



The History of Our State's Food, Land, and People

Lesson: Stories from 1840—Different Worldviews

Competency: Connect with and describe the land, people, and events or challenges during this time period.

Standards

H1.6-8.4 Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of indigenous peoples.

H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood.

H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.



H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington state history since statehood.

H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements; cultures and cultural groups; Technology and ideas.

H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.

G1.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event.

G1.6-8.4 Explain how human spatial patterns have emerged from natural processes and human activities.



G2.6-8.3 Explain and analyze how the environment has affected people and how human actions modify the physical environment, and in turn, how the physical environment limits or promotes human activities in Washington state in the past or present.

G2.6-8.4 Explain the role of immigration in shaping societies in the past or present.


G3.6-8.2 Explain how learning about the geography of Washington state helps us understand global issues such as diversity, sustainability, and trade.



E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

E2.6-8.4 Analyze how the forces of supply and demand have affected international trade in Washington state in the past or present.

Student Learning Objectives

 Slide 3 in *Stories from 1840 – Different Worldviews*

Lesson Objective

After completing this lesson, students will demonstrate their knowledge of the following themes by researching and presenting project findings and contributing to a teacher-led class discussion.

- The contribution of native people to Washington agriculture
- The contribution of immigrants to Washington agriculture
- The role of technology and innovation in Washington agriculture
- The role of globalization in Washington agriculture

Enabling Objectives

As a result of this lesson, students will...

1. Make discoveries about Washington in 1840 by reviewing a map of that time period.
2. Connect to the people of 1840 by reading and responding to oral histories from that time.
3. Connect to an understanding of the issues and challenges in 1840 by participating in a teacher-led discussion about the stories of 1840.
4. Create projects that bring to life the issues and challenges of 1840.
5. Participate in a teacher-led discussion to summarize the key points of the lesson.

Extended Activity Objectives

As a result of this extended activity, students will identify food sources of the Coast Salish People and the people of England.

Time

90-100 minutes

Time for each piece of the lesson may vary based on facilities, class size, in-class versus homework assignments, etc. Review the lesson before teaching and adjust time frames as needed.

List of Resources

Rowe, K. (2018) *Agriculture in Washington 1792 to 1900*. Retrieved February 1, 2020, from <https://www.historylink.org/File/20523>

Looney, J. (n.d.). *Letter by One of the Immigrants of 1843*. Retrieved February 1, 2020, from http://www.oregonpioneers.com/JLooney_Letter.htm

(n.d.). Retrieved from <http://www.historylink.com/>

Scheuerman, R. D., & Finley, M. O. (2008). *Finding Chief Kamiakin: The Life and Legacy of a Northwest Patriot*. Pullman, WA: Washington State University Press.

Scheuerman, R. D., & Trafzer, C. E. (2015). *River Song: Naxiyamtama (Snake River-Palouse) Oral Traditions from Mary Jim, Andrew George, Gordon Fisher, and Emily Peone*. Pullman, WA: Washington State University Press.


Washington State Historical Society > Home. (n.d.). Retrieved from <http://www.washingtonhistory.org/>

Brown, J.A., Collins, C.C., & Ruby, R.H. (1986). *A Guide to the Tribes of the Pacific Northwest*. Norman, OK: University of Oklahoma Press.

List of Tools, Equipment, and Supplies

- 1840 PowerPoint Presentation
- 1840 Activity Sheet Packet
- Poster paper
- Markers or colored pencils
- Technology for slide show creation
- Shoebox or other construction materials for diorama

Key Terms

 Slide 4 in *Stories from 1840 – Different Worldviews*

The following terms are presented in this lesson (shown in bold italics).

Food sourcing

Interest Approach (5 min)


Use an interest approach that will prepare the students for the lesson.

Ask students to do the following:

Imagine, while you are in town getting something to eat, you overhear a group talking about a place rich in just about everything. A murmur of a better life for your family, a place where food and land are abundant. Does this sound like a dream come true?

