







Slow Food and the Makah Ozette Potato

Overview:



Students will read “A Potato With a Past” to learn about the history of the Makah Ozette Potato which is a variety of fingerling potato that travelled to North America from South America in the late 18th century. Through learning about this potato’s history, students will be able to compare and contrast the concept of “fast food” and “slow food.”

Objectives:

At the end of the lesson, students will be able to:

-  **Annotate** a text with connections to prior knowledge and clarifying questions.
-  **Paraphrase** a text and use sentence frames to compare and contrast “slow” versus “fast food.”
-  **Define** vocabulary words using context clues.
-  **Understand** steps needed to plant the Makah Ozette Potato.

Preparation:

-  Note: plan for two or three 50-minute class periods for text analysis, several weeks for the planting, cultivating, and harvesting of the potato, and one class period for a culinary experience.
-  Potatoes can be purchased from Slow Food USA.

Materials:

- γ Handout 1: “A Potato With a Past”
- γ Handout 2: “Target Vocabulary Definitions”
- γ Handout 3: “Paraphrasing Planting Instructions”
- γ Handout 4: “Compare and Contrast ‘Slow Food’ vs. ‘Fast Food’”
- γ Images of the Makah Ozette Potato
- γ Thesaurus
- γ Measurement tools for planting accuracy (e.g., spacing)

On the Board:

- γ Student Reflection Questions
- γ Vocabulary

Suggested Snack:

- γ Makah Ozette Potato Recipe Book (choose one): <https://www.slowfoodusa.org/contents/sdownload/4713/file/Makah-Ozette-Potato-Recipe-Book.pdf>

Other Resources:

- γ Slow Food USA (<https://www.slowfoodusa.org>)
- γ Potato Videos (<https://thekitchencommunity.org/teaching-in-your-garden/video-library/>)

Vocabulary

 “slow food”
 staple

 “fast food”
 phylogenetic

 commercial
production

Learning Activities:

Day 1:

I. Warm Up (5 min.)

- A. Tell students they will have an opportunity to learn about a variety of fingerling potato that came to North America from South America rather than traveling from South America to Europe with the Spaniards, and then to North America during the Age of Exploration.
- B. Show students an image of the fingerling potato and ask them why they think it is called a “fingerling” (it is thin like a finger).

2. Activity: Reading “A Potato With a Past” (25 min.)

- A. Distribute Handout 1: “A Potato With a Past.”
- B. First, read aloud the modified version of the Handout: “A Potato With a Past.” To ensure that all students are actively following along, omit several words per paragraph, which students orally fill in as a group. Model “think aloud” strategies while reading (making connections, asking rhetorical questions, re-reading sections for clarification).
- C. For the second read, have students re-read the text orally with a partner, alternating paragraphs. After each paragraph, students “mark up the text” with sidebar comments written in the margins for each paragraph. These comments are designed to show active reading processes and may begin with sentence starters such as, “*I wonder....I think.... I am surprised....I have a question about....*”

3. Vocabulary Study: Handout (20 min.)

- A. Pass out Handout 2: “Target Vocabulary Definitions.” Students will use context clues and reference materials (such as a dictionary) to study the meanings of each of the highlighted words from the text: “*slow food,*” *staple,* *phylogenetic,* *commercial production.*

Day 2:

I. Distribute Handout 3: “Paraphrasing Planting Instructions” (35 min.)

- A. Have students read with partners and paraphrase each step of the process (they may use reference materials [such as a thesaurus] for paraphrasing to find synonyms).

- B. Next, bring students to the garden and have them plant potatoes in the ground according to the directions in small groups. Plants will need to be cared for (watered and weeded) over the course of the next several months.
 - C. Distribute Handout 4: “Compare and Contrast Slow Food vs. Fast Food” (15 min.)
 - In pairs, have students brainstorm a list of characteristics of “slow food” and “fast food.” They will record their ideas on the handout. After brainstorming, they will use sentence frames to explain the similarities and differences between these terms using academic language.
2. Snack (After Harvest): Choose a recipe from the Makah Ozette Potato Recipe Book listed under “Suggested Snack” above. (30 min.)
 3. Have students answer the Reflection Questions in their garden journals. (5 min.)

