

A photograph of an older man, Tom Mathison, smiling and holding a large bunch of red cherries in his hands. He is wearing a blue denim shirt and jeans. The background is a cloudy sky. The text 'Teacher's Guide' is overlaid on the left side of the image.

Teacher's Guide

Tom

Tom Mathison

THE GROWING SEASON

*Aligned to the
Common Core State Standards*

for English Language Arts & Literacy in
History/Social Studies, Science and Technical
Subjects

HOWELL at the MOON
productions

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Filmmaker's Note

From the Director,

Growing up in the fruit industry I knew about Tom Mathison my whole life. When the opportunity to make a film about him came up, I jumped on it, mostly because I really wanted to understand what made him so exceptional.

Tom's life was a true true rags to riches story. The film follows his humble beginnings on the family farm, in foxholes during World War II, his struggles as a small farmer in the '50s and finally his steps to successfully being recognized as a major player in the world tree-fruit market. My goal was to understand what made him tick and share that with others.



I believe Tom was an excellent subject for the documentary treatment for many reasons. Through his story we learn a lot about American History over the last 80 years, not only about what it was like to live during this time, but how major economic and political forces have shaped our country into what it is today.

Ultimately, documentaries are designed to inspire conversation and that's exactly what the goal is with this film. By using this curriculum guide so thoughtfully put together with the help of Nicole Blake and Kristine Tucker of the Richland School District, I hope that classrooms across the country can benefit by thorough and lively discussions about Tom Mathison and what he was able to accomplish in his life.

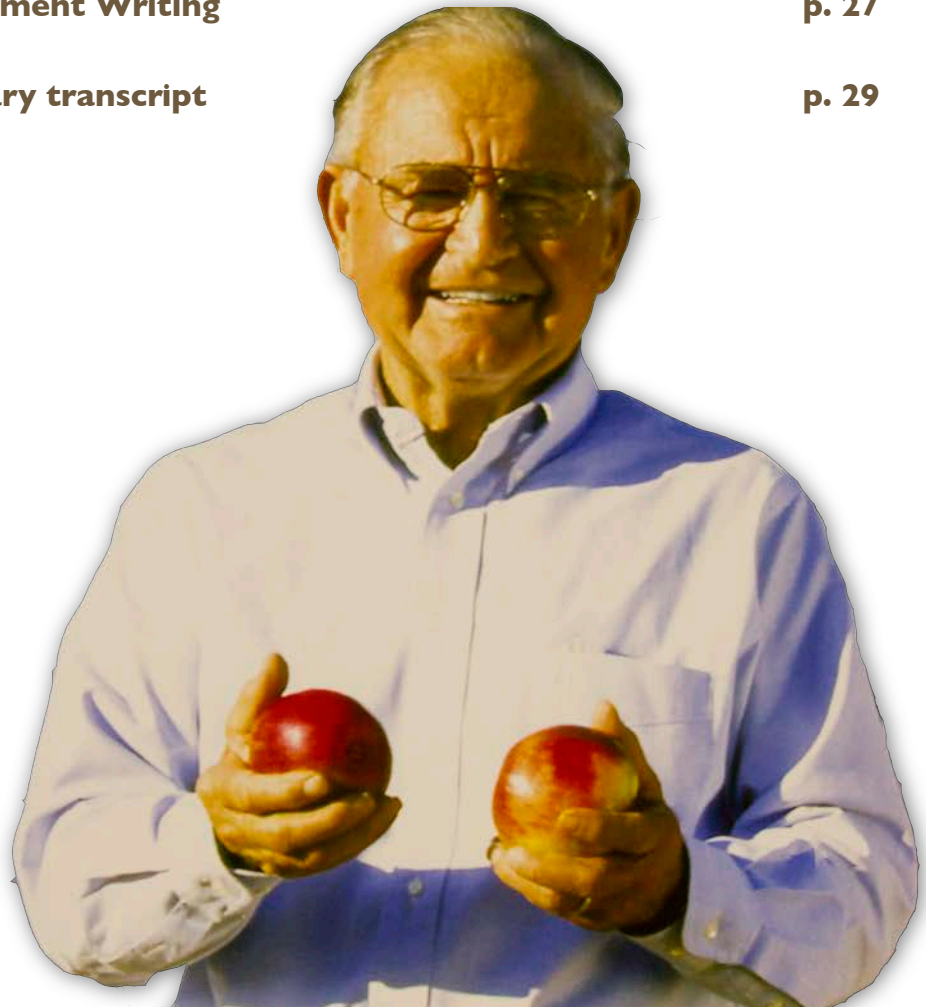
Enjoy,

A handwritten signature in blue ink, appearing to read 'Jeff Ostenson'. The signature is stylized with a large 'J' and 'O'.

Jeff Ostenson owns North 40 Productions. For more information, visit www.north40productions.com.

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Lesson Plan

Introduction

This lesson plan is divided into six tasks, plus a pair of extension learning possibilities. The tasks can be taught as individual, stand-alone lessons or as a series of tasks over multiple days that build upon each other.

Lesson objectives

The students will ...