Have students share their thoughts.


Share that for many, yes, this was a dream come true especially for those in 1840. Let's take a deeper look into this dream land, as we watch a video on stories from 1840 – *Different Worldviews*.


 Slide 5 in *Stories from 1840 – Different Worldviews*

Use this link to access the video: <https://vimeo.com/432990320>.

At the conclusion of the video, have students share their thoughts.

Objective 1: (10 min) Make discoveries about Washington in 1840 by reviewing a map of that time period.

 Slide 6 in *Stories from 1840 – Different Worldviews*

Teaching Strategies	Related Content
<p>Transition to making discoveries with the map using the following statement: Life was changing in a big way for those living in Oregon Country. From 1840 to 1900 what we know as the State of Washington evolved. In a moment, you will see a map of the area at the time of 1840. Let's use a curious eye as we look closely at the territory during this time.</p> <p>Hand out copies of map on activity sheet 1840.1A and use the map in the PowerPoint to facilitate a discussion about key points on the map. A key to the map is found on the second page of 1840.1A. Teachers can use this key to help facilitate the discussion around these questions.</p> <p>Have students record their answers on 1840.2.</p> <p> Slide 7-11 in <i>Stories from 1840 – Different Worldviews</i></p> <p>After discussion on how people were getting from place to place, ask students how these modes of transportation might be used for transporting food? Listen for ideas students may share about where food is being grown and raised, and how that food will get to new areas with these specific modes of transportation.</p> <p>When discussing the question about how many people were living here, show the tribal map on slide 10 to examine the location of tribes.</p>	<p>How were people getting from place to place?</p> <ul style="list-style-type: none"> • Foot • Horseback • Wagon trails • Wilderness trails <p>How many people are living here at this time?</p> <ul style="list-style-type: none"> • Population: 11,594 (1860) <p>What types of agriculture could be found?</p> <ul style="list-style-type: none"> • Wheat • Apples • Dairy • Potatoes • Livestock

<p>Share with an elbow partner, “What stood out to you about this area during this time period?”</p> <p>Ask for volunteers to share what their partner told them.</p> <p>Transition to the next objective by saying, “Now, let’s take a closer look at the people of this time period.”</p>	
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Objective 2: (15 min) Connect to the people of 1840 through reading and responding to oral histories from that time.

P Slide 12 in *Stories from 1840 – Different Worldviews*

Teaching Strategies	Related Content
<p>Share that understanding the people who lived here is equally as important as understanding the area itself in our quest to connect with Washington in 1840. To do so, we'll take a look at four stories from the time period.</p> <p>Share that these oral traditions are each unique perspectives of who came, what they were doing, and how it affected the native people.</p> <p>Reveal the steps students will take in completing this objective:</p> <ul style="list-style-type: none"> • Select a story (1840.3-1840.6) • Read the story and create a journal entry about the reading. Use the prompts provided or free write about your own thoughts and feelings. <p>P Slide 13 in <i>Stories from 1840 – Different Worldviews</i></p> <p>Reiterate that they should choose a story that sounds interesting to them and is one in which they might feel a connection.</p> <p>Since these are narratives, the language has not been adjusted to match the level of this age group. There may be some vocabulary within the stories that students will need to help interpreting and understanding. Prior to the</p>	<p>1840.3: Explorers and Fur Traders 1840.4: Pioneer Viewpoint 1840.5: Salmon Run told by native people 1840.6: History Told by Kara Rowe</p> <p>This journal entry should include the following:</p> <ul style="list-style-type: none"> • In this short piece, <ul style="list-style-type: none"> ○ I felt... ○ I realized... ○ I wonder... ○ I see how this affects my life in these ways (name three) ...





lesson, review these stories and identify these words that may need to be further defined so you are prepared to assist students as needed.

Direct students to activity sheets 1840.3, 1840.4, 1840.5, and 1840.6 to select a story and get started.

