

# From Salt Lake City to Singapore... Products of Utah Travel Worldwide

## Utah Studies

### Materials

- ◆ Overhead Projectors
- ◆ “Utah Agriculture Map” one overhead master
- ◆ “Utah Agriculture Map” one for each student
- ◆ “Utah Railroads” one overhead master
- ◆ “Utah Railroads” one for each student
- ◆ One Utah highway map
- ◆ Crayons

### Background

Historians agree that the driving of a golden spike at Promontory Summit, Utah on May 10, 1869 was one of the most important events in United States history. It was also a pivotal point in Utah history, both as a territory and as a state. In fact, 1869 is considered to be a benchmark in Utah history: railroads enabled Utah to become the “Crossroads of the West,” a place for agricultural goods to be processed and shipped throughout the West.

Utah was one of the few places in the West that had railroads which ran in all directions of the compass. Union Pacific lines ran west from Evanston, Wyoming, down Weber Canyon to Ogden. The Oregon Short Lines had routes between Salt Lake City and Ogden and north through Idaho. The lines operated by Union Pacific south and west of Salt Lake City went all the way to Los Angeles. And the Denver and Rio Grande Western Railway completed its narrow gauge line between Colorado and Salt Lake City in March 1883.

Utahans saw the completion of these railroads more as a benefit to the communities that they served rather than as profitmaking enterprises. These “Mormon Roads,” as some historians have called them, radiated like spokes of a wheel from Salt Lake City and Ogden. The Mormon Roads made the movement of goods and people easier within the territory.

Agricultural industries benefited greatly from a network of agricultural branch lines. Railroads carried dairy products, wheat, sugar beets, and all kinds of fruits and vegetables. Most of the vegetables and some of the fruits were grown as a part of the state’s canning industry, centered mostly in Weber, Davis, and other counties along the Wasatch Front. Most of the dairy products and wheat were shipped to California. The destination for finished or refined sugar from sugar beets was local or other points in the middle and northwestern states. Utah’s canned goods were sold mostly on the Pacific Coast and in the Intermountain West and Midwest.

The canning industry in the state placed Utah as the fifth ranked producer of canned goods in the nation in 1914. Of the more than seventy-five canning companies that were in business in the state, less than fifteen were truly successful and able to remain in business year-round. Each of these successful canning factories were located on a direct railroad connection.



Agriculture in the Classroom  
UtahStateUniversity  
COOPERATIVE EXTENSION

**Time:** 90 minutes

**Grade Level:** 7

### Social Studies, Standard 4

Students will understand the diverse ways people make a living in Utah.

#### Objective 1

Explore the components of Utah’s economy.

- a. Identify the multiple components of Utah’s economy
- b. Investigate Utah’s global trade interdependence.
- c. Research important segments of the local economy.

#### Objective 2

Investigate the past and present role of agriculture in Utah.

- a. Identify the importance of farming and ranching to Utah’s economy.
- c. Investigate how agriculture has diversified and improved over time.
- d. Examine the cultural legacy of agriculture in Utah.

#### Objective 3

Examine aspects that have broadened Utah’s economy.

- b. Examine the railroad’s impact on Utah.



Today, the processing industry continues to be a vital part of Utah's agriculture and economy. Even now, the railroads play a large part in maintaining the ability to transport goods and services from our communities to the processing facilities. From those processing facilities, Utah products are shipped not just to the Pacific Coast, but throughout the world, by using all forms of transportation.

About 17% of Utahans are employed directly or indirectly by agriculture. A grocer in Ogden needs someone to deliver tortillas made in Salt Lake City, and a tortilla-maker depends on a miller in Logan to grind wheat into flour; the miller relies on a wheat producer in Salina to grow the grain, and ultimately each person is hoping that Utah consumers purchase their "homegrown" tortillas in the store. It can be a complicated process to produce our food locally, but it provides essential jobs and income. Utah grown and Utah processed products have always been an important part of our state's economy. Driving the Golden Spike was only the beginning for sending Utah products from Salt Lake City to Singapore and beyond.

### Activity Procedures

Classroom sets (30) of Utah Agriculture Maps printed on 11"x17" paper are available from Utah AITC for \$3.

