

Foodways and Byways Content and Structure Recommendations

Prepared for IRIS
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Introduction

IRIS contracted with Stork Marketing to conduct preliminary research to inform the storyboarding of the Foodways and Byways DVD, a Gathering Our Voice project.

Before research began, discussions with IRIS Executive Director Nancy Warner helped target the intended uses of the Foodways and Byways DVD. Nancy identified two primary uses:

- In classroom settings with middle and high school students; and
- As a tool for activists to introduce policy makers and other community members to regional food issues.

The broad objective of the DVD is to inspire viewers to take actions that help strengthen the regional food system in North Central Washington. As most research available focuses on taking action by purchasing local food, that is the primary focus of our messaging results.

The preliminary research summarized here aims to illuminate content, structure and collateral materials that may help in achieving this objective.

Resources used for this report included:

- Secondary research using online information sources including other regional food organizations, national surveys, market research and academic studies.
- Interviews with regional food activists in North Central Washington
- Interviews with teachers and middle school administrators in the region.

The report addresses three areas: Overall key message development; use of the DVD with middle school students; and use of the DVD in community settings.

OVERALL KEY MESSAGE DEVELOPMENT

Who buys local and sustainable food?

Most surveys find that demand for or intention to buy local foods is highest among women and the “baby boomer” generation.^{1 2} Citing previous studies, researchers at the University of Minnesota³ state that:

- Marital status has been found to be predictive of healthful dietary activity, with the suggestion that married couples exhibit more healthful dietary behaviors.
- Consumers over age 40 were most likely to purchase locally produced foods.
- Consumers over age 50 were more likely to have visited farmers’ markets, possibly indicating an increased preference for local foods.²
- Some of the previous research suggests that gender may not affect purchasing behavior, whereas other research has shown that females might be more likely to purchase locally and organically produced foods.

→ **Recommendation:** *The tendency of local food buyers to skew older makes it even more important to get the message right for a younger generation who may need more convincing.*

Key messages

The value of local

According to market research from many sources, “local” is one of the food attributes most highly valued by consumers nationwide and a major trend affecting the food industry.

- According to the research group Packaged Facts, the market for locally grown food has grown steadily and will reach \$7 billion this year.
- A 2009 survey by analyst group Mintel found that one in every six US consumers are going out of their way to buy local food products as much as possible, with potential for further growth.⁴
- A 2008 national survey by Deloitte found that 89% of respondents would like to see food stores sell more fruits and vegetables from local farms.⁵

¹ “Food Survey Results,” c. 2008 Deloitte Development LLC. National survey of 1110 respondents. Accessed on 3/30/2011 at www.deloitte.com/.../Local%20Assets/.../us_cb_2008FoodSurveyResults.pdf

² “Linn-Benton residents say local food is lovely,” Oregon State University web archives. Accessed on 3/30/2011 at <http://oregonstate.edu/ua/ncs/archives/1998/jun/survey-linn-benton-residents-say-local-food-lovely>

³ Robinson, R. & Smith, C. Psychosocial and Demographic Variables Associated with Consumer Intention to Purchase Sustainability Produced Foods as Defined by the Midwest Food Alliance. *Journal of Nutrition Education and Behavior*. 2002. Vol. 34, No. 6, pg 316-325.

⁴ Merrett, Neil. “‘Buy local’ message requiring promotion push, says Mintel,” *FoodNavigator.com*, 3/20/2009. Accessed on 3/30/2011 at <http://www.foodnavigator-usa.com/Financial-Industry/Buy-local-message-requiring-promotion-push-says-Mintel>

⁵ Deloitte, 2008

- In December 2010 the National Restaurant Association recently released the results of its "What's Hot" survey of more than 1,500 professional chefs. Sustainability and local and hyper-local sourcing remain among the hottest trends, along with back-to-basics cuisine and farm-branded ingredients. "Locally sourced food and a focus on sustainability is not just popular among certain segments of consumers anymore; it has become more mainstream," said Michael Ty, CEC, AAC, American Culinary Federation national president. ⁶
- In the Puget Sound, 85% of consumers in 2007 and 78% in 2006 indicated an interest in buying (more) fresh fruits and vegetables directly from farmers in their area including farmers markets, roadside stands, u-pick farms, CSAs, direct retail, etc. ⁷

➔**Recommendation:** *The DVD should key off the nearly universal support for local food with messages about the shared values of our communities.*

Support for farmers, the local economy and the environment

Supporting the local economy, farmers and the environment are the key reasons for buying local food across the U.S.