Student Reflection Questions:

1. What is similar about “slow food” and “fast food”? What is different about them?
2. Can you provide a definition for one of the Target Vocabulary words/terms (in your own words)?
3. How would you describe the taste and texture of a potato dish that you like alot?

Assessment Questions:

1. Who is responsible for bringing the Makah Ozette Potato from South America to North America?
 - A. The Native Americans
 - B. The Spaniards**
 - C. The Irish
2. Briefly explain the history of the Makah Ozette Potato.

Standards:

Common Core State Standards

- CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- CCSS.ELA-LITERACY.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.



A Potato With a Past

Read the following text and make annotations in the margins.

A Potato with a Past: the Makah Ozette

Apr. 7, 2008

by Slow Food USA Regional Governor Gerry Warren



Makah

In the 1980's an unknown fingerling potato was recognized to be a staple in the diet of Pacific Coast Native Americans of the Makah Nation. The Makah occupy the region around Neah Bay, Washington, which is the most northwesterly point in the United States. Tribal lore reported that this potato had been used by these people for about 200 years. The Makah had named this potato the Ozette after one of their five villages located around Neah Bay.



All potatoes originated in South America and it was thought that all potatoes now in the

Americas were first taken to Europe by Spaniards before they came to the Americas with the European colonization. However in 2004 **phylogenetic** analysis conducted at Washington State University showed evidence that the Makah Ozette potato was certain to have been imported directly from South America. How did this happen?

SLOW FOOD

After their conquests in South America the Spanish began a mission to further establish their empire in North America. In the spring of 1791 they established a fort at Neah Bay, and a garden was planted that surely included potatoes they brought directly from South America or

Mexico. Over the winter of 1791 the Spanish found the severe weather conditions at the fort's harbor were unsafe for mooring their vessels. The Spanish abandoned the fort in the spring of 1792.

The Makah people, who were in need of a carbohydrate source either traded or found volunteers of this rather weedy plant left in the garden of the abandoned fort.

They quickly adopted the potato and became its stewards, growing it in their backyard gardens for over 200 years. Not until the late 1980's was this potato catalogued and its seed was grown outside the Makah Nation. To date, there has been very limited **commercial production** of this potato although it is noted to be grown by a few small farmers in several regions of the U.S.A.



Text Adapted from: Slow Food USA
<https://www.slowfoodusa.org/blog-post/a-potato-with-a-past-the-makah-ozette>



