

***The Gamble: Social Studies Curriculum***

Aligned to Common Core State Standards and Washington Essential Academic Learning  
Requirements

Design by:

Caleb Dreschel, MIT, Secondary English Language Arts and Social Studies

Kelli Hennessey, MIT, Secondary English Language Arts and Social Studies Endorsed

Keegan Shea, MIT, Secondary Social Studies and English Language Arts Endorsed

With editing and oversight by Doreen Keller, Ed.D, MIT Advisor

## TABLE OF CONTENTS

<b>List of Aligned Standards</b> .....	3
<b>Standards-to-Assessment Alignment Matrix</b> .....	5
<b>Guided Film Notes</b> .....	6
<b>Activities and Assessments</b> .....	10
<b>Civics</b> .....	10
<i>Lesson 1: Civics in Potato Farming (Day 1)</i> .....	10
<i>Lesson 2: Civics in Potato Farming (Day 2)</i> .....	11
<i>Lesson Materials</i> .....	12
<b>Economics</b> .....	15
<i>Lesson 1: Creating Research Questions</i> .....	15
<i>Lesson 2: Formulating a Thesis about Washington Potato Farmers</i> .....	17
<i>Lesson Materials</i> .....	19
<b>Geography</b> .....	26
<i>Lesson 1: The Lay of the Land</i> .....	26
<i>Lesson 2: Adapting to the Land</i> .....	28
<i>Lesson Materials</i> .....	30

## LIST OF ALIGNED STANDARDS

### Common Core State Standards

CCSS.Literacy-History/SS.RH.8-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.Literacy-History/SS.RH.8-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

### Washington Essential Academic Learning Requirements

#### EALR 1: Civics

GLE 1.1.1: Understands how key ideas set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.

GLE 1.1.1: Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.

#### EALR 2: Economics

GLE 2.2.1: Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

GLE 2.3.1: Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.

GLE 2.4.1: Understands and analyzes the distribution of wealth and sustainability of resources in Washington State

GLE 2.2.1: Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

#### EALR 3: Geography

GLE 3.1.1: Analyzes maps and charts from a specific time period to analyze an issue or event

GLE 3.2.1: Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.

#### EALR 4: History

GLE 4.1.2 part 3: Student understands how themes and developments have defined eras in Washington State and world history by: Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor (1889 -1930)

#### EALR 5: Social Studies Skills

GLE 5.2.1: Creates and uses research questions to guide inquiry on an issue or event.

GLE 5.3.1: Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.

GLE 5.4.1: Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation

**STANDARD-ASSESSMENT ALIGNMENT MATRIX**

Subject	Aligned Activity and/or Assessment	Learning Target(s)	Common Core State Standard(s)	Essential Academic Learning Requirement(s)	Page Number
Civics	<b><i>Civics in Potato Farming (Day 1)</i></b>	Student will be able to (SWBAT) locate relevant information in a primary source.  SWBAT determine and explain how information in a primary document relates to real-world situations.	CCSS.Literacy-History/SS.RH.8-8.1 CCSS.Literacy-History/SS.RH.8-8.4	GLE 1.1.1	10
	<b><i>Civics in Potato Farming (Day 2)</i></b>	SWBAT locate relevant information in both primary and secondary sources.  SWBAT analyze various roles and their impact on a specific issue.	CCSS.Literacy-History/SS.WHST.6-8.4 CCSS.Literacy-History/SS.WHST.6-8.5	GLE 1.1.1 GLE 5.3.1	11
Economics	<b><i>Creating Research Questions</i></b>	SWBAT to create <b>three</b> research questions about the economic content in the film and identify resources that would be beneficial for further study.	CCSS.ELA-Literacy.RH.6-8.1	GLE 4.1.2 part 3 GLE 2.3.1 GLE 2.4.1 GLE 2.2.1 GLE 5.2.1	15

	<b><i>Formulating a Thesis about Washington Potato Farmers</i></b>	SWBAT formulate <b>one</b> thesis statement about Washington potato farmers and provide <b>three</b> pieces of supporting evidence from the documentary and selected quotes.	CCSS.ELA-Literacy.RI.7.3	GLE 4.1.2 part 3 GLE 2.2.1 GLE 2.3.1 GLE 2.4.1 GLE 5.4.1	17
<b>Geography</b>	<b><i>The Lay of the Land</i></b>	SWBAT map relevant physical features, cities, and transportation on a map of Washington State  SWBAT analyze how factors such as resources, physical features, and transportation affected and influenced potato farmers in Washington State.	CCSS.ELA-Literacy.RI.7.3 CCSS.ELA-Literacy.RH.6-8.9 CCSS.ELA-Literacy.RH.6-8.7	GLE 4.1.2 part 3 GLE 3.1.1 GLE 5.4.1	26
	<b><i>Adapting to the Land</i></b>	SWBAT identify and describe advantages and disadvantages presented by physical features and events in Washington State on potato farmers.  SWBAT analyze how farmers adapted to physical challenges in their environment to thrive in Washington State.	CCSS.ELA-Literacy.RI.7.3 CCSS.ELA-Literacy.RH.6-8.9	GLE 4.1.2 part 3 GLE 3.1.1 GLE 3.2.1 GLE 5.4.1	28

## GUIDED FILM NOTES – STUDENT VERSION

### **Building a State**

In the late 1700s, \_\_\_\_\_, \_\_\_\_\_, and the United States all began to explore trade routes in the Pacific Ocean looking for the Northwest Passage.

