

Wheat Curriculum Unit – Elementary Level Washington State Historical Society

Resources:

- “Wheat Farming in Washington – Version I” adapted by Washington State Historical Society for Elementary Level
- “Wheat Farming in Washington” HistoryLink.org Article - <http://www.historylink.org/File/20504>
- “Wheat Farming in Washington” NonfictionNXNW video - <https://www.youtube.com/watch?v=vpRDONAUgpU&feature=youtu.be>

Suggested Reading with Students:

- *How Did That Get in My Lunchbox? The Story of Food* by Chris Butterworth
- *A Year on the Farm with Casey & Friends* by Holly Dufek
- *The Little Red Hen* by Paul Galdone
- *Winter Wheat* by Brenda Z. Guiberson (Washingtonian author)
- *The Wheat Doll* by Alison L. Randall

Vocabulary:

- Agriculture – related to farming, either crops or raising animals
- Combine – machine used to cut and gather wheat
- Crop – a plant that is grown
- Grain – seed from a plant you can eat
- Harvest – gathering a crop

In Class Activities:

Activity 1 – Regions of Washington

Activity 2 – Washington Wheat Timeline

Activity 1 – Geological Regions of Washington

As a classroom, in small groups or individually have students read the article “Wheat Farming in Washington – Version I”.

Present each small groups of students with a Washington puzzle made from the unlabeled state map. Once they are finished, have students return to their seats with a blank map and work on labeling their own maps. Walk through each unique region of Washington giving students a few key points about each area.

- Olympia Mountains are near the Pacific Ocean; rainy
- Willapa Hills are lowlands near the Pacific Ocean; rainy
- Puget Lowland includes land along the Puget Sound; rainy
- Northern and Southern Cascades include mountains; wet on one side and drier on the other
- Columbia Basin along the Columbia River; dry
- Blue Mountains are hilly; dry
- Okanogan Highlands are high hills; dry

Explain that grains can grow in any of these regions but do best in the Columbia Basin and Blue Mountains.

Student can label their own maps including areas mentioned in the article. Have students color in their maps based on the descriptions provided. Ask students about each region.

See Attachment A for a labeled and unlabeled regional map of Washington.

Activity 2 – Washington Wheat Timeline

As a classroom, in small groups or individually have students read the article “Wheat Farming in Washington – Version I”.

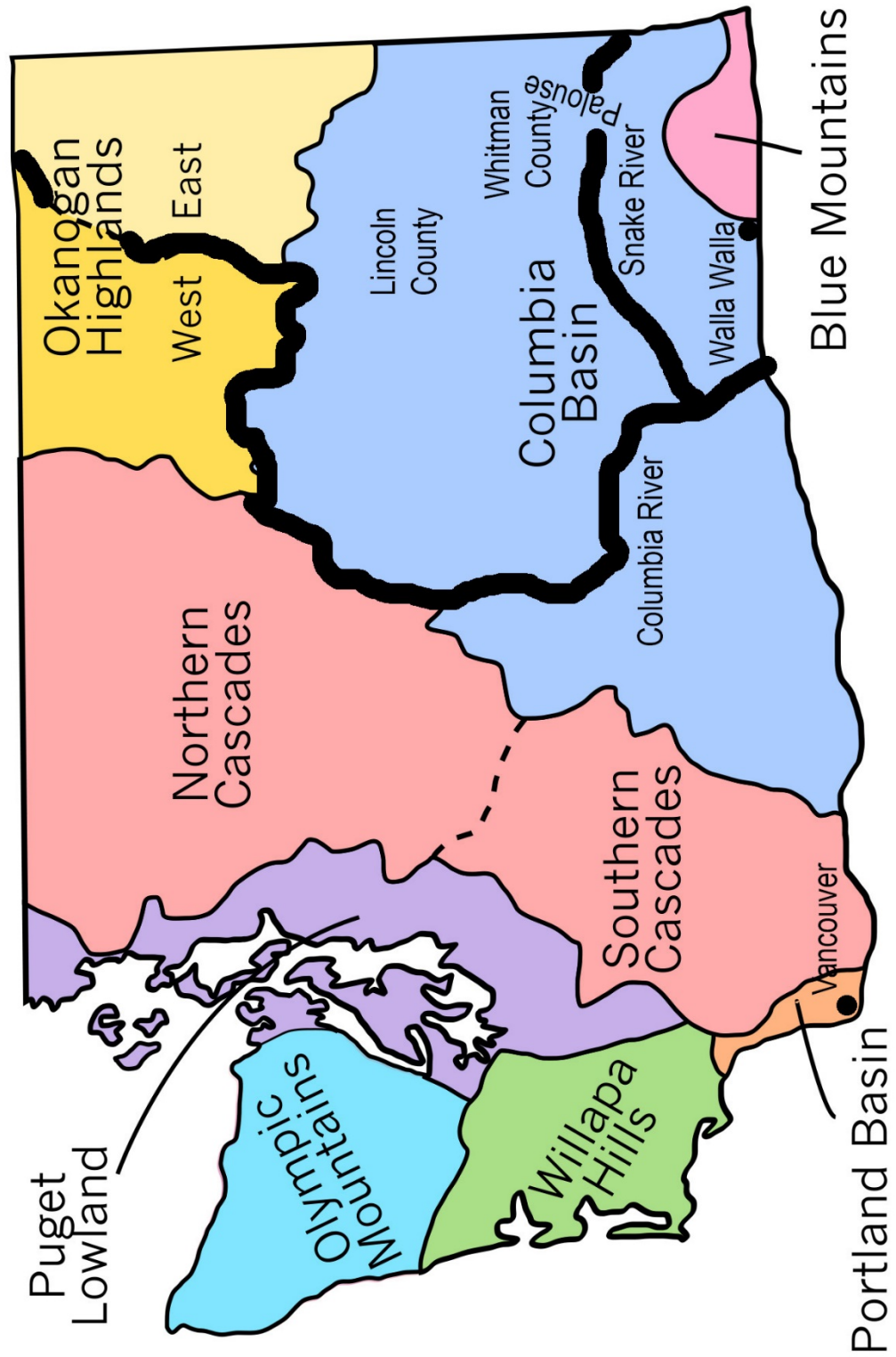
Explain to students historians use images to learn more about the past. We can look very closely at images to learn what life might have been like.