- In Maine, 94% of respondents said they bought local food to support the community, and 69% because it was better for the environment. ⁸
- According to researchers in Oregon's Linn and Benton Counties, "the key message in those responses is that consumers are interested in purchasing local products because of their superior quality, because they want to support local growers, and because they just enjoy the buying experience."⁹
- Researchers in North Carolina found that "the purchase of local food represents a way to support local farmers and local communities, protect the environment, and preserve the rural character of the region."¹⁰
- The survey by the research company Mintel found that over half of local shoppers are trying to help their local economy, "but they also buy local products for convenience, better taste and the environment."¹¹
- According to an email survey of consumers in the United States by the Leopold Center, respondents were more likely to choose a local food product that benefits farmers and the community over a product that does not benefit the local

⁶ Hasek, Glenn. "NRA Survey Shows What's Hot," December 14, 2010; accessed on 3/30/2011 at <http://www.greenlodgingnews.com/blog/post/2010/12/14/NRA-Survey-Shows-Whats-Hot-is-Sustainability-Local-Food-Sourcing.aspx>

⁷ Puget Sound Fresh Consumer Survey Summary Results for 2006-2007. Provided by Mary Embleton, mary@cascadeharvest.org.

⁸ NurtureME: An umbrella brand for Maine grown and produced food. Accessed on 3/30/2011 at <http://nurtureme.us/maine-local-food-survey/>

⁹ Oregon State University

¹⁰ Kirby, 2007.

¹¹ Merrett, 2009.

economy.¹²

- In the Puget Sound region, 93% (95 in 2006)% of respondents are in agreement that maintaining family operated farms is important to the future of their county. 82% (82% in 2006) of all respondents are in “agreement” that the general public appreciates farmers’ contributions to land stewardship.¹³

→ **Recommendation:** *The importance of local food in supporting local economies and farmers should be the strongest message in the DVD.*

Freshness, taste and health

There is a strong perception that local foods are healthier and higher quality, according to many surveys.

- In the Puget Sound, 90% (2007) and 92% (2006) of survey respondents indicated “Freshness” as the single most leading factor they assign “High Priority” to in their food buying decisions for their household.¹⁴
- In North Carolina, “for the majority of consumers surveyed, local food represents a fresher, tastier option to foods produced in more distant regions.”¹⁵
- 85% of consumers in Maine said they thought local food tasted better; 65% said it was more nutritious; 69% said it was safer to eat.¹⁶
- According to a report by the Leopold Center, 85 and 88 percent of respondents, respectively, perceived local and regional food systems to be somewhat safe or very safe, compared to only 12 percent for the global food system. More than two-thirds of respondents (69 percent) “somewhat” or “strongly” agreed that local food is better for their personal health than food that has traveled across the country.¹⁷
- In another Leopold Center report, a majority believed it to be at least somewhat likely that taste and quality of meat, produce and dairy products are influenced by the natural resource characteristics of the region where the product is grown.¹⁸
- Children’s health is a driver of local/sustainable food consumption. Families with children at home want “purer” foods¹⁹, and chefs responding the National Restaurant Association survey said the best way they could promote health and nutrition was to get involved in school nutrition/children’s education efforts.²⁰

¹² Leopold Center for Sustainable Agriculture. “Consumer perceptions of place-based foods, food chain profit distribution, and family farms.” Center Progress Report. July 2006. 32-3. Accessed on 3/30/2011 at

[http://www.leopold.iastate.edu/research/grants/2006/2004-MSP05_Place_Consumer_Local_Foods_\[Consumer_Food_Systems_\]](http://www.leopold.iastate.edu/research/grants/2006/2004-MSP05_Place_Consumer_Local_Foods_[Consumer_Food_Systems_]).pdf

¹³ Puget Sound Fresh, 2007

¹⁴ Puget Sound Fresh, 2007

¹⁵ Kirby, 2007.