Once students have completed their journal entries, prepare them for a share out using the following transition: You have read stories and accounts of life in this time period, let's share our thoughts and ideas with others in our class who read the same story.

Objective 3: (20 min) Connect to an understanding of the issues and challenges in 1840 by participating in a teacher-led discussion about the stories of 1840.

 Slide 14 in *Stories from 1840 – Different Worldviews*

Teaching Strategies	Related Content
<p>When students have finished reading and reflecting upon their stories, have them gather in groups around the room with others who read the same story to share their thoughts and ideas.</p> <p>Share with the class that, together in their groups they will share their journal entries and discuss answers to four questions they will find projected on screen.</p> <p> Slide 15 in <i>Stories from 1840 – Different Worldviews</i></p> <p>Remind students to review the maps 1840.1A and 1840.1B to identify the locations of their story and help answer some of these questions.</p> <p>When finished, bring attention back to large group and transition to the next activity sheet using this prompt: Each of your groups has unique stories about those living in this time period. It is important to hear all of these views. Let’s take another look at the four questions and record our ideas. Handout 1840.7.</p> <p>Lead class through each question.</p>	<p>What was the story about?</p> <p>How does it help to understand this time in Washington history?</p> <p>How does it help to understand the perspectives of different groups of people?</p> <p>How was the story shaped by the natural resources and geography of that area of Washington?</p> <p>What about that story helps you understand why conditions are like they are today in Washington?</p> <p>Answers to 1840.7 may include:</p> <p>What was the story about?</p> <ul style="list-style-type: none"> • Explorers and Fur Traders: White men came to explore, map and trade and shared manufactured goods with native people.

- Pioneer Viewpoint: What the trip and people were like.
- Salmon Run told by native people: What the salmon run was like.
- History Told by Kara Rowe: What the boundaries were, who was there, and what they were doing.

How does it help to understand that time in Washington history? How does it help you understand the perspectives of different groups of people?

- Explorers and Fur Traders: Knowing who was there, their purpose of trade, and that native people were not using manufactured goods until now.
- Pioneer Viewpoint: What getting to this territory meant and what they found when they got here.
- Salmon Run told by native people: the importance of salmon.
- History Told by Kara Rowe: Describes how different groups of people were living.

How was the story shaped by the natural resources and geography of that area of Washington?

- Explorers and Fur Traders: Fur was an important commodity and impacted trade.
- Pioneer Viewpoint: availability of crops and food sources.
- Salmon Run told by native people: where the salmon were and what it was like to be in that area.
- History Told by Kara Rowe: how different groups gathered food.


What about that story helps you understand why conditions are like they are today in Washington?


- Explorers and Fur Traders: why people first came to the state and how trade began.



<p>Transition to next objective by saying, “Each of these stories provides a glimpse into the lives which shaped the history of this state. Now, let’s bring this all to life.”</p>	<ul style="list-style-type: none">• Pioneer Viewpoint: amount of time and land between resources.• Salmon Run told by native people: the difference in salmon runs today as compared to 1840.• History Told by Kara Rowe: the different lifestyles of those living in the area and how they interacted.
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Objective 4: (45 min or homework time) Create projects that bring to life the issues and challenges of 1840.

 Slide 16 in *Stories from 1840 – Different Worldviews*

Teaching Strategies	Related Content
<p>Introduce this objective by saying, “Combining the lay of the land, the way of the people, and how we have connected them to the issues happening within the state at this time, we will put together a showcase of projects to really illustrate the history that took place during this time.”</p> <p>Students will select one of three main projects. Each of these main projects has three or four additional activities. Students should select at least two of those additional activities to complete following the main project. The explanation of these additional activities is in the project activity sheets.</p> <p>Reveal the projects students may choose to complete using the slide deck and use the activity sheets (1840.8, 1840.9, and 1840.10) to further explain the additional activities.</p> <p> Slide 17 in <i>Stories from 1840 – Different Worldviews</i></p> <p>Before beginning, determine what group size students will form to complete these projects – individually, in pairs, or in triads. Divide class into these groups.</p> <p>Instruct students to spend 15 minutes researching, using articles from the resources</p>	<p>Create a front-page layout of a New York City newspaper to include an article about The Hudson’s Bay Company being established in Washington.</p> <p>Create a slideshow of food sources for native people, fur traders, field workers at Hudson’s Bay Company’s Washington posts, and missionaries that existed in this time period.</p> <p>Create a diorama depicting the scenery, landscape, housing, and types of people of this time period.</p>