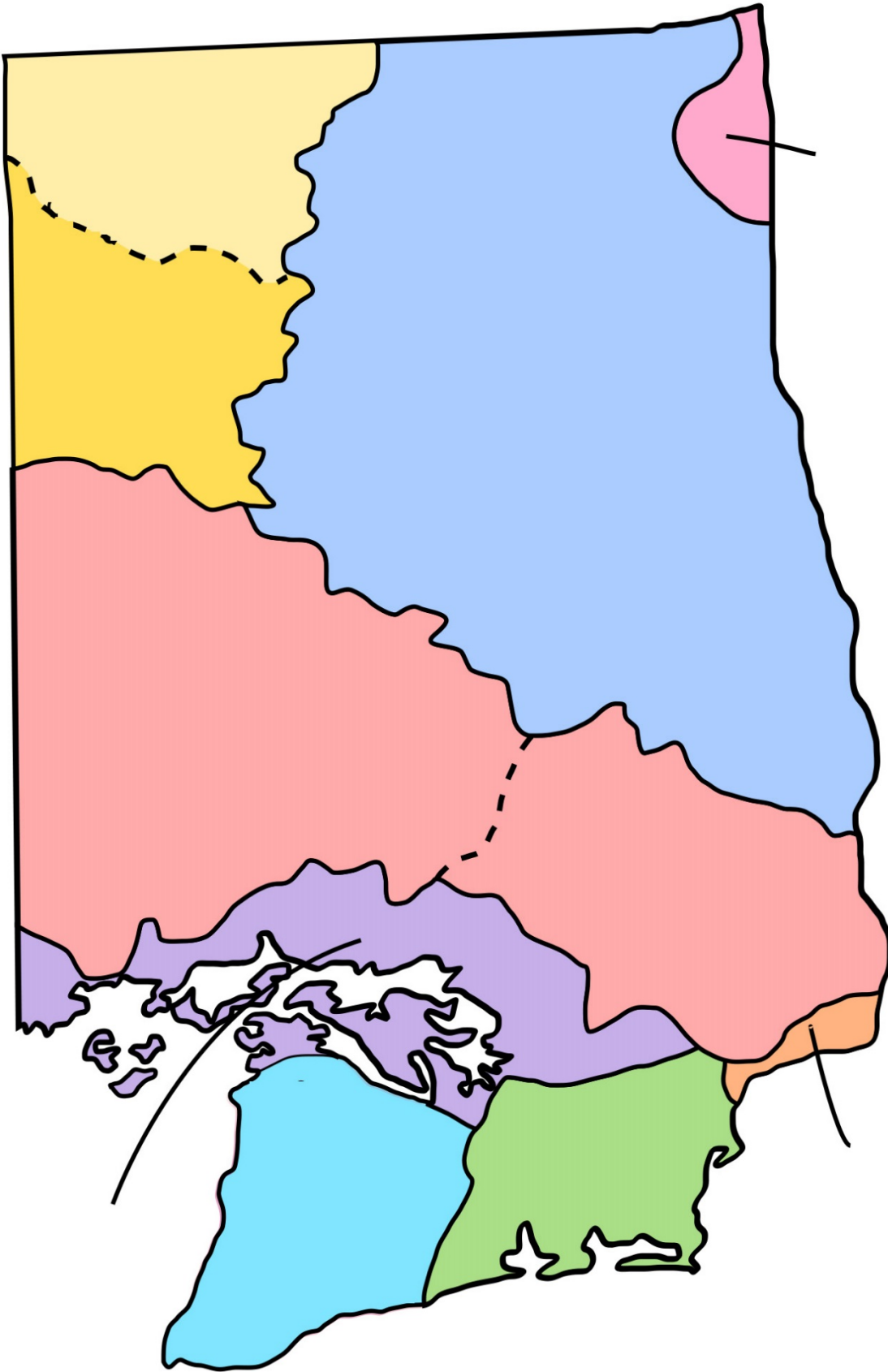
Show the classroom an example image. Ask questions like the following:

- What do you notice in this image?
- Does anything look like something you might recognize?
- Does the image seem old? How can you tell?
- Tell me more about what you see.

Continue using these guiding questions as you go through several of the timeline images. Ask students to place the images on a timeline as a small group. Have a large timeline in the classroom labeled 1820, 1840, 1880, 1890, 1910, and 1940. Have students share out with the class where they put different images on the timeline. Ask them similar questions about the images. Help students select the correct location on the timeline by pointing out key parts of the article.

See Attachment B for timeline images.

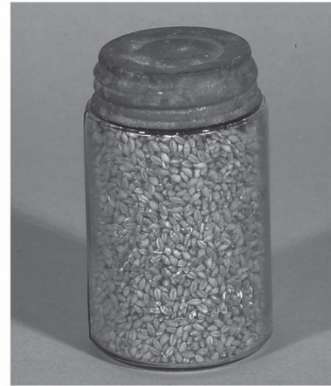




Attachment B



Fort Vancouver



Jar of wheat seed similar to the jar brought to Oregon Country by Marcus and Narcissa Whitman



An early railyard in Ellensburg



The Washington State Seal



Farm workers with combines pulled by large horse teams



A motorized version of the combine