It was Captain Salvador Fidalgo who established a garden and first planted \_\_\_\_\_ at Neah Bay. Though the Spanish settlements didn't remain, the nearby \_\_\_\_\_ found and continued cultivating the potatoes.

Potatoes were important because they could grow in \_\_\_\_\_ and still provide enough food for a family; they were mostly eaten \_\_\_\_\_ because they did not need to be ground into flour. Potatoes were used to feed soldiers at Fort Vancouver as well as fortune-seekers in \_\_\_\_\_ during \_\_\_\_\_.

The infamous \_\_\_\_\_ was also due to potatoes. It occurred in the San Juan Islands between a British pig-owner and an American potato farmer. After the pig \_\_\_\_\_, the American farmer shot the pig, leading to a decade of dispute that eventually led to the United States claiming the San Juan Islands.

One major factor that caused problems for potato farming in the Skagit Valley area was \_\_\_\_\_. Early settlers had to divert water from \_\_\_\_\_ and \_\_\_\_\_ to create farmland.

### **A Useful Project**

In the early 1900s, \_\_\_\_\_ was passed by congress, which funded irrigation projects in the \_\_\_\_\_, \_\_\_\_\_, and Okanogan valleys.

Even with increased irrigation, potato farming was often difficult. The harvesting of potatoes was challenging because it needed to be done completely \_\_\_\_\_, without the use of \_\_\_\_\_.

An early hub for potato farming in Eastern Washington was \_\_\_\_\_, due to the increased railroad traffic through the area. The constant train travel helped potato farmers who had trouble selling their large potatoes. The superintendent of the Northern Pacific Railroad dining car had the idea to buy as many potatoes as the farmers could sell and serve them to train passengers. This led to the route of \_\_\_\_\_.

The railroads were a precursor to many other irrigation projects in central Washington, especially in \_\_\_\_\_ in the 1920s. Two enterprising potato farmers, \_\_\_\_\_ & \_\_\_\_\_, took root in Kittitas, making it a hub for potato farmers from all over the nation.

In the 1930s, potato farmers were in the midst of a huge problem: \_\_\_\_\_. The lack of water lead to dry steam beds, power shortages, and dust storms. Farmers sought funds from Congress to increase \_\_\_\_\_, but due to the \_\_\_\_\_, there wasn't any money that could be spent.

When \_\_\_\_\_ was elected into office in 1932, things began to change. Roosevelt enacted \_\_\_\_\_, which created jobs and allowed for construction to begin on \_\_\_\_\_. Roosevelt endorsed using the dam not only for electricity, but also to \_\_\_\_\_ farmland in the area, but it took a decade to build. Eventually, the 300 miles of canals installed by the Federal Bureau of Reclamation created \_\_\_\_\_.

### **The Gamble**

An increase in \_\_\_\_\_ brought farmers from all over the nation to The Basin. The opportunity for farming brought gamblers, adventurers, and farmers. Land drawings were held \_\_\_\_\_. This brought new types of farmers to the land – ones that were more willing to take big risks to make their farms more \_\_\_\_\_.

One risk taker was Donald Dunn, who won the \_\_\_\_\_ giveaway, where he was given a farm, home, and crops. Dunn was moderately successful from 1952 to 1955, when he had to \_\_\_\_\_.

For some, though, the potato remained a successful venture. Fast food, and a call for \_\_\_\_\_, was in high demand. Washington potatoes were feeding \_\_\_\_\_ of people by the 1960s.

### **Making Them Better**

Farmers must work to produce potatoes that meet consumer demands. That means that not all harvested potatoes are sold fresh. Some are used to make \_\_\_\_\_. Fortunately, improvements in technology have allowed for better farming practices. This is especially attributed to better \_\_\_\_\_ for farmers, including \_\_\_\_\_.

Even with great improvements, potato farmers in Washington faced hurdles. When Mt. St Helens erupted, farmers feared that the huge amount of ash that resulted would kill their crops, but they were pleasantly surprised. \_\_\_\_\_ over the next three years led to huge potato yields. More potatoes are grown on one acre in Washington than anywhere in the world. This is partially due to the \_\_\_\_\_ that was produced by volcanoes.

### **Why They Do It**

Potatoes are still a large crop in Washington, even though there have been ups and downs in the \_\_\_\_\_. Now, potatoes are sold all over the world. As of right now, \_\_\_\_\_ of some crops are being sold internationally. They don't only provide nutrients; they provide income for families; they provide a livelihood.

## GUIDED NOTES – TEACHER VERSION

### Building a State

In the late 1700s, (Britain), (Spain), and the United States all began to explore trade routes in the Pacific Ocean looking for the Northwest Passage.

It was Captain Salvador Fidalgo who established a garden and first planted (potatoes) at Neah Bay. Though the Spanish settlements didn't remain, the nearby (Makah Tribe) found and continued cultivating the potatoes.

Potatoes were important because they could grow in (the worst soil) and still provide enough food for a family; they were mostly eaten (boiled or baked), because they did not need to be ground into flour. Potatoes were used to feed soldiers at Fort Vancouver as well as fortune-seekers in (San Francisco) during (the gold rush).

The infamous (Pig War) was also due to potatoes. It occurred in the San Juan Islands between a British pig-owner and an American potato farmer. After the pig (ate the potatoes), the American farmer shot the pig, leading to a decade of dispute that eventually led to the United States claiming the San Juan Islands.

One major factor that caused problems for potato farming in the Skagit Valley area was too much water. Early settlers had to divert water from bogs and wetlands to create farmland.