listed in the Teacher Best Practice's Guide.
These resources include:

- History Link
 - Historylink.org
- Washington State Historical Society
 - Washingtonhistory.org
- Washington Farm Bureau
 - wsfb.com
- Census
 - Census.gov/quickfacts/WA
- Washington State Department of Agriculture
 - agr.wa.gov

Following research, give students approximately 20 minutes to create the project. Adjust this time based on the number of additional activities required and if this is a project to be completed at home or in class.

Share with students that when finished, they will present their projects in a gallery walk.

When projects are complete, set them up around the room for a gallery walk.

During the gallery walk have students use their newly-developed lens of 1840 to look for projects that they would consider to be most true to the time period and let them know they will be sharing their choice after the gallery walk.

It may be helpful to set expectations for gallery walk (like a museum: quiet voice, hands to self, thoughtful and helpful comments on what you see).

Discuss what students saw, what they considered to be most true to the timeframe, and why they believe it is most true to the time.

We have seen the look of the land and the feel of the people living there and showcased this time period through some great projects. What will you take away from this showcase?

Have students complete 1840.11 to record their thoughts.

 Slide 18 in *Stories from 1840 – Different Worldviews*

Group Project Reflection

1. Why did you choose your project?
 2. What stood out to you in these projects? Why?
 3. What will you remember about the projects your peers presented?
 4. Why is it important to understand what the land looked like in this time period?
 5. What significance does that have on today?
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Objective 5: (5 min) Participate in a teacher-led discussion to summarize the key points of the lesson.

P Slide 18 in *Stories from 1840 – Different Worldviews*

Teaching Strategies	Related Content
<p>Share that we have an endless amount of information today—it comes with the push of a button. If we want to know about a topic or place, we can ask our phones and get answers-instantly! That was not the case in the 1840’s. However, there were influences and views that impacted the lives of people who lived in this timeframe.</p> <p>P Slide 20 in <i>Stories from 1840 – Different Worldviews</i></p> <p>Ponder this: Using what you have learned today and what you may have already known, what would be some of the worldviews that impacted the lives of people living in the 1840’s?</p> <p>After discussion, have students complete the question on their Exit Ticket on 1840.12.</p> <p>P Slide 21 in <i>Stories from 1840 – Different Worldviews</i></p>	<p>Answers to 1840.12 may include:</p> <ul style="list-style-type: none"> • Resource management • Willing to try agriculture innovations • Trade



Optional Extension Activity: (50 min) – Identify food sources in the Olympic Peninsula and compare them with food sources in Europe.

 Slide 22 in *Stories from 1840 – Different Worldviews*

Teaching Strategies	Related Content
<p>Ask students how they get their favorite foods to their home table. Listen for responses like, “From the store,” “Take out,” “Cook it ourselves,” “Bring in a guest chef,” etc.</p> <p>Share that none of these approaches were available in 1840 and that the people of that time had to look for other ways to source their food.</p> <p>Reveal that today the class will create a table setting of our favorite foods through a lunch and learn! We will define food sources, look at what was available to the Coast Salish people of the Puget Sound and to the people of England from where the Hudson’s Bay Trading Company had originated, and determine how those may be connected. The class will also choose their favorite foods to be served right here in our classroom!</p> <p>Share that we’re first going to talk about food sourcing. Ask students what they think they know about food sourcing.</p> <p>Have students share out their answers and then reveal the definition.</p> <p> Slide 23 in <i>Stories from 1840 – Different Worldviews</i></p> <p>Share a YouTube video describing a family and/or farmer that sources foods from their local area. A suggested video can be found here: https://www.youtube.com/watch?v=NI1cy8bClwA</p>	<p>Food Sourcing</p> <ul style="list-style-type: none"> • Describes the place food comes from. • Is often described as being local or within a specific distance from where the food will be used.

