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## "Food Traders, Working Towards Sustainable Practices"

A Storyline written by Rebecca Plaskitt  
for 10 year old students at The Catlin Gabel school,  
Portland, Oregon, USA.

Rebecca Plaskitt has been involved with Storyline for 16 years. She has designed and used Storylines in the USA and in International schools in England. Rebecca has presented Storyline and assessment workshops in England, Scotland and Sweden.

### Description of Storyline

The characters in this storyline are from six different regions of the world. Food trading businesses are set up in these different regions. The activities and reflections from this Storyline lead children to consider:

- What historical events have significantly affected our regional environments?
- Which sources of food have been impacted by a growing population and trading practices?
- What human choices can sustain agricultural practices that provide long term benefits for our earth?

**Storyline: Food Traders, by Rebecca Plaskitt, Storyline Consultant**  
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- Essential Questions**
1. Which historical events have significantly affected our environment?
  2. Which sources of food have been impacted by a growing population and trading practices?
  3. What human choices can help sustain agricultural practices that provide long-term benefits for our earth?

Episodes	Key Question	Possible Activities	Class Organization	Materials	Resources	Goals/O bj.
1. The People	1. What would a progressive food trader support if he/she was environmentally and economically friendly?	<ol style="list-style-type: none"> <li>1. Mount outline map of the world on frieze (dividing the eastern and western hemispheres). Label regions: North America, South America, India, Sub-Saharan Africa, Asia, Middle East (Fertile Crescent).</li> <li>2. Class Brainstorm</li> <li>2. Choose regions and create characters from regions. (Food Traders, specialty: trading the ancient foods of their regions, 3-D portrait) Mount on frieze.</li> <li>3. Write character biographies. Brainstorm: What would we like to know about these people? (name, age, hobbies, etc.) Record information on small card, share and mount with character.</li> </ol>	<ol style="list-style-type: none"> <li>1. whole group</li> </ol> Small groups	Chart paper  Collage materials, painted papers  Index cards	1. information about the storyline model will be shared with parents.	1. Understand the concept of location by using maps to gain information about people, places and environments.
2. The Setting	1. What do you think the food traders' businesses look like?	<ol style="list-style-type: none"> <li>1. Class Brainstorm</li> <li>2. Design and make a storefront for business. Mount on frieze.</li> </ol>	Small groups		Resources for architectural designs of regions	Assess ment that con-firms authen-tic mater-

	<p>2. What were the ancient foods from your region? (pre- 1490)</p> <p>3. How do you think people learned about these early foods?</p>	<p>1. Research the ancient foods from their regions. (What was it, what did it look like, what environment did it grow in, how was it used, what nutritional value did it provide?)</p> <p>2. Illustrate food and environment (magnifying lens). Place around world map. Hang sign in shop advertising food.</p> <p>1. Introduce legend. Students write a legend about the creation of their food. Illustrate and share.</p>	<p>individuals</p>	<p>Mag. lens: 20 cm Paper circles- close up view drawing</p> <p>Writing materials</p>	<p>Internet, library resources</p> <p>1. Sample legends: Native American legends to <u>How Pizza Came to Queens</u></p>	<p>ials and designs for each region</p> <p>Rubric to assess quality of legend</p>
<p>3. Trading Markets</p>	<p>1. What historical events have contributed to specific foods being available in your region?</p>	<p>1. Class Brainstorm</p> <p>2. Create timeline for region listing 6 events (1500-present). Possibilities: environmental changes, agricultural practices, trading. Share and mount on frieze.</p> <p>3. Read extract: Importance of establishing trade routes between Europe and Americas (Columbus).</p> <p>4. Categorize foods: Old World/New World. Share and support choices. Compare with historical lists. Add appropriate foods to shops.</p>	<p>1. Whole class</p> <p>2. small groups</p> <p>3. partners</p>	<p>Paper for timelines</p> <p>List of foods from both categories</p>	<p>Historical reference materials about regions</p> <p>Use mini-white boards to record foods in categories.</p>	<p>Understand how historical events can effect our environment</p> <p>Understand when choices</p>