### A Useful Project

In the early 1900s, the Reclamation Act was passed by congress, which funded irrigation projects in the Yakima, Wenatchee, and Okanogan valleys.

Even with increased irrigation, potato farming was often difficult. The harvesting of potatoes was challenging because it needed to be done completely by hand, without the use of machinery.

An early hub for potato farming in Eastern Washington was Yakima, due to the increased railroad traffic through the area. The constant train travel helped potato farmers who had trouble selling their large potatoes. The superintendent of the Northern Pacific Railroad dining car had the idea to buy as many potatoes as the farmers could sell and serve them to train passengers. This led to the route of The Great Big Baked Potato.

The railroads were a precursor to many other irrigation projects in central Washington, especially in Ellensburg in the 1920s. Two enterprising potato farmers, Balcom & Moe, took root in Kittitas, making it a hub for potato farmers from all over the nation.

In the 1930s, potato farmers were in the midst of a huge problem: drought. The lack of water lead to dry steam beds, power shortages, and dust storms. Farmers sought funds from Congress to increase irrigation, but due to the Great Depression, there wasn't any money that could be spent.

When Franklin Delano Roosevelt was elected into office in 1932, things began to change. Roosevelt enacted The New Deal, which created jobs and allowed for construction to begin on The Grand Coulee Dam. Roosevelt endorsed using the dam not only for electricity, but also to

irrigate farmland in the area, but it took a decade to build. Eventually, the 300 miles of canals installed by the Federal Bureau of Reclamation created The Basin.

### **The Gamble**

An increase in water brought farmers from all over the nation to The Basin. The opportunity for farming brought gamblers, adventurers, and farmers. Land drawings were held for service men home from WWII. This brought new types of farmers to the land – ones that were more willing to take big risks to make their farms more productive and prosperous.

One risk taker was Donald Dunn, who won the “Farm in a Day” giveaway, where he was given a farm, home, and crops. Dunn was moderately successful from 1952 to 1955, when he had to sell the farm to pay off debt.

For some, though, the potato remained a successful venture. Fast food, and a call for frozen French fries, was in high demand. Washington potatoes were feeding thousands of people by the 1960s.

### **Making Them Better**

Farmers must work to produce potatoes that meet consumer demands. That means that not all harvested potatoes are sold fresh. Some are used to make dehydrated potatoes. Fortunately, improvements in technology have allowed for better farming practices. This is especially attributed to better irrigation for farmers, including sprinkler systems.

Even with great improvements, potato farmers in Washington faced hurdles. When Mt. St Helens erupted, farmers feared that the huge amount of ash that resulted would kill their crops, but they were pleasantly surprised. Increased rainfall over the next three years led to huge potato yields. More potatoes are grown on one acre in Washington than anywhere in the world. This is partially due to the volcanic soil that was produced by volcanoes.

### **Why They Do It**

Potatoes are still a large crop in Washington, even though there have been ups and downs in the market. Now, potatoes are sold all over the world. As of right now, 60% of some crops are being sold internationally. They don't only provide nutrients; they provide income for families; they provide a livelihood.

## ACTIVITIES AND ASSESSMENTS - CIVICS

### Lesson 1: *Civics in Potato Farming (Day 1)*

#### **Applicable Standards:**

##### **EALR 1: Civics**

GLE 1.1.1: Understands how key ideas set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.

#### **Common Core State Standards**

CCSS.Literacy-History/SS.RH.8-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.Literacy-History/SS.RH.8-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### **Learning Target(s):**

Student will be able to (SWBAT) locate relevant information in a primary source.

SWBAT determine and explain how information in a primary document relates to real-world situations.

*I can find the part of the Washington State Constitution that talks about water use.*

*I can determine and explain how the Washington State Constitution discusses water use.*

#### **Assessments:**

Students will complete "Who Gets to Use the Water?" handout.

Students will participate in class discussion and/or extension activities that discuss themes of the lesson

#### **Lesson Protocol:**

- Break students into the desired number of groups/students per group. This activity is best done individually, in pairs, or in small groups and not as a whole-class or large group activity.
- Provide each group with a copy of the Washington State Constitution and the (attached) "Who Gets to Use the Water?" hand out.
- Allow students to complete handout and then ask groups to share various answers.

#### **Extension activities:**

- Have students write down what they think the biggest issue regarding water would have affected the early farmers in Washington. Why would this be the biggest issue? What could be done to solve it?

#### **Culturally Responsive Teaching Strategies & Differentiation:**

Students should be encouraged to explore what they know about different cultures. How do ideas of rural and urban apply to the narratives given in the documentary?

## ACTIVITIES AND ASSESSMENTS - CIVICS

### *Lesson 2: Civics in Potato Farming (Day 2)*

#### **Applicable Standards:**

##### **EALR 1: Civics**

GLE 1.1.1: Understands how key ideas set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.

GLE 1.1.1: Analyzes the relationship between the actions of people in Washing State and the ideals outlined in the State Constitution.

##### **EALR 5: Social Studies Skills**

GLE 5.3.1: Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.

#### **Common Core State Standards**

CCSS.Literacy-History/SS.WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.Literacy-History/SS.WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### **Learning Target(s):**

SWBAT locate relevant information in both primary and secondary sources.

SWBAT analyze various roles and their impact on a specific issue.

*I can find information about the people involved in the Washington potato industry.*

*I can describe the different roles that shaped the current potato industry in Washington.*

#### **Lesson Protocol:**

- Give each student a copy of the (attached) pre-writing handout/summative assessment instructions.
- Students should work alone in completing the pre-writing portion of the handout. Students should have access to notes and other materials from unit to assist in gathering information.
- The summative activity can be assigned as homework or completed in-class over a few periods, depending on the wishes of the teacher.
- Also attached: optional rubric for evaluation of summative assessment.

