

Building Language Skills with The Seattle Times

Date: Thursday, April 27, 2017

Article: **NIE & Pike Place Market Article: *One Market For All***

Print Replica: Wednesday, April 26, 2017

Section: NIE Special Section, D1

Standard:

CCSS.ELA-LITERACY.RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Key Ideas and Details:

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Objective:

Students will practice their reading skills to explore how the author uses reasoning and evidence to support specific points in the text by using deeper level questions and connecting the content to their personal lives.

Vocabulary:

Look up the definitions for the following word. First, write what you think the highlighted word means, then look up the definition and write it in the space provided, using your own words.

“Pike Place Market is the vibrant heart of downtown Seattle, with a profound historical **legacy**. It’s an eclectic neighborhood of small businesses and residents that reflects the cultural diversity of our city.”

Legacy guess:

Legacy definition:

Building Language Skills:

Visualizing text is a proven way that improves reading comprehension. Have students close their eyes and listen carefully. Have them think deeply about the words described in the statement.

The teacher will read the following information to the class, taken from the article.

“When they opened the Market, the farmers had to go there at night to Western Avenue. My father started from home [in the Rainier Valley] at 11 o’clock at night to go to the Pike Street Market. They had race horses and a buggy, a small wagon, you know, and when the cop blew the whistle down on Western, they would all start for the Market. Whoever got there first would get the first table. It was a race. The guy with the ox, he’d get the last one.”

(“Good Pride,” Market Oral History Project, 1982 p. 6.) — Rafael Vacca, a farmer

Have students share their thoughts. What images did you visualize? What emotions or thoughts arise?

Comprehension:

1. In the year before the Market was founded, prices of commonly used vegetables, like onions, soared, making it difficult for people to buy produce to make their meals. The commission houses, or wholesalers, were setting the prices, and this was a rotten deal for the farmers and the customers. A change was needed.

Who stepped in and helped? What did he do?

2. What did Revelle say at the ceremony marking the dedication of the Market?
3. As the Market prospered, various newcomers to the area found opportunity selling goods at the Market. Who were they?
4. Why did these groups come to Seattle from their homelands? What did they all find at the Market?
5. What was the exact moment when Frank Goodwin brainstormed the Market? What did he do with his idea? Where did he sketch it?

Post-Reading Class Discussion or Journal Writing Assignment:

- Have you and your family spent much time at Pike Place Market?
- What energy and vibe does Pike Place Market have? What makes it unique and special?

“It’s the oldest market in the United States—at least the oldest continuously operated that survived the last century’s innovations of refrigeration, grocery stores, and processed foods. I’m very proud of the fact that my grandfather and father took a real chance—and now Seattle has something that is the envy of the world. ‘Direct from producer to the consumer,’ it really is the hottest thing in food right now.” — Joe Desimone (Giuseppe’s grandson)

- This article made you realize how different shopping is now, compared to an earlier time with no refrigeration. Do you think we take grocery stores and food, in general, for granted? Why or why not?
- Have you planted a garden with your family?
- Have you ever picked berries?
- What work ethic do you need when growing your own food?
- Do you ever think about the work that goes into producing the fresh foods you eat?

The Market mirrors our city, with its tapestry of progressive values, strong sense of community and cultural diversity. It was the citizens of this great city who came together and fought to protect the Market through civic engagement and grassroots activism. They ultimately saved the Market from destruction in the 1960s.

Civic engagement involves volunteering your time to make a positive difference in your community.

Grassroots activism is when citizens come together in a group for a common goal or purpose.

- Where have you seen civic engagement and grassroots activism in your own neighborhood or city?
- What are the social issues that your community cares about?
- What’s a social justice issue that you’re passionate about?
- What can you do to help that cause?

- What inspires you to make a difference?

Teachers, please have your students submit their answers online to info@pikeplacemarket.org

Pike Place Market will be collecting drawings, journal responses, stories, essays and answers for their 110th Anniversary celebration this summer.

- What are your favorite Market memories?
- What sights, sounds, smells and tastes stand out?
- What stalls were your favorite and why?
- What were your favorite places to eat?