	<p>2. How do you think trading affected people?</p> <p>3. Which trading companies would you like to trade with and why?</p>	<p>1. Class Brainstorm.  2. Discuss forced migration: a slave's experience. Read extract: Slave narrative of Olaudah Equiaho, age 11. Roleplay scene.  3. Class Discussion: What was your experience in this situation? Write reflection and share.</p> <p>1. Trading companies discuss who they would want to trade with (other regions): Why would that be valuable to them environmentally and economically?  2. Present choices at a meeting with food traders  Record:  a. agreements between companies  b. concerns and possible effects on environment  c. Reassemble for trading of foods meeting! Each company comes with vouchers of their foods to trade.  3. Research 6 events that have happened in the past that have affected today's food sources. Categorize the information within the timeline categories  Share and update class timeline on frieze</p>	<p>Whole class</p> <p>Individuals  Small groups</p> <p>Whole class</p>	<p>Poster paper, writing paper</p> <p>Student made trading vouchers</p>	<p>Narrative, lesson plan, drama techniques</p> <p>Information about persuasive speaking</p> <p>Resources: internet, books, people</p>	<p>are made that those choices impose "opportunity costs"</p>
<p>4. A Package arrives</p>	<p>1. What do you think your company should consider when</p>	<p>1. Package of quinoa seeds arrives with letter addressed to Food Traders from botanical garden . In letter: Seeds have been developed to provide a source of protein and vitamins which if grown on a large scale could provide long term benefits for</p>	<p>Small groups</p>	<p>Quinoa seeds</p>	<p>Local business people supporting sustainable practices</p>	

	<p>introducing a new food sources?</p> <p>2. How do you think we can learn about local agricultural practices and concerns?</p>	<p>people and environment.</p> <p>2. Food Trader Companies consider what they need to know to pose possibilities or questions regarding the information in the letter.</p> <p>3. Research and write proposal (persuasive style) for why seeds should be cultivated in their region.</p> <p>4. Meeting of citizens- present proposal</p> <p>5. Lessons on seeds and what they need to grow.</p> <p>6. Record concerns or possible effects on the environment</p> <p>1. Class brainstorm- list possible sources (local farmers etc.), Write letters or write interview questions and gather information. (possible guests/fieldtrips)</p>	<p>Whole class, adult to consider proposals and give feedback to Co.</p>		<p>Dave Yudkin Berry Botanic Gardens, Portland</p> <p>Local farmers, farmers markets, botanical gardens</p>	
5. Reflections	<p>1. What wisdom can you share to support economically and environmentally progressive practices in the future?</p>	<p>1. Write a poem or song to share your company's vision. Share at "Convention of Future Food Traders".</p>	<p>Small groups</p>	<p>Percussion instruments?</p>		<p>Understand that people of the world are economically interdependent</p>
6. Culminating Event	<p>1. How can we share what we've learned?</p>	<p>Organize an event to share what we've learned with others.</p>				



Name of shop\_\_\_\_\_

Region\_\_\_\_\_

## ***Description of your Business Practices***

### ***Focus on People:***

You have made arrangements with farmers in your region to provide you with the ancient foods from your region. Please record the arrangements you have made with the farmers and their workers.

### ***Focus on the Environment:***

What is your company doing that protects the environment in your region?

### ***Focus on Economics***

What is your company doing to consider the economic well being of people in your region?

## The Importance of Establishing Trade Routes Between the Old World and the New World

What do we mean by the "Old World and the New World"? The *Old World* includes the countries in the *Eastern Hemisphere* of the Globe and *the New World* includes the countries in the *Western Hemisphere* of the Globe. In other words, the Middle East, Africa, India and Asia are part of the Old World and North America and South America make up the New World.

Beginning in the ancient times of each region, people migrated from place to place, conquered new territories and opened new trading routes around their region. They took seeds and food crops with them spreading them from their land of origin to other areas. Southern Spain grew rice and oranges that had been introduced and popularized by Arab invaders. Northern Europeans planted peas and oats that had come along with the expansion of the Roman Empire. East Africans ate mangoes and eggplants carried by Persian voyagers. Dandelions originated in Asia then spread throughout the Old World. Lettuce developed in Egypt and was cultivated in Greece 500 years before Christ in the New World, American Indians farmed corn, beans and squash which had been domesticated thousands of miles to the south.

Although many food plants had traveled halfway around the globe by 1492, not one food crop had crossed the Atlantic Ocean. That is why 1492 is such a crucial date in the history of the world's food supply. It was at this time that Columbus established the trade routes between Europe and the Americas. Food, animals, people, customs and diseases crisscrossed the Atlantic in the years to come. Columbus' voyages initiated the interchange of plants between the Eastern and Western Hemispheres, which in effect doubled the food crop resources available to peoples on both sides of the Atlantic. Beans, carrots, wheat, horses, pigs, cows and much more were introduced to the Americas. Corn, potatoes, tomatoes, beans and more were brought back to Europe.

On Columbus's first voyage the natives of what is now called San Salvador, the Tainos, were willing to trade food for beads, cloth and shiny bells. Columbus's men had their first taste of cassava bread, made from the roots of the cassava plant. These West Indian people also shared the corn "maize" with the Spanish traders. They were grinding it for flour and they also heated it, popped it and strung it to make necklaces. Pumpkins and sweet potatoes were taken back to Spain, and white potatoes were taken to countries such as Ireland.

Sadly, Columbus also decided he and his country could benefit by using the indigenous people of the West Indies as slaves. They were used to mine gold

and take care of crops and farm animals. Others were captured and taken to Spain as slaves. In the early 1500's, 40,000 Tainos were taken from the Bahamas to be traded as slaves. Their numbers dwindled and soon the traders turned to African slaves for their labor supply.