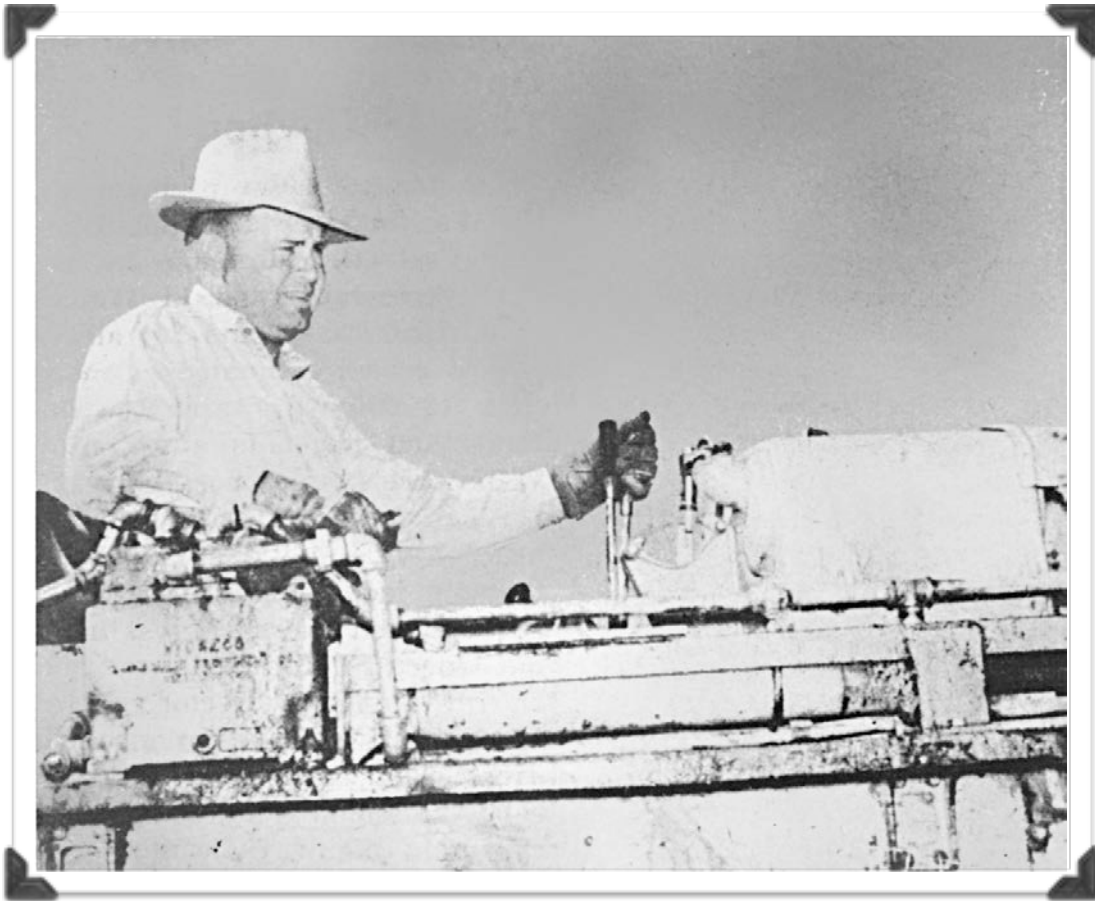
- Use multiple sources to gather information on a topic
- Read and listen closely and critically to gain knowledge
- Infer the meaning of unknown words
- Cite evidence from primary and secondary sources
- Participate in discussion around real world topics
- Present information to an audience
- Research a topic and write an informative/explanatory text and/or argumentative text (*extended learning idea*)

Materials

- Documentary film: **“Tom Mathison: The Growing Season”**
- Complete transcription of **“Tom Mathison: The Growing Season”**
- Computer access to the following articles:
 - “Stemilt Growers Inc.” Answers.com. <http://www.answers.com/topic/stemilt-growers-inc>
 - Wogan, Lisa. “Family Business Awards -- Legacy: Honoring multiple generations of progressive management.” Seattle Business. Web. December 2011 <http://seattlebusinessmag.com/article/family-business-awards-legacy-honoring-multiple-generations-progressive-management>
 - “Stemilt founder Tom Mathison remembered as a tree fruit leader and innovator.” FreshPlaza.com Web. Jan. 2009 http://www.freshplaza.com/news_detail.asp?id=35900#SlideFrame_1
 - Stemilt Growers expands unique AppleSweets line” FreshCut.com Web. Dec. 2008 <http://freshcut.com/index.php/magazine/article/Stemilt-Growers-expands-unique-AppleSweets-line>
 - Wheat, Dan. “Stemilt's young president eyes future of fruit industry.” Capital Press. Web. April. 2010. <http://www.capitalpress.com/content/djw-mathison-042310-w-2-boxes--art>

Materials (continued)

- “Stemilt Growers acquires Dovex” CapitalPress.com. Web. March 11, 2010, <http://www.capitalpress.com/content/West-djw-stemilt-031210>
- “Sunkist Citrus to Join Stemilt’s Trademarked Lil Snappers Line” PerishableNews.com, Oct. 25, 2012, <http://www.perishablenews.com/index.php?article=0025446>
- Vocabulary Worksheet
- Essential Questions Note-Taking Sheets
- (Optional) Documentary film: **“Gee Whiz: The Apples of Grady Auvil”** (available at www.howellatthemoon.com - also includes a CCSS-aligned Teacher’s Guide.)



Tasks

Task 1: Anticipatory Set

The purpose of the anticipatory set is to build background knowledge and create motivation prior to a new topic or unit of study.

1. Open the lesson

The world around us is constantly changing. New inventions, ideas, and technological advancements contribute to and redefine our day-to-day lives. Think of some individuals whose ideas and/or inventions have had significant impacts on the goods and services that you encounter in your day-to-day life.

2. Conduct one or more of the following

- **Student Quick-Write:** This teaching strategy is designed to activate prior knowledge. Give students an opportunity to write briefly and informally on the topic as an introduction to the writing process and/or the new content and material.
- **Student Think-Pair-Share:** This teaching strategy engages students in discussion around the topic presented above. First, invite students to think about the topic on their own for a minute or two. Then, ask the students to share their individual thoughts in pairs. Finally, have each pair share their thoughts and/or ideas with the rest of the class.
- **Student Share Out:** Have students share their initial thoughts on the topic presented above aloud with the class.



Task 2: Vocabulary

For this activity students will use the Vocabulary Worksheet and the documentary transcript.

1. Hand out Vocabulary Worksheet and copies of Transcript (*optional*).
2. Select several words from the vocabulary list below based on the students' background knowledge.
3. Have students complete the first two columns prior to watching the documentary.
4. Watch "Tom Mathison: The Growing Season" (33 minutes).
5. Have students complete final two columns of worksheet.
 - Students may work on this as they watch the video, as well as after reading the transcript.