¹⁶ NurtureME, 2009.

¹⁷ Pirog, Rich and Andy Larson. 2007. “Consumer perceptions of the safety, health, and environmental impact of various scales and geographic origin of food supply chains.” Ames, IA: Leopold Center for Sustainable Agriculture. Accessed on 3/30/2011 at

www.leopold.iastate.edu/pubs/staff/consumer/consumer_0907.pdf.

¹⁸ Leopold Center, 2006.

¹⁹ Deloitte, 2008.

²⁰ Hasek, 2010.

→ **Recommendation:** *Taste and nutritional value are among the most important key messages.*

Barriers to purchasing local food

Finding local food may be the most significant barrier to its use.

- 47% of survey respondents in Maine said access was the biggest barrier to purchasing local food. “I guess my favorite way would be to have it readily identified and available no matter where I went,” said one respondent. ²¹
- In West Virginia, a survey conducted by the Collaborative for the 21st Century Appalachia, found that “the most significant finding regards the overwhelming preference for the convenience of the grocery markets and “one-stop” shopping. Eighty-five percent ... thought it was important or very important for the food to be available in the grocery store. ²²
- About 30 per cent of the 2000 adult respondents in the nationwide Mintel survey said they would purchase local goods and services, but were unable to locate them. By comparison, just one in six consumers surveyed were found to actively go out of their way to seek local services and products as much as possible. ²³

→ **Recommendation:** *Show/discuss the places where local food is available, including grocery stores.*

Balance local and organic

Local appears to be more important than organic to many consumers.

- “Irrespective of the venue, organic food was the least important of the factors considered when purchasing food,” among West Virginia residents. ²⁴
- A 2009 USDA report on trends in the organic industry noted that when natural food store shoppers were asked, “If all other factors were equal, would they buy locally non-organic or national organic foods?” 35% stated they would buy locally produced, non-organic foods over national organic foods, whereas only 22% would choose the national organic food over local non-organic food. ²⁵ This preference for locally grown was also found in other studies.

²¹ Ibid.

²² Collaborative for the 21st Century Appalachia, “Survey Results on the Buy Local Food Trend in West Virginia.” 2010. Accessed on 3/30/2011 at www.wvfarm2u.org/shared/content/PublicSurveyRpt_092910_Final.pdf

²³ Merrett, 2009.

²⁴ Collaborative for the 21st Century Appalachia, 2010.

²⁵ Greene, Catherine, et.al, “Emerging Issues in the U.S. Organic Industry / EIB-55. Economic Research Service / USDA. Summary.” Economic Information Bulletin No. 55, 2009. Accessed on 3/30/2011 at www.ers.usda.gov/publications/eib55/eib55.pdf

However, younger people may be more likely to prioritize organic food than older consumers.²⁶

→**Recommendation:** *Do not focus exclusively on organic food; feature organic and conventional producers.*

Price is not a major barrier

Surveys show that price is not a major barrier to purchase of local food.

- In a national survey, 69% said they would pay slightly more for local produce.²⁷
- In the Puget Sound, 83% (82% in 2006) of respondents say they are willing to pay 10% or more for locally grown available foods compared to available foods grown elsewhere.²⁸
- In a survey conducted in rural Oregon's Linn and Benton counties, residents across income, educational and geographic divisions said they preferred locally produced food.²⁹
- In a survey conducted in North Carolina, more than three quarters of residents surveyed said that when local foods cost a little more, they are worth the extra cost.³⁰
- According to an email survey of consumers in the United States by the Leopold Center, Respondents also were more likely to pay amounts above the conventional price for place-based food products grown in their state rather than place-based products from another state.³¹

→**Recommendation:** *If food cost is discussed it should be in the context of people being willing to pay more for local food.*

How to get the messages across

"This trend is about **growing and tending**—if someone, somewhere, is personally growing and tending to this product, as opposed to packing and sorting on the assembly line, then it's local. It means someone is personally committed to it. Someone has made sacrifices to bring it to market."

