



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

Lesson: Stories from 2020—How to Feed a Growing Planet with Less Impact

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 people.

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 2020 – How to Feed a Growing Planet with Less Impact*

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 the state of Washington in 2020 by reviewing a map of that time period.
2. Connect to the people of 2020 by researching oral histories from that time.
3. Connect to an understanding of the issues and challenges in 2020 by participating in a teacher-led discussion about the interviews conducted.
4. Create projects that bring to life the issues and challenges of 2020.
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 discover the volumes of agricultural **exports** in Washington and the impact of those **exports** to the state.

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

Agriculture's Contribution to Washington's Economy. (2019, November 06). Retrieved June 19, 2020, from <https://wsfb.com/agricultures-contribution-to-washingtons-economy/>



Cargill, C. (2016, March 23). *Agriculture: The cornerstone of Washington's economy*. (2016, March 23) Retrieved June 19, 2020, from <https://www.washingtonpolicy.org/publications/detail/agriculture-the-cornerstone-of-washingtons-economy>

Exports Statistics. (2018). Retrieved June 19, 2020, from <https://agr.wa.gov/departments/business-and-marketing-support/international/statistics>

How to Conduct a Journalistic Interview. (n.d.). Retrieved June 19, 2020, from <https://www.scholastic.com/teachers/articles/teaching-content/how-conduct-journalistic-interview/>


Stroo, H. D. (2014, September 24). *What's Growing in Washington State?* Retrieved June 19, 2020, from <http://planwashington.org/blog/archive/whats-growing-in-washington-state/>

Tacoma, T. *Farm Facts: Washington State*. (2017, October 30). Retrieved June 19, 2020, from <https://www.traveltacoma.com/blog/post/farm-facts-washington-state/>

List of Tools, Equipment, and Supplies

- 2020 PowerPoint Presentation
- 2020 Activity Sheet Packet
- Poster board and/or construction paper
- Technology for interviews and podcast project

Key Terms

 Slide 4 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*
The following terms are presented in this lesson (shown in bold italics).

Export

Interest Approach (5 min)


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

Ask students to do the following:

Think to yourself, “What were the last three things I ate?” Raise your hand if you know where that food came from.

Facilitate a discussion about where the food they ate came from. If students are unsure, talk about labels that identify where food comes from (i.e., blueberries from Mexico, pineapple from Hawaii, etc.).


Share that, “Today, we have less of the world producing food than we did 100 years ago. With a growing population, agriculturalists are being faced with a very big task – feeding the world. As you watch, listen for ways we can feed the world.


 Slide 5 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

Use this link to access the video: <https://vimeo.com/432992278>.

At the conclusion of the video, have students share what really caught their attention.

Objective 1: (10 min) Make discoveries about the state of Washington in 2020 by reviewing a map of that time period.

 Slide 6 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

Teaching Strategies	Related Content
<p>Transition to making discoveries with the map using the following statement: Feeding the world is a huge task and Washington plays an important role. Let’s take a look at what our state looks like today.</p> <p>Hand out copies of map on activity sheet 2020.1 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 2020.1. Teachers can use this key to help facilitate the discussion around these questions.</p> <p>Have students record their answers on 2020.2</p> <p> Slide 7-10 in <i>Stories from 2020 – How to Feed a Growing Planet with Less Impact</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>Share with an elbow partner what stood out to you about the area during this time period and</p>	<p>How were people getting from place to place?</p> <ul style="list-style-type: none"> • Train • Bicycle • Cars, trucks, SUVs • Electric cars • Ship or boat • Plane <p>How many people are living in Washington?</p> <ul style="list-style-type: none"> • Population: 7,546,400 (2019) <p>What types of agriculture can we see?</p> <ul style="list-style-type: none"> • Wheat • Apples • Dairy • Potatoes • Livestock



what do you believe has changed the most since 1840?

Ask students to share what their partner shared to the large group.

Transition to the next objective by saying, “Washington is doing its part to feed the planet with the items it produces. Let’s take a closer look at what the people in agriculture are doing today.”



Objective 2: (15 min) Connect to the people of 2020 by researching oral histories from that time.

P Slide 11 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*


Teaching Strategies	Related Content
<p>Share that new and innovative practices are providing ways for agriculture to grow and keep up with feeding the planet. We will look closer at four views that impact the very process of providing goods to our world.</p> <p>Share that these interviews will share a unique perspective 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 someone to interview (2020.3-2020.6) • Conduct interview and create a journal entry about the reading. Use the prompts provided or free write about your own thoughts and feelings. <p>P Slide 12 in <i>Stories from 2020 – How to Feed a Growing Planet with Less Impact</i></p> <p>If you do not have these groups within your community, please use those that you do have. These are just suggestions and can be modified based on who is available to interview. These interviews can be done by phone, video, or guest speakers. Teachers should decide based upon resources in their community and/or teacher preference.</p> <p>Interviews may be new to your students, and there are many considerations for the interviewers to take. It is suggested to find an article about interviewing that could be used to guide students through the experience. A suggested article is found here.</p>	<p>2020.3: Native American Concerned with Ag Practices</p> <p>2020.4: Farmer Using Innovative Soil Conserving Practices</p> <p>2020.5: Dockworker Who Loads Agricultural Products</p> <p>2020.6: Roadside Orchard Stand Owned by a Hispanic Family</p>




Instruct students to look at their communities and identify other careers tied to agriculture. These may include (but are not limited to): bakers, chefs, meat processors, truck drivers, farmers, and ranchers.