Vocabulary List

TIER II*	TIER III*
Economics	Co-op
Consequence	Irrigation
Brokers	Spillway
Small Operation	Orcharding
Subsistence	Hydro-coolers
Cognizant	Chinook Wind
Produce/Product	Fixed Costs
Increase Volume	Fixed Expense
Warehouse	
Expanding Operations	
Delegate	
Marketing/Marketer	
Finance	
Return	
Market Presence	

*Note on CCSS Vocabulary Tiers:

Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

-from Appendix A of the CCSS in ELA

Task 3: Critical Note-taking focused on Essential Questions

For this activity it is recommended that you, or your students, choose four or five of the Essential Questions to focus on from the list of possible questions below. The key element here is that students not only critically view the documentary, but begin to cite outside sources.

1. **Select yourself, or involve your students in selecting four or five of the Essential Questions listed below.**
2. **Hand out copies of the Essential Questions Note-taking Sheets with the selected questions.**
3. **Explain that students will be learning about Tom Mathison, an innovator in the tree-fruit industry, and that information will be presented in the form of a documentary and online informative texts.**
4. **Divide students into four (or five) groups. Each group will focus and take notes on one Essential Question.**

5. **Explain procedure for two-column note-taking.**

The right side is where students will record notes, explanations, problems, and diagrams. The left side is where students will record questions that arise while reading or listening. The bottom of the page is for students to write a short summary of notes. This note-taking tool should be used when viewing the documentary and when reading any informational text.



6. **Watch “Tom Mathison: The Growing Season” (33 minutes).**
7. **After the documentary, have students meet with their group members.**
8. **Have students work in pairs to read three to five additional articles on the life of Tom Mathison and Stemilt Fruit, as well as the complete transcript from the documentary.**
Students should continue to focus on their Essential Question and add to their note-taking sheets.
9. **Rejoin Essential Question groups to discuss and share information they obtained from the documentary and readings.**
Students should build on each other's ideas and express their own, using the note-taking sheets as a guide. Encourage your students to take additional notes as group members share what they have discovered.
10. **JIGSAW: Form new groups with one person representing each Essential Question. Students will “Jigsaw” and share the answers to their respective questions.**
“Jigsaw” is a group learning strategy in which individual students each read/study different aspects of a topic or text, thus becoming “experts” in their area of focus. They then come together as experts to share with the rest of the group the main ideas or claims from the focus of their Essential Question.

Essential Questions

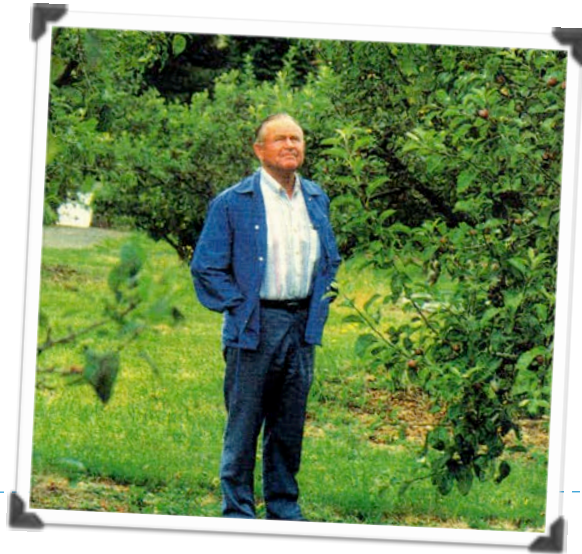
Select 4-5 questions from this list to focus your student groups around:

- 1. How did the hardships endured by Tom Mathison as a young man influence him as an entrepreneur later in life?**
- 2. How do the philosophies of parenting prior to the 1960s compare to the parenting philosophies of today? How do these differences impact entrepreneurship?**
- 3. After returning from the fruit auctions in New York with new ideas, Tom Mathison was met with strong opposition from people who said, “We’re into making money, not spending money.” How did Mathison respond to these negative reactions and why did it have a lasting impact on his business?**
- 4. Some bankers were uncomfortable giving loans to Tom Mathison. What might have made those bankers hesitant to loan money? What arguments might Mathison have made in order to finally secure those loans?**
- 5. Why is it so difficult to be sure of profits every year as a farmer? How did Tom Mathison address that problem?**
- 6. Tom Mathison was called a “risk-taker” by many. How did this trait impact his company and his career? How might his life and business have looked if he had not been willing to take risks?**
- 7. Tom Mathison went against the grain when he cut fruit brokers out of his business model, a radical decision for the time. Why did he decide to do that and how did it impact his business?**
- 8. Tom Mathison’s mission statement became to, “Create long-term return to the land by building consumer demand.” What do you think that really means and how did it impact the way he did business?**
- 9. Tom Mathison’s company adapted and grew in an environment of increasing globalization and consolidation of the tree-fruit industry. What are the advantages and disadvantages of becoming a company that can pack more than 25 million boxes of fruit a year and ship them worldwide?**
- 10. FILMMAKER’S EXTRA CREDIT: The documentary opens with a sequence shot from the perspective of an apple traveling from the orchard to the consumer. How do you think this shot was accomplished? What was its desired effect? And did it achieve that desired effect?**

Task 4: Presentations

Encourage creativity. Presentations may be developed in a wide array of formats - PowerPoint, interviews, speeches, graphic organizers, posters, song.

1. Have Essential Question groups work together to create a presentation that answers their Essential Question.
2. Each group will share their completed presentation with the class.

**Task 5: Writing Extension**

The length of the final written response is not important here. Rather you should work to see that students are reading closely to determine what is explicitly stated in the text and video materials and are making logical inferences from it, citing specific textual and visual evidence in the writing that supports their conclusions.

1. **EXPLANATORY/INFORMATIVE:** Have students continue with further research independently and write an individual explanatory/informative paper. (See attached rubric.)

OR

2. **ARGUMENTATIVE:** Have students continue with further research independently and write an argumentative paper with the following prompt:

“Tom Mathison was raised under the belief ‘Spare the rod, spoil the child.’ Is this style of parenting appropriate in today’s society?”