In 1545, a Spanish priest named La Casas, wrote a book about the atrocities committed during Spain's conquest of the Caribbean. He spent his life working to improve the conditions of the Indians. To this day, he is remembered throughout Latin America for his efforts to preserve the peaceful culture of the indigenous people.



# Support the work of International Botanical Gardens!

**Dear International Food Traders,**

**Through our vast international network of people, we understand that you have an interest in ancient foods.** As you know, plants provide us with everything from food and clothing to medicine and fuel yet we know virtually nothing about most of the 250,000 species discovered so far. Sadly, it is a race against time as up to 25% of the world's flowering plants face extinction within the next 50 years as a result of habitat loss, climate change and over-exploitation.

During the 1800's, many of our gardens dispatched botanical collectors across the globe to gather rare, unusual, or simply interesting botanical specimens. We have depositories of the world's plant species and have centers of botanical research. We are working in partnership with organisations around the world to help secure a future for some of the most threatened species and habitats before they are lost forever. This global mission cannot be achieved without the support of others, including companies, charitable trusts or individuals. Our research departments focus mainly on our collections of plants, both living and preserved, and scientific literature. **Our unrivalled living collections represent resources for botanical science world-wide, whether for pure scientific purposes or those with economic potential. Most important of all, the living collections are a resource for conservation species reintroduction.** We have included a package of seeds from an ancient food, quinoa, which is a native to South America. It has been cultivated in the Andes and revered as sacred by the Incas prior to 3000 B.C. It seems to grow best in cool mountainous regions, as air temperatures above 90 to 95 degrees cause sterility of the pollen.

Although it resembles a grain, it is really a seed. Anthropologists have found evidence showing ancient people ground it into flour for food use and substituted it for other grains. The ancient Incas called this

seed the “mother grain”, or perfect food. It is said that each year the Incan emperor would use a golden spade to plant the first seeds of the season. At the solstice, priests bearing golden vessels filled with this seed would offer it to Inti, the sun god.

They are naturally coated with a bitter tasting saponin that protects them from birds and insects. You may wonder why this food has not been introduced to the world market before. Our theory is that the first Spainard who carried maize and potatoes back to Europe in the sixteenth century, may have tasted the seed before the outer skin was removed and thought it was too bitter and would not be good for trading. Fortunately, some of these seeds were saved and now brought to us to evaluate for their potential use throughout the world. We believe the plant grows three to seven feet high and produces a small, flat, circular-shaped seed. We believe both the plant and the seeds are good sources of vitamins and protein for people and farm animals. We have preserved a few seeds hoping to find a region that is suitable for their growth and that could use a simple food to supplement the diets of their people. In comparison to other cereal grains or rice, it is higher in protein content (14-18 percent). The seed is high in lysine, methionine and cystine, making it complementary to both other grains and to legumes, which are deficient in these nutrients. It also has higher levels of energy, calcium, phosphorus, iron, fiber and B-vitamins than barley, oats, rice, corn and wheat. Our researchers believe it can be ground into flour for baked goods, cereals, soups, pastas, and even livestock feed. The seeds can be boiled and added to soups. The cooked seeds have a nutlike flavor.

Name \_\_\_\_\_

Entrée

### News Detective

We've been talking about food traders and international trade during our Story Line time. We would like you to find a current news article that is about trade in our world today - it can be about food trade, international trade, trade agreements, anything that has to do with trade! Your article may come from newspapers or online news sites and should be dated within the past year. There are many good websites that publish news articles for kids, you might want to start looking at:

- ✓ [www.yahooligans.com/arts\\_and\\_entertainment/news/newspapers](http://www.yahooligans.com/arts_and_entertainment/news/newspapers)
- ✓ [www.headlinespot.com/for/kids](http://www.headlinespot.com/for/kids)
- ✓ [teacher.scholastic.com/scholasticnews](http://teacher.scholastic.com/scholasticnews)

Once you've found a good article, you will need to read it carefully so you can write a summary and illustrate a picture on the following page. Your summary must be at least half a page long and answer the following questions in complete sentences :

- What is the title of your article?
- When was it written?
- Who is the author?
- Where was it published (what is the name of the newspaper or website where you found it)?
- What is this article about and what is the main idea?
- What is something new you learned from this article?
- How does this article connect to what we've been learning in class?

Next, you will need to illustrate a picture to go with the story and write a caption below to tell us how the picture connects to your news article.

Here are some punctuation tips . . . the titles of news articles are always put in quotation marks and the names of newspapers are always capitalized and underlined. So, for example, you might write : The article I read was called "Trouble at Trade Meeting" and was published by Time for Kids at the website [www.timeforkids.com](http://www.timeforkids.com).