Target Vocabulary Definitions

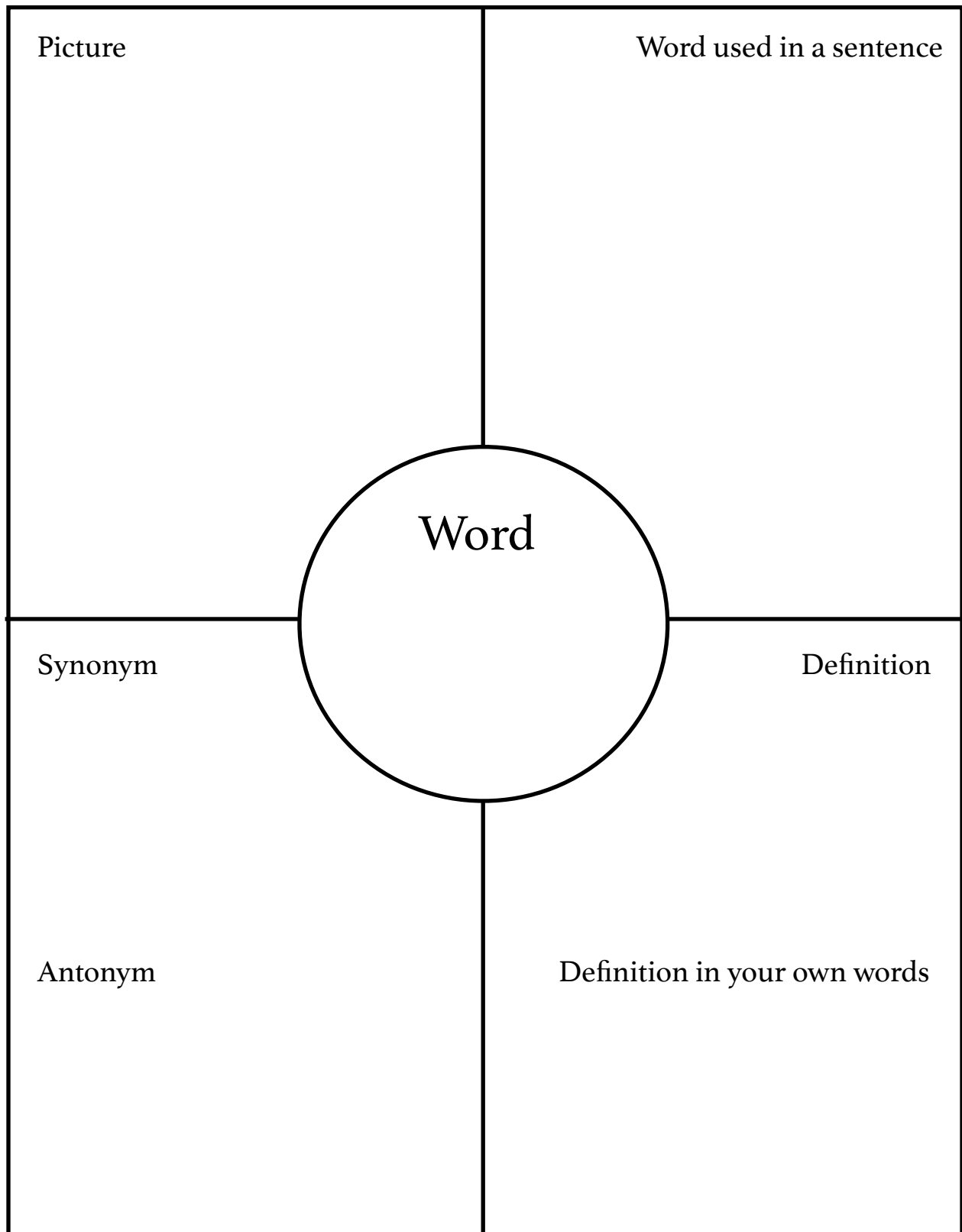
Slow Food is an international movement founded by Carlo Petrini in Italy in 1986. Promoted as an **alternative to fast food** (food that is prepared quickly and easily and is sold in restaurant and snack bars as a quick meal to be taken out), it strives to preserve traditional and regional cuisine and encourages the farming of plants, seeds, and livestock characteristic to the local ecosystem.

Staple: A food that is regularly consumed in a community or society and from which people obtain most, or a significant proportion, of their calorie requirements. All staple plant foods are derived either from cereals such as **wheat, barley, rye, maize, or rice**, or starchy tubers or root vegetables, such as **potatoes, yams, taro, and cassava**.

Phylogenetic: the development or evolution of a particular group of organisms with similarities and differences in their physical or **genetic characteristics**.

Commercial production: prepared, or acting with sole or chief emphasis on saleability, profit, or success.

For each word, students should work with partners to complete the model below.





Paraphrasing Planting Instructions

Read the instructions as they are printed, then paraphrase them in your own words with your partner.

- **Rearrange** - rearrange words within sentences to make new sentences. You can even rearrange the ideas presented within one of the paragraphs under “Planting Instructions.”
- **Reword** - replace words and phrases with synonyms whenever you can. Realize that some words and phrases cannot be changed - names, dates, titles, etc., cannot be replaced, but you can present them differently in your paraphrase.
- **Recheck** - make sure that your paraphrase conveys the same meaning as the original text.

Planting Instructions for the Makah Ozette Potato:

- These are fingerling potatoes so the entire potato can be sowed/planted. There should be at least two buds/eyes on every piece. If it is a particularly large potato you may cut the potato in half and plant both pieces cut-side down.
- The potato tubers should be planted in rows no less than 12” apart from each other. Each row should be 18-24” apart from the next row to have ample soil available for “hilling.” For example, in a 8’ x 4’ bed there can be three rows of five-six potato tubers.
- To plant: Dig your trench about 6” wide and 4-6” deep. Sow tubers 12” apart. Cover with one-two inches of soil pressed firmly down on where the potato is planted.
- As the plant grows, backfill some soil over the plant, leaving a few top leaves exposed. Eventually you will create a hill around the grown plant with as much soil as available.
- This variety of potato will get a very “bushy” top. When the plant matures and begins to fall over, cut off the tops to prevent blight, particularly if the weather is wet.