Task 6: Compare and Contrast

This task involves watching a second, related documentary entitled **“Gee Whiz: The Apples of Grady Auvil”** which is also available through www.howellatthemoon.com and has its own CCSS-aligned Teacher’s Guide. Here are some suggested activities for comparing and contrasting the lives of Tom Mathison and Grady Auvil.

1. Watch both “Tom Mathison: The Growing Season” (34 min.) and “Gee Whiz: The Apples of Grady Auvil” (33 min.)
2. Have students create a Venn Diagram.
3. Have students write a Compare and Contrast paper.
4. Create two interview panels, one with experts on Tom Mathison and the other with experts on Grady Auvil. Have the students create a series of questions and then pose them to each of the panels.

Extension Tasks

A few more creative activities your students might enjoy:

1. **CUTTING OUT THE MIDDLE MAN:** Stage a business meeting in which students playing the role of Tom Mathison and his executive team inform a group of fruit brokers (played by a second set of students) that Stemilt Fruit Company will no longer be using their brokerage services. Have each group develop arguments supporting their respective sides. Why does Mathison want to take over the functions himself? Why do the brokers believe they should continue to be the primary sellers of Stemilt’s fruit?
2. **ELEMENTARY PICTURE BOOK PROJECT:** Student groups will create a picture book on the life of Tom Mathison that can be shared with elementary school students.



Name: _____

Date: _____

Essential Question: _____

QUESTIONS	NOTES, EXPLANATIONS, PROBLEMS, DIAGRAMS, ETC.

VOCABULARY WORKSHEET

Word/ Part of Speech	Predicted meaning of word	Inferred meaning after encountering word in context	Evidence from text and/or documentary	Precise meaning from reference materials/ synonyms
EXAMPLE: Consequence (noun)	Punishment	Result of a cause	"The risk (he) faced definitely shaped him. Financial ruin, you know, was not that bad of a consequence relative to what he faced in WW II."	Relation between cause and effect Synonyms: result, effect, outcome, aftermath

TASK AND STANDARD ALIGNMENT CHART

TASK	COMMON CORE STATE STANDARDS STRANDS					
	RI	W	SL	L	RH	WHST
TASK 1	N/A	W.9-10.10 W.11-12.10	SL.9-10.1, SL.9-10.1b SL.9-10.1c, SL.9-10.1d, SL.11-12.1, SL.11-12.1b SL.11-12.1c, SL.11-12.1d	N/A	N/A	WHST.9-10.10 WHST.11-12.10
TASK 2	N/A	N/A	N/A	L.9-10.4, L.9-10.4a L.9-10.4c, L.9-10.4d L.11-12.4, L.11-12.4a L.11-12.4c, L.11-12.4d	RH.9-10.4 RH.11-12.4	N/A
TASK 3	RI.9-10.7 RI.11-12.7	W.9-10.10 W.11-12.10	SL.9-10.1, SL.9-10.1b SL.9-10.1c, SL.9-10.1d, SL.9-10.2, SL.9-10.4, SL.11-12.1, SL.11-12.1b SL.11-12.1c, SL.11-12.1d SL.11-12.2, SL.11-12.4	L.9-10.1 L.9-10.1b L.11-12.1	RH.9-10.1 RH.9-10.2 RH.9-10.9 RH.11-12.1 RH.11-12.2 RH.11-12.9	WHST.9-10.10 WHST.11-12.10
TASK 4	N/A	N/A	SL.9-10.1, SL.9-10.1a SL.9-10.1b, SL.9-10.1c SL.9-10.1c, SL.9-10.2 SL.9-10.4, SL.11-12.1 SL.11-12.1a, SL.11-12.1b SL.11-12.1c, SL.11-12.1d SL.11-12.2, SL.11-12.4	L.9-10.1 L.9-10.1b L.11-12.1	N/A	N/A
TASK 5	N/A	W.9-10.1, W.9-10.1a-e W.9-10.2, W.9-10.2a-f W.9-10.7, W.9-10.10 W.11-12.1a-e, W.11-12.2 W.11-12.2a-f, W.11-12.7 W.11-12.10	N/A	L.9-10.1, L.9-10.1a L.9-10.1b, L.9-10.2 L.9-10.2, L.9-10.2c L.11-12.1, L.11-12.1a-b L.11-12.2, L.11-12.2a-c	N/A	WHST.9-10.1, WHST.9-10.1a-e WHST.9-10.2a-f, WHST.9-10.7 WHST.9-10.8, WHST.9-10.8 WHST.9-10.9, WHST.9-10.10 WHST.11-12.1, WHST.11-12.1a-e WHST.11-12.2, WHST.11-12.2a-e WHST.11-12.7, WHST.11-12.8 WHST.11-12.9, WHST.11-12.10
TASK 6	RI.9-10.7 RI.11-12.7	N/A	N/A	N/A	RH.9-10.2 RH.9-10.9 RH.11-12.2 RH.11-12.9	N/A

STRANDS KEY: RI = Reading Standards for Informational Text; W = Writing Standards; SL = Speaking and Listening Standards; L = Language Standards; RH = Reading Standards for Literacy in History/Social Studies; WHST = Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects.

Common Core State Standards

The standards listed below will be met if all of the Tasks (1-6) are taught within this Teacher's Guide. For a breakdown of the specific standards aligned to each Task, see the Task and Standards Alignment Chart.

Alignment for 9-10 Grade Band

Reading Standards for Informational Text

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing Standards

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.** Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language Standards

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Reading Standards for Literacy in History/Social Studies

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

WHST.9-10.1 Write arguments focused on discipline-specific content.

- a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b.** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.** Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a.** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c.** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Alignment for I I-CCR Grade Band

Reading Standards for Informational Text

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing Standards

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.** Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a.** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.** Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Language Standards

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b.** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.** Observe hyphenation conventions.
- b.** Spell correctly.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Reading Standards for Literacy in History/Social Studies

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHST.11-12.1 Write arguments focused on discipline-specific content.

