

Arizona Grown Specialty Crop Lesson Plan

Arizona!!! How the Heck Did I End Up Here???



LEVEL: Grades 4-6

SUBJECTS: Geography, History,
Language Arts

AZ ACADEMIC STANDARDS: ISS-E1,
ISS-E6, ISS-E15

MATERIALS

Teacher background information page, photocopies of dates/events to construct time line, scissors, glue or tape, vocabulary words and definitions (optional- construction paper to mount time line on).

VOCABULARY

conquistador, cultivation, emigrate, explorers, famine, Great Depression, Ireland, New World, Old World, Peru, seed potatoes, truffles, tuber

RELATED LESSONS

I'm Here, I'm There, I'm Everywhere-SuperSpud! Mmmmm, I'm Good! But Am I good For You? From Mashed to Riches

SUPPORTING INFORMATION

This is a good lesson to use following your Social Studies lesson on the Columbian Exchange. The potato has its beginning in Peru in South America. The natives liked its ruggedness, storage quality, and nutritional value.

Western man did not come into contact with the potato until as late as 1537 when Spanish Conquistadors conquered

Peru. The potato found its way to Europe around 1570. Although it was productive and hardy, the Spanish would put it to limited use. They used it mainly to feed the underprivileged. It would take three decades for the potato to spread to the rest of Europe. Although potatoes were introduced to the North American colonies in the early 1600's, it wasn't until around 1760 that they really became popular there. It took a major disaster for the potato to spread and become popular worldwide. The great potato famine in Ireland from 1845-1851 killed one million people and caused another million to emigrate. Wherever the Irish relocated, the potato became popular.

Today, advanced mechanization and growing methods have allowed the potato to be grown in all fifty states and nearly every nation in the world. There are 5,000 varieties worldwide and it ranks as the world's number one vegetable.

GETTING STARTED

Students will be working in pairs for this activity so photocopies, glue/tape, and scissors need to be distributed to each pair of students.

PROCEDURES

1. Teacher reads background material on the history of the

BRIEF DESCRIPTION

This lesson is designed to give students a basic historical background on the potato and how it found its way to North America and its movement westward across the present day United States.

OBJECTIVES

The students will learn about the history of the potato from its origin to the present. The students will demonstrate their knowledge through the construction of a time line.

ESTIMATED TEACHING TIME

45 minutes - 1 hour

PROCEDURES (cont'd)

potato.

2. Students will work in pairs with a copy of the important dates/events of potato history. The students will cut them out, sequence them properly, and glue them together to make a time line on the history of the potato from its known origin to the present.

Additional Activities:

1. Have the students do research and find other major worldwide events that coincide with the dates listed on the potato time line.
2. Have students research and develop another time line based on another AZ Specialty Crop.

Possible Questions:

Where did the potato have its origins? (South America-Peru)

Who first took it to Europe? (Spanish)

When did the potato first come to North America? (1613)

What is the exchange called between the first European Explorers and the Native Americans? (Columbian Exchange)

When do you think the potato first made its way into Arizona? (Answers will vary-sometime from middle to late 1800's)

What do you think is the most important event on the time line? (Answers will vary) Why?

Make a prediction about what you think will happen in the future with potatoes.

EVALUATION OPTIONS

1. Compare students' completed time line to teacher's model for correct sequencing. (28 events)
2. Students can produce a written summary based on teacher background

information and on the time line model.

EXTENSIONS AND VARIATIONS

1. In the past, modern preservation techniques were not available for foods.

Spices were highly coveted not only for flavoring, but for temporarily preserving food. Cut uncooked potatoes into slices and sprinkle different spices on each slice. Have students make predictions on which spices will work most effectively. Keep a daily record and record results in the form of a graph.

Questions might include:

Which spices worked best?

Why do you think they worked well? What spices were least effective? Why do you think they did not work well?

2. Have students make out menus for breakfast, lunch, and dinner. Compare the food items and make a list on the board on which food items came from the Americas and which came from Europe. Discuss how our diets would be different without the exchange of food items.

RESOURCES

www.potatohelp.com

www.idahopotato.org

EDUCATORS' NOTES

CURRICULUM DESIGN

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5th Grade

Burk Elementary

Gilbert Public Schools

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