From Slow Food USA.



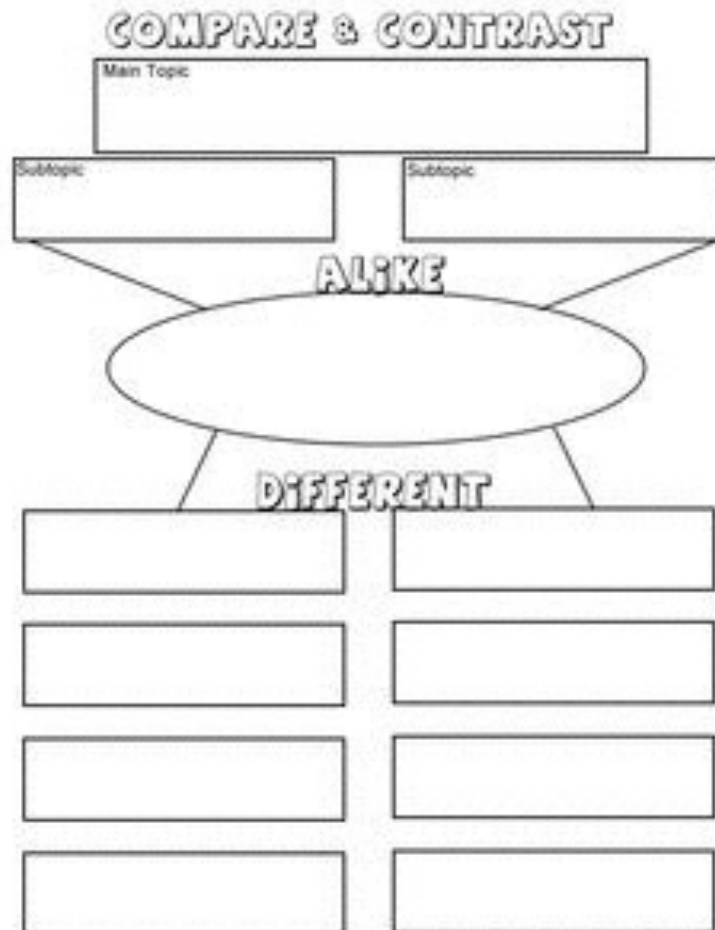
Compare and Contrast: Slow Food vs. Fast Food

Sentence Frames:

Slow Food and Fast Food potatoes are **similar** because they **both**..... Slow Food and Fast Food potatoes **resemble** each other because.....

Slow Food and Fast Food potatoes are **different** from each other because.....

Slow Food and Fast Food potatoes **differ** from each other because.....





United States
North West Washington State

Producer
Presidium Seed Producer

Pure Potato
Lynden WA
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Printed on recycled paper

The **Slow Food international** organization involving more than 100,000 people from 153 countries on five continents -promotes taste education, fights for the preservation of agricultural biodiversity, organizes events and publishes books and magazines.

Slow Food **Presidia** are local projects that work to protect small-scale producers and to safeguard quality artisan products. Their objective is to guarantee a viable future for local communities by organizing producers, searching out new economic outlets and raising the profiles of tastes and regions.

The **Slow Food Foundation for Biodiversity** promotes and coordinates over 300 Presidia in the world.