Facilitate a discussion about how this family gets food for their meals.

Transition back to the 1840s by sharing that it's time to look at food sources of Coast Salish people of the Puget Sound and to the people of England during the 1840's. We will compare these foods and look for similarities and differences.

Print and cut apart the pieces of 1840.13 and hand out so each student has a food type and its source. Remind students to keep their food type and source a secret.

Have students move to separate sides of the room based on the location of their food item. One side of the room will be the Olympic Peninsula and the other Europe.

Once students have made their decision and are standing on separate sides of the room, have them share out their food type.

When finished, reveal the side of the room in which they should be standing.

 Slide 24 in *Stories from 1840 – Different Worldviews*

Coast Salish

- Camas Root
- Rabbit
- Wild Turkey
- Trout
- Quail
- Bear
- Raspberry
- Mustard
- Acorn
- Wild Carrot

England

- Venison
- Beef
- Pork
- Salmon
- Eel

Facilitate a discussion about these results. Questions to use during discussion may include:

- What did we hear as we shared the food that was available in that area?
 - Listen for: “Some were the same, some were different.”
- Were there foods you had never heard of? (If so, use the knowledge of the class to explain those foods; if unknown take a moment to explain the food.)
- Why would some of these foods be the same and some be different? (Encourage students to guess; if a student mentions geography, use the opportunity to have the student compare Western Washington with England using slide.)

 Slide 25 in *Stories from 1840 – Different Worldviews*

At this point, introduce the question on how physical geography affects distribution, culture, and economic life of people in a particular area.

 Slide 26 in *Stories from 1840 – Different Worldviews*

Flip to the next slide and view the four sample plans. You can have students access Google Earth or other online maps as an alternative to the topographic and climate maps on this slide.

Continue facilitating using the following questions:

- What’s similar and what’s different about the climate and topography of these two places?

- Turnips
- Radishes
- Apples
- Plums
- Bread

Elicit responses looking for: “Near an ocean, rivers, abundant rain” etc.

- So, how might this contribute to the similarities and differences between diets of people in England and those of Coast Salish?

- Given this, how do you think the English workers of the Hudson’s Bay Trading Company perceived the diets of Coast Salish when they arrived in the early 1840’s?
 - What would have been the biggest differences?
 - What would have been familiar to them?

Share that today students will choose one food that is new to them or which they are not familiar – similar to the experience of the Hudson’s Bay Trading Company workers and the Coast Samish people.

 Slide 27 in *Stories from 1840 – Different Worldviews*

Students will research to discover the origins of this food, how it was used in traditional diets, and how that food is used currently. This research will then be organized on a poster using the parameters defined in 1840.14.

Listen for:

- Similar geography and natural resources (rivers and oceans for fish and seafood, forests for small mammals, birds, and nuts).
- Some plants and animals are native and only live in their respective regions.
- England had been trading goods around the world for hundreds of years prior and had brought back many new foods not native to England.

Filling Your Table

- Select one food that is new to you (or you know little about)
- Research to discover
 - Origin
 - Traditional use
 - Current Use
- Organize information on poster
- Share out in gallery walk

When students have finished, have them place their posters around the room for a gallery walk.

In preparation for the share out, revisit the routine of a gallery walk. Remind students they will be looking for their favorite menu item/dish from their classmates' work.

Once the gallery walk is completed, bring class back together and discuss what they saw. Have them share out which were their favorite dishes and why.

Thank students for their efforts. Remind them to consider the different worldviews of people as events occur in the next few lessons.

Attribution

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