#### **Assessments:**

Students will complete pre-writing worksheet to help them choose a character for the following writing assessment.

Students will complete 1-page writing assignment in which they choose a figure type from the documentary (early settler, modern potato farmer, Native tribal member, Spanish settler, etc.) and produce a narrative detailing a day in the life of their chosen character.

#### **Culturally Responsive Teaching Strategies & Differentiation:**

Students should be encouraged to explore what they know about different cultures. How do ideas of rural and urban apply to the narratives given in the documentary?

**LEARNING MATERIALS – CIVICS**

**Writing Activity: How People Shaped the Potato Economy**

**Instructions:** This sheet focuses on pre-writing. Fill in the blanks and answer the questions to think about and outline how you will write *one page* from the perspective of someone who played a role in the potato economy in Washington State, from any period in history as discussed in the video. You may use your notes, quizzes, or any other work from this unit to help you.

- List three types of people who played a role in the way the potato came to be such a large crop in Washington. Think of the Spanish settlers who first brought the potato to the Pacific Northwest, the General who used potatoes to feed his soldiers, the earliest potato farmers, current potato farmers, or any other group you learned was impacted by the potato in this region.**

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- Out of these three, which do you find the most interesting? \_\_\_\_\_**

- Fill out the table below with information on your choice from question 2.**

What was the role of this type of person during their time?	List one <u>positive</u> impact this type of person had on the potato industry.	List one <u>negative</u> thing this type of person had on the potato industry.	What would the potato industry look like now if this influence did not exist?
List one <u>challenge</u> this type of person would have faced during their time.	List one <u>triumph</u> this type of person may have achieved during their time.	What is something <u>common</u> this person would have faced during a normal day?	What is something <u>unusual</u> this person would have faced during a normal day?

### Narrative Writing Assessment Rubric

<b>Concerns</b> <i>Areas that Need Work</i>	<b>Criteria</b> <i>Standards for This Performance</i>	<b>Advanced</b> <i>Evidence of Exceeding Standards</i>
	<p><b>Content Material Integration:</b> Student incorporates at least <u>three</u> specific references to information learned from the video, class lectures, or other assignments.</p>	
	<p><b>Writing Style:</b> Student uses appropriate tone for assignment and portrays their chosen character accurately</p>	
	<p><b>Writing Skills:</b> Student utilizes grade-level writing expectations: clear subject and point of view, variety of transition words/phrases, descriptive details</p>	
	<p><b>Writing Conventions:</b> Student meets 7<sup>th</sup> grade language expectations as defined by state standards</p>	
	<p><b>Formatting:</b> Student follows assignment instructions regarding format (heading, title, font/font size)</p>	
<b>0-80%</b>	<b>80-95%</b>	<b>95-100%</b>

## Assignment Instructions

**Instructions:** Using the information from your completed pre-writing form, the video, class discussions, and other assignments, write a one-page narrative from the perspective of someone who impacted the potato industry in Washington State.

### Specifics:

- Write your narrative like a diary or journal: I should be able to tell what a day in the life of your character might have been like.
- It must contain reference to three specific pieces of information from the video, class discussions, or other assignments. These should be underlined in your final draft.
- Your writing should be clear, original, and *school appropriate*.

**(This is only a suggestion. Instructions and rubric may be modified as needed to fit your desired assignment requirements)**

## ACTIVITIES AND ASSESSMENTS - ECONOMICS

### *Lesson 1: Creating Research Questions*

#### **Applicable Standards:**

##### **EALR 2: Economics**

GLE 2.2.1: Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

GLE 2.3.1: Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.

GLE 2.4.1: Understands and analyzes the distribution of wealth and sustainability of resources in Washington State

##### **EALR 4: History**

GLE 4.1.2 part 3: Student understands how themes and developments have defined eras in Washington State and world history by: Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor (1889 -1930)

##### **EALR 5: Social Studies Skills**

GLE 5.2.1: Creates and uses research questions to guide inquiry on an issue or event.

#### **Common Core State Standards**

CCSS.ELA-Literacy.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

#### **Learning Target(s):**

SWBAT create **three** research questions about the economic content in the film and identify resources that would be beneficial for further study.

*I can create **three** research questions about the economics of potato farming in Washington and identify resources that might help me answer those questions.*

#### **Assessment:**

Students will create **three** research questions as they watch the documentary. These questions will be written in the included graphic organizer. Students will identify a detail from the film that prompted the question, as well as resources for the next step of inquiry.

#### **Lesson Protocol:**

- Introduce students to the process of inquiry-based research. Explain that researchers are usually trying to answer a specific question that determines the types of resources they use.
- Provide students with the guided notes and the Developing Research Questions about Economics graphic organizer. Explain that today they will be focusing on the economic aspects of potato farming in Washington, and that economic factors play an important role in history.
- Model using the graphic organizer with the students as you watch the first portion of the film by pausing and orally asking possible questions you generate as you watch the film, then gradually release responsibility to the students to record their observations and generate questions.

- Occasionally pause and ask students to share one of their questions with a partner nearby.
- Call on volunteers to share questions with the class. Be sure to follow up with identifying resources.
- Have students turn in the Developing Research Questions about Economics graphic organizer to evaluate their progress toward the learning target.