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www.slowfoodfoundation.com

ENG062009 - Photo: Claire Bloomberg-www.bloombergphotography.com

Slow Food®

Makah
Ozette Potato



Slow Food Foundation
for Biodiversity

A Potato With a Past

In the 1980's an unknown fingerling potato was recognized to be a staple in the diet of Pacific Coast Native Americans of the Makah Nation. The Makah occupy the region around Neah Bay, Washington, that is the most northwesterly point in the lower forty eight states. Tribal lore reported that this potato had been used by these people for about 200 years. The Makah had named this potato the Ozette after one of their five villages located around Neah Bay. All potatoes originated in South America and it was thought that all potatoes now in the Americas were first taken to Europe by Spaniards before they came to North America with the European colonization. However in 2004 phylogenetic analysis conducted at Washington State University provided evidence that the Makah Ozette potato (*Solanum tuberosum Group Tuberosum*) was certain to have been imported directly from South America. How did this happen? After their conquests in South America, the Spanish began a mission to further



establish their empire on the western shores of North America. In the spring of 1791 they established a fort at Neah Bay and as was the custom, a garden was planted that surely included potatoes they brought directly from South America via Mexico. Over the winter of 1791 the Spanish found the weather conditions in the harbor too severe to maintain their ships and they abandoned the fort. The Makah people, who were in need of a carbohydrate source, likely found volunteers of this rather weedy plant left in the garden of the abandoned fort. They quickly adopted the potato and became its stewards, growing it in their backyard gardens. Not until the late 1980's was this potato grown outside the Makah Nation. To date there has been limited commercial production of this potato, although it is now grown by a few small farmers. Interest in the Makah Ozette is increasing. The firm flesh and creamy texture of this thin-skinned knobby potato and its unique nutty, earthy flavor are appreciated by home cooks as well as chefs.

The Presidium

The Presidium has been established by Slow Food Seattle in partnership with the Makah Nation, Full Circle Farm, Pure Potato a laboratory which develops and produces potato seed, the USDA Agricultural Research Station in Prosser, WA, and the Seattle chapter of the Chefs Collaborative.

In the early development of this project Slow Food Seattle developed a scheme for the Convivium to buy the potato seed and distribute to local home gardeners and small-scale farmers and in return the Convivium had a stake in a percentage of the commercial crop to use at events and to recoup the initial investment. This effort stimulated demand and demonstrated a market for the potato.

Because of all the presidium's promotional efforts, the Makah Ozette potato seed is in high demand. The presidium's aims are to increase regional seed production, increase the number of small commercial growers who will become Presidium members, and continued promotional activities that will bring this potato to many tables. Furthermore, the Presidium hopes to establish a laboratory at the Neah Bay School to further engage the Makah Nation youth in the propagation of their namesake potato.

Drawings: Lisa Brandt-www.osageillustration.com



Planting your Ark of Taste Makah Ozette Potato in Your School Garden

- There will be 15-20 potato seeds per pound.
- These are fingerling potatoes so the entire potato can be sowed. If it is a particularly large potato you may cut the potato in half and plant it cut-side down.

If planting in the ground:

- One lb. should plant about one 8'x4' bed (e.g. three rows of 5-6 seeds/row)
- If planting in the ground in rows, the seed should be planted no less than 12" apart. The rows in small beds should be 18-24" apart to have soil available for hilling.
- Planting: Dig your trench about 6" wide and 4-6" deep (depending on soil depth); sow seed 12" apart, cover with 1-2 inches of soil pressed firmly
- As plant grows, backfill to cover leaving the top few leaves exposed. Eventually hill around the grown plant with as much soil as available
- This varietal will get a very bushy top. When the plant matures and begins to fall over, mow the tops to prevent blight, (particularly is weather is wet)

If planting in a container:

- You can use old tires or 3' high fence made into a ring and plant the potatoes in soil at the bottom of the ring and then as the plant grows, cover up all but 4" of the plant with compost and dirt.
- When the plant dies later in the year, you can just pull the tires or fence off the pile and the kids dig potatoes with their hands in the pile.
- So if you are going to use containers, you would want to use large containers so that you have space for the plant to grow.

*Reminder: we are asking for a **\$5-10 donation to help us cover the cost of shipping**. Please send cash or check (made out to "Slow Food USA") to:

Slow Food USA
c/o Andrew Nowak
The Source
3350 Brighton Blvd. #202
Denver, CO 80216

Lastly, because we are using the MOP to pilot school garden Ark of Taste curriculum, we are asking each school to submit a one-page report detailing your experience with these potatoes. The report should include any photos, stories, and recipes - essentially some short descriptions on how the potatoes were used, yield, etc. Attached is a template for the report.

Questions or comments? Email mop@slowfoodusa.org