

Lesson: Food Then and Now

Opening Statement:

We eat many of the same foods today as many years ago. The difference today is, although we eat foods in season, we have the luxury of having those same foods available on our grocery shelves year round thanks to our advanced ways of processing and preserving foods and transportation systems that can deliver food from far away places. At the turn of the twentieth century, food was prepared in a different way. Many homes did not yet have electricity so all of the appliances we take for granted today were a dream in an inventor's head.

Standards Achieved:

English Language Arts
Social Studies Skills
Mathematics

Grade: 3rd grade and up

Knowledge Objectives:

Students will learn:

We eat many of the same foods today which were favorites at the turn-of-the-century.

Food was prepared differently at the turn-of-the-century.

Turn-of-the-century life in the kitchen did not include many of the everyday modern utensils we use today.

Skill Objectives:

Students will learn:

How to measure for cooking.

To make sweet butter.

To make gingerbread.

Procedure:

1. Tell the students that Paul Laurence Dunbar liked to eat. Some of his favorites were fish, sweet potatoes, chocolate cake, and gingerbread.
2. Ask students what some of their favorite foods are.
3. Ask students how their favorite foods are cooked or made.
4. Discuss the fact that our foods are made or cooked in/on highly mechanized equipment. (We use gas or electric stoves, blenders, food processors, microwaves, etc. Bakeries use machines to make foods.
5. Tell students that during the turn-of-the-century people used their hands and wood burning or coal burning stoves. There were no gas or electric stoves, microwaves, toaster-ovens, as we know today.
6. Have students look up turn-of-the-century recipes.
7. Plan to make butter one day and gingerbread the next so that the whole class experiences both liquid and dry measuring.

WORKSHEET: Food Then and Now

Make Butter:

1. Explain to the class that today most butter comes from a dairy which uses machines. Explain that at the turn-of-the-century most people made their own butter.
2. Tell the class that they will make butter the old fashioned way.
3. Discuss liquid measures. Explain and show the differences between quarts, pints, and cups.
4. Let students take turns measuring (with water).
5. Use the included recipe.
6. Have children take turns shaking the jar until the heavy cream turns to butter.
7. Provide pieces of bread for students to taste with the butter.

Materials and Directions:

Clean **cold** mayonnaise jar with lid for each group

$\frac{1}{2}$ pint **cold** heavy cream for each group

Pieces of bread or crackers

Pour the cream into the jar and start to shake it. Keep shaking the jar and after about 15 minutes, there will be butter shaking around in milk. Drain off the milk.

Wrap the butter in waxed paper and refrigerate. Or, spread on bread or crackers to taste.

Make Gingerbread:

1. Explain the difference between liquid and dry measures and show students different sized dry measures.
2. Have two groups making the gingerbread follow the recipe using both the dry and liquid measure.
3. Discuss the fact that the recipe (from the turn of the century) gives no temperatures.
4. Bake the gingerbread at 350 degrees.
5. Let the students eat the gingerbread.

Materials and Directions:

Toaster oven, mixing bowl, measuring cups and spoons, wooden spoons, sifter, wax paper, rectangular baking pan

1 cup molasses

1 cup sugar

$\frac{1}{2}$ cup butter (shortening or lard)

2 eggs

1 tablespoon of each ginger and saleratus

1 teaspoon cinnamon

1 cup boiling water

4 cups flour

Beat molasses, sugar, butter, eggs, ginger, and cinnamon together. Add water slowly, dissolving the saleratus in a little of the water. Mix in flour. Bake at 350 degrees until done.

Follow up:

1. Have students bring in their favorite recipes and make a classroom cookbook.
2. Have students make actual books to put recipes in.