## ACTIVITIES AND ASSESSMENTS - ECONOMICS

### *Lesson 2: Formulating a Thesis about Washington Potato Farmers*

#### **Applicable Standards:**

##### **EALR 2: Economics**

GLE 2.2.1: Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

GLE 2.3.1: Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.

GLE 2.4.1: Understands and analyzes the distribution of wealth and sustainability of resources in Washington State

##### **EALR 4: History**

GLE 4.1.2 part 3: Student understands how themes and developments have defined eras in Washington State and world history by: Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor (1889 -1930)

##### **EALR 5: Social Studies Skills**

GLE 5.4.1: Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation

#### **Common Core State Standards**

CCSS.ELA-Literacy.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### **Learning Target(s):**

SWBAT formulate **one** thesis statement about Washington potato farmers and provide **three** pieces of supporting evidence from the documentary and selected quotes.

*I can create a **thesis statement** about Washington potato farmers and support it with **three** pieces of **evidence** from the film.*

#### **Assessment:**

Students will create a thesis statement in response to a given question: why did some potato farmers in Washington thrive and prosper, going from “sustenance to livelihood?”

Students will then list **three** pieces of supporting evidence from the film or the included quotes in bullet format.

#### **Lesson Protocol:**

- Define and explain the importance of **thesis statements** and **evidence** when writing about the world, both past and present. Explain to students that a **thesis** is an argument. Give examples such as: “Chocolate ice cream is better than vanilla ice cream for several reasons.” Write examples on the board. Have students come up with their own examples. **Evidence** is the proof that supports the argument: “One reason it is fair to say chocolate ice cream is better than vanilla because it is more popular. A recent study found there was 20% more chocolate ice cream sold last year than vanilla.”

- Introduce the documentary. Explain to students that this documentary will provide information they will use as **evidence** to support a **thesis statement** that answers the following question:

Why did potato some farmers thrive and prosper, going from “sustenance to livelihood?”

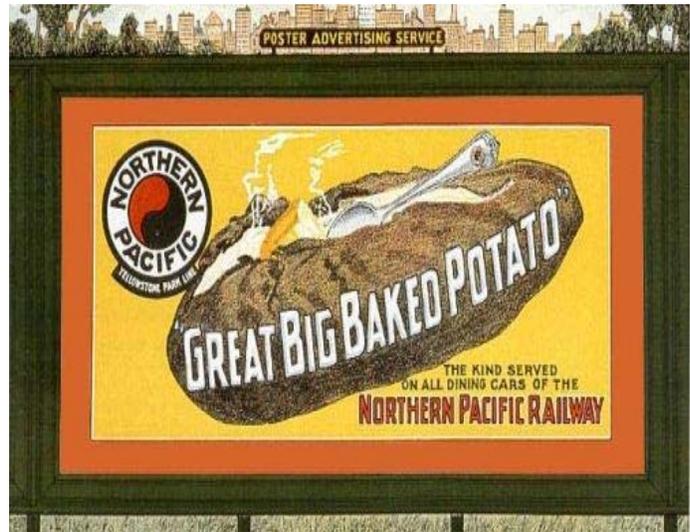
- Give students guided notes or instruct them to take notes while watching the film.
- Show the film, pausing to provide additional context and commentary as needed.

**Extension Activities:**

- Ask for students’ thoughts on the content of the film. Lead a short discussion about what facts and details the students wrote down.
- Provide students with the list of selected quotes from the film to help supplement their notes from the film.
- As an exit slip or short writing assignment, ask students to answer the question, “why did potato some farmers thrive and prosper, going from “sustenance to livelihood?” with a **thesis statement** and to provide **three** facts, details, or quotes as supporting **evidence**.

## LEARNING MATERIALS - ECONOMICS

### Railroads



NARRATOR: Yakima was an early hub for potato farming on the east side of the Cascades. As the railroads were coming in, farmers loaded up the rail cars with their commodities to sell to America. In 1908, while talking to Yakima Valley farmers, Northern Pacific Railroad's dining car superintendent Hazen Titus learned that the farmers were having a hard time selling their incredibly large potatoes. They were thought to be too big to serve in gourmet restaurants. Titus bought as many of the giant potatoes as the farmers could grow, baked them and served them with butter to the hungry diners heading west in his rail cars. The potatoes were such a hit with diners that they became the signature trademark of the railroad. Posters, signs, spoons, postcards all bared the image of the potato and the northern tracks were forever known as the Route of "The Great Big Baked Potato".

HARRIET WEBER: Well I don't think Quincy would be here if the railroad had not come through here, for one thing. There's just really nothing here to draw anybody. So, it was because the railroad went through that allowed them to want to develop and sell off the land along the railroad, and get people to settle here.



## Economics

NARRATOR: In the late 1800s, the Skagit Valley and other western Washington counties were the only areas in the state that could grow a potato crop without irrigation water. Their crops yielded much needed food for a new rush of people heading even further north. In 1897, the Klondike Gold Rush began and Seattle became the premiere outfitting center for those heading into the northern frontier. Miners bought supplies and food from Seattle markets. Once the miners made it to the Yukon, they needed vitamin C in their diets - so they traded their precious gold for potatoes. The vibrant agriculture scene and ability to trade with the world made Washington a new hub for trade and commerce.

NARRATOR: The canals and ditches brought water, but the wind and dirt still blew. If your crop wasn't ruined by the wind and weather, you still had to get it sold. Some drove their potatoes to Seattle to sell direct to the urban masses. With processors and packing plants emerging throughout Central Washington, the farmers had to stick to their guns to get a fair price. While the land was being tamed, marketing the crop was opening a new wild frontier.