--Lifestyles of Health and Sustainability Food Trends for 2011

"We found that green shoppers are still on a learning curve. They do not always understand the social and environmental benefits and they need help at the point of purchase. **They**

²⁶ Lifestyles of Health and Sustainability. <http://www.lohas.com/marketplace-opportunities>

²⁷ Ibid.

²⁸ Puget Sound Fresh, 2007.

²⁹ Oregon State University

³⁰ Kirby, Laura D. et al, "GROWING LOCAL, Implications for Western North Carolina", 2007. Accessed on 3/30/2011 at <http://www.asapconnections.org/research.html>

³¹ Leopold Center, 2006.

are continuing to be educated by the media and the product information that is available to them. We found the rate of green purchase was very sensitive to the use of in-store communication and information.”³²

--Deloitte

“Word of mouth travels fast in the social network, good or bad. Take an active role in making it good. Stay engaged on Facebook and Twitter and build your brand among friends and followers. Sustainable consumers tend to be early adopters on the web and build strong online communities.”³³

-Compass Natural Marketing

“Tell people practical info what can you do everyday. Consumers don’t understand symbols. The more they understand the more they will pay.”

-From an interview with Interview with Jeff Hilton, Co-founder and partner, Integrated Marketing Group³⁴

“People are ready for solutions, not just critiques, of the enormous issues we face today, so the examples of real farmers, dedicated to producing healthy food, ingenious, hard working, have a great impact.“

--Melissa Young, producer, GOOD FOOD

Cross generation marketing

*Advice from Edibles Advocate Alliance:*³⁵

“Gen Y: (born 1985 - 2004) Also know as "Millennials," "Echo Boomers" and "The Net Generation." They are the children of the Baby Boomers and the largest generation at 100 million Americans. The most coveted buying group, consuming at a rate of more than five times the Boomers in adjusted dollars. These are bright, educated, multi-taskers with a social conscience. The Millennials are forecasted to have the greatest effect on almost all American industries. These individuals don't read newspapers, don't listen to radio, or buy magazines. **Gen Y goes right to the internet**, and they are a very fickle group to effectively reach because they are continuously bombarded with savvy electronic marketing. This group will purchase products with a "social conscience." They consider buying based NOT on quality or freshness, but rather to reduce greenhouse or environmental impact, sustainability, and ethics. The flip side is that while the only way to reach them is online, current farm market -farm stand models require Gen Y to get OFF LINE to find your product. Bringing local food into the online marketplace is key to capturing Gen Y

³² Deloitte, “Finding the green in today’s shoppers.” February 2009. Accessed on 3/30/2011 at http://www.deloitte.com/view/en_LU/lu/library/whitepapers/sustainable-development/652c7d6ac7226210VgnVCM200000bb42f00aRCRD.htm

³³ Hoffman, Steven. “Baker’s Dozen: Top 13 Trends in Sustainable Food and Agriculture” December 29, 2010. Accessed on 3/30/2011 <http://www.compassnaturalmarketing.com/2010/12/29/bakers-dozen-top-13-trends-in-sustainable-food-and-agriculture/>

³⁴ “Sustainable food messages risk confusing consumers,” Food Navigator.com, 7/28/2010. Accessed on 3/30/2011 at <http://www.foodnavigator.com/Financial-Industry/Sustainable-food-messages-risk-confusing-consumers>

³⁵ Accessed 3/30/2011 at <http://www.ediblesadvocatealliance.org/local-food---agriculture-business-blog/bid/38451/Effective-Marketing-Understanding-All-6-Generations-Of-Consumers>

consumers and nurturing them for long-term customer buying relationship for the next 40 years.”