WORKSHEET: Bookmaking

TYPE	BINDING	COVER	ELABORATIVE DEVICES
<p><u>Staple Book</u> Classroom stories, group contributions, alphabet books, word fun poems, Simple sequence stories</p>	<p>Pages and cover are stapled together then bound for added durability with mastic or masking tape.</p>	<p>Construction paper, Poster board, cardboard</p>	<p>Use expensive printing, paste cutouts and magazine pictures on the pages.</p>
<p><u>Ring Book</u> Group stories, Word fun poems, Collection poems</p>	<p>Punch holes in pages and use notebook rings or shower curtain rings to bind together</p>	<p>Construction paper, Poster board, cardboard, Burlap</p>	<p>Type poems or stories, cut out and paste in book, illustrate with crayons, chalk, magic makers, poster paints, finger paints</p>
<p><u>Shape Books</u> Stories about animals, objects, machines, people, etc. Poems, nursery rhymes, innovations</p>	<p>Make pages in the shape of your book – long, tall, like people, animals, things, etc. Bind together with staples and masking tape or try lacing with yarn.</p>	<p>Make the cover in the shape of the pages using construction paper, poster board, or cardboard.</p>	<p>Crumple and paste color tissue paper, use string and yarn, or material fabrics with various textures, or wallpaper cutouts.</p>
<p><u>Accordion Book</u> Poems, patterns, stories, “how to” directions</p>	<p>Pages folded accordion style. Stapled or glued to covers.</p>	<p>Construction paper, poster board, or contact paper over cardboard.</p>	<p>Marbleizing art effects, photographs, shapes, triangles, squares, circles, etc., tie dye paper.</p>
<p><u>Plank Book</u> Poems, patterns, stories, “how to” directions.</p>	<p>Drill hole in cover, use key chain, or notebook ring to bind together</p>	<p>Thin plywood, 3/16” wood sheets, balsa wood, burning sets.</p>	<p>Newspaper cut outs, ink sketches, splattered paint, broken crayon drawings, corrugated cardboard pictures.</p>

TYPE	BINDING	COVER	ELABORATIVE DEVICES
<u>Contact Book</u> Poems, collections, groups stories, individual stories	Staple pages together. Glue to cover.	Cardboard covered with contact paper.	Potato prints, etchings, art materials, straws, buttons, type stories on pages, create art impressions with food coloring & dropped candle wax, type stories out and paste on pages.
<u>Bound Cloth Book</u> Poems, collections of poems, stories which have been edited and prepared for printing.	Pages folded and sewn down the center and attached the cover with dry mount circles, etc. Bind together.	Cloth, dry mount cardboard. Need iron, scissors, needle thread.	Photographs in sketching, spattered paint.

DINAH KNEADING DOUGH

I have seen full many a sight
Born of day or drawn by night;
Sunlight on a silver stream,
Golden lilies all a-dream,
Lofty mountains, bold and proud,
Veiled beneath the lacelike cloud;
Bo no lovely sight I know
Equals Dinah kneading dough.

Brown arms buried elbow-deep
Their domestic rhythm keep,
As with steady sweep they go
Through the gently yielding dough.
Maids may vaunt their finer charms –
Naught to me like Dinah's arms;
Girls may draw, or paint, or sew –
I love Dinah, kneading dough.

Eyes of jet and teeth of pearl,
Hair, some say, to tight a-curl;
But the dainty maid I deem
Very near perfection's dream.
Swift she works, and only flings
Me a glance – the least of things.
And I wonder, does she know
The my heart is in the dough?

Paul Laurence Dunbar
1872 – 1906

TROUBLE IN DE KITCHEN

Dey was oncet a awful quoil 'twixt de skillet an' de pot;
De pot was des a-bilin' an' de skillet sho' was hot.
Dey slurred each othah's colah an' dey called each othah names,
W'ile de coal-oil can des gu-gled, po'in oil erpon the flames.

De pot, hit called de skillet des a flat, disfiggered t'ing,
An' de skillet 'plied dat all de pot could do was set an' ding,
An' he 'lowed dat dey was 'lusions dat he wouldn't stoop to mek
'Case he reckernize his juty, an' he had too much at steak.

Well, at dis de pot biled ovah, case his tempah gittin' highah,
An' de skillet got to sputterin'. Dem de fat was in de fiah.
Mistah fiah lay daih smokin' an' a-t'inkin' to hisse'f,
W'ile de peppah-box us nudgin' of de gingah on de she'f.

Den dy all des lef' hit to 'im, 'bout de trouble an' de talk'
An' howevah he decided, w'y dey bofe 'u'd walk de chalk;
But de fiah us so 'sgudted how dey quoil an' dey shout
Dat he cooled 'em off, I reckon, w'en he puffed an' des went out.

Paul Laurence Dunbar
1872 – 1906