NELSON COX: "When I was younger, there was 30 or 40 growers right here in this area, a small farm crew for 15 to 50 acres, you know, everybody had potatoes in their rotation, they had sugar beets, they had potatoes, then they grew wheat and some grew a few onions. We had all these different fresh pack facilities so we could go different places fresh, and then had lots of different processors... It used to be the scare and the shortages of marketing really made it fun when you went to sell, you know. And the market could be a boom one day and a bust the next. I mean, you might turn down a great price and then get nothing and feed them to the cow."

MEL MARTIN: "We had the rapid increase in the fast food restaurant sector. We had the Burger King's coming in...I can remember Wendy's was one of the first fast food chains that we got business with here in the Columbia Basin. "

NARRATOR: The high-quality Washington russet potatoes were rivaling their competitors further east. Washington potatoes were feeding thousands throughout the US in both the fresh and processed markets. In 1967, JR Simplot and McDonalds CEO Ray Kroc formed a partnership that would keep the supply of French fries in America steady. Simplot promised to keep McDonalds supplied with the world's finest potatoes, and the two formed a special relationship that changed everything for Washington potato farmers.

CHRIS VOIGT: "You know, one of the biggest advantages that we have is transportation west. We are in Japan, we're in Korea, we're in Taiwan, Thailand, Burma, Vietnam, Indonesia, Malaysia, really all throughout the Pacific Rim and Asia. You know, when this ground was first opened up, hardly anything was exported, I would say probably nothing was exported, and now roughly 60% of our crop is going overseas and that's really been a big focus of our potato commission, is those International markets."



## Resources and technology

VO Lt. Thomas Symons: "It is a desert pure and simple, an almost waterless, lifeless desert. A desolation where even the most hopeful can find nothing in its future prospects to cheer. With irrigation properly conducted, it is safe to say that every foot of land now classed as desert will be found as productive as the regions more favored by rain." Lieutenant Thomas Symons, 1882

CHARLES BROWN: "Anybody that did a lot of labor, and anybody at that time had to do a lot of labor, would value potatoes as a source of energy. If you look at the Makah diet for instance, there's almost all things that you would get from the ocean. So it was animals that they were harvesting, so a potato that they grew in gardens, and knew how to cook would be a very valuable thing."

CHARLES BROWN: "You have to remember how active these people were. You could put potatoes on the worst part of your soil that you had and you would still get high yield. You could think of a family of six coming over and every day you would be looking for food for that family of six. It was very easy to find yourself in circumstances that were life-threatening due to deprivation.

ROB MERCER: "Back in those days, you had dry land wheat, you had grass, and you had sagebrush and I remember my Dad talking about the fact that you know, how remote it was out here, there was literally one single power line and initially not even a phone line."

ROB MERCER: "My grandfather was very interested in bringing irrigation to the Horse Heaven Hills. He got the idea of pumping from people that were already doing it off the Snake River...then started here, in the mid '60's, to create that system, which was one of the first in Horse Heaven Hills, and, it must have been quite an engineering feat, because there wasn't a lot of experience, and you think about in those days, there was absolutely no infrastructure out here to start with."

**Developing Research Questions about Economics**

<b>Detail from the film...</b>	<b>Makes me wonder...</b>	<b>For more information, I would...</b>
Railroads and Dams		
Water and Resources		
Distribution of Goods		

## “The Gamble” Quiz

1. Which person planted a garden at Neah Bay in Washington that included potatoes?
  - a) Captain Robert Gray (USA)
  - b) Narcissa Whitman
  - c) Captain James Cook (Britain)
  - d) Captain Salvador Fidalgo (Spain)
2. What kind of environment is the Columbia Basin of Washington?
  - a) Rainforest
  - b) Semi-Arid Desert
  - c) Alpine mountain range
  - d) Prairie grassland
3. What did the original settlers of the Skagit Valley of Washington have to do before they could grow potatoes?
  - a) Build houses
  - b) Dig ditches and build dikes to drain the valley
  - c) Find a water source
  - d) Buy tractors
4. What enormous construction project began in 1933 and has provided electricity and water for irrigation for the Columbia Basin ever since?
  - a) Hoover Dam
  - b) Kittitas Canal
  - c) Grand Coulee Dam
  - d) Chief Joseph Dam
5. What increased demand for Washington potatoes in the 1950s and '60s?
  - a) Fast food
  - b) Rock n' Roll
  - c) Vietnam War
  - d) Cars
6. **True or False:** Most potatoes grown in Washington State are exported to foreign markets.
  - a) True
  - b) False

## “The Gamble” Quiz – ANSWER KEY

7. Which person planted a garden at Neah Bay in Washington that included potatoes?
  - e) Captain Robert Gray (USA)
  - f) Narcissa Whitman
  - g) Captain James Cook (Britain)
  - h) Captain Salvador Fidalgo (Spain)**
  
8. What kind of environment is the Columbia Basin of Washington?
  - e) Rainforest
  - f) Semi-Arid Desert**
  - g) Alpine mountain range
  - h) Prairie grassland
  
9. What did the original settlers of the Skagit Valley of Washington have to do before they could grow potatoes?
  - e) Build houses
  - f) Dig ditches and build dikes to drain the valley**
  - g) Find a water source
  - h) Buy tractors
  
10. What enormous construction project began in 1933 and has provided electricity and water for irrigation for the Columbia Basin ever since?
  - e) Hoover Dam
  - f) Kittitas Canal
  - g) Grand Coulee Dam**
  - h) Chief Joseph Dam
  