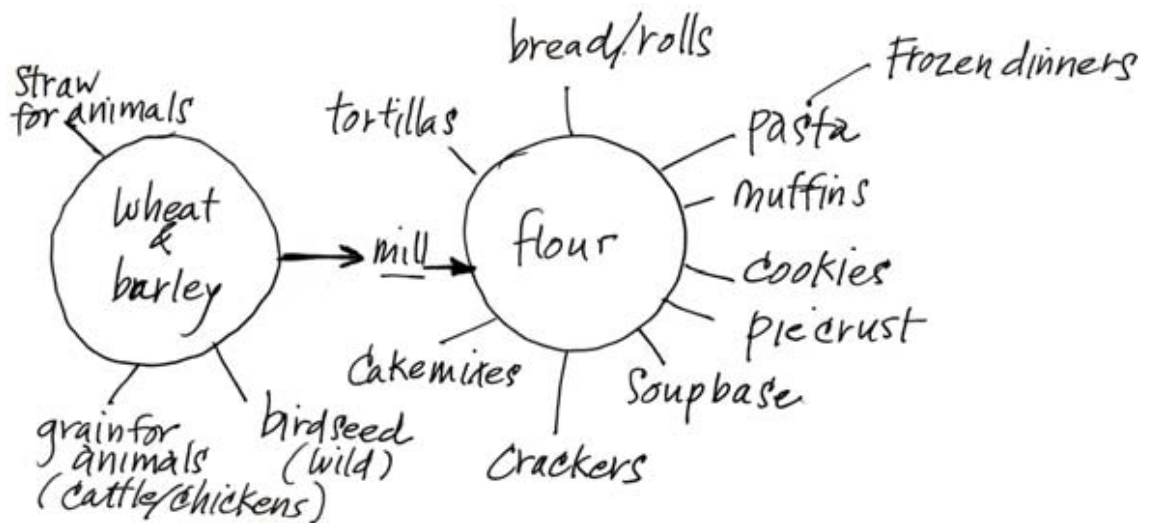
Teacher Preparation: Write out or display a copy of the attached "Agricultural Processing Businesses in Utah"

1. Give each student a copy of the "Utah Agriculture" map and the "Utah Railroads" activity map.
2. Place the Utah highway map in a central location so that it can be viewed by the students periodically throughout the activity.
3. Looking at the "Utah Agriculture" map, have the students identify their local county. Have them color that county with a crayon.
4. As a class, determine which agricultural commodities (or raw products) are produced in the local county using the legend. Are there any other counties which produce similar products? Can they identify the county seat for those areas?
5. Have the students examine the "Utah Railroads" map. Have them circle the state capital (Salt Lake City) and fill in the directions on the compass. Using the Utah highway map, have them determine the distance from their local city (or school) to the state capital.
6. Review the background information with the students. Explain the importance of railroads to the early settlers of Utah. You may want to ask how often students see railroads in use today. Can they guess what might be on those trains?
7. Have the students examine the Utah highway map and the "Utah Railroads" map. What similarities do they notice between these two maps? Point out to the students that the majority of our population resides in the areas where railroads were built. Students will generally recognize that the largest freeway system (I-15) also runs nearly parallel in most areas with the historical shipping lines.
8. Ask the students to identify areas which do not contain any railroad systems. Why are these areas devoid of extensive transportation systems? Students will need to review the Utah highway map to see large geographical boundaries (Glen

*Teacher Notes:*

Canyon or Lake Powell, Uintah Mountains, LaSal Mountains, West Desert, etc.) Students may choose to mark these areas, with their crayons, on the railroad map with legend symbols.

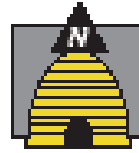
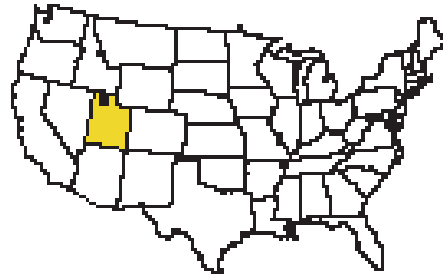
9. As a class and using the commodities from your county, brainstorm which processed foods could be developed from your locally produced agricultural products (see diagram below).
10. Using the two overhead masters, overlay the railroad map on top of the agriculture map. Relate to the students that early settlers relied solely upon the railroad to transport the raw products to the processing facilities. The further the distance to the processor, the more that it may have cost a farmer to produce a product and the less money the farmer was able to take home. This principle still applies today, although some farmers may have more options in transportation. Using the list displayed containing the "Agricultural Processing Businesses in Utah," and the "Utah Railroads" map, have the students determine a historical estimated mileage to the closest processing facility if they were to make some of the products previously determined in the brainstorming session.
11. Ask the students the following conclusion questions:
  - Why did so many people stay and farm along the Wasatch Front? (Access to the railroad hubs, good climate and soils)
  - Would it be difficult to be profitable in your local area based on access to transportation?
  - How does purchasing locally grown/processed food help your local economy? (More jobs, fresher produce, less traffic and air pollution)



Use brainstorming to determine what products are made from local commodities.