Share that after they have researched and found someone who represents their story theme, they will create a journal-type entry about the interview.

The interview may use the following prompts or some of the students' own questions.

 Slide 12 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

Direct students to activity sheets 2020.3, 2020.4, 2020.5, and 2020.6 to record the answers to their interview questions and complete the reflection questions.

 Slide 13 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

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

Interview questions to ask:

- What is your career?
- What does a day in your line of work look like?
- How does it help to understand current agricultural practices in your line of work?
- How does your career impact different groups of people?
- How is your career shaped by natural resources and geography?
- What can you tell us about your career and its impact on Washington today?

This reflection should include the following:

- In this interview,
 - I felt....
 - I realized....
 - I wonder....
 - I see how this affects my life in these ways (name three)

share our thoughts and ideas with others in our class who read the same story.”	
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Objective 3: (20 min) Connect to an understanding of the issues and challenges in 2020 by participating in a teacher-led discussion about the interviews conducted.

P Slide 14 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

Teaching Strategies	Related Content
<p>When students have finished reflecting on their interviews, have them gather in groups around the room with others who interviewed similar people to share their thoughts and ideas.</p> <p>Share with the class that together in their groups, they will share their interview reflections and discuss answers to the questions they find projected on screen.</p> <p>P Slide 15 in <i>Stories from 2020 – How to Feed a Growing Planet with Less Impact</i></p> <p>When finished, bring attention back to the 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 and it is important to hear all of these views. Let’s take another look at the four questions and record our ideas. Handout 2020.7.</p> <p>Lead class through each question.</p> <p>Transition to the next objective by saying, “Each of these stories provides a glimpse into the lives who have shaped the history of this state. Now let’s bring this all to life.”</p>	<p>What was one takeaway from the interview?</p> <p>What did the interview help you discover about Washington history?</p> <p>What did the interview help you discover about the perspectives of different groups of people?</p> <p>How does what the interviewee does today affect the natural resources and geography of their area of Washington?</p> <p>What did the interview help you understand about why conditions are like they are today in Washington?</p>



Objective 4: (45 min or homework time) Create projects that bring to life the issues and challenges of 2020.

P Slide 16 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

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, we will put together a showcase of projects to illustrate the history that took place during this time.”</p> <p>Students will select one of three main projects; each of these 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 (2020.8, 2020.9, and 2020.10) to further explain the additional activities.</p> <p>P Slide 17 in <i>Stories from 2020 – How to Feed a Growing Planet with Less Impact</i></p> <p>Before beginning, determine what group size students will complete these projects – individually, in pairs, or in triads. Divide class into these groups.</p> <p>Instruct students to use 15 minutes to research using articles from the resources listed in the Teacher Best Practice’s Guide. These resources include:</p>	<p>Design a map of the top-ten commodities grown in Washington. On the map include an icon for each commodity, the sales of the commodity, and where the commodity is marketed.</p> <p>Create a farm stand model on paper or computer. Include where the farm stand should be located, what will be sold, and when the selling will take place.</p> <p>Craft a podcast about Orville Vogel. Include who he was, what he researched, and how he impacted the Green Revolution.</p>



- 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 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, the feel of the people living there, and showcased this time period through some very great projects. What will you take away from this showcase?

Have students complete 2020.11 to record their thoughts.

 Slide 18 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

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 19 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

Teaching Strategies	Related Content
<p>Share that feeding the world is no small feat; students have proven that through the interviews they have conducted and the projects they have created. Looking back through our journey that started in 1840 until now, what are important concepts that stood out to you?</p> <p>Ponder this: “Keeping in mind what we have learned today, what are ways that we can help feed the planet, and reduce our environmental impact?”</p> <p>P Slide 20 in <i>Stories from 2020 – How to Feed a Growing Planet with Less Impact</i></p> <p>After sharing out those thoughts, direct students to their Exit Ticket on 2020.12. Have students answer the question, “What are ways we can work to feed a growing planet with less impact?”</p> <p>P Slide 21 in <i>Stories from 2020 – How to Feed a Growing Planet with Less Impact</i></p>	<p>Listen for student responses that can help them identify how those moments in time impacted how we produce, market, and transport food today.</p> <p>Answers to 2020.12 may include:</p> <ul style="list-style-type: none"> • Conservation practices • Technology to reduce emissions



OPTIONAL EXTENSION ACTIVITY: (50 min) – Discover the volumes of Washington’s agricultural **exports** and the impact of those **exports** on the state.