11. What increased demand for Washington potatoes in the 1950s and '60s?
  - e) Fast food**
  - f) Rock n' Roll
  - g) Vietnam War
  - h) Cars
  
12. True or False: Most potatoes grown in Washington State are exported to foreign markets.
  - c) True**
  - d) False

## ACTIVITES AND ASSESSMENTS - GEOGRAPHY

### *Lesson 1: Lay of the Land*

#### **Applicable Standards:**

##### **EALR 3: Geography**

GLE 3.1.1: Analyzes maps and charts from a specific time period to analyze an issue or event

##### **EALR 4: History**

GLE 4.1.2 part 3: Student understands how themes and developments have defined eras in Washington State and world history by: Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor (1889 -1930)

##### **EALR 5: Social Studies Skills**

GLE 5.4.1: Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation

#### **Common Core State Standards**

CCSS.ELA-Literacy.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **Learning Target(s):**

SWBAT map relevant physical features, cities, and transportation on a map of Washington State

SWBAT analyze how factors such as resources, physical features, and transportation affected and influenced potato farmers in Washington State.

*I can plot relevant physical features, cities, and transportation systems on a map of Washington State.*

*I can analyze how resources, physical features, and transportation influenced potato farmers in Washington State.*

#### **Assessment:**

Students will complete the Lay of the Land worksheet. Instructors can check for completion and comprehension. It is suggested students work in small groups or individually to complete the worksheet; however, it may be helpful to work as a class to create a class map for reference throughout the unit.

**Vocabulary:** Map, physical features, irrigation

**Lesson Protocol:**

- After viewing the documentary, pass out copies of the Lay of the Land worksheet to each student.
- Ask students to identify or provide for them supplemental materials (maps included) and resources for them to research the physical features of Washington State
- Students can work individually or in small groups to complete the maps, designing map keys and using colors.

**Extension Activities:**

- Come together as a class and have students/groups built a map for the class using peer-collaboration. This map can be accessible for reference throughout the unit.
- Have students complete the discussion questions on the back of the Lay of the Land worksheet, either individually or in a class discussion.

## ACTIVITIES AND ASSESSMENTS - GEOGRAPHY

### *Lesson 2: Adapting to the Land*

#### **Applicable Standards:**

##### **EALR 3: Geography**

GLE 3.2.1: Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.

##### **EALR 4: History**

GLE 4.1.2 part 3: Student understands how themes and developments have defined eras in Washington State and world history by: Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor (1889 -1930)

##### **EALR 5: Social Studies Skills**

GLE 5.4.1: Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation

#### **Common Core State Standards**

CCSS.ELA-LITERACY.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **Learning Target(s):**

SWBAT identify and describe advantages and disadvantages presented by physical features and events in Washington State on potato farmers.

SWBAT analyze how farmers adapted to physical challenges in their environment to thrive in Washington State.

#### **Assessment:**

*Formative:* Students will complete the Adapting to the Land graphic organizer which can be collected. Students can use discussion questions to discuss in small groups and the instructor can check for understanding. Alternatively, the class can participate in a class discussion led by the instructor or answer the questions individually in complete sentences.

*Summative:* Students will write a paragraph response on how one physical feature of Washington influenced the potato farmers. Responses should *name* and *describe* the physical feature, explain how it presented an advantage or disadvantage to the farmers, and how the farmers adapted or used this feature to survive.

**Vocabulary:** Map, physical features, irrigation

**Lesson Protocol:**

- Distribute copies of the Adapting to the Land worksheet to each student before or after the viewing of *The Gamble* documentary.
- Students complete the worksheet individually or in small groups, working to identify and explore the advantages and disadvantages of physical features and events on the potato farmers.
- Using their graphic organizers, have students write a paragraph summary of their research, explaining how one physical feature of Washington influenced the potato farmers. Responses should *name* and *describe* the physical feature, explain how it presented an advantage or disadvantage to the farmers, and how the farmers adapted or used this feature to survive.