“Gen Z: (born 2005 - present) 2007 was the largest birth year in US History. Latinos make up about 14% of our total population, but accounted for more than 25% of total babies born in 2007. This new generation is already more than 20 million strong. **The most tech-savvy of all generations, the only marketing that has effect are digital media campaigns through TV, film, and the internet.** Most susceptible to industrial food advertising and their peers. According to the Division of Nutritional Sciences at Cornell University, 3-5 year-olds have an annual purchasing influence of \$15 billion; \$45 billion for 6-8 year-olds; \$65 billion for 9-11 year-olds; and \$90 billion for 15-17 year-olds. They also say that parents are two to three times more likely to name a child - not themselves - as the family expert for selection of fast food, snack food, restaurants, and new breakfast cereals. While yielding the greatest influence over food purchasing behavior, there is a direct correlation that the number of children in a household does not appear to influence buying behavior for local and regional foods. This should be the most coveted group to market your product to simply because they have the most power. They do not care about health or obesity (yet). They care about their peers and about fun. Agritourism has made great strides in reaching Gen Z with a local food & agriculture buying message.

Telling stories

From “The Sustainable Food Movement Needs To Tell Stories” By Zachary Adam Cohen on February 12, 2010 at FarmToTableOnline.org.³⁶

“We need to tell more stories. And we need to do a better job of telling the stories that we currently have. As our culture and society continues to undergo a great value reset... **We all want to be reassured that things are going to be OK, that there is hope and light at the end of this tunnel...**We need to connect that daily, rather quotidian act of eating, into a series of sacred moments where the people, places and *stories* of the sustainable food movement are elevated into something almost religious.

- It all starts on the front lines. The **farmers and artisans** in the sustainable food movement are walking narratives that we need to decipher.
- Everyone in the local food movement has dealt with setbacks, either financial, governmental or physical. How many local farmers have been wiped out by a sickened herd? Or a blight? How many cannot scale beyond a certain point due to onerous regulations? How hard is it to raise money? How many local, artisan shopkeepers have been told their products cost too much, when all they are trying to do is provide an honest price to their suppliers? **Find the painful moments, investigate them, discuss them, and then show move on.** This is a positive movement and we cannot dwell on the downsides.

³⁶ <http://www.farmtotableonline.org/2010/02/the-sustainable-food-movement-needs-to-stories/comment-page-1/#comment-3314>

- In Hollywood, they teach young writers to look for the narrative arc. So take a page out of that most American of industries and **find the pivot point**. At what point this story turn positive, or negative as the case may be. If it turned positive, than the tension provided by the difficulties will have been resolved. If its a negative action, make sure you end the story with signs of hope.
- At the end of the day, **we've got to connect the dots**. We are the ones who have to demystify the movement, the food, the people, the places, the trends. If we don't than the local foods movement will remain a niche market, made for rich people, lunatic farmers and everyone in between.
- It is as simple as re-framing the questions: **Why does this jar of kimchi cost so much? Answer: It doesn't cost that much when you consider that this is what it costs** to pay the farmers what they deserve, so that they can take care of the land, restore it, earn a decent wage, and feed us good clean food.

STRUCTURING THE DVD FOR USE WITH MIDDLE AND H.S. STUDENTS

The following key points are extracted from interviews with:

- **George Thornton**, Social Studies teacher, Oroville High School
- **Harriet Weber**, Administrator, Quincy Valley School
- **Cathi Nelson**, Principal, Waterville Elementary School
- **Joan Qazi**, WA Sustainable Food and Farming Network Fresh Food in Schools Project
- **Lexi Koch**, Executive Director, Classroom in Bloom
- **Marcy Ostrom**, WSU Small Farms Program Leader
- **Sherri Schneider**, Executive Director, Community Farm Connection

What will make the DVD most compelling to middle school and high school students?

Content

“Food is a topic that everybody is interested in. It’s most interesting when they can make a personal connection like someone who is growing food in their area or if it is a food they particularly like they are most interested. There is not as much interest in health. It could certainly be part of a lesson plan to talk about that, but you would have to make it engaging because it is so much in the news that it’s a desensitized topic.”

