# Capstone Project Stage 1

(Modules 1-3)

The diagram below summarizes the topics you will explore in Stage 1 for your assigned region based on what we've covered in Modules 1, 2 and 3. At this point you should know your assigned region. For Stage 1, you will do your data collection on your own, and submit a PowerPoint and your completed worksheet electronically via the drop box.



## What to do for Stage 1?

* Confirm with your instructor which region you will be studying
* There is a blank CHNS diagram included in this worksheet. Begin filling it out with the information you’re gathering about your region. At each capstone stage you will be able to add more to it and refine it.
* Complete the worksheet below that contains a table summarizing the data you’ll need to collect to complete this stage. There are questions in the left column, and space to answer them in the right column. **It’s very important that you cite the source of each piece of information that you type into the right column.**
	+ You need to think deeply about each response and write responses that reflect the depth of your thought as informed by your research. Do not just write one-word answers.
	+ Include questions that you have about your region related to the key course topics covered so far in the Stage 1 worksheet. Be sure to include in this document a record of your efforts to answer the questions so far. Also, there is space at the end to paste in links to any sites you visit that you think might be helpful in the future.
* Create a PowerPoint file that you’ll use to store maps, data, graphs, photos, etc. that you collect related to your assigned region. **For every piece of information that you put in your PowerPoint file, you MUST include a citation that clearly explain where that piece of information came from.**
* Submit your Stage 1 PowerPoint file and worksheet per the guidance from your instructor. (see rubric below for assessment).

#### Rubric for Stage 1 Assessment:

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| **Criteria** | **Possible Points** |
| Stage 1 worksheet and ppt files for assigned region uploaded to drop box by deadline | 5 |
| All questions in the Stage 1 worksheet answered thoughtfully with evidence of research into the assigned region | 10 |
| PowerPoint file includes relevant images, graphs and data for assigned region | 10 |
| Proper citations are included for all items in worksheet and PowerPoint | 5 |
| **Total Possible Points** | **30** |

## Capstone Project Overview: Where do you stand?

Upon completion of Stage 1, you should have started to investigate your assigned region and have added information, maps and data to your worksheets and PowerPoint file.

Upon completion of stage 1, you should have at this point:

1. Confirmed which region you will study for your capstone project and identified the members of your group.
2. Initiated research and data compilation in the Stages 1 table in the associated Stages 1 worksheets.
	1. Stage 1: Regional food setting, history of regional food systems, diet/nutrition
3. Created a PowerPoint file to hold the data that you are collecting about the food system of your assigned region. Information you may have:
	1. Labeled map of your region
	2. Soil map of your region
	3. Precipitation map of your region
4. Record citations for all references and resources you are using in your research.
5. Compiled an initial list of questions you have about your region related to key course topics and initiated significant efforts to answer.
6. Begun to create a CHNS diagram(s) for your region that illustrates the coupled human-natural systems of your food region.

# How to clip a screenshot?

### Windows PC

To snip into the clipboard:

* Open the snipping tool (icon looks like a pair of scissors).



* Use Ctrl-V or Edit | Paste to paste your snipped image into a word doc or ppt.

To save snip as a file:

* Follow instructions as above using the snipping tool. Click on **Save Snip**, in the **Save As** box, enter a file name, location, and type, and then select **Save.**

### Mac OS

To snip into the clipboard:

* Hold down “Command, Shift, Ctrl, 4” all at the same time. The cursor will change to be a crosshair with a box. Use the crosshairs to select the area of the screen you want to snip. Use Command-v or Edit | Paste to paste the snipped image into a word doc or ppt.

To save snip as a file:

* Hold down “Command, Shift, 4” all at the same time. The cursor will change to be a crosshair with a box. Use the crosshairs to select the area of the screen you want to snip. The clipped image will be saved as a .png file to your desktop.

To take a screenshot of the entire screen and save to a file:

* Hold down “Command, Shift, 3” all at the same time. The clipped image of the entire screen will be saved as a .png file to your desktop.

# Coupled Human-Natural System (CHNS) Diagram

Populate the diagram below with the information you gather about your capstone region. For example, if you learn that your region receives 10 inches of rain per year, that would be something that is part of the natural system, and the response in the human system would be that irrigation is necessary. You may want to create different versions of this diagram to illustrate different aspects of the food systems in your region. Also, you should feel free to add new lines and boxes and connections to the diagram to illustrate other components of the human-natural system and their relationships.



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| Stage 1: Introduction to your regional food system, history and human nutritionRemember, this worksheet will likely expand into a longer version as you gather information, new questions and new resources to address these questions. You most likely will not be able to answer all of these questions about your region. They are just presented as a tool to help guide your searching and data collection. |
| **Region Name** | **Country** | **State/Province/Counties** |
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| Questions to Explore | Information about your regional food system(include a citation for everything you put here!) |
| **Physical Environment of your Capstone Region**Explore your region in Google Maps with the satellite image (<https://www.google.com/maps>, click in the lower left on the box that says “Satellite” to turn on the satellite image) or use Google Earth (<https://www.google.com/earth/> ). Search for your region using the county name or other name for your region. Start working on a labeled map of the region showing key features. Or search for one using Google Images. Include it in your ppt file with a citation so you know where it came from. You can add arrows and annotation to the map in your ppt file.* What are the major topographic features? (such as rivers, valleys, mountains/ridges, wetlands)
* What do you notice about main settlements, such as towns and cities? What’s the largest city in your region? Where is it located relative to the agricultural land?
* Clip a screen shot of your county w/ the outline from Google Maps. See above for instructions for how to clip a screen shot.
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| Human Environment of your Capstone Region Search for the following information about the counties in your region. Wikipedia is a great place to start. This is one of the unusual occasions where Wikipedia is an acceptable resource. Also, you’ll want to find the website for the county or regional government (e.g. <http://www.tularecounty.ca.gov/county/> or [http://www.mesacounty.us/)](http://www.mesacounty.us/%29) * What is the approximate population of the region?
	+ Search for populations of each county and sum to get a total population for the region.
* What is the income level of the population of the county?
* What are the major features of the transportation system? Is there public transit? Interstate? Major highways? Rail? Shipping ports?
* Describe your initial impressions of the region with regard to food production and consumption.
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| History of Food SystemsThis section will require some investigation on your part. Do your best to get a sense of the history of the food system in your region by searching on the web about your region and its agricultural history. These questions are just for guidance.* In class, we talked about global historical food trends (refer back to the course material for Module 2). Can you fit your regional food system into those trends? Or is there any interesting local variation from that history?

 * What changes have occurred in the food systems of the region in the past 20 years? How about the past 50-60 years? (you can ask people such as a parent about this question if you’re studying a region close to home)
* Also, in most places there is the coexistence of traditional or alternative food systems with a dominant modern one---comment on these systems. Search for farmer’s markets in your region, or community supported agriculture (CSA) farms. What are the different histories of these different food systems?
* Have there been changes in environmental factors (improvement or deterioration of soil or water resources) that have led to changes in food systems?
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| Diet and NutritionDiscuss diet and nutrition of your assigned regional food system. Try searching on the county public health websites and for news stories about food, nutrition, public health, and diet in your region.* Are there major cultural influences on the diet of the region?
* Are there major socioeconomic influences?
* To what degree are processed foods being consumed?
* Are there health challenges associated with the diet, or the lack of food, in your region?
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| Questions about your region? What additional information do you still need to find? Where have you looked or searched for this info so far? |  |
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| References and Key ResourcesInclude web links, newspaper articles, citations to primary literature, databases, personal communications, etc. to information that might be useful in the future and aren’t already cited above.  |  |
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