- a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.** Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a.** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c.** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d.** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e.** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



CCSS Rubric for Informative/Explanatory Writing - Grades 9-10 and 11-12

Score	Statement of purpose/ Focus	Organization	Elaboration of evidence	Language and Vocabulary
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> focus is clear and for the most part maintained, though some loosely related material may be present some context for the controlling idea or main idea of the topic is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose

Score	Statement of purpose/ Focus	Organization	Elaboration of evidence	Language and Vocabulary
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from the source material is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose

Rubric adapted from Smarter Balanced Assessment Coalition website:

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf>

CCSS Rubric for Argument Writing - Grades 9-10 and 11-12

Score	Statement of purpose/Focus	Organization	Elaboration of evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused and strongly maintained alternate or opposing claims are clearly addressed claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling

Score	Statement of purpose/Focus	Organization	Elaboration of evidence	Language and Vocabulary	Conventions
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
1	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • claim may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscure

Rubric adapted from Smarter Balanced Assessment Coalition website:

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf>

Tom Mathison

THE GROWING SEASON

Transcript

Narrator: Deep in the heart of Washington State, on the eastern slopes of the Cascade Mountains along the banks of the mighty Columbia River lies one of the best places in the world to grow tree fruit.

Even before Washington became a state in 1889, apple, pear, cherry, and stone fruit orchards dotted the landscape. Due to railroad expansion, access to water, and the perfect climate for growing, the tree fruit industry expanded tremendously in the early 1900s.

By 1925, the orchard industry and, in particular, apples had expanded so much that the small town of Wenatchee, Washington, boasted that they were “The Apple Capital of the World” - a title that continues to be celebrated to this day.

At the south end of the Wenatchee Valley, up on Stemilt Hill, a typical farming family struggled to maintain a 10-acre cherry orchard. Chris and Adelaide Mathison had been blessed with two children already and just a few short weeks before the 1926 cherry harvest, Adelaide went into labor again. But the family was in for a small surprise.

Lorraine Mathison: June 23rd, that's when the baby came and they only knew that one baby was coming.

Lavonne Van Someren Greve: First Helen was born and it was a joyous event and then all of the sudden she said, “Wait a minute, there's something else here,” and it was Tom, was born.

Bob Mathison: He was a runt. He was so little compared to Helen that she didn't think that he was gonna make it. She put him on a shoebox and put him in the oven to keep him warm. It was an open oven.

Kyle Mathison: He grew up and it was you know, kind of a tough go. It sounded like he had to work hard from just a little kid.

Bob Mathison: It was a farm back then and so they had chickens and cows and he had his chores that he had to do. Back then it was spare the rod, spoil the child philosophy and he talks about his dad as being kinda tough. And I think that typically made the kids tough.

Bob Mathison: He was not good in school and it really bothered him. He went to the Stemilt Hill school up here and they had a young teacher who could not control the class. He didn't learn to read.

Kyle Mathison: Going to that one room school made him feel really like he wasn't very successful and he was in the dumb kids class. He was the underdog. He struggled a lot and it was like everything, when you struggle, you become stronger.

Kay Cochran: I remember it was difficult for those students that came down off of Stemilt Hill when they consolidated in with South Wenatchee. They had to work a little harder to catch up to the rest of us students and both he and his sister were held back a little bit, yeah. And, see, well, then he didn't graduate from high school because at that time they were taking the seniors from high school into the service.

Bob Mathison: The war broke out and he wanted to join and his dad did not want him to.

Kyle Mathison: Grandpa didn't want him to go. Grandpa Chris says, "No, Tom, you gotta stay here and milk the cow and do the chores." And Grandma says, "No, he's going to war."

Bob Mathison: Finally he joined the army, so he got some combat.

Kyle Mathison: Hit the islands, they dug down in the foxholes and they were shooting at 'em, people were falling all around him. One time he was in a foxhole for 18 hours. And he made a pact with God.

Lorraine Mathison: It was tough and cold and miserable and he promised God that if he ever survived that he would not complain and he'd go home and raise those cherries.

Kyle Mathison: You know, he says if it rains on the cherries, I'm not gonna complain. If it just, just so grateful to be alive.

Narrator: In 1946, at the age of 20, Tom returned home to Stemilt Hill to help out on the family farm.

West Mathison: The risks that he faced definitely shaped him. Financial ruin, you know, was not that bad of a consequence relative to what he faced in World War II. He felt like it was a sunny day, and it was great to be alive, and he had his family and as long as that was there, no matter the risk, he just felt they were going to succeed.

Bob Mathison: February of, I think, '47 that him and his dad had a chinook and, uh, it came in and the wind melted all the snow. And Chris had built an irrigation pond. But he failed to build a spillway.

Kyle Mathison: You know, Grandma always, she said, Chris he never really got around to fixing stuff very much and the dam hadn't been fixed and water was running off. It was a big chinook and he loaded up the wagon with hay and they were throwing the hay in and, all of a

sudden, the bank caved in and the wagon and the wheel went down. It threw them into the lake where all the water was coming down through the dam and, couldn't find him at first but they finally pulled Grandpa Chris out and laid him in, took him down to the house, laid him in on the bed and Grandma says she'd seen him like that several times from breaking horses and she figured he'd come to in a little bit. But he never did. He died.

Lavonne Van Someren Greve: Farming accidents were nothing new, but on the other hand I'm sure that he was shocked because this is your father, and he was still in his early twenties. Must have been really hard.

Bob Mathison: And that was a real turning point in the entire Mathison family because Chris ran the ranch.

Narrator: Not long after Chris's death, Tom's older brother Ray came down with polio which kept him from helping out with the strenuous work that goes along with orcharding. And then, to make matters worse, Tom's mother Adelaide, or AJ as they called her, suffered a breakdown from all the stress of losing her husband and she left Stemilt Hill for a time. Tom found himself alone and in charge of the family farm.

Kyle Mathison: You know he had to kinda buck up that you know this was my calling. I have my mom to take care of, the family farm and the place had kinda got run down and he was struggling to make it.