P Slide 22 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

Teaching Strategies	Related Content
<p>Share that Washington plays an important role in feeding our planet. Many factors play into helping Washington agriculture prosper. Today, you will get to have a little fun with Washington agriculture in an escape room!</p> <p>Before we begin, let’s get ourselves acquainted with the purpose of today’s escape room – exports.</p> <p>P Slide 23 in <i>Stories from 2020 – How to Feed a Growing Planet with Less Impact</i></p> <p>Using Microsoft OneNote, you will be given information to help you solve a puzzle. Once you have the solution, you will enter that as a code. You cannot open a new code without the correct answer. You have 15 minutes to complete the task. The first to finish will be deemed the Escape Room Champion!</p> <p>This may be done as individuals or in small groups.</p> <p>P Slide 24 in <i>Stories from 2020 – How to Feed a Growing Planet with Less Impact</i></p> <p>Prior to the start of this activity, decide how to share the link: https://1drv.ms/u/s!AjBELSxtADjKhC03nc1nCuscxvq</p> <p>If you would like to conduct this activity on paper follow these suggestions:</p> <ol style="list-style-type: none"> 1) Print clues from activity sheet 2020.13 and cut apart. 2) Put clues in envelopes, label each clue envelope with a number 1-11 3) Give students their first clue. 	<p>Export is the action of sending goods to another country for sale, or, a commodity, article or service sold abroad.</p> <p>Washington Agriculture Escape Room</p> <ul style="list-style-type: none"> • Set up Microsoft OneNote • Open escape room • Solve puzzle • Enter code • Move to next clue • Repeat <p>Codes:</p> <ul style="list-style-type: none"> • Welcome Page <ul style="list-style-type: none"> • Code 1: The Evergreen State • Ag Commodities in 2020 <ul style="list-style-type: none"> • Code 2: 300 • 2020’s Top-Ten Ag Commodities <ul style="list-style-type: none"> • Code 3: agcrop



- 4) Instruct students to find the answer to their first clue and then come to the teacher with the answer.
- 5) If the answer is correct, the next envelope can be shared. If incorrect, they need to return to their groups and go back on the hunt for the correct answer.
- 6) Follow this process until a group has escaped from their escape room.

If students are not able to correctly enter or provide codes, you may direct them to resources listed on pages 2-3 in this lesson plan. Below are in-text citation references that point you to the resources used for each escape room code:

Code 1: Google search

Code 2: (*Agriculture's Contribution to Washington's Economy* 2019)

Code 3: (*Agriculture's Contribution to Washington's Economy* 2019)

Code 4: (*Exports Statistics* 2018)

Code 5: (*Exports Statistics* 2018)

Code 6: (*C Agriculture: The cornerstone of Washington's economy*, 2016)

Code 7: (*What's Growing in Washington State?*, 2014)

Code 8: (*S What's Growing in Washington State?*, 2014)


Code 9: (*What's Growing in Washington State?*, 2014)

Code 10: (*Farm Facts: Washington State*, 2017)

Code 11: (*Agriculture's Contribution to Washington's Economy* 2019)

As soon as all students and/or groups have escaped, have them reflect on their experience on 2020.14.

After completing the activity sheet, have students share out their reflections.

 Slide 25 in *Stories from 2020 – How to Feed a Growing Planet with Less Impact*

- Top-Ten **Exports** in 2020
 - Code 4: \$553,000,000.00
- Top-Ten Markets in 2020
 - Code 5: \$1,553,000,000.00
- 2020 **Export** Ranking
 - Code 6: 14th
- Washington and the United States in 2020
 - Code 7: 7
- 2020 Ag Jobs in Washington
 - Code 8: 164,000
- Apples to Cover the World in 2020
 - Code 9: 29
- 2020 Farms in Washington
 - Code 10: 40,000
- Ag Economic Impact in 2020
 - Code 11: \$10,600,000,000.00

Escape Room Reflections

- What did you experience in the escape room?
- What was a fact or code that really stood out to you?
- How does the state of Washington continue feeding the planet?

Wrap up this activity by reflecting on this series of lessons with the following prompt: “You started in 1840 and have come a long way to see the changes in agriculture today. Knowing where agriculture has been, and what has impacted it along the way, equips you with the knowledge to be a part of where agriculture will go in the future. What will your role be in these new advances?”

- What has made the greatest impact on your understanding of agriculture in Washington?

Attribution

This resource was developed by [Vivayic, Inc.](#) for the [Washington Office of Superintendent of Public Instruction](#) Cultivating Washington Ag History Project. Video production was conducted by [Wahoo Films](#).

Thank you to the following groups who contributed to planning, development, and material review:

- Washington agriculture and history teachers
- HistoryLink.org
- Washington State Historical Society
- Dr. Richard Scheuerman, Historian

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