**Extension Activities:**

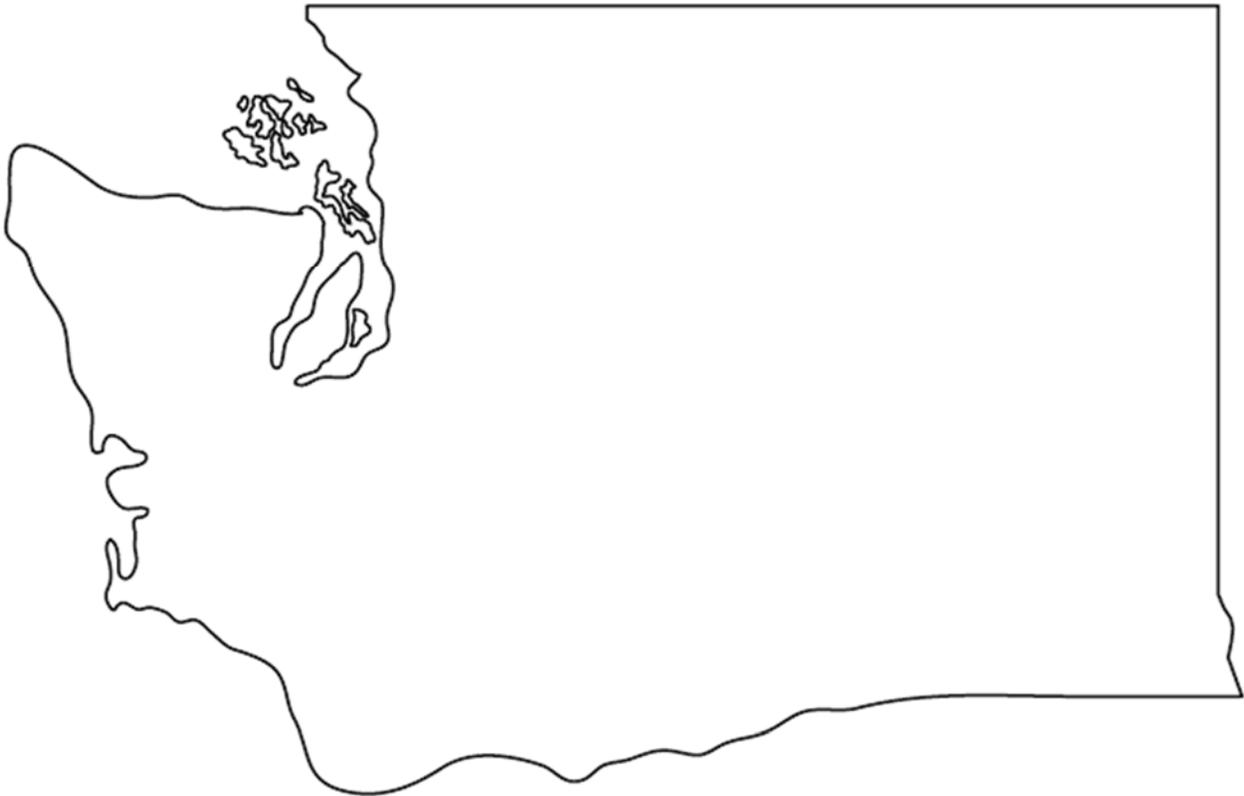
- Encourage students to explore other resources to investigate possible advantages and disadvantages. For example, students may investigate the accounts of one of the interviewees in the documentary by researching farming practices to reduce topsoil erosion.
- As a class or individually, have students complete the Post-viewing discussion questions.

## LEARNING MATERIALS – GEOGRAPHY

### The Lay of the Land Worksheet

Use your observations and notes from the film to plot the physical features and areas listed in the word bank onto the map of Washington below. Use other resources such as other maps and atlases to investigate how the people of Washington adapted and developed around the physical features of their region.

<b>Label and plot these features</b>		
Columbia River Basin	The Rocky Mountains	Railroad(s)
Pacific Ocean	Yakima	Bogs and Marshland
Ellensburg	Mt. Saint Helens	Central Washington Desert



Design a key for you map. Use symbols to represent mountains, zones, and cities. Be sure to use colors to indicate water, areas of vegetation, and areas of desert.

<b>Map Key</b>
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### **Lay of the Land Discussion Questions**

Looking at your map, why do you think the farmers chose central Washington to farm potatoes? What advantages and disadvantages does this land present to growing potatoes?

Why do you think the farmers didn't grow potatoes in the Rocky Mountains?

Looking at your map, what are the Rocky Mountains a barrier to?

Looking at your map, why do you think Yakima became a "hub" for the potato distribution?

Looking at your map, what challenges do you think the people of Washington faced in irrigating the desert land of central Washington?

Looking at your map, why do you think the railroad was so important to the success of the potato farmers?

Looking at your map, how do you think the railroad route was planned? What factors would have influenced how routes were chosen?

## **Post-viewing Discussion Questions**

*Answer the following questions in complete sentences:*

### **Irrigation**

What challenges did the climate of central Washington bring to farmers and others trying to make a living there?

What is irrigation?

Where did they plan to get the water to irrigate the Columbia River Basin?

What advantages and challenges does growing potatoes present? What conditions do they need to grow in?

### **Transportation**

What means of transportation did Washington have?

How did the railroad affect the distribution of potatoes?

What did this mean for potato farmers?

How did the railroad affect cities and towns that were along it?

How did the distribution of potatoes influence the Gold Rush?

How did the distribution of potatoes influence the daily lives of people in America?

### **The Dust Bowl**

What was the Dust Bowl?

How did it affect the land – especially farm land?

What challenges or difficulties did this present to farmers?

What effect did the eruption of Mount Saint Helens have on the land?

How was this advantageous or challenging to the growing of potatoes?

## Supplemental Maps - Optional



A map of the physical features of Washington State



A map of the river systems in Washington State



### Physical Feature Challenges and Advantages Graphic Organizer

As you watch or reflect on the film, identify and analyze the impact of the physical features and natural events in Washington State and how the potato farmers adapted and utilized these features and events. Use the graphic organizer below to organize your thoughts.

Physical Feature	What advantages did this feature present?	What disadvantages did this feature present?	How did the potato farmers respond to this?
Central Washington Desert			
Drought			
Bogs and marshes			
Mount Saint Helens			
Rivers			

### Digging Deeper Research Exploration Organizer

Considering the physical features that you brainstormed in the Adapting to the Land Graphic Organizer, choose one and investigate how farmers have and continue to adapt to this challenge. Consider how technology has changed and how alternative approaches could have different outcomes. Be sure to keep track of the resources you use.

For example: Dana is curious how farmers could have adapted better during the Dust Bowl. He decides to investigate factors that caused the Dust Bowl and what farming practices were used to reduce natural erosion. He got his instructor's permission to access an online database and used key words like "Dust Bowl" "Causes" and "Erosion reduction" to research; he also looked in his school and local library for texts on the subject as well.

The physical feature or event I chose is...
I am curious about.... I want to research more about...
Some questions I have are...
Some search terms I can use to research are...
Some resources I can use to research are...
What I found out was...