Narrator: Tom worked hard to maintain the small operation and a few years later he found a sweet young girl named Lorraine Goldie from the nearby town of Palisades to share his life with. In 1950, Tom and Lorraine were married and they immediately started a family.

Lorraine Mathison: Three children in three years. '51, '52 and '53.

Bob Mathison: You know the baby boom. That was the norm.

Lavonne Van Someren Greve: And they lived with Grandma AJ for the first short while until Tom had got Lorraine this little tiny house that he built her.

Bob Mathison: On Saturday night we'd go down to Dusty's and have a milkshake and a hamburger. It was kind of a ritual we did.

Lavonne Van Someren Greve: Grandma AJ, and my mom and my dad, they had similar ideas about how things should be. Preferably a Norman Rockwell painting, us all sitting in a row at church with our hats on and perfectly clean.

Kyle Mathison: In the Fifties it was still, you know, you got your big garden, you have the milk cow and you're on a subsistence type of thing. You don't rely on the fruit for your income. If you get a little cash that's great. And that was all the way up until the cow died and he told Tom Shiflett we weren't going to buy another milk cow. We're going to depend on the fruit. And they said, "T.K., you're making a big mistake there, depend on the fruit?"

Lavonne Van Someren Greve: What they really needed to do, and they were quite cognizant of the idea, is that they needed a long-term goal to make money. They thought fruit growing would be the cash crop, and he knew that in the long run he was going to be able to provide for his family.

Narrator: Even though Tom had made the commitment to be an orchardist, he quickly learned that no matter how well he planned or how hard he worked, in farming he would always be subject to a force that was out of his control - the weather.

Bob Mathison: Uh, we had quite a few freezes. '51 was a cold year. '55 was a big freeze. Prices weren't always good. There were some hard times.

Kyle Mathison: The story goes, it was 1958, he got \$89 for 100 ton of cherries. He was mad.

Bob Mathison: My mother told my dad that you need to figure out what's wrong and fix it or go get a job at Alcoa so you can support this family because they weren't making it. And so he went back to New York to the auction, and he could see that the fruit did not look like it did when it was in Wenatchee or when it was on Stemilt Hill being picked. The cherries just didn't have a luster that they had, you know. They didn't shine like rubies, they were kinda dull looking.

Lorraine Mathison: He saw the dry stems on the cherries and he said, "That's the problem. Those cherry stems are dry and it's sucking the juice out of the cherries. You've gotta figure a better way."

Kyle Mathison: My dad, I remember he said he went to all the co-ops. He wanted to do better, you know. He'd learned that there was hydrocoolers and stuff and he says, "We've gotta put this equipment in. We've gotta make these cherries better." And everybody said, you know, the same thing. "You know, Tom, we're into making money not spending money. Or we don't have the money to spend," you know. And it came down to, he was going to have to do it himself.

Narrator: Tom took all he'd learned from his trip to New York, along with cherry handling techniques he'd discovered in northern California, and came up with a plan to drastically improve the cherry quality coming out of his orchards on Stemilt Hill. In typical Tom Mathison fashion, he shared his new plan with his friends and neighbors.

Gene Chadderton: He came around, talked to my dad and my brother and I and he says, "I been thinking." He was always thinking. "If we're going to make any money at this we got to do something different."

Bob Mathison: That's kinda where he got the idea that he needed to step up and not just be a grower.

Gene Chadderton: And then we started getting a little more money for the cherries because they were better quality when they hit the market.

Narrator: And with that, Stemilt Growers was born. Tom, along with a few of his neighbors, built a small packing facility for their cherries and apples. It was 1964.

Gene Chadderton: Stemilt Growers, that was Tom's idea and he figured out the logo and the whole business.

Kyle Mathison: I remember the first years we started the warehouse. That was exciting.

Gene Chadderton: I remember the night we had a board meeting. "You know," he says, "we're gonna have to have a apple waxer. We don't have much volume but," he says, "we've gotta be able to compete with whatever's out there and all the bigger outfits have got apple waxers." Gordon Camach said we'll have to spread this cost over more units of production. And, he said, of course that means getting bigger. Tom said, "Well, I didn't get in this business," he said, "to be big." He says, "I got in this business to produce a quality product." And look at it now. He didn't get in it to get big but he couldn't help it.

Narrator: Based on this early success and a need to increase volume for the new packing facility, Tom began to expand his orchard holdings on Stemilt Hill.

Bob Mathison: Yeah, we bought the neighbor's place. '64 we bought the place up on the hill there. A little later we bought the place in Malaga, and a little later after that we bought the place up in Stayman Flats. We were expanding the orchards at the same time we were expanding the warehouse.

Kyle Mathison: He was a risk-taker, I have to say. I remember it was 1967 and the warehouse was just chug-a-lug full with cherries I remember. In town they were dumping 'em, and the market was flooded and didn't sell a box that whole week. And Bob Shilmar come up and says, "I was sent up here because they don't think you're gonna be able to pay the packing supplies." And Tom, they went and looked at the warehouse, it was clear full of cherries. "How are you going to pay for these packing supplies? The market's a disaster." He said, "I'm just gonna hold 'em." And he knew what he was doing 'cause the cherries were hard and firm and they could be stored. Didn't sell any that week and Monday came around, he sold one load. Tuesday, he sold another load. Then, all of a sudden, he started hearing they're running out of cherries. Wednesday, he doubled the price. He still had the warehouse full except for two loads. He doubled the price and he had sold out by the week. And that was, it was just amazing.

Narrator: For some 15 years Tom and his neighbors thrived on Stemilt Hill expanding their operations by taking advantage of the success their fruit was having in the marketplace.

Kyle Mathison: I remember in '69, he came and he says you know, "I need to delegate you and Bob to the orchards. So, Bob, I want you to be in charge of the apples and, Kyle, you in charge of the cherries." And I remember when he did that, it kinda freed him up to focus more on marketing and the warehouse. He was able to go from kind of a grower into a marketer.

Narrator: Tom could now devote his full attention to packing and sales for Stemilt Growers. But in order to continue the growth he had to find more space.