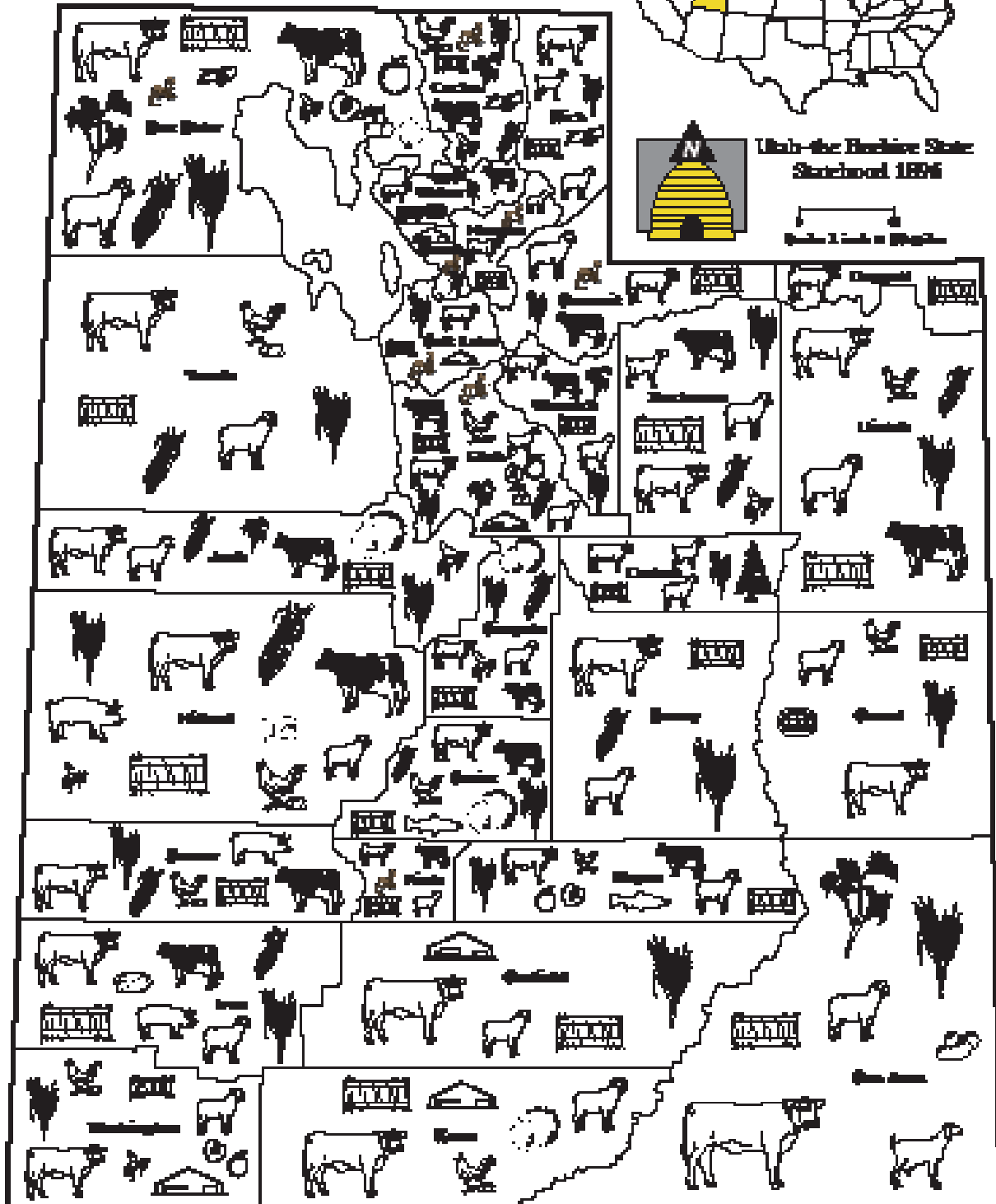
# Utah Agriculture

## Activity Map



Utah—the Beehive State  
Statehood 1896

Scale: 1 inch = 100 miles



### Major Agricultural Product Legend

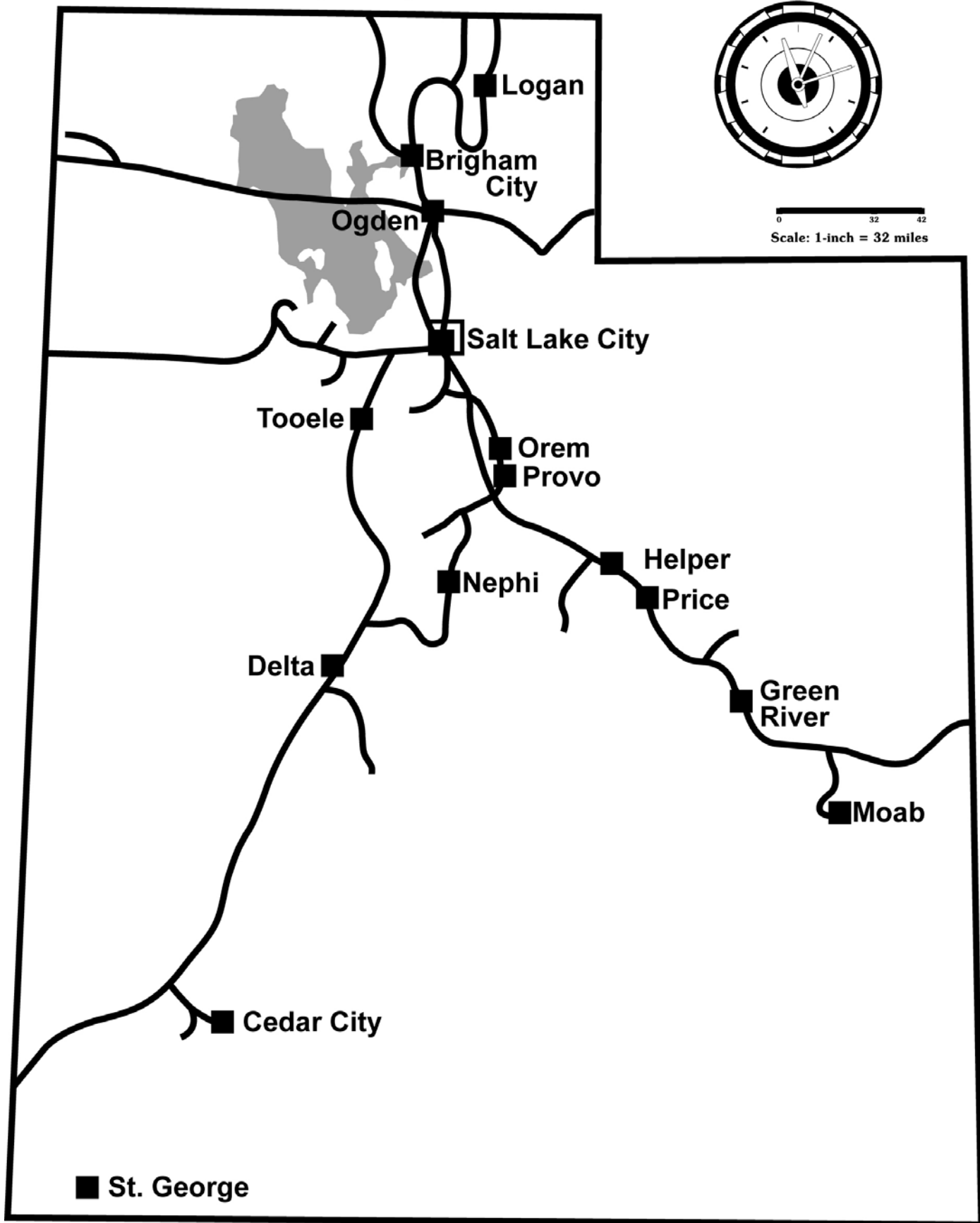
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

# Utah Railroads

*Activity Map*



0 32 42  
Scale: 1-inch = 32 miles



■ St. George

## **Agricultural Processing Businesses in Utah**

*(This list contains just a few of the many processors in the state)*

### Wheat and Corn to Flour:

Wheatland Seed (Tremonton)

Red Star Mill (Logan)

### Flour to Value-Added Products:

Lynn Wilsons—Salsa, tortillas (Salt Lake City)

Mama Marias—Tortillas (Salt Lake City)

Pepperidge Farms—Cookies, crackers (Richmond)

### Milk to Cheese, Butter and Yogurt and other Value-Added Products:

Gossners Foods (Logan)

Cache Valley Cheese (Logan)

Stephens Hot Chocolate (Farmington)

### Turkey Processing:

Norbest Farms (Ephraim)

### Beef Cattle and Hog Processing:

Hi-Grade Hot Dogs (Salt Lake City)

Blue Ribbon Beef (Hyrum)

### Beef/Turkey/Pork to Value-Added Products:

Stouffers Foods Lean Cuisine (Provo)

### Fruits and Vegetables to Value-Added Products:

Condies Foods—Packaged Veggies (West Layton)

Weeks Berries—Jam & juice (Paradise)

Bear Creek—Country Soups (Heber City)

Bear Lake Raspberry—Jam (Garden City)

PictSweet—Packaged Mushrooms (Fillmore)

Mountainland—Apples (Santaquin)

Castlerock—Wines (Moab)

South Ridge Farms Dried cherries & jams (Santaquin)

### Additional Processing Facilities:

Fassio Eggs (Erda)

Ritewood Eggs (Logan)

Cox Honey (Logan)

Sweets Candies (Salt Lake City)

Maxfield Candy (Salt Lake City)

Bluebird Chocolates (Logan)

Real Salt (Redmond)