Roots, Riverside Packinghouses](#)

Suggested Evaluation Rubric:

For all grade levels, students will be evaluated according to California Common Core Writing Standards for ELA:

4 Points- Essay provides a clear, organized introduction and groups related information together in a logical, structured manner. Addresses and clearly answers all questions, provides appropriate details and evidence from the lesson and/or an additional resource. Use of multiple paragraphs (depending on grade level). Ideas and paragraphs are connected using grade-appropriate linking phrases. Few or no spelling and grammatical errors. Narrative includes a concluding statement and/or section.

3 Points- Essay has good potential and is focused on answering the assignment prompt, but facts, linking phrases, and order of paragraphs/sections could use some improvement. Marginal use of details or facts from lesson, and may use an additional resource. Basic introduction and/or conclusion are present but could use further development to help clarify the student’s thoughts. Has some spelling and grammatical errors.

2 Points- Essay addresses the assigned questions but fails to provide clear answers; some answers or statements may be off topic. Some attempt is made to provide evidence from the lesson, but statements do not follow a rational order or structure, or evidence is misinterpreted or taken out of context. Introduction or conclusion section is missing. Has many spelling and grammatical errors.

1 Point- Essay does not address the assigned prompt and/or lacks supporting details and evidence from the lesson. Introduction and concluding sections are missing. Demonstrates little to no understanding of the assignment, has numerous spelling and grammatical errors.

CA Common Core ELA Grade Specific Standards:

- **Grade 3**
 - Writing:
 - Text Types and Purposes #3
 - Production and Distribution of Writing #4
 - Speaking and Listening:
 - Comprehension and Collaboration #1, #2, #3
 - Presentation of Knowledge and Ideas #4
- **Grade 4**
 - Writing:
 - Text Types and Purposes #3
 - Production and Distribution of Writing #4
 - Speaking and Listening:
 - Comprehension and Collaboration #1
 - Presentation of Knowledge and Ideas #4

CCR Anchor Standards for ELA/Literacy K-5:

- **Writing**
 - Text Types and Purposes #3
 - Production and Distribution of Writing #4
- **Speaking and Listening**
 - Comprehension and Collaboration #2
 - Presentation of Knowledge and Ideas #5