Bob Mathison: He went against all recommendation when he went down to Olds Station.

Lavonne van Someren Greve: That was a really risky undertaking because here you're going from a small family business to a much bigger business.

Kyle Mathison: It was like going from the minors to the major leagues. He was gonna start playing with the big boys.

Gene Chadderton: I remember him showing me the prints of what he had planned and he'd do it in phases you know, get one functioning, and then, then another one functioning. It was too big an expenditure just to dive in the whole thing all at once.

Kyle Mathison: Even though all the economics said you don't have enough volume, you know. He was always kinda building for the future years.

Bob Mathison: People would say, "Well aren't you big enough?" And TK would say, "You know, we have this competition and we have to run just to stay even."

Steve Shiflet: And as things progressed we got more growers. We needed to build more CA rooms. He would go to his banker and he would say I wanna do this or that. And the bankers would always say, "Well, Tom, you can't. We're not, you're maxed out." He says, "Okay, that's fine," and he'd walk across the street to the next bank, and they'd finance him. And he did that four different times. Finally the banks understood that things were going to be okay.

Narrator: With the new state-of-the-art packing facility came a giant increase in capacity and Tom immediately set out to bring more growers into Stemilt from across the region.

Bob Mathison: They took on a lot of growers out in the Wenatchee Reclamation District, orchards up the Wenatchee valley, and out of the Columbia Basin. Started putting together this Stemilt Growers that we know today.

West Mathison: First, Stemilt grew to basically find a way to create better return. I mean, 1958, it couldn't get any worse than that and so the solution was I had to pack my own cherries. But then we have to invest in equipment. Well that's a lot of fixed expense. So then it turned into, well, we're gonna go find our neighbors and bring their fruit in and so that we can spread the volume over the fixed cost and then we kinda went in that direction for a while. And then my grandfather said we need to grow to get market presence. And so he said, you know, we gotta expand in order to build recognition for our label and be a player in the market.

Narrator: For the first half of the 20th century, the tree fruit industry in Central Washington was made up of many small family farms, each with their own packing shed and box label. In order to efficiently ship product and fill orders in the large cities around the country, a system of brokers developed. In this system a fruit broker would source fruit from many regional growers and then turn and find a buyer for the fruit in the marketplace. The broker pocketed the difference.

Mike Taylor: And those brokers were in the cities where the retailers were based, and they were in, physically in, seeing that retailer every day. And they might have been long-time friends, you know, golf games, ball games, all that sorta stuff. And that broker really did all the selling. And so the broker then turned around and became a buyer and worked the growers and shippers out here, and so that broker's motivation and the growers' motivation were often very different.

Roger Pepperl: Tom recognized that the only real person that could make him successful was the consumer. If you have middle men involved, you're never gonna reach out and see what that consumer really wants. Once you give up ownership of part of that product's lifeline, there's the potential for failure or misrepresentation and controlling every facet of it was the only way to deliver the quality and the type of product that would differentiate himself. So that final connection point was just paramount in his success.

Mike Taylor: The real catalyst in all that was his perceptive ability. I mean, I think he could see there was a huge market for our apples out there and cherries, and see that the fruit was selling for handsome prices at retail, and then look at the grower result and say, "Something's wrong here." And have the perceptive ability to say, "I know what to do about it. I'm going to go represent myself, remove all the filters, differentiate our quality and get paid for it."

Onscreen headline: "Stemilt eyes European markets" -Good Fruit Grower; "Founder's focus is profit for the grower" -Good Fruit Grower

Narrator: In 1992, Tom decided that the time was ripe to step away from the broker system and to work directly with the grocery store chains.

Mike Taylor: I think a lot of people looked at it with envy and some with awe.

Bill Zirkle: He took a path in dealing direct with the chains that was in opposition to what the brokers wanted. And so as he left the broker relationships, he had to make the chain store relationships work. And he did.

Mike Taylor: And he physically and personally went on the road and forged a lot of terrific relationships.

Roger Pepperl: He loved to travel and he loved to go out and see the customers

Hans van Someren Greve: Tom traveled the country, the world, visiting customers, finding out what their needs are. Basically you know, create that direct relationship so that he knew what his customers wanted and could cater to those needs.

Mike Taylor: If you've ever been on a sales call with Tom Mathison, there's nothing like it. I've never seen anybody have that kind of connection with the customer.

Hans van Someren Greve: If he had that sparkle in his eyes, there was no customer that could say no to him.

Roger Pepperl: They also felt part of Tom's business because Tom shared his family and shared his wisdom and his past, his failures, his successes. The customer never knew it but before he left the room, they had signed up.

Mike Taylor: He had the passion to sell it, and he went out and did it. Both retailer and grower benefited greatly.

West Mathison: I think he just had this persistence that if he would just somehow get better vision and clarity to what the consumer wanted, then that would generate this fair return back to the orchard, which really drove our mission statement which was, "Create long-term return to the land by building consumer demand."

Narrator: Tom's decision to go direct proved to be one more brilliant and industry changing move that led to yet another era of expansion for his company.

Kyle Mathison: My dad, he always said that, "I always run the business by the seat of my pants. I just ran it by gut feel of what we had to do and how to do it." He says, "The next generation, we're going to have to run it by computers." And he says, "I don't know anything about computers. I've got one on my desk but," he says that, "you are the guys that are gonna have to learn to run these computers and to figure out, to boil this information down and put it in the bank."

Peter Spadoni: I don't think there was ever a question in Tom's mind that he was going to pass his business enterprises along to the family.

Hans van Someren Greve: I guess you build the company for, you know, you want your family to succeed and be in charge of that.

Peter Spadoni: As Tom was ready to retire, he looked all around the family, at who was it that would most accurately continue his legacy. I think all of the people involved, not just Tom, really chose West and knew that West was the new leader of the business after Tom retired.

West Mathison: I felt fortunate and blessed to basically spend a lot of time with him and so we would, we would go walk the lines together, we would go look at orchards together. I would ask him a lot of questions and I could start to understand the things that he was looking for and what was important to him. You know, at the time, I basically was the driver and would coordinate the meetings and make sure we got there on time. You know, now I can see that that was the grooming process.