--Harriet Weber

“Our kids today are so disconnected from what it takes to make and obtain food but you can get them to start talking about their grandparents or something they have seen and you can get a light in their eyes and draw that out. There are a few more kids every year whose families are engaged in the local food train, and then others who come from more traditional backgrounds who do a lot of canning still and do a lot of home gardens and raise animals for eating. And we have to honor the immigrant families...”

--George Thornton

“[There is a] tension between organic and commercial farming and in our area in the Quincy valley most of these kids are involved in families doing commercial not organic farming. They are not corporate farms and they are struggling and using best practices. If it’s geared to the two acre organic farm it doesn’t apply to our students. Commercial doesn’t have to be a bad word, it’s the values you have and how you care for the land and the farm, and that’s the common ground I think.”

--Harriet Weber

Show kids in the DVD and involve kids in production

“It would have to really hook them, connect some way to them in their lives today. It would be interesting to those kids to hear what it used to be like and translate it into what is it now and comparing that.”

--Cathi Nelson

“It has to inspire kids and listening to elderly folks won’t do it. Follow each anecdotal story by some modern comparison or info blip about things that are happening today. They are so focused on themselves... the way they do things is new and exciting and they are learning independence and freedom of thought. Having a story about a fifteen year old on a ranch raising animals, a 15 year old who is a vegetarian and why and where they get their food might be interesting.... If you had one of the older stories immediately followed by the peer stories...”

--Sherri Schneider

“I think what would get them excited through a DVD is seeing people their same age being interviewed and having their own experience represented. They would be all over youth narrating the whole thing.”

--Lexi Koch

“I think if kids can be involved in the production that would hook them and the technology comes natural to the kids now a days.”

--Cathi Nelson

“If you can make it in a fun video format rather than just a documentary that would probably engage. If it had kids in the video itself. Some videos that really engage students use students [as] the news reporter.”

--Harriet Weber

Interactivity

“[Kids love] eating... the actual activity. They actually love the garden. 10th graders start to be too cool, but the middle school guys are really into it. They like the teamwork element of it they are in their little groups doing their stuff and just hands on. One thing we do is bring in a tiny baby carrot and a carrot from the garden, and draw a big map and talk about how many people and how much fuel had to be used... with the baby carrot there are factories and people bagging and trucking, and then with the one from the garden it’s a wheelbarrow and the kitchen. And then they taste [the carrots] and they get it. “

--Lexi Koch

“They are so hooked into high technology media that they really need that high level of interactivity and a lot of bells and whistles. I think students making comparable local interviews and interacting with people who have these experiences is very valuable. To look at and be a consumer of information is one thing but to create information is another and that would be a much more solid learning.... Add a section (of the DVD) talking about the mechanics of how do you do an interview, so people had some guidance and people to contact.... A nuts and bolts for the classroom teacher. If we can engage people to do that and build it into an online library that that could be the direction to go... ”

--George Thornton

“If one of the goals is for kids to get involved there should be five or six calls to action. Give them a place to meet and a program that exists. Maybe the school gardens would be a call to action, our CSA program, volunteering during the summer... visit a farmers market, here are some dates and times...

--Sherri Schneider

How can the DVD be created in a way that makes it easy for teachers to use?

“If you had an area where you had several suggested lesson plans that a teacher could reference or activities that they could reference as jumping off points, not even highly details just things apply in the classroom and here are some steps to do that...”

--George Thornton

“If the DVD could be written with something teachers could use for a 15 to 20 minute or half hour lesson over the course of a week, that is how our teachers would be able to use it. I would see the dvd broken up into four or five minute segments on different aspects and then there would be a class activity or science experiment to go along...”

--Harriet Weber

“If you could find a way to tie into [a state] standard, something they have to teach anyway, then they don't have to get a lesson together today but it is still meeting their goals.”