Online headlines: "Stemilt has a new leader" -The Wenatchee World; "West Mathison appointed President of Stemilt" -Good Fruit Grower; "Stemilt's young president eyes future of fruit industry" -Capital Press

Narrator: In 2005, 40 some years after founding Stemilt Growers and a lifetime of leadership and service to the industry he loved so much, Tom decided it was finally time to step down as the head of Stemilt Growers and retire. He was 78.

Tom Mathison: It's not gonna fall out of the sky, nobody's gonna hand it to ya on a silver platter. You have to go out and build those markets, find a niche, find a demand and fill that demand with the kind of product that people are willing to pay a handsome price for.

Everybody else gets up before breakfast and gets going. And if you don't you're going to be left in the dust, I can promise you that. I think it starts with answering the telephone on the first ring and goes right on from there, right through the system.

I get 30 pounds of mail again and I get to the office and the phones are ringing and they're talking all over the world and moving the product. I go to the packing room and people are packing, there's 20 trucks in the yard waiting to be loaded. I go to the bank with a two million dollar deposit. Now that that's exciting for me, and I love it.

We see the necessity that if we're gonna be here, truth of the matter is we're just caretaker here for a very short time and the overall and it's important that we leave that as good as we can, possibly can, and better if we can.

I have to tell ya that I am more proud of my family than I am anything that I've ever done.

I don't know what to say except that I've been absolutely blessed. The Lord has blessed my family and I'm eternally thankful for that blessing that he's bestowed upon me and my family.

Onscreen headlines: "The passing of an era" -The Wenatchee World; "Apple industry icon dies" -Good Fruit Grower

Narrator: On December 26, 2008, Thomas Kyle Mathison left this world after a courageous battle with cancer. In his lifetime, this "runt" from Stemilt Hill had gone from operating a typical small farm to building one of the largest and most respected tree fruit operations in the world.

Bob Mathison: It comes back from being the runt, being the smallest guy on the football team, being the dumbest guy in his class, and knowing that that was not the way it was going to be, that he was not happy with the status quo. So he was out to improve himself and prove to the world that he was going to be somebody and I think that starting off slow and finishing great was his hallmark.

Hans van Someren Greve: Typical entrepreneurs have this incredible charisma and tooting their own horn, it's the last thing he did. He was quiet, soft-spoken. Every penny he made in the business went back in the business. He never saw it as a vehicle for his own wealth. A lot of people start a business to get rich. In Tom's case it was purely, you know, I want to grow this business, you know, to create a vehicle for the farmers. So it was very ideological in a way.

West Mathison: Yeah, my grandfather had a very intuitive nature about him. And so he would, if something made sense to him at the moment and there was enough data that supported that was the direction to go, then we did it, versus doing a lot of analysis in advance.

Kyle Mathison: That passionate caring was the thing that I really felt that made him different. You know, he told me, "You have to care. You have to care about your people, you have to care about their families, about their children, you have to care about what they're putting in that box." He says, "If you don't care, they don't care."

Peter Spadoni: He was motivated by activity, by seeing something grow, by taking an enterprise, starting it, nurturing it and helping it grow continually.

Bob Mathison: Some of the people around him would say, well, he's got a golden touch, the Midas touch. But it was not that way. It was mostly hard work and the refusal to fail. And I think it's that extra 10, 15 percent effort. And he would do whatever it took to make it work.

END OF TRANSCRIPT

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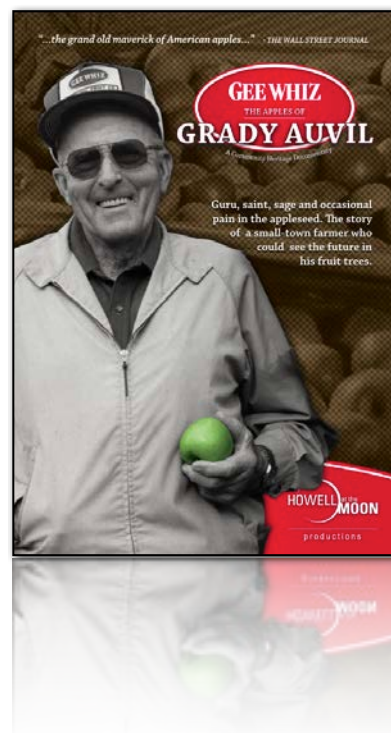
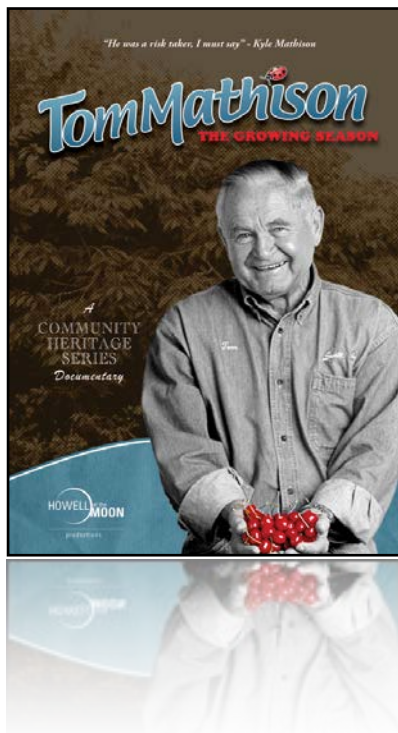
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This Teacher's Guide was written by **Nicole Blake** and **Kristina Tucker** of the Richland School District. It was edited and produced by **Jamie Howell** of Howell at the Moon Productions.

We welcome your suggestions and feedback. For more information about this and other projects, send an email to info@howellatthemoon.com

Also available now ...

"Gee Whiz: The Apples of Grady Auvil" is a companion documentary to **"Tom Mathison: The Growing Season"**, both with CCSS-aligned Teacher's Guides. These and other documentaries are available now through www.howellatthemoon.com.





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