--Lexi Koch

“With teachers we have a lot of learning targets and we have to get kids ready for these tests so it has to prove they can translate into skills they have to show they know. Social studies is a content area like that, or it could be embedded in some kind of technology class. The content classes are so geared to high stakes tests, the teacher has real strict parameters about what they have to create to prove they meet the [Classroom Based Assessment]. We can't use very much creativity.”

--Cathi Nelson

“You will have some social studies, and our middle school students study economics.”

--Harriet Weber

“I think it's a good option to do five minutes sections, and with each section have a variety of activities and lessons available under each one of these headings. Five to ten minutes is a max a kid would watch video material these days.”

--George Thornton

“One thing I would need would be a connection to background material that might show the locations of the people who are interviewed... I don't teach a PNW course but that's where I see this thing most likely used to talk about historical and cultural aspects of how it evolved in our region.”

--George Thornton

How can the DVD be useful to community activists?

“When I have seen the DVD it has been enjoyable and entertaining and that was about it. They see someone from Tonasket pioneers, that’s interesting but what does it have to do with me? Then if you following with a story about someone doing something similar now, and an explanation of how it ties into rural development, the economy, rural preservation... The issues need to be made explicit and called out and it will be more effective. Talk about how supporting a local farm supports the local rural economy. It’s an issue that is interesting if done in a non combative way highlighting the positive.”

--Sherri Schneider

“Everybody eats so that is a great thing about food. I think it’s a wonderful opportunity for discussion and you can get people to start with their favorite meal and start with a personal experience of food. This is a gentle way to get people to think of their experience with food and the system and how it has changed historically and that is how a study guide could start as well. Then maybe larger to the community and sort of the whole system. A little study guide with some questions would be pretty cool. Start with simple and move to complex. I like looking at history of the land and ag at the college level, but in my own community it would be more about church groups doing a study session on food and the ethics of eating...”

-Marcy Ostrom

“The storytelling is nice and we don’t do that as much in academics.... So you’d like to have those lessons of what is happening in the food and ag systems and what is happening with the choices and how to be more thoughtful. One thing to be careful of is the whole local food movement glorifies the people who grow food for here... we need to honor everyone even if they are not growing what we eat right here but they are still part of the fabric of our economy. I am also interested in sneaking in some larger facts about ag in our state, if it could be done without being preachy.”

--Marcy Ostrom

Washington State Social Studies Learning Standards – Eight Grade

1. CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

1.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents. 1.2 Understands the purposes, organization, and function of governments, laws, and political systems. 1.3 Understands the purposes and organization of international relationships and U.S. foreign policy. 1.4 Understands civic involvement.

2. ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. 2.2 Understands how economic systems function. 2.3 Understands the government's role in the economy. 2.4 Understands the economic issues and problems that all societies face.

3. GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface. 3.2 Understands human interaction with the environment. 3.3 Understands the geographic context of global issues.

4. HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

4.1 Understands historical chronology. 4.2 Understands and analyzes causal factors that have shaped major events in history. 4.3 Understands that there are multiple perspectives and interpretations of historical events. 4.4 Uses history to understand the present and plan for the future.

5. SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

5.1 Uses critical reasoning skills to analyze and evaluate positions. 5.2 Uses inquiry-based research. 5.3 Deliberates public issues. 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

Social studies grade level expectations

In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

In seventh grade, students become more proficient with the core concepts in social studies. There are two recommended contexts in which students can demonstrate this proficiency in the seventh grade. The first part of the year is focused on a continuation of world history from sixth grade as students look at the geography, civics, and economics of major societies up through 1450 C.E. **The second part of the year asks students to bring their understanding to their world today as they examine Washington State from 1889 to the present.** The study of Washington State includes an examination of the state constitution and key treaties. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.

In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.

In ninth and tenth grade, students apply their deeper understanding of social studies concepts on a global scale. **The recommended context in the ninth and tenth grade is**

modern world history, 1450 to the present. Students explore major themes and developments that shaped the modern world, including human rights, revolution and democracy, to develop an understanding of the roots of current world issues. Students also consider more deeply the role of economics in